Guide questions for Curriculum Analysis of Teacher Education Programmes/Courses on Education for Sustainable Development (ESD)

A Introduction

The curriculum analysis project is designed for all participants of the ESD-NET Training Workshop which is going to be held in Bangkok on 21-24 Aug 2007. Before attending the workshop, all the participants from each invited teacher education institution (TEI) have to carry out an analysis of the curricula of their teacher education programmes or courses to examine the extent to which the content, skills and values that are espoused under the rubric of Education for Sustainable Development (ESD) are covered in the existing teacher education curricula. The curriculum analysis can be directed on both undergraduate and graduate programmes, specific courses in these programmes or even specific subject areas such as geography, science, etc and teaching methods of these subjects. The purpose of this exercise is to obtain a situational analysis of the teaching and learning of ESD in teacher education institutions in the Asia-Pacific region.

To standardize the curriculum analysis among all the participants, we are providing you a guideline with a series of questions to carry out the analysis. We understand that some of the questions may be very broad and general so as to provide for its relevance to all the institutes covered. There is also some overlapping of questions in the various sections to make sure that the coverage is comprehensive. Please answer all the questions and provide as much details as you can.

B Background Information

Name of ‘researcher’ Woun Sik CHOI

What is your understanding of ESD. ESD is program to provide training for all sectors of society to address sustainable development in each country as well as over the world where man and nature live in harmony

Name of Country: Korea

Name of institution: Ewha Womans University

Languages used in medium of instruction: Korean

Is there a national curriculum on teacher training in your country? Since 1946

Level of education that your institution trains teachers for early childhood, elementary, and secondary junior and high school
How many teachers training institutes does your country have?
Over 40 college of education for secondary school teacher and 11 college of education for elementary school teacher

Does your country have a national policy on sustainable development? Since 2000

Does your country have a national policy on education for sustainable development? Since 1998

Does your country have programs on education for sustainable development in its teacher education institution? Since 1998

Does your country have programs on education for sustainable development in its schools? Since 2000

Is ESD featured in your institute? Describe how your institute gives attention to ESD. We opened on-line multimedia program for ESD and in-service program for school teacher was opened since 2000

Has your institute attempted to consciously build in ESD (either in terms of its content, approach and pedagogy, or any one of them) in its curriculum? What are the difficulties and barriers encountered if there is such an attempt? Geography and biology courses have ESD program but the others do not have yet because of finance

C AIMS & OBJECTIVES

1. What is the overall mission of your institution’s training curriculum? Educate student to become competent teacher for secondary school

2. What are its official explicit aims and objectives?
   (1) Students develop dispositions, commitment, and ethics required for professional teachers.
   (2) Students develop an in-depth content knowledge of subject matter.
   (3) Students develop pedagogic skills required to effectively support student learning.
   (4) Students develop the research ability to investigate the educational phenomena.
   (5) Students develop creativity, critical thinking, and ICT competencies to effectively adapt to the changing world.

3. Do any of these objectives cover the concerns of SD/ESD? If yes, explain/clarify how these aims/objectives deal with SD/ESD. The world environment has been changed too much with economic development. We have to try to adapt to the changing world
Are the ESD/SD related objectives implemented?
Describe how these objectives are implemented? (e.g. as topics within existing courses, specific courses, separate training workshops etc)
Asses the achievement of the SD/ESD related aims/objectives.

Field research in geography course is one of well implemented programs to address ESD/SD

**D APPROACH**

1. How would you describe your institution’s approach to including ESD in its curriculum? First, through lectures, readings, and seminars, students learn educational theories and contents of subject matter they will teach. Second, students analyze the teaching of their own as well as others and so develop pedagogical abilities. Third, students analyze the learning of secondary school students and so develop an in-depth knowledge of learning. Through the analysis of teaching and learning, they develop the abilities to reflect on the practice and to research educational phenomena. Fourth, students conduct case studies and so develop a deeper understanding of individual students, classrooms, and schools. Case study method offers students an opportunity to apply educational theories to practice. Fifth, students write an autobiography and this helps them reflect on their own practice as well as themselves. Sixth, students conduct action research and this helps them develop research abilities and, further, identify as teacher researchers. Finally, students engage in various types of intensive field experiences and develop the abilities required to become professional teachers.

2. Is the ‘Whole School/Institution’ approach adopted? No
   - If yes, describe how your institution implements the ‘Whole School/Institution’ approach.
   - Which are the various groups involved?
   - How are they involved?
   - Describe the work, roles and relationships of these various groups (school principal, teachers, students, parent-teacher association, community- e.g. immediate milieu, alumni)
   - What are some of the insights and lessons arising from the implementation of this approach?

3. How far does the community, parents, religious and other social groups get involved in the work of your training institute vis-a-vis ESD? Elaborate briefly and comment on the relevance and effectiveness of such liaisons?
   Sometimes Ministry of Environment, Ministry of Education and Human Resources, Korean Environment and Technology Institute, and the other organisation try to give financial aids to my institute

4. How does your institution involve/use the resources of related organizations (e.g. environmental, consumer, human rights, women’s organizations in your educational/training activities?)
Some members of the organization participate in teaching or seminar as volunteer or expert.

5 Are there opportunities for staff and students to engage in research during training. If so elaborate? E.g. kind of inquiry, focus and problem areas selected for research.
Curricular has four domain: education course, content course, methodology course and field experience course, Student can participate in research activities in the domain of field experience.

6 Does your institution continue to provide follow-up support or/and continuing professional development to teachers after graduation?
If yes, elaborate on these programs/support.
We have pre-service program for enrolled students and in-service program for graduates. The program is financed by government on line as well as offline.

E CONTENT

1 Does your institute’s training curriculum give any attention to ESD (directly or indirectly)? Elaborate on the ESD coverage and scope in the whole curriculum. (Please refer to Appendix I for the different perspectives of ESD).
Training and research to build more sustainable society

2 Is your training curriculum-subject centred, or are there opportunities for cross disciplinarity?
Some of them are subject centered and the others are cross disciplinary one

3 Describe what is covered in the cross-disciplinary areas and its mode/mechanisms of delivery.
Future society and environment course in Social Studies Department is one of cross disciplinary areas. More than six lecturers from various departments participate in the class as a team teacher

4 Do these cross-disciplinary opportunities include coverage of ESD? If so, elaborate on the rationale for its inclusion. List the main content/topics covered and skills taught in these ESD related areas. Describe in detail what students learn (do not limit this to content knowledge only if other aspects are achieved) from this part of the curriculum?
As society develops, the environment has to be changed resulted from the economic development and population growth. The students learn how to recover the polluted environment and how to continue sustainable development

5 Name the disciplines and their respective subjects where concerns of ESD are addressed. What are the related topics/themes covered? Describe how ESD is addressed in these subjects, including the ways in which the related ESD content is being taught. (can be different in each subject/discipline – describe as many as you can).
World geography, environment geography, education of resources and population, Modern society and biology and so on
6 Is ESD offered as a separate specialization? If so, explain why and how did this come about?
No

7 Does your institute’s curriculum address wider global issues e.g. international understanding, climatic changes, pollution, sustainability/sustainable development, peace, poverty, human rights, gender equality etc? Comment on the extent of its coverage and how these topics are being taught? What do students learn from this part (ESD related) of the curriculum?
World regional geography course are related to all kinds of problem over the world. The world environment, population, economy, urbanization culture and so on are included in the course. The students learn about the SD/ESD in the course.

8 Are local issues and concerns reflected in the teaching and learning? If so, what are the main local issues covered and elaborate where possible their relevance to pupils and teachers? Comment on the extent of its coverage and how these topics are being taught? What do students learn from this part (ESD related) of the curriculum?
Case studies in Regional development course are related to the ESD. The course cover the air pollution, water contamination, de-forest resulted from the over-development.

F PEDAGOGY & ASSESSMENT
1 List and elaborate on the main types of teaching methodologies that your institute employs in presenting the curriculum to students.
Sometime in the class but every lecturer should present his syllabus of the curriculum on the school homepage before class opening.

2 To what extent do you employ mixed modes of delivery, and in what contexts and why? Describe the mixed modes of delivery adopted.
Lecture with overhead projector and online lecture on the homepage are good for photos or pictures showing the historical relics and the natural changed phenomena.

3 If ESD is included in the curriculum, what teaching and learning styles are being employed? Why are these styles of learning adopted? Describe each of them, emphasizing on the learning process and pedagogical principles. Are there some more effective than others and why? Which of these are more effective?

4 Elaborate on how teacher trainees are assessed and monitored during training both inside and outside the institution (ie during the practicum)?
During the practicum the trainees are assessed and monitored by school teachers.
After they returned to college they are assessed by the lecturer.

5 To what extent is student self assessment practiced, specify where possible. Describe the self-assessment methods used.
During the practicum every student writes autobiography, conduct action research, and case studies. They are assessed by themselves.

G RESOURCES
1 List the resources/material that you/your institute have used and found useful in teaching ESD. Are there some more effective than others and why?
Sources books, on-line materials, some pictures, and photos

2 Has your institute/staff developed any material/resources that are useful/effective in the teaching and learning of ESD areas? Describe them. Appendage these material to your report.
Cyber space for ESD on the web.

H OUTCOMES
1 What outcome/s does your institute expect from the ESD related parts of the curriculum? Discuss to what extent these expected outcomes are or are not achieved
Not so much but it needs much time

2 From your observation/assessment what capabilities and skills are fostered in the ESD part of the curriculum?

3 What are/would be the main barriers in developing ESD as (a) a separate discipline (b) as part of an interdisciplinary curriculum in your institute?
   For separate discipline there is few expert on the ESD and for interdisciplinary curriculum there are no common consensus among the curriculum developers

4 Describe the kind of sustainability literacy you think your institute is addressing in the current curriculum.

5 Would your institute be interested to incorporate ESD (more if there is already) into its present curriculum. What are some of the existing efforts/initiatives? How can these efforts be further consolidated/expanded?
   Many scholars insist to expand the ESD program into the present curriculum but the problem is that teacher recruit system do not want to be changed

6 What programs/action can be initiated to foster further interest in ESD in your institute?
   Eco-Science program in graduate school was opened last year. This program is one of interdisciplinary subjects which will do contribute to the development of ESD.

APEID
May 2007