Character Education in Korea

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1. Definition of non-cognitive skills in Korea focused on character education
2. Emerging trends of teaching non-cognitive skills
3. Achievements and challenges regarding the curriculum policy
4. The area to be covered in the future study
5. Suggestions towards educational policy
Definition of non-cognitive skills in Korea focused on character education

- Social competencies based on mutual respect in multi-cultural and pluralistic environment
  - Capabilities for empathy, consideration for others, cooperation, communication skills, conflict resolution, patience, etc.
Definition of non-cognitive skills in Korea focused on character education

- Revised goals of secondary school education at national level
  - Abilities to sympathize and communicate with others, considerate for others
  - Attitudes as democratic citizens
### Definition of non-cognitive skills in Korea focused on character education

- **Non-cognitive skills in Korean language education**

<table>
<thead>
<tr>
<th>aspect</th>
<th>non-cognitive skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal</td>
<td>self-respect</td>
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<td></td>
<td>self-control</td>
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<td>self-reflection</td>
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<tr>
<td>inter-relational</td>
<td>respect of others</td>
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<tr>
<td></td>
<td>sympathy</td>
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<td></td>
<td>mutual understanding</td>
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<tr>
<td>communal</td>
<td>responsibility</td>
</tr>
<tr>
<td></td>
<td>participation</td>
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</tbody>
</table>
Definition of non-cognitive skills in Korea focused on character education

- Some examples of actual changes of national standards for Korean language education for middle school education
  - Active participation in listening and speaking with proper language etiquette
  - The way to understand and evaluate various lives of humans with different values and the ways to overcome the conflicts in literature
Definition of non-cognitive skills in Korea focused on character education

- Key elements of non-cognitive skills in social studies
  - Respect of human rights
  - Understanding of differences
  - Sympathy
  - Careful concern of others
  - Generosity
  - Mutual understanding
  - Fairness
  - Responsibilities, etc.
Definition of non-cognitive skills in Korea focused on character education

- Key elements of non-cognitive skills in moral education
  - Sympathy
  - Communication skill
  - Conflict-resolution abilities
  - Tolerance
  - Internet etiquette, etc.
Definition of non-cognitive skills in Korea focused on character education

- Some examples of actual changes of educational contents at 5-6th grade level
  - Understanding the effect of expression of anger on yourself and others
  - Controlling the anger
Definition of non-cognitive skills in Korea focused on character education

- ERI- Net analytical framework
### Summary of emerging trends of non-cognitive skills in Korea

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<thead>
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<tbody>
<tr>
<td>personal</td>
<td>self-respect, self-control, self-reflection, etc.</td>
</tr>
<tr>
<td>inter-relational</td>
<td>sympathy, understanding of differences, careful concern of others, generosity, communication skills, attitudes as democratic citizens, conflict-resolution abilities, tolerance, internet etiquette, etc.</td>
</tr>
<tr>
<td>communal</td>
<td>respect of human rights, fairness, responsibility, participation, etc.</td>
</tr>
</tbody>
</table>
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- Review of the summary of 100 highly qualified schools and selection of 4 elementary schools and 3 middle schools which have some valuable implications
- Meeting and in-depth interviews with principals, vice principals, research department heads, and some of teachers
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- Character education throughout the entire school curriculum
  - Well-Living project
    - Pine tree project
    - Eco-living project
    - Carrying out high right etiquette movement
  - Self-governing activities that promote the initiatives of students
  - Career experience camp
  - Various get-together experiences
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

Interview

We are carrying out one student-one pine tree growing movement. There are many students who have no sisters and brothers, so they are loved by someone but they seldom had the opportunity to give love to someone and to take care of something periodically. Recently, the first thing students do upon getting off the school bus is to check that their pine trees are growing well. The pine tree is our school tree, so there are many cases that all the curriculums are frequently connected with pine trees in PBL curriculum. We prepared some program by grafting various meaning, such as ‘valuable thing’, ‘sharing and infinite love’ onto the pine tree.
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- Character education by culture and art education
  - Music education to foster desirable emotion of students
    - 1 student-1 instrument project to expand the opportunities to listen to music
    - Organization and operation of orchestra
    - Operation of school choir
Emerging trends of teaching non-cognitive skills by analyzing school curriculum
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- **Interview**

  School invited city orchestra and choir for the purpose of giving cultural and artistic stimulus and developing good emotions. In addition, we try to designate one instrument for one student. I believe that it’s important for student to experience culture and art at their early age. Hence, cultural and artistic education pursued by schooling is not to raise the elites but to foster the aesthetic senses of students through various activities.
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- Character education by the operation of creative experiential activities
  - Development plan for creative experiential resources map
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- The organization of the curriculum document

The general guidelines of national curriculum

Subject curriculum
(7 subject clusters)

Creative - experiential activities
## Emerging trends of teaching non-cognitive skills by analyzing school curriculum

### Elementary School

<table>
<thead>
<tr>
<th>Subject clusters</th>
<th>1st &amp; 2nd grades</th>
<th>3rd &amp; 4th grades</th>
<th>5th &amp; 6th grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Language</td>
<td>Korean Language 448</td>
<td>408</td>
<td>408</td>
</tr>
<tr>
<td>Social Studies/ Moral Education</td>
<td>Mathematics 448</td>
<td>272</td>
<td>272</td>
</tr>
<tr>
<td>Mathematics</td>
<td>272</td>
<td>272</td>
<td>272</td>
</tr>
<tr>
<td>Science/THE *</td>
<td>Disciplined Life 128</td>
<td>204</td>
<td>340</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Intelligent Life 192</td>
<td>204</td>
<td>204</td>
</tr>
<tr>
<td>Arts (Music/Fine Art)</td>
<td>Pleasant Life 192</td>
<td>272</td>
<td>272</td>
</tr>
<tr>
<td>English</td>
<td>136</td>
<td>204</td>
<td>204</td>
</tr>
<tr>
<td>Creative - Experiential Activities</td>
<td>272</td>
<td>204</td>
<td>204</td>
</tr>
<tr>
<td><strong>Total number of class hours</strong></td>
<td><strong>1,680</strong></td>
<td><strong>1,972</strong></td>
<td><strong>2,176</strong></td>
</tr>
</tbody>
</table>

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*Emerging trends of teaching non-cognitive skills by analyzing school curriculum.*
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- Resources of local community which students can walk to, or take a bus for a short distance to get to
Emerging trends of teaching non-cognitive skills by analyzing school curriculum

- Character education by reading and essay writing education
  - To foster the appreciation of the piece of work, expression, and critical power
  - Book report activities with the participation of students, teachers, and parents, while exchanging their thoughts and feelings with each other
Achievements and challenges in Korea regarding the curriculum policy

- Reflecting non-cognitive skills such as respect of others, sympathy, and participation, etc. in the standard of subject-matter curriculum
  - Educators became to share the importance of non-cognitive skills
Achievements and challenges in Korea regarding the curriculum policy

- Actual changes are taking place in schools
  - Keen interests in implementation of art education that can foster the good emotion of students
  - Attention to experience-based education
  - Reading education with the participation of students, teachers, and parents
What are teachers’ competencies to teach non-cognitive skills meaningfully?
Suggestions towards educational policy in Korea

- Cooperation with local community for the experience-based character education in regular school day, in weekends, vacation
- Supports for character education at middle school level
- Adjusting of the amounts of learning standards for the experience-based character education
If you want to find more information about Korean Curriculum, visit this site! http://www.ncic.re.kr/english.index.do