National Curriculum Change for Reinforcement of Character Education in Korea

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Content

1. Background of Curriculum Change
2. Change of Educational goals
3. Strengthening of Sports Club Activities
4. Reinforcement of Character Education in Korean language, Social Studies and Moral education
1. Background of Curriculum Change

Focus of 2009 revised national curriculum

- Growing-up of learners who have global competencies and creativity
- Educational values of caring for others and sharing with others
Crisis of violence in schools

- Various means of violence in schools
  - Verbal violence in cyber space
  - Sexual harassment
  - Psychological abuse, etc.
• Imbalanced development of Korean youth
  
  - Intellectual competencies are quite excellent in OECD countries
  
  - Competencies for social interactions and cooperation are extremely low
- Ill-balanced knowledge education in schooling
- Lack of sports, leisure activities and sleeping
  - Excessive stress, emotional and social pressure
Fundamental countermeasure

- Practice of character education across all are as of educational activities

- Government announced 「Synthetic counter measure for the eradication of school violence」 emphasizing on the actual practices of character education
- Project learning for the conflict-resolution education
- Opportunities for music, fine art and performances for emotional stability and improvement of self-respect
Strengthening club activities such as sports clubs to meet the strong needs of physical activities and to teach self-restraint and value of unity
Sports activities

Activation of neurotransmitter

• Positive thinking
• Self-respect
• Self-destructive behavior
• Anger

Fostering of desirable character and personality
A research to supplement current national curriculum for character education at KICE

- Conferences with various specialists on curriculum studies, character education, Korean language, social studies education, early childhood education, youth activities education and physical education
2. Change of educational goals

- Elementary schools and middle schools
  - Good character of learners and mind for caring about others

- High schools
  - Attitude of global citizenship in living with others and cooperating with others
• Mitigation of the number of subject-matters in a semester
  
  ▪ More flexible organization of school curriculum for emotional stabilization of learners, improvement of self-respect and sociality
  
  ▪ Supplementation of the guidelines about focused course-taking for the more autonomous practice of character education
3. Strengthening of Sports Club Activities Change

- A countermeasure to overcome the serious problems of violence in schools
  
  - 34 - 68 hours for each semester
  
  - National curriculum policy in all middle schools
4. Reinforcement of Character Education in Korean Language, Social Studies and Moral Education

- Korean language
  - Personal aspect

<table>
<thead>
<tr>
<th>Key competencies</th>
<th>Meaning of key competencies in Korean education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-respect</td>
<td>To form positive self-identity and express oneself with confidence</td>
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<tr>
<td>Self-control</td>
<td>To take control on oneself and talk temperately even amidst anger</td>
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<tr>
<td>Self-reflection</td>
<td>To see one’s life retrospectively and seek for better life</td>
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</tbody>
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### Inter-relational aspect

<table>
<thead>
<tr>
<th>Key competencies</th>
<th>Meaning of key competencies in Korean language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect of others</td>
<td>To use language with concerns for others</td>
</tr>
<tr>
<td>Sympathy</td>
<td>To accept others’ thoughts and emotions sensitively</td>
</tr>
<tr>
<td>Mutual understanding</td>
<td>To take open and permissive attitudes</td>
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</tbody>
</table>
## Community aspect

<table>
<thead>
<tr>
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<th>Meaning of key competencies in Korean language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>To perceive responsibilities as a member of society and follow social norms</td>
</tr>
<tr>
<td>Participation</td>
<td>To participate in the process of decision-making and express one’s opinions</td>
</tr>
</tbody>
</table>
• Character education in social studies education

  □ Key elements

  • Respect of human rights, understanding of differences, sympathy, careful concern of others, generosity, coexistence, peace, democratic procedure and compromise, mutual understanding, etc.
- Revising the guidelines for teaching and learning
- Teaching of social skills, values and attitudes
- Social studies curriculum modification focused on the prevention of campus violence and desirable counteraction against them
• Character education in moral education
  - Ethics of communication in cyber space and actual experiences about essential contents of morals
  - Self-initiated participation in moral inquiry and self-reflection
  - Specific methods of teaching and learning for character education
Thank You