A Study for the Establishment of the Direction in General Guidelines in National Curriculum Revision

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The purpose of this study is to present basic information and results of discussions related to the National Curriculum revision of general guidelines and to build up some solid foundation to perform the work for curriculum change more effectively. The important matters which require in-depth discussions were treated in this research regarding the conflicting point of views about curriculum revision. Researchers tried to identify the controversial issues and problems of the current curriculum synthetically in this paper.

Literature review related to curriculum revision, frequent meetings among KICE research members, deliberations with a lot of professionals in various universities and organizations, agenda forums, and a large seminar was held with a great number of teachers and professors. Also the results of a large scaled survey research National & Social Needs Assessment Related to Curriculum Revision(KICE, 2004) were utilized. The main contents of the discussions can be summarized as follows.

First, it is necessary that the general provisions for the future society be kept on going consistently and the ideal of educated persons should be headed in the next National Curriculum because the direction, which was established in the 7th curriculum, is still valid.

Second, the basic structure of the National Curriculum should be maintained by keeping the dual structure of curriculum comprising of the common core curriculum and the elective curriculum.

Third, the most important point for the decision of instruction time should be discussed very seriously considering the relation between the change in work place and curriculum management. Such a matter should be decided through discussions and deliberations among teachers, parents and professionals in education.

Forth, it is necessary that the intensified contents and processes in Korean, Social Studies, Math, Science and English should be reconsidered because teachers can guide students differently considering their abilities in the actual process of curriculum implementation. So the National Curriculum should be focused on basic contents in each subject matter. But further studies are required for the actual improvement of curriculum differentiation. Current rules of instruction for curriculum differentiation should be maintained but some specific matters should be amended.

Fifth, the system of the elective curriculum in high schools should be maintained but partial amendment is necessary in next curriculum revision. The reconsideration of a dual system of general subjects and intensified subjects is required in the high school curriculum. The appropriateness of integrating such a system should be reviewed.

Sixth, the appropriateness of educational contents in each subject matter should be considered and refined seriously regarding the validity of the content, amount, degree of difficulty, and sequence.

Seventh, various needs related to cross-curricular should be reflected curriculum revision within proper limit. The strong and meaningful needs of cross-curricular should be reflected in proper subject matters. New guidelines of curriculum organization and management should be developed including such an aspect.

Finally, the localization of the National Curriculum should be deliberated more clearly because the actualization of curriculum localization is achieved in the organization and management at each school.
Research on the Social Demand for the Reformation of the Curriculum

The purpose of this study is to figure out the problems and issues of the present curriculum in order to build a future National Curriculum policy. Through this procedure, this study aims to provide a concrete foundation for National Curriculum improvement.

This study covers the area of, a) the need of curriculum revision, b) the purposes of elementary, secondary school education, c) the suitability of the present class hours and the class hours in time of a 5 class days a week system, d) the suitability and reformation method for the common basic curriculum, e) reformation of the overall subject learning and methods to reflect social demand, f) the suitability and reformation method for differentiated curricula, g) the suitability and reformation method for the high school elective curriculum, h) discretionary activities and extracurricular activities, i) localization of the curriculum.

The respondents of this survey research included 6,617, consisting of 5 groups of teachers, students, parents at elementary, middle, and high schools, officers of the regional educational bureaus and subject specialists.

Part of the result from the 9 study areas are presented as follows:

To the inquiry on the form and range of the National Curriculum reformation,

47.3% of the respondents preferred a partial reformation of the subjects in need of the overall reform. In response to the operation of the 5 class days a week system, 63.6% of the respondents preferred to reduce the class hours. The autonomy of the organization and operation of the school curriculum will be strengthened in the future decision making process upon the curriculum. 69.5% of the respondents replied that the current period of 10 years is appropriate. Related to the understanding level of the subject contents, the survey should that the understanding levels of elementary students and middle and high school students were 70~80% and 60~70% respectively in all subjects. Although the social demand should be reflected in the future National Curriculum, it needs to be limited on proper demands with educational purpose. Considering the overall subject learning, it also should be expressed on the organizational and operational instruction of the curriculum and subject development to reflect the overall subject learning on the related subjects.

Based on the results of the survey, this study presented the social demands for National Curriculum improvement. Considering the expectation of each level of the schooling and the variety of the view and interests, it is not easy to reach an agreement on the issues raised from each field. However, the reformation of the future curriculum should consider the capacity and limitation of school education, the necessity and demand of the learner, and the future direction of our society.

The results of this study could be utilized as a basic document for the reform of the general curriculum. It is also possible to use the results as basic data for the amendment of the subject curriculum. It can also provide a foundation for a master plan for the curriculum reformation process.
A Study on the Implementation and the Improvement of the 7th Korean Language Curriculum at Primary and Secondary Level

LEE In-Je / JEONG Gu-Hyang
SONG Hyeon-Jyeong / YU Yeong-Hee
MUN Yeong-Jin / JO Yong-Gi
LEE JAE-Gi / MIN Byeong-Gon

Currently, active discussions for the curriculum improvement plans are taking place, and the most urgent issue to be promoted in this regard is to thoroughly examine the problems of the current curriculum. The purpose of this study is to analyze the actual state and problems of the 7th Curriculum application, to summarize the related issues and to propose improvement plans.

This study examines academic discourses which have been raised recently on the curriculum improvement, and the actual state of curriculum application. Accordingly, the related issues were summarized and the improvement plans were suggested in this study. It is anticipated that this study will be used as a basic material to influence education policy in order to elevate quality of the National Curriculum, to apply such a policy, and to improve the Korean Language curriculum in order to enhance Korean language faculty of students.

The analysis results of the curriculum application in school and the actual classroom operation of the curriculum are as follows. As a result of the classroom observation, it was found that most of teachers consider the study materials by each level presented in the Korean language textbook rather monotonous. The teachers passively applied the suggested contents of the national-scale curriculum in the classroom, and they followed the suggested organizational and operational instructions by the metropolitan or provincial Education Bureau. Thus it is necessary to reflect opinions of teachers and students, to adjust and to specify the contents of the Korean language curriculum in the next curriculum amendment process. Moreover, the hierarchy among the sub-categories of the Korean language subject should be redefined and the reexamination of the elective subject system should be contemplated as a whole.

The analysis results of the curriculum and textbook, and the evaluation results of the appropriateness of the education contents are as follows. The standards for the evaluation of the appropriateness of the education contents are volume of study, level of difficulty, reasonableness and hierarchy. The subjects for the analysis in this study were the Korean language curriculum and its textbook. The study volume of the Korean language in the 7th Curriculum was rather excessive according to the analysis. It was caused by the difficulties that teachers could not restructure the education contents or be selective about the contents in reality due to the evaluation problems. The level of difficulty was appropriate in general except for a few chapters in the elementary and secondary school curriculum. However, there is no objective standard to measure the difficulty level in the Korean Language education, thus it is necessary to examine the difficulty level adjustment more systematically and precisely. The reasonableness and hierarchy can be seen as appropriate in general, but it is necessary to examine a specific standard to systematically organize the content items of the curriculum, both academically and educationally.

The major issues and improvement plans of the curriculum were obtained by the comprehensive examination of the existing studies, several meetings and a focused research. The final summary of the related issues of the Korean Language education was classified into 10 issues, which are, document composition system of the Korean Language education, subject structure, study goal, education contents,
criteria division, level of difficulty, range of the contents, method and evaluation. The background and reasons of the above classification were described in this study and the improvement plans were suggested as follows.

- The curriculum should be improved to become a system that fully functions as core subjects and elevates the status of the Korean Language subject.
- The curriculum should be improved to reflect the actual state of the South and North Korean Languages, integration of the people in Korean peninsula, and internationalization of the Korean Language.
- The curriculum should be improved to reflect various demands from the diverse national and social fields in terms of the Korean language education.
- A basic research on the curriculum improvement should be made thoroughly, and the improvement plans should be implemented based on this research.
- There should be a system to guarantee the reasonableness and validity of the improvement process of the curriculum.
- A coherent system is required to provide information on the contents, method and evaluation of the Korean Language education.
- The structure, sub-category names, contents by each category of the Korean Language subject should be improved based on reasonable and systemic reflection of the social needs and timely demands.
- The contents area of the Korean Language education should be adjusted or classified based on the academic and theoretical appropriateness.
- The level of difficulty and range of the contents should be determined based on the consideration of the social needs and timely demands, and reflection of the basic research on the learners characteristics.
- The basic research should be made thoroughly to guarantee the horizontal and vertical connection of the education contents.
- A support system should be established and its operation should be largely reinforced to enable efficient operation of the curriculum.
- The curriculum should be improved by reflecting the results of the systemic and constant monitoring against the curriculum application process.
- A system for constant evaluation, research and execution should be established and operated to control the quality of the National Curriculum.

However, there is a limit of this study that the above improvement plans and suggestions were not made after a certain consensus procedure which includes a participation of the experts from various walks of life. Subsequently, this study was not able to suggest in-depth opinions. Therefore, future studies for the curriculum improvement should include in-depth discussions, contemplations and consensus about the 7th Curriculum as a whole, including examination of the curriculum by each level and performance evaluation. Furthermore, such a process should be respected and more specific plans should be devised in the future studies.
A Study on the Implementation and the Improvement of the 7th Moral Education Curriculum at Primary and Secondary Level

CHA Woo-Kyu / YOON Hyeon-Jin
LEE Meong-Jun / JUNG Syeo-Gu (Seoul National University)

The purpose of this study is to provide foundational information for Moral Education curriculum developers, preparing for the following curriculum reform, who have to make rational decisions and judgment in developing, modifying, and improving the Moral Education curriculum.

In order to analyze how effectively Moral Education has been taught in accordance with the Seventh Curriculum Reform, several study methods were used in 2004: analyzing the data obtained from the previous related studies; and conducting surveys of school teachers and professionals in diverse fields. Based on the information obtained from such studies, a direction for the future Moral Education curriculum reform has been suggested in a specific and systematic way.

This study investigated how Moral Education has been implemented in Asian Confucian countries (Japan, China, and Singapore) and a few western countries (England and the U.S.), which may be helpful in guiding the direction of the future Moral Education curriculum.

Focusing on the Korean Moral Education curriculum in elementary, middle, and high schools, this study also examined the actualities and problems of, and the needed improvements on the 7th Moral Education Curriculum Reform on the basis of the level of grade: elementary school Moral Education subjects (3rd to 6th grades); secondary school Moral Education subjects (middle school 1st grade to high school 1st grade); and finally, additional elective curriculum for high school second and third grades.

The findings of this study can contribute to supporting the development and implementation of the future-directed Moral Education curriculum (for elementary, middle, and high students), and ultimately, helping students moral development and character maturity.
Since the general introduction of curriculum and those of every subject are related to each other, we selected 7 main issues of the basic research and ideas after the meeting with the team for the general introduction of curriculum as follows:

First issue, Revision of the Written Curriculum - in terms of the achievement of objectives in the curriculum, it needs to be specified according to the objectives of every subject, area, and each grade, while maintaining current structure of the provision.

Second issue, textbook system and structure of the Social Studies - the issue of integration of the Social Studies for middle school students, including geography, world history, and civics have been pointed out from the experts in the field that it needs to be revised since the integrated curriculum has generated several problems due to its inefficiency. In order to solve the problem of integration, it needs separated textbooks to be developed in parallel with the technically integrated textbook so as to give opportunities for students to choose on their preference. In the elementary school textbook Intelligent Life the two different sections of The Social Studies and Science are integrated into one together. It is, however, criticized with its discord to each other. It is asserted to be appropriate that the section of the Social Studies should be integrated into the textbook of Disciplined Life rather than Intellectual Life.

The sub-textbook Research Activities in the Social Studies attached to the Social Studies for the 4th graders is assessed to be excessive in terms of its heavy contents and quantity of research activity, not to mention the extra study assignment from the sub-textbook.
Fourth issue, application of the leveling curriculum - there are several problems of applying the leveling curriculum. In applying the leveling curriculum, the overlapping and the excessiveness of contents could make the difficulties, and further, the fair and objective evaluation in a practical sense could be at stake. In addition, when teachers' specialty and knowledge on certain areas are different, it is unlikely to succeed in applying the leveling curriculum. There should be alternatives to solve these problems of the application of the leveling curriculum. Thus, our current application of the leveling curriculum raises pessimistic responses from the teachers.

Fifth issue, appropriateness of the selective curriculum - the selective curriculum lacks in terms of its consistency and elaborateness of the general structure of the schema and contents for all the grades of school. As a high school level of study, it is extremely specific, whereas even at the university level of study approaches from the comprehensive and broader perspectives. As a general selective subject, Human Life and Environment lacks the correlation with other national common basic subjects and the upper division of selective subjects. Further, as a selective subject group, it requires the basic principle and logic for the establishment of the subject.

For the problems of the selective curriculum, the followings could be suggested for the revision. High school education should facilitate common, basic knowledge as the basis of its education. In relation to the university education, it needs to be consistent in terms of its curriculum. General education should be mandatory courses at the high school level of studies. Also as an alternative way, amongst the three sections of the Social Studies, at least one subject of them should be selected...
as a mandatory course. For this approach, there is a suggestion that the three sections could consist of two sub-sections in order to broaden the selection to 6 subjects.

Sixth issue, appropriateness of the content of the Social Studies - certain parts of the Social Studies are inadequate in terms of its content, volume/quantity, and consecutiveness. Accordingly, it needs to be further examined and developed in depth in these three aspects of the content, volume/quantity, and consecutiveness.

Seventh issue, the specific circumstance in the Social Studies with Korean History - many specialists in the field assert that Korean History along with Korean (Language) should be considered as the national education subjects. That is because of its difference in the aspects of the specific status of Korean History. That is, it used to be distorted and invaded by neighboring countries. In addition, recently it has been strongly suggested in all the related social and academic circles around the nation that we must teach students Korean history in depth so that they have a righteous consciousness in the Korean history and strong patriotism to cope with the powerful nations around Korea. Further, it is also strongly suggested that the principle of equality and the equal distribution of pie in the development of National Curriculum to each subject or the (academic) studies should be reconsidered. It requires that people who are to be engaged in the development of the curriculum should study with their whole heart what is more inquired by the nation.

The purpose of this study is to investigate the improvement on current issues of the 7th National Mathematics Curriculum based on the analysis of the document system and the implementation of the curriculum. In order to achieve this purpose, the characteristics and objectives, the achievement standards, teaching methods, the level-based curriculum, the high school elective subjects, the evaluation system, and the relevance of contents in Mathematics subject at primary and secondary level are reviewed and discussed.

This study consists of five sections as follows: the first chapter introduces the current problems in the contents of Mathematics education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter presents the definition of the Mathematics curriculum, and a brief history of the National Mathematics Curriculum in Korea. The third chapter discusses the current issues such as the objectives of the Mathematics curriculum, achievement standards, and teaching methods. The fourth chapter discusses the
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Since the 7th National Curriculum has been implemented, evidential research was conducted to diagnose issues in the implementation process while strong criticism was raised regarding inferior educational contexts to meet the intended goal of the 7th National Curriculum. It’s high time to investigate how to ensure quality education by examining accumulated research results and criticisms. In this context, this research looked into the direction of science education and curriculum change for future society, the problems of the 7th National Science Curriculum, and ways to solve these problems. Literature reviews, expert group meetings and surveys were utilized to examine the direction for the next Science curriculum.

This report consists of four chapters.

The first chapter presents the objectives and the research framework for this study. In chapter two, directions of Science education, major issues of the current Science curriculum and ways to improve Science curriculum were discussed. The main points are as follows:

Science education should reestablish it’s goals and directions in order to enhance students intelligence and problem solving ability. The future society will demand...
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In terms of goal statements, the Science curriculum has a single goal statement from 3rd through 10th grade, it doesn’t include goals regarding the increase of creativity and problem solving ability, and lacks a connection or congruity between goals. In addition, the goal statements are too abstract to prescribe specific teaching activities to meet the goal. To resolve these problems, we suggested a change in the directives.

In terms of the contents covered in the 7th National Curriculum, the Science contents and even textbook pages at each grade level were equally divided into four parts among Physics, Chemistry, Biology and Earth Science. In addition, the Science topics were segmented, overlapped between school levels due to the spiral curriculum, and had some irrelevancy issues in the light of the quantity and the difficulty for the student. In addition, the intent of the differentiated instruction for the 7th Science curriculum needs reconsideration since the educational contexts are too premature to implement a differentiated curriculum. Considering these issues and problems with the Science contents of the 7th National Science Curriculum, we should select and reorganize the Science contents for an effective Science education.

In terms of teaching and learning methods, we should improve teacher education to build up the teaching capacity, educational environments enabling scientific inquiry activities, and supply of Teaching and Learning materials to fulfill Science education goals.

In terms of evaluation, the 7th National Science Curriculum had problems of ambiguous evaluation criteria, the teacher’s limited autonomy in student assessment, lack of assessment materials and time shortage for the performance assessment. Suggestions for improvement include changes in performance assessment, development of various assessment materials and use of multiple assessment methods.
A Study on the Implementation and the Improvement of the 7th Practical Arts (Technology & Home Economics) Curriculum at Primary and Secondary Level

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Issues and Solutions

The first issue was whether to divide Technology & Home Economics subject into two or to keep it as a single subject. This has been a controversial issue from the onset of the 7th Curriculum application.

The first solution was to divide the subject as a compulsory subject into Technology & Home Economics. The second solution was to maintain the current status of a single subject as Technology & Home Economics and solve the operational problems. Regarding these two solutions, the former to divide the subject into two will be more desirable for normalization of the education, provided that a significant amendment of the 7th Curriculum is permitted. On the other hand, if the General Outline of the education policy is to maintain the 7th Curriculum, the second solution to keep the current status of the single subject and supplement it will be selected.

The second issue was to make the subject names of the Practical Arts and Technology & Home Economics coherent. It was difficult to suggest concrete solutions for this issue, for the concerned parties had different interests and opinions. Thus a tentative conclusion was drawn to maintain the current status as it is the best alternative for differing opinions, however, there was a suggestion based on common sense to unify the names of the subject. The name of the subject is closely related with the characteristics of the existing studies of the Practical Arts, Technology & Home Economics. Therefore, diverse and comprehensive discussions should be made persistently.
The third issue was the appropriateness of the credit requirements for the elementary Practical Arts. The first solution was to increase both the credit hours and graders of subjected students by 2 hours respectively from the 3rd graders to 6th graders (2-2-2-2). The second solution was to increase only the credit hours for 3rd and 4th graders by 1 hour each, and for 5th and 6th graders by 2 hours (1-1-2-2). Both the solutions increase the credit hours by 2 hours from the current 2 hours into 4 hours, thus it is burdensome to change the credit hour scheme of the General Outline. Therefore a resolution on the general outline is necessary in order to make decision on this matter.

The fourth issue was the appropriateness of the current credit hours for the Technology & Home Economics subject. The first solution of this issue was to adjust the credit hours by even numbers for 2-4-4-4, resulting in 3 hours increase, and the second solution was to adjust the credit hours by 2-4-2-4, resulting in a 1 hour increase. Both solutions increase the entire credit hours, so that a resolution on the General Outline is required. However, it is essential to adjust the credit hours only by even numbers for the team teaching.

The fifth issue was the appropriateness to divide the current Technology & Home Economics textbook into two (one for Technology and the other for Home Economics). The first solution was to separate the textbook for each grade, such as (Technology & Home Economics Secondary 1 (Technology)), (Technology & Home Economics Secondary 1 (Home Economics)) and the like. With this solution, the middle school textbooks become a total of 6 books and high school textbooks become 2. The second solution was to divide the textbook for elementary, middle and high schools such as (Middle School Technology) or (Middle School Home Economics). The purpose of both these solutions is to emphasize the independent composition of each textbook. For this textbook division, there should be a supportive policy so that it motivates teachers to reinforce the team teaching.

The sixth issue was the appropriateness of the degree of the concreteness of the Practical Arts (Technology & Home Economics), and there were also two solutions presented. The first solution was to strengthen the curriculum in a large scale and present a goal for major chapters. The second solution was to maintain the current minor chapter system and solve problems including improvement of the textbook examination system. Both the solutions were presented in order to make textbooks more diverse and creative. Considering the elevated qualification of the textbook writers and diverse make-up of the members of writers, it is necessary to strengthen the curriculum on a large scale.

The seventh issue was the appropriateness of the study volume and study level for Practical Arts Technology & Home Economics. Its first solution was to amend the difficult chapters based on the student responses of the survey, and the second solution was to amend only the overlapping contents that were difficult both for students to learn and teachers to teach. In short, the solutions imply that at least a partial amendment for all the contents should be made. The only remaining issue is a methodology to prioritize amendments and choose the chapters to be amended.

The eighth issue was the reasonableness of the current Practical Arts and Technology & Home Economics textbook contents in terms of the objectives of the curriculum. As a solution of this issue, it was suggested that problematic contents should be examined regardless of the forms of the examination. One of the alternative solutions was to amend the contents related to computers and change the sawing machine chapter. Although there were other chapters to be amended, the computer and sawing machine chapters have caused controversial arguments from the onset of the 7th Curriculum application. The survey found out that there has been an aberration for the teaching of these chapters. The computer chapter overlapped with the elective subject, Computer, thus either of the two was not taught. The sawing machine chapter was not supported internally and externally, hence the aberrational operation of it was more serious than that of the computer
Accordingly, it is necessary to confirm an official position for each party concerned with the issue. However, it should not be overlooked that the center of the decision-making is the learners.

Second, it is difficult to agree on the unifying subject names for elementary Practical Arts and secondary Technology & Home Economics. Therefore, an objective analysis and focused research should be made on the problem. To achieve this, a policy should be made and executed after listening to the public opinions from various classes of the social hierarchy, and a logical and objective analysis of each corresponding alternative plans.

Third, to keep the ideas of the current curriculum, credit hours for Technology & Home Economics must be adjusted by even numbers. Otherwise, the team teaching for Technology & Home Economics cannot take place in reality, as the teachers in the actual educational scene consistently claim.

Fourth, the current system of combined Technology & Home Economics textbook should be divided and an independent composition for Technology and Home Economics should be allowed. Otherwise, neither a complete and comprehensive contents composition, nor an independent curriculum system will be possible.

Fifth, the elective subject in high school is composed within the main frame of Technology & Home Economics curriculum. However, it is composed as a separate subject without coherent relations between the elective subject and Technology & Home Economics. It is inappropriate for 21st century’s paradigm of the knowledge-based society, thus changes should be made by any means.

Lastly, alternative improvement plans for the several issues were suggested in this study, but it is difficult to select one among them. Therefore, a formal committee is needed in order to objectively select the most optimal solution.
A Study on the Implementation and the Improvement of the 7th Physical Education Curriculum at Primary and Secondary Level

YOU Jeong-Ae / SEO Ji-Young
CHO Mi-Hye(Inha University) / CHOI Eui-Chang(Konkuk University)

The purpose of this study is to indicate realities and issues on the current Physical Education curriculum at the national level, and to suggest desirable directions for revising the national Physical Education curriculum. For this, multiple research methods are used such as literature reviews, surveys, in-depth interviews, and workshops. Research findings are as follows:

Changing the subject role of physical Education

To date, Physical Education in schools has been greatly emphasized in the area of motor skill acquisition and less focused on cognitive and affective aspects of Physical Education. Recently, there has been a growing a voice that the role of Physical Education should be in human movement education, not a motor skill education. The human movement education pursues the balance and integration of psychomotor, cognitive, and affective aspects of Physical Education.

From Pleasant Life to Physical Education for the 1st and 2nd grades

Since the 4th National Curriculum in Korea, the 1st and 2nd curriculum have not included Physical Education. Instead, Pleasant Life as one of the integrated curricular has been implemented. The Pleasant Life subject tries to integrate three subjects such as Physical Education, Music, and visual Art. But, in reality, in schools the pleasant life operates in separate ways: Physical Education, Music, and visual Art. So it is suggested to separate Physical Education from the Pleasant Life subject.

Required Physical Education curriculum for the 3rd to 10th grades

Need of integrated and inclusive Physical Education objectives

There are three domains (psychomotor, cognitive, and affective) of Physical Education objectives in the National Curriculum. In general, P. E. objectives of each learning domain have been taught in separate way. There is a need to set integrated and inclusive objectives in order to educate students other than P. E. objectives such as aesthetic experience in sports, creative body expression, sport virtue, etc.

Need of movement theme-based contents

Traditionally, Physical Education contents have been rooted in sport activities such as gymnastics, track and field, swimming etc. For determining the breadth and scope of Physical Education, implementing new sports into the school curriculum, and reducing people’s perception that Physical Education is a skills subject, movement theme-based contents are needed. The movement theme-based contents are based on three frameworks: movement experience, movement adaptation, and movement appreciation.

Need of coherence among curriculum elements

There is lack of coherence among curriculum elements such as objectives, contents, teaching methods, and evaluation in the National Physical Education Curriculum. It is suggested that if it becomes coherent for all the curriculum elements in order to efficiently carry out their functions.
Elective Physical Education curriculum for the 11th and 12th grades

For the 11th and 12th graders, elective P.E. curriculum should provide students with a leisure-based program and academic career-based program.

A Study on the Implementation and the Improvement of the 7th Music Curriculum at Primary and Secondary Level

SUNG Kyung-He / YANG Jong-Mo
LEE Kyung-Eon

The main purpose of this study was to collect viable data on Music teaching-learning practices in schools which would be needed for revision of the current school Music curriculum. Extensive literature review relating to school Music education and the Music curriculum implementation was undertaken along with a questionnaire survey for teachers concerning the operation of high school Music elective courses.

The followings are a summary of the findings:

- The philosophy and the objectives of school Music education need to be readdressed reflecting new emerging social, educational and personal needs and aspirations.
- The current interdisciplinary subject which includes Music, Physical education, and visual art for the first two grades of the primary school need to be reorganized by separating each subject as an independent discipline. Also, music time allotted to the secondary level needs to be expanded.
- Studies are called for the redesigning of the framework of the school Music
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As a pilot study for the next National Curriculum revision, the purpose of this study is to analyze the existing research related to the 7th National Art Curriculum, to draw important issues, and to seek the direction for improvements in the National Art Curriculum. First, the trend of art education is explored through the analysis of changes in the National Art Curriculum. Second, this study diagnoses the practice of art education by summarizing the study on the implementation of the National Art Curriculum in schools. Third, the major issues in the 7th National Art Curriculum discussed at various conferences with Art teachers and researchers are explained in order to generate the direction for future improvements.

In the following are the major issues in relation to the National Art Curriculum and its improvement investigated in this study. The proceeding part deals with the issues raised in terms of art education in a system of the national common basic curriculum.

First, in terms of the whole curriculum the time for art classes at the middle school level is insufficient.

The interdisciplinary relationships of music to other arts, the roles of music in society and its unique usefulness in teaching a wide array of skills and knowledge in other disciplines to be considered in the new curriculum. Also, the importance and the necessity of the use of ICT in music teaching & learning will be addressed.

It is needed to reorganize the contents concerning the high school advanced music elective courses.

Currently the Music curriculum is based on the concept of a spiral curriculum, but it is recommended that we consider organizing curriculum by school level with different emphasis and weight given to different age levels.
A Study on the Implementation and Improvement of the 7th Art Curriculum at Primary and Secondary Level

PARK So-Young / YANG Yun-Jeong
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As a pilot study for the next National Curriculum revision, the purpose of this study is to analyze the existing research related to the 7th National Art Curriculum, to draw important issues, and to seek the direction for improvements in the National Art Curriculum. First, the trend of art education is explored through the analysis of changes in the National Art Curriculum. Second, this study diagnoses the practice of art education by summarizing the study on the implementation of the National Art Curriculum in schools. Third, the major issues in the 7th National Art Curriculum discussed at various conferences with Art teachers and researchers are explained in order to generate the direction for future improvements.

In the following are the major issues in relation to the National Art Curriculum and its improvement investigated in this study. The proceeding part deals with the issues raised in terms of art education in a system of the national common basic curriculum.

First, in terms of the whole curriculum the time for art classes at the middle school level is insufficient.
Second, the current time allocation for Art classes at the middle school level is inappropriate. It should be adjusted to allot 2 hours for the first grade, 1 hour for the second grade, and 1 hour for the third grade.

Third, there is difficulty in incorporating Art into the integrated curriculum of Pleasant Life in schools. It is suggested that the art content alignment should start at the beginning of Art education, which is the 1st and the 2nd grades at the elementary level.

Fourth, the current description of the dispositions of Art education does not reflect recent social and cultural changes and characteristics. A concrete and clear account of art contents should be presented for improvement.

Fifth, the current objectives of Art education should be clarified and differentiated level-specifically, reflecting different student abilities.

Sixth, the current contents of Art education are problematic and repetitive, resulting from the fact that the divisions of content areas and ability levels are ambiguous and unrealistic. It is necessary to clarify the attributes of each content area and to establish the scope and sequence of Art education that succinctly explains the ability level.

Seventh, the teaching and learning methods are vague as a general teaching guide. The instructional guide that shows the direction of teaching and learning in art education should be divided into the general guide and the specific guide, so that it can provide practical assistance for Art teachers in schools.

Finally, evaluation standards should be level-specific and divided into the general guide and the specific guide, so that it can provide practical assistance for Art teachers in schools.

In terms of Art and Life, Art Theory, and Art Studio, which are the elective-centered curriculum for the 2nd and the 3rd grades at the high school level, the following issues are discussed.

First, it is pointed out that Art and Life does not differ from other Art courses in the system of the national common basic curriculum in terms of its disposition, content, instruction, and evaluation. Thus, the specific disposition, content, instruction, and evaluation of this general elective course should be revised and adjusted.

Second, Art Theory and Art Studio are subject to be taught selectively among the expert courses of the Arts. Thus, the National Curriculum should provide the list of possible advanced elective courses to choose from and the guides for content organization, instruction, and evaluation. Thus, the specific disposition, content, instruction, and evaluation of this general elective course should be revised and adjusted.

This study collected, analyzed, and summarized various data that can facilitate these discussions. Based on the data presented in this study, future research should precede to investigate our social and cultural changes, diverse students environments, and the changes and trends of Korean Art Education.
A Study on the Implementation and the Improvement of the 7th English Curriculum at Primary and Secondary Level

The purpose of this study is to investigate the improvement on current issues of the 7th National English Curriculum based on the analysis of the document of English curriculum and the implementation of the curriculum. In order to achieve this purpose, the characteristics and objectives, the lexicon, the limit of a sentence length, the achievement standards, teaching methods, the level-based curriculum, the high school elective subjects, the evaluation system, and the relevance of contents in English subject at primary and secondary level are reviewed and discussed.

This study consists of five sections as follows: the first chapter introduces the current problems of the contents of English education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter presents the definition of the English curriculum, and a brief history of the National English Curriculum in Korea. The third chapter discusses the current issues such as the objectives of the English curriculum, the lexicon, the length of a sentence, achievement standards, and teaching methods. The fourth chapter discusses the implementation of the level-based curriculum and the high school elective subjects, the evaluation system, and the relevance of contents in English subject at primary and secondary level. The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the analysis and the discussion on the issues.

The main findings of this study are as follows:

First, the objectives of English subject should be separated by school level because the general objectives of English subject are not appropriate for the primary school students.

Second, reading and writing skills should be included at the beginning level.

Third, the basic lexicon table and the size of the vocabulary used in the textbooks should be reconsidered based on the level of difficulty and the contents of the curriculum.

Fourth, the method of utilizing ICT (information of communication and technology) needs to be included in the content of the curriculum to activate the ICT-based teaching-learning methodology.

Fifth, the amount of reading and listening comprehension should be increased and extended for the students’ motivation. Sixth, high school students have a tendency to want different English subjects based on difficulty according to their prospective career. Various English subjects should be offered from the 10th grade according to the students’ needs. Seventh, assessments should reflect the contents that are taught in the classroom and the results of the assessments should be considered as one of the most important factors for planning English education at primary and secondary level.
A Study for Developing Tools of Character Education Evaluation

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Character education is known as one of the major areas of school education in Korea. But, the effectiveness and efficiency of character education of schools used to be unchecked or unevaluated. So, different from the loud slogan, character education of schools is usually neglected by members of the school community. Most school teachers, students and parents are concerned about achievement test’s scores in subjects such as mathematics and English.

The Ministry of Education (MOE) knows very well about this situation and tries to enhance the school’s accountability in character education. But, there are no proper measures or assessment tools for character education evaluation as well as a low level of concern for student’s character development. In order to resolve this practical problem, MOE commissioned this study project to KICE. The main results of this study are as follows.

In chapter 2, we reviewed the theoretical foundations of character education evaluation. First, we clarified the concept of character and character education in terms of school education. We defined the concept of character as an achievement word that means not innate personal traits but educated dispositions. And we defined the concept of character education as “education for the development of desirable virtues”. Second, we reviewed the recent theories and practices of character education in schools, especially, the character education movement in America. Third, we gathered and analyzed the character education evaluation tools such as the evaluation methods of Child Development Project and the qualitative evaluation tools of Character Education Partnership. On the basis of this review, we decided to develop two kinds of assessment tools that is, checklists for the school character education situation and assessment scales for student’s character development.

In chapter 3, we set up the components of desirable character traits in terms of school education. After analyzing the 6th and 7th National Curriculum, we extracted major virtues that are emphasized through school education. Those are responsibility, honesty, autonomy, temperance, respect, filial piety, etiquette, cooperation, law-abiding, caring, justice, love for people, humanity. And we added the new virtues, which are needed in the 21st century school education, that is, dignity of human life, self directed-ness, tolerance, flexibility in thinking and understanding of other cultures.

In chapter 4, we proposed the checklists for school character education situation. The checklists covered all areas of school education that influenced character education, such as, the way of management, classroom teaching-learning, extra curricular activities, school discipline, and the school climate. Also, the checklists concerned with plans-practices-evaluations of character education and contain the cognitive, affective, and behavioral aspects of character education.
In chapter 5, we proposed the assessment scales for student’s character development. According to the components of desirable character in terms of school education, we made about 50 questions for asking about the dispositions of students. And we tried a pilot test for the assessment scales in 2 elementary schools and 2 middle schools. The results of the pilot test showed the assessment scales were reliable. After rearranging of the assessment scales, we made 3 versions for students, teachers, and parents.

Although we proposed the checklists for school character education situation and assessment scales for student’s character development, we did not validate them through nation-wide tests. So, it is desirable to continue follow-up studies for validating these assessment tools. And after that, these tools can be used to evaluate school character education.

Overview

A diagnostic evaluation for basic academic aptitude on a national-scale for third graders of elementary school in 2003 was conducted as one of the methods to guarantee basic academic aptitude for the people, based on the "Basic Scheme for National Human Resources Development (December 2001)." The above evaluation was designed to diagnose basic academic aptitude of third graders of elementary school on a national-scale according to a common standard, to apply an appropriate correctional education program based on the results of the evaluation, and ultimately to guarantee basic academic aptitude for all the learners. In particular, it was designed to improve basic academic aptitude of the students who have lower academic aptitude, by understanding the characteristics of these students, basic academic aptitude and providing teaching-learning methods and materials.

Major contents

The major research contents of the diagnostic evaluation of basic academic aptitude in 2003 are as follows.
In chapter 5, we proposed the assessment scales for student’s character development. According to the components of desirable character in terms of school education, we made about 50 questions for asking about the dispositions of students. And we tried a pilot test for the assessment scales in 2 elementary schools and 2 middle schools. The results of the pilot test showed the assessment scales were reliable. After rearranging of the assessment scales, we made 3 versions- for students, teachers, and parents.

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Major contents

The major research contents of the diagnostic evaluation of basic academic aptitude in 2003 are as follows.
First, the meanings of the diagnostic evaluation of basic academic aptitude are described, and research results of this study are presented: defining a concept of basic academic aptitude, establishing an expectation level of the basic academic aptitude, setting a parameter of the basic academic aptitude evaluation, setting a standard of achievement, developing evaluation questions and executing them, providing analysis reports for each student, and analyzing and reporting the results.

Second, The standard score of achievement is set by a method of Bookmark and a method that equalizes scores of 2002 and 2003. The standard score setting by the Bookmark method is made in a committee of about 20 curriculum experts in each subject who were recommended by 16 metropolitan and provincial offices of education. The standard score setting by the equalizing method is made with 1020 third grade students from 6 elementary schools. They were asked to solve all the tasks from 2002 and 2003, and the results were equalized by percentage equalizer method to acquire a standard score.

Third, the results of the diagnostic evaluation for basic academic aptitude are analyzed and interpreted. The results of the diagnostic evaluation for basic academic aptitude are analyzed first as a whole, then by each region and sex. The results are classified into students who achieved the basic academic aptitude, students who did not achieve the basic academic aptitude, and the general (the entire students). Accordingly, the average and standard deviation are presented and a ratio is analyzed for the students who did not achieve the basic academic aptitude. Consequently, the results of the diagnostic evaluation for basic academic aptitude are interpreted based on these materials.

Results

Basic academic aptitude for reading

The average score of the entire students is 91.05, the average score of the students who achieved the basic academic aptitude for reading is 92.23, and the average score of the students who did not achieve the basic academic aptitude for reading is 55.74.

Regarding the average score by sex, the average score of the entire female students is 92.93 and the average score of the entire male students is 89.40. The average score of the students who achieved the basic academic aptitude is 93.61 for female students and 90.99 for male students. The average score of the students who did not achieve the basic academic aptitude is 55.95 for female students and 55.67 for male students.

Regarding the ratio of the students who did not achieve the basic academic aptitude for reading, there is a decrease by 0.21% from 2002 (3.45%) to 2003 (3.24%), however it is statistically insignificant. Regarding the ratio difference of both male and female students who did not achieve the basic academic aptitude in 2003, the ratio of the male students are higher (4.50%) than that of the female students (1.80%).

Basic academic aptitude for writing

The average score of the entire students is 92.64, the average score of the students who achieved the basic academic aptitude for writing is 93.70, and the average score of the students who did not achieve the basic academic aptitude for writing is 65.57.

Regarding the scores by sex, the average score of female students is 94.54 and the average score of male students is 90.98. The average score of the students who achieved the basic academic aptitude for writing is 95.01 for female students, and 92.52 for male students. The average score of the students who did not achieve the
Factors influencing basic academic aptitude

Students who have learning opportunities in other education institutions are shown to have a high average score.

Regarding the influence factors of reading and writing experience, students who read often and enjoy reading have higher average score, and students who write often and enjoy writing have higher average score.

Regarding the influence factors of attitudes toward school and study subjects, students who are interested in school, who recognize importance of the Korean Language and Mathematics and are interested in them, and who do not consider these two subjects difficult, have higher average scores.

Regarding the influence factors of home environment, students who converse often with their parents, and who thoroughly prepare study supplements for school have higher average scores.

Regarding the influence factors of after-school activities, students who do not neglect studies upon coming home have higher average score for basic academic aptitude.
In recent years, there have been many controversies about school failure. People have worried about the effectiveness of school, and the huge increase of private education expenses outside of schools. This has become one of the major social problems in Korea. So reforms of schools are needed.

However, a lot of research concerning school reform has mainly focused on large scale or institutional change, but most people didn’t feel the change effect in everyday school life. In fact, students and parents discontent with school education is mainly in classroom teaching. Usually the noisy and distracted classroom climate, a uniformed and teacher-centered teaching method, neglecting each student’s learning needs etc. lead to school failures. So, in this study, we focused on such classroom situations and the teacher-student relationship to understand and resolve the problems of schools. The main results of this study are as follows.

In chapter 2, we analyzed the features and problems of elementary school classroom teaching. We found that most elementary school classroom teaching had problems such as Information and Communication Technology-dependent teaching, using too many worksheets, un-individualized teaching, without relevant feedback based on student’s tests. And elementary school teachers had too much trouble focusing on quality teaching because of problems like difficulties in classroom discipline and in over-crowded class, low motivation level of students for school learning, and shortage of teaching-learning facilities.

In chapter 3, we analyzed the features and problems of middle school classroom teaching. We found that most middle schools had problems such as transmitting textbook content without considering student’s learning style or speed, un-individualized teaching, classroom teaching that is remote from student’s real life, low motivation level of students for school learning, difficulties of classroom discipline because of the classroom collapse phenomena.

In chapter 4, we analyzed the features and problems of high school classroom teaching. We found that most of high school classroom teaching had problems in the transmitting of the condensed content of subjects, advanced teaching of 11th or 12th grade’s curriculum in 10th grade classroom because of preparation for the college entrance exam. And some high school teachers lacked professional abilities for quality teaching. It was also found that many high school students had low motivation for school learning and didn’t have necessary learning habits.

In chapter 5, we analyzed the features and problems of educational evaluation in schools. Especially, we pointed out that the student’s achievement tests that were managed by school teachers had many problems such as inflating scores, low level of validity etc.

In chapter 6, we reviewed the main trends of school reform of several foreign countries such as America, Japan and France. These countries school reform policies focused on the revision of the school curriculum and enhancing the professional abilities of school teachers. These trends coincided with this study’s research theme, so we benchmarked with several policies.
Finally, on the basis of the prior analysis, we proposed a school reform agenda in terms of quality classroom teaching as follows. a) optimization of the curriculum— the content of subject and textbooks, b) managing a student-centered school-based curriculum, c) supporting teachers in order to focus on their classroom teaching, d) developing teaching-learning strategies and materials which reflected curriculum change, e) establishing e-learning support system which help teachers in quality classroom teaching, f) developing programs enhancing students learning to learn, g) Enlarging teachers in-service training for professional development, h) Introducing tests for classroom teaching, i) change the educational evaluation system: from criterion referenced evaluation to norm referenced evaluation, etc.