Teacher Education Program at Ewha Womans University in Korea

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College of education
Ewha Womans University
1. Purpose of College of Education

1. To educate students to become excellent teachers for kindergarten, elementary, secondary, and high schools.

2. To provide a four year program for a Bachelor of Arts or a Bachelor of Science.
## II. Brief History

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</table>
| 1886 | Opened the school  
Two-year nursery school |
| 1915 | College of Education |
| 1925 | Downgraded to Ewha Professional School |
| 1945 | Department of Education |
| 1946 | Upgraded to Ewha womans University |
| 1951 | Department of Social Studies  
Department of Mathematics  
Department of Science education |
| 1958 | Department of Elementary Education |
| 1963 | Department of Education Technology  
Department of Health Education |
| 1964 | Department of English Education |
| 1971 | Department of Special Education |
| 2005 | Department of Korean Education |
III. Organization of College of Education

Affiliated school
- Kindergarten
- Elementary
- Junior
- Senior

Teaching Service
- Teaching Practice Administration office
- In-Service Teachers Training Program

Learning Aids Lab
- Education Resources Center
- Education Information Lab

Eleven Departments

R & D Service
- Ewha Education Research Institute
- Curriculum and Instruction Research Institute
- Special Education Research Institute

Cyber campus
- On-line in-service teacher training program
Special program

On-line in-service teacher training program
### IV. Goals of College of Education

1. Students develop dispositions, commitment, and ethics required for professional teachers
2. Students develop an in-depth content knowledge of subject matters
3. Students develop pedagogic skills required to effectively support student learning
4. Students develop the research abilities to investigate the educational phenomena
5. Students develop creativity, critical thinking, and ICT competencies to effectively adapt to the changing world
# Graduation Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Total required credits</td>
<td>135</td>
</tr>
<tr>
<td>Educational Course</td>
<td>14</td>
</tr>
<tr>
<td>Contents course</td>
<td>42</td>
</tr>
<tr>
<td>University mandatory course</td>
<td>12-14</td>
</tr>
<tr>
<td>Basic major course</td>
<td>23</td>
</tr>
<tr>
<td>Methods course</td>
<td>4</td>
</tr>
<tr>
<td>Field experience</td>
<td>2</td>
</tr>
</tbody>
</table>
VI. Pedagogical methods

A various pedagogical methods is used to help students develop professional knowledges, skills, and dispositions required for competent professional teachers.

1. Students learn educational theories and contents of subject matters they will teach through lectures, readings and seminars.
2. Students develop the abilities to reflect on the practice and to research educational phenomena through the analysis of teaching and learning.
3. Students conduct case study and so develop a deeper understanding of individual student, classroom, and schools.
4. Students write an autobiography and this helps them reflect their own practice as well as themselves.
5. Students conduct action research and this helps students them develop research abilities.
6. Students engage in various types of intensive field experience and develop the abilities required to become professional teachers.
VII. Factors promoting the implementation of EIU/ESD

A. General Factors

1. The shared vision of good teacher education. The faculty members at the College of Education share the vision of good teacher education as represented in the goals of the College of Education.

2. Common core curriculum grounded in substantial knowledge of subject matter, students, and teaching. The faculty identified what teachers need to know and are able to do and developed a common core curriculum based on the knowledge, skills, and disposition required to become professional teachers.

3. Intensive clinical experiences that reflect the vision of the teacher education program and carefully mentored by university supervisors and cooperating teachers.
VII. Factors promoting the implementation of EIU/ESD

A. General Factors

4. Strong relationships between the College and the laboratory schools at Ewha Womans University. The faculty works closely and collaboratively with the teachers at the laboratory schools. This collaboration helps students relate what they learn in the university to the secondary school classrooms and educational theories to the practice.

5. The use of innovative pedagogic methods. As mentioned earlier, the faculty has been used a variety of innovative teaching methods such as case study methods, action research, autobiography, performance assessments, portfolios to support the learning of students.
VII. Factors promoting the implementation of EIU/ESD

B Curriculum in Secondary school teacher education

1) Science education
The science teacher education offers various courses regarding international understanding in science education. These courses are opened for pre-service and in-service science teachers.

(1) EIU-oriented courses for pre-service science teachers
- Physics, technology, and society
- Physics education seminar
- Chemistry and technology in society
- Topics in chemistry education
- Seminars in biology education
VII. Factors promoting the implementation of EIU/ESD

B. Curriculum in Secondary school teacher education

(2) EIU-oriented courses for in-service science teachers

- Current research in science education
- Modern society and biology
- Current issues in physics education
- Research trends in physics education
- Research trends in chemistry education
- STS (Science, Technology and Society) teaching methods in biology
- Study of science curriculum

But the proportion of these courses is less than 10 percent of the total courses required for graduation.
VII. Factors promoting the implementation of EIU/ESD

B Curriculum in Secondary school teacher education

2) Social Studies Education

The social studies education provides various courses regarding EIU/ESD in Social studies education. These courses are open for pre-service teacher and in-service teachers.

(1) EIU oriented course

- International relation and education
- Western civilization history
- Geography of international society
- Political change and education
VII. Factors promoting the implementation of EIU/ESD

B Curriculum in Secondary school teacher education

(2) ESD oriented course

- Environment geography
- World geography
- Education of resources and population
- Environment education

The curriculum has been changed every four years due to the social, economic and political change in Korea.
VIII. Obstacles or Barrios to implementing of EIU and ESD

1. General and secondary school teacher education

1) The national regulations. In Korea, the teacher educations as well as K-12 education are regulated by the Ministry of Education. The universities have little discretion in implementing teacher education programs. Thus it is important to build and maintain a supportive and collaborative relationship with the government.

2) The finances. Without financial support from colleges, universities, and government, it is difficult to expect the successful implementation of EIU and ESD.

3) A fear of innovation. Changes bring a feeling of uncertainty and anxiety. Thus changes also meet with opposition. With the opposition or indifference of members of the institutions, innovation cannot be succeeded. Thus it is important to engage all members of the institutions to fully participate in the innovation.
VIII. Obstacles or Barrios to implementing of EIU and ESD

2. Early childhood teacher education

Education and care for young children in Korea is divided into two systems; Kindergartens and Child Care Centers. Each is under the different jurisdiction and law. Since target age for each system overlaps, graduates from the department of early childhood education want to receive both kindergarten teacher certificate and child care teacher certificate. However, to meet the requirements for both certificates is very challenging task for the department. Table 1 shows the differences between kindergartens and child care centers.
## VIII. Obstacles or Barrios to implementing of EIU and ESD

### 2. Early childhood teacher education

Table 1. Kindergarten and Child care centers in Korea.

<table>
<thead>
<tr>
<th></th>
<th>Kindergartens</th>
<th>Child-Care Centers</th>
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</thead>
<tbody>
<tr>
<td><strong>Jurisdiction</strong></td>
<td>Ministry of Education and Human Resources Development</td>
<td>Ministry of Gender Equality</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>Early Childhood Education Act</td>
<td>Infant Care Act</td>
</tr>
<tr>
<td><strong>Target age</strong></td>
<td>3- to 5-year-olds</td>
<td>Birth to 5-year-olds</td>
</tr>
<tr>
<td><strong>Teacher certificate (level II)</strong></td>
<td>Kindergarten Teacher Certificate (Graduates from the dept. of early childhood education of 4-yr-universities or 2-/3-year-colleges)</td>
<td>Child-care teacher certificate (27 credit hours in the subjects designated by Ministry of Gender Equality)</td>
</tr>
</tbody>
</table>
VIII. Obstacles or Barrios to implementing of EIU and ESD

3. Elementary Teacher Education

1) Expensive tuition. The tuition (about $10,000 a year) is a burden for most of the students comparing to the one with all other national teaching colleges (about $2,000-3,000 a year), funded by the government. Therefore, Ewha provides many final supports (various kinds of scholarships and student loan with low interest rates) for students.

2) Small number of faculty. Six full-time faculties cover more than eleven courses required by the government to get the certificate. To deal with the problem, the department of elementary education tries to connect other departments with curricular exchanges and invite school personnel who are experts in the subject area with strong experience in the field, along with the efforts to recruit new faculty members.
3) Few chances of curriculum selection for students. The government course requirement regarding the teaching certificate gives students few chances to participate in various activities and take other courses within the department as well as outside of the department while Ewha provides a variety of courses for undergraduate offered by the liberal arts department and other majors in campus, and by other major universities in Korea and foreign universities with exchange course programs. The possible way to overcome the problem would be the extension of the program so that students can have more opportunities to meet a broader spectrum of knowledge and experience. And the curriculum should be reorganized to the direction that make students satisfied and fulfill their interests and needs.