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**ASIA PACIFIC CONFERENCE ON CURRICULUM STUDIES AND
INSTRUCTIONAL DESIGNING 2019**

**[RE]THINKING CURRICULUM DESIGN FOR 21ST CENTURY
JULY 26-27, 2019
BANDAR SERI BEGAWAN, BRUNEI DARUSSALAM**

DAY 1
July 26, 2019

TIME	Activity		Speaker
8:00	Registration		
8:30	Opening Ceremonies		
8:45	Keynote Speech 1	<i>The Cycles of Change: Social and Pedagogical Trends and their relationship to Curriculum Reform</i>	Andrew Wall, PhD University of Redlands USA
9:45	Open Forum		
10:00	Plenary Session 1: Futures Curriculum Designs	<i>Developing Curriculum Design for the 21st Century – Balancing the need of character building and meeting other emerging needs of the future</i>	Ng So Boon, PhD Curriculum Division Ministry of Education Malaysia
10:45	Open Forum		
11:00		<i>Reminiscing the Transformation of Curriculum Design in the Malaysian National School Curriculum from 1980s to 2010s</i>	Ng So Boon, PhD Curriculum Division Ministry of Education Malaysia Dr. Nor Zihan Hussin, Dr. Kashry Ab. Rani, Tan Huey Ning, Dayang Nor Ashikin Harun Ministry of Education Malaysia
11:45	Open Forum		
12:30	Break Informal Round Table Discussion with Speakers		
2:00	Plenary Session 2: Curriculum Design and Teacher Education Development	<i>Changing Teaching, Empowering Teachers: Developing a 21st Century Curriculum through Lesson Study</i>	Keith Wood, PhD Sultan Hassanah Bolkuah Institute of Education
2:45	Open Forum		
3:00		<i>Difficulties and Opportunities between Local and Global in Curriculum and Teacher Education</i>	Takuya Baba, PhD Hiroshima University
3:45	Open Forum		
4:00	Parallel Session and Workshops		

DAY 2
July 27, 2019

TIME	Activity	Title	Speaker
8:30	Plenary Session 2: Curriculum Design and Teacher Education Development	<i>The English Language Teachers' Belief and its Implication for Teacher Education Curriculum Development</i>	Suwarsih Madya, PhD Yogyakarta University Negeri Indonesia
9:15	Open Forum		
9:30		<i>Integration of Theory, Practice and Activities to prepare Thai Pre-service Teachers for 21st Century</i>	Sumalee Chinokul, PhD Chulalongkorn University Thailand
10:15	Open Forum		
10:30	Break		
10:45	Keynote Speech 2	<i>Designing Curriculum for the 21st Century: Leadership and Issues</i>	Murray Print, PhD University of Sydney Australia
11:45	Open Forum		
12:00	Break		
1:00	Plenary Session 3: Curriculum Design and Leadership	<i>Teacher Agency and Leadership in Curriculum Design Initiatives</i>	Joel Javiniar, PhD University of the Philippines Diliman
1:45		<i>Community-Based Curriculum Design</i>	Amelia Fajardo, PhD University of the Philippines Diliman
2:30	Open Forum		
2:45	Break		
3:15	Plenary Session 4: Curriculum Design and Technologies	<i>Addressing the Challenges of Techno-humanistic Approach through Technology and Curriculum Design</i>	Nurkhamimi Zainuddin, PhD Universiti Sains Islam Malaysia
4:00		<i>PLC (Professional Learning Community) and Teaching Development in Thailand</i>	Ra-shane Meesri, PhD Chulalongkorn University, Thailand
4:45	Open Forum Closing Ceremonies Synthesis Invitation to APCCSID 2020 in Thailand		

SPEAKERS

KEYNOTE SPEECH 1

DR. ANDREW F. WALL is the Robert A. & Mildred Peronia Naslund Endowed Dean of the School of Education at the University of Redlands. He joined Redlands in July 2014 from the University of Rochester in New York, where he was Associate Professor and Department Chair of Educational Leadership at the Margaret Warner Graduate School of Education and Human Development. While at Rochester, Wall also served as the Higher Education Program Director and most recently as interim Co-Director of the Warner Center for Professional Development and Education Reform.



Alongside his leadership achievements, Wall's teaching and scholarship has won him numerous accolades, including Rochester's 2010 G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Non-tenured Member of the Faculty and being named a 2008 Emerging Scholar by the American College Personnel Association (ACPA). His research and scholarship interests span the educational spectrum and have included examining K-12 school finance, teacher preparation, student health and learning, along with assessment and evaluation in education.

The author of numerous book chapters and journal articles, Wall is also the co-author of two books, "Assessment Reconsidered" and "Case studies in higher education leadership and management: An instructional tool."

Wall received his Ph.D. in Education, Organization and Leadership from the University of Illinois at Urbana-Champaign. He also holds a B.A. in Sociology and Political Science from the University of Iowa and an M.A. in Academic and Student Affairs from Ball State University.

PLENARY SESSION 1



DR. NG SOO BOON has a PhD degree in Education specializing in Curriculum Development as well as a Master degree in Science Education. She spent nine years teaching Science and Chemistry at secondary school and pre University level before joining the Curriculum Development Center, Ministry of Education Malaysia at the end of 1991. She has just retired from the civil service after 37 years of service, her last position was as the Deputy Director (Policy, Science and Technology) in the Curriculum Development Division (CDD), Ministry of Education Malaysia responsible for the development of the national curriculum from Preschool to the Upper Secondary School. Prior to this position, she headed Science and Technology

Sector, as well as the Head of Early Childhood Care and Education Sector for many years. She has vast experience in developing curriculum, producing learning materials, conducting courses, carrying out research as well as managing programs. She was also involved in the formulation of the Malaysia Education Blueprint 2013-2025, as well as implementation of the Blueprint. Through the years, she has been actively involved with UNESCO, UNICEF, SEAMEO on a number of regional projects related to science and early childhood such as the Early Learning and Development Standards and Girls in STEM. She serves in the Education Committee for the Malaysia Chemistry Institute and is the current Treasurer for the Qualitative Research Association Malaysia. She has published a number of papers in journals and has reviewed articles for The Curriculum Journal.

PLENARY SESSION 2

DR. KEITH WOOD obtained his BSc Honours Economics from Swansea University in 1971, and his Postgraduate Certificate in Education from the Institute of Education at the University College London in 1973. He graduated from his Master of Arts in Education, with distinction, at the University College London in 1982, and his PhD in Education also at the University College London in 1996. He became the Director of Doctoral Programmes in Education at Brunel University, UK from 1996 to 2003, and was also an International Consultant for Kings College London, Asian Development Bank, and the British Council from 2001 to 2002. From 2003 to 2018, he had various roles in research, teaching, curriculum development, administration and consultancy at the Universiti Brunei Darussalam. He is currently a Professor at Sultan Hassanal Bolkihah Institute of Education. His research interests include Teaching and Learning, Phenomenography, Variation Theory, Lesson and Learning Study, and Teachers' Professional Development.



DR. TAKUYA BABA obtained both his Master of Education and Ph.D. at Hiroshima University, Japan. He started as an Assistant Professor at Hiroshima University's Graduate School for International Development and Cooperation, and in 2003, became an Associate Professor. In 2004, he was also a Visiting Researcher at the University of Tsukuba, and a Part-Time Lecturer at the Hiroshima Prefectural Women University. He is currently a Professor at the Graduate School for International Development and Cooperation at Hiroshima University. His areas of specialization include lesson study, teacher professional growth,

ethnomathematics and curriculum development. His affiliated Academic Societies include, among others, the Japan Academic Society of Mathematics Education, Japan Society of Science Education, Japan Curriculum Research and Development Association, the International Group for the Psychology of Mathematics Education, the Japan Society for International Development, and the World Association of Lesson Study.

DR. SUWARSIH MADYA earned her Ph.D. from Macquarie University, Sydney, Australia in 1988. Upon completion of her doctoral study, she returned to her institution as a faculty member at the English Education Department.



In 1990, she joined the curriculum reconstruction committee to prepare the English school curriculum. When it began its implementation, she assumed a new position as the Attache of Education and Culture at the Indonesian Embassy in Bangkok (1995-1999). In 2001, she joined the Education Reform Committee, with its main task of drafting the Education Law. From 2003 to 2005, she assumed a new position as the Head of the Bureau for Foreign Cooperation and Public Relation. In 2008 until 2010, she became the Head of the Provincial Office of Education in her hometown.

With a range of experiences in international cooperation and language teacher education, she now views language teaching from multi-perspectives by relating it to other important matters such as character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. She has written a number of articles on self-assessment, teacher standards, curriculum development, instructional model development in the TEFLIN Journal. She is currently involved in the production of an online standardized test of English proficiency (TOEP) for national use and has the position of being the Chief Commissioner.



DR. SUMALEE CHINOKUL received her Ph.D. in Applied Linguistics from The University of Sydney, Australia. She is currently the Associate Dean of the Faculty of Education at Chulalongkorn University, and an Associate Professor in Foreign Languages Teaching Division, Department of Curriculum and Instruction at the same university. She teaches undergraduate and graduate students, supervises pre-service teachers, supervises graduate students in the conduct of their theses and dissertations, and as chair of research committees, examines theses and dissertations. She also conducts workshops and helps mentor in-service teachers.

Her research concentration includes English language teacher education, English for Specific Purposes, Classroom-based assessment, and research in English language instruction.

KEYNOTE SPEECH 2

DR. MURRAY PRINT is Professor and Chair of Education at the University of Sydney. He has researched and published extensively, as well as supervised doctoral students, on curriculum matters especially as they relate to Civics and Citizenship Education. His book “Curriculum Development and Design” had been in continuous publication since 1989.



Dr. Print is recognized internationally as a leader in Civics and Citizenship Education. Professor Print has directed many research projects in civics and democratic education including Values, Policy and Civics Education in the Asia-Pacific Region, (through Harvard University); Civics Education Assessment and Benchmarking (Australian Research Council); the Consortium Project in Civics and Citizenship Education; the first phase of the IEA International Civics Study; and most recently two major ARC-funded projects on youth electoral participation and second, participation in democracy and civic engagement of young Australians.

Dr. Print was Lead Writer and Team Leader for the development of the Australian Curriculum Civics and Citizenship from its inception in 2011 to its completion in 2015. Earlier he was awarded the Centenary Medal for his contributions to civic education and the community by the Australian Government in 2003. Dr. Print has been appointed to the College of Experts for the European Science Foundation.

PLENARY SESSION 3



DR. JOEL JAVINIAR is currently a Full-Time Assistant Professor at the Division of Educational Leadership and Professional Services of the College of Education, University of the Philippines, Diliman. He holds an A.B. Classical Degree Major in Philosophy from San Carlos Major Seminary, B.S. Secondary Education (units) from Pasig Catholic College, M.A. in Education Major in Guidance and Counseling from the Ateneo de Manila University, and a Ph.D. in Education Major in Educational

Administration at the University of the Philippines. He became the Vice President for Academic Affairs at Cainta Catholic College in 2000, and went on to become a Senior Lecturer at the University of the Philippines – Diliman in 2011. Besides being an Assistant Professor, he also currently serves as the Director of the Office of Counseling and Guidance at the University of the Philippines Diliman, as well as

the Focal Person of the UP College of Education at the ASEAN University Network-Quality Assurance (AUN-QA). He is also currently an Accreditor of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), Chair of the CEAP NCR Tertiary Commission, Member of CEAP National Higher Education Commission, and provides lectures, trainings and workshops on educational leadership, educational supervision, research, inclusive education, and ASEAN integration.

DR, AMELIA R. CLASARA - FAJARDO is currently an Associate Professor of Curriculum Studies at the University of the Philippines College of Education. Prior to this, she was a science education specialist at the UP National Institute for Science and Mathematics Education. Among her recent projects include Review of Muslim Education Initiatives, Development of Curriculum Development System in the Defense Section, Curriculum Design for Talent Developers. She has been recipient of Erasmus Mundus Research Grant and Fulbright Senior Research/lecturing Grant (2015 and 2019). She finished her BS in Biology at the UP College of Science, MA in Education (Biology Education) at the UP College of Education and her PhD in Education in Hiroshima University.



PLENARY SESSION 4



DR. NURKHAMIMI ZAINUDDIN holds a PhD in Computer Assisted Language Learning from the International Islamic University Malaysia. He is currently the Deputy Director at Centre for Global Open Access Learning, Immersive Technology and Quality Assurance (GOAL-ITQAN) and staff at the Faculty of Major Languages, Universiti Sains Islam Malaysia (USIM). His research focus is on Teaching Arabic as a Second Language and Technology Enhanced Pedagogy. He is also the Deputy Chairman of The Malaysian e-Learning Council for Public Universities (MEIPTA). Dr. Nurkhamimi is currently the editor of International

Young Scholar Journals of Language, Video Journal of Innovative Pedagogies, Malaysian Journal of Educational Technology and Journal of Technology and Information Education. He is the recipient of USIM excellent service award for the year 2016. To date, he is actively involved in numerous researches in the area of Open & Flexible Learning. Instead, he coined his own term, which is FLOOC (Foreign Language Open Online Course) by adapting the concept of "Learning Buffet".

DR. RA-SHANE MEESRI is considered an expert in instructional design and teaching development, ESL and EFL. He hails from Thailand, having finished his Bachelor of Education at the Chulalongkorn University. He took up his Master of Arts in Bicultural-Bilingual Studies with concentration in English as a Second Language at the University of Texas, San Antonio, USA, and came back to Thailand to earn his doctorate degree in Curriculum and Instruction at Chulalongkorn University.



Dr. Meesri also has extensive experience in key leadership positions such as being the Former Deputy Director of the Institute of Asian Studies at Chulalongkorn University, and also as Former Associate Dean of the Faculty of Education at the same university. He is also a Senior Lecturer in Secondary Education, Teaching English as a Foreign Language (TEFL), Undergraduate Program and International Graduate Program. He currently sits as a Committee Member of the Board of Education at Chulalongkorn University.

ABSTRACTS
Keynote and Plenary

**THE CYCLES OF CHANGE: SOCIAL AND PEDAGOGICAL TRENDS
AND THEIR RELATIONSHIP TO CURRICULUM REFORM**

DR. ANDREW WALL

Dean

School of Education, University of Redlands, USA

Using an ecological conceptual framework, this talk examines the macro, micro and meso influences that push and pull curriculum reform in education. This talk takes a multiple nation viewpoint, and considers similarities and differences across nations as it relates to the influences on the curriculum that students experience in schools. Further, an examination of the political, economic and technical aspects influencing curriculum reform is explored. The talk ends with a challenge for participants to consider how their work is framed by the structure in which they work, and what that means for latitude for individual agency of educators in curriculum reform.

**DEVELOPING CURRICULUM DESIGN FOR THE 21ST CENTURY – BALANCING
THE NEED OF CHARACTER BUILDING AND MEETING OTHER
EMERGING NEEDS OF THE FUTURE**

DR. NG SOO BOON

Curriculum Development Division

Ministry of Education Malaysia

21st century is a challenging time both in the technological sphere as well as in education and social front. The advent of Industrial Revolution 4.0 with the seemingly unstoppable rapidly advancing and proliferation of emerging technologies such as Artificial Intelligence, Internet of things, 3D printing infiltrating our everyday living brought forward the need to keep abreast of latest inventions as it was repeatedly emphasized that future jobs hinges on knowledge and skills in these inventions and skills. However surfacing at the same time is the changes in social fabrics and social cohesion as well as family values and belief systems. Fast changes creates more social inequality and confusion in our traditional value system. Society is increasing plague with dichotomy and conflicts, the line between just and injustice as well as rights and wrongs is blurring. As education is preparing the learners for the future, educators grapple with a future which is rather unknown and try to figure out the perceived needs of this century ranging from technological skills, cognitive skills, learning skills, literacy skills, life skills, social skills to intrapersonal skills. There is an urgent need to determine our priority, how should we package all these knowledge and skills into school curriculum? Should the curriculum design be more humanistic or retain the largely behavioristic one embraced in the last century. Competence based curriculum proposed by UNESCO IBE seems to be a preferred curriculum design in many countries. Competence based curriculum which has been used widely in technical courses is widening its scope to include values and ethics. Could values and character building be stated sufficiently in the form of competence? It is my view that character building and values is best look upon from the practice and ethics perspective and this requires

strategic and deep thinking. A thinking based curriculum cannot be void of these character building and values components, it should be enhanced by them. Core competences required to fulfill the Sustainable Development Goals in the UNESCO 2030 agenda has an undertone of values and ethics and should be the focus of the curriculum design of the 21st century. Truly in this century the need to develop the future generation of learning to be, learning to live together, learning to know, and learning to do, the four pillars uphold by UNESCO is so much relevant and needed. There is a need to harmonize humanistic curriculum design with behavioristic curriculum design as we embrace transformation in the way we do things and we live our everyday life brought about through Industrial Revolution 4.0. We need to look inward spiritually and to develop the inner being so that we can live in peace with ourselves, with others and make decisions for the common good of all. Any content oriented curriculum do not need to be void of character building if we adopt pedagogies requiring students to think through ethical dilemmas and propose best course of action in the face of conflicting choices (Chowning and Fraser, 2007; Kelley, T R. and Knowles J.G, 2016). The future curriculum need to break away from the present subject based design but to look beyond, moving into more multidisciplinary, transdisciplinary where the lines between subjects are blurring, where big ideas are being explored and where learning can be more holistic and meaningful.

REMINISCING THE TRANSFORMATION OF CURRICULUM DESIGN IN THE MALAYSIAN NATIONAL SCHOOL CURRICULUM FROM 1980s TO 2010s

**DR. NG SOO BOON, DR. NOR ZIHAN HUSSIN, DR. KASHRY AB. RANI,
TAN HUEY NING, DAYANG NOR ASHIKIN HARUN**
Curriculum Development Division
Ministry of Education Malaysia

There are four important elements in a curriculum, these are learning objectives, content matter, organisation and delivery of the content matter to bring about most impactful learning and assessment of the learning. Curriculum designing is the process of conceptualising and organising these elements into a coherent system based on the aspiration of the nation, local and global community, as well as the discipline of knowledge itself. This complex process is influenced by multiple factors also known as sources of curriculum design including philosophical, societal, political, cultural, historical, developmental psychology, futuristic and disciplinary knowledge itself. The Malaysian national curriculum has evolved since independence of the country, various changes in the curriculum design have been formulated in accordance to the perceived current and future need. This paper attempts to capture these changes across 3 1/2 decades, analysing rationale of the changes and its effect onto the Malaysian education system. The experience and wisdom accumulated through the transformations from Integrated Curriculum Design (1980s) to the Discipline-cognitive Design (1990s) to the current Standard-based Design (2010s) has prepared the Ministry in its future exploration and deliberations of curriculum design to cater for the dynamic needs of the individual, nation and global world.

CHANGING TEACHING, EMPOWERING TEACHERS: DEVELOPING A 21ST CENTURY CURRICULUM THROUGH LESSON STUDY

DR. KEITH WOOD

Professor

Sultan Hassanal Bolkiah Institute of Education

This approach to professional development is not about telling teachers what and how they should teach. It is about empowering teachers to make their own decisions about what needs to be taught through classroom research to discover critical aspects of objects of learning for their students. Empowering teachers in this way has been identified as the 'soul' of Japanese Lesson Study (Cheng, 2019) to which Stigler and Hiebert (1999) attribute the success of the Japanese education system. Without teacher involvement at the development stage, top-down curriculum development is almost bound to fail. With reference to cases of collaborative professional development to improve learning outcomes for students in Brunei Darussalam, this presentation takes care to include the teachers' voices. They are the subjects and not the objects of research into their own professional development. The cases reveal the need to remove the effect of washback from assessment of a centralised national curriculum by empowering teachers to participate in the design of that curriculum.

DIFFICULTIES AND OPPORTUNITIES BETWEEN LOCAL AND GLOBAL IN CURRICULUM AND TEACHER EDUCATION

DR. TAKUYA BABA

Professor

**Graduate School for International Development and Cooperation
Hiroshima University**

Considering current curriculum reform especially with emphasis on 21st century skills, our thinking tends to be more on new abilities to adapt ourselves to significant societal change. Certainly changes brought by recent technology as artificial intelligence and life science are very fundamental and huge in its impact. Thus, with such dramatic societal change as society 5.0, reform to bring change may look necessary and inevitable. In this sense, being unchanged may be interpreted negatively such as hindering the reform efforts of seeking more appropriate model of education. On the other hand, education is a human endeavor which is to sustain the society, and in this sense it has obviously a part which does not change. That is why it is worthwhile reconsidering the importance of unchanged part. Because this is the era, in which too many things change too fast, the fundamental part should be sustained. In the presentation, the author reflects the historical development of mathematics education in Japan and develops the framework to interpret changed and unchanged parts within the history of mathematics education in Japan. And he considers the significance of balancing these two parts of education from the perspective of two words, "global" and "local".

THE ENGLISH LANGUAGE TEACHERS' BELIEF AND ITS IMPLICATION FOR TEACHER EDUCATION CURRICULUM DEVELOPMENT

DR. SUWARSIH MADYA

Professor

Yogyakarta State University, Indonesia

In a test-driven instructional development such as that in Indonesia, teachers spend most of their time, energy, and thoughts to strive for their students' excellent performance in the final test. This is due to the indicator used to judge the success of a school. Two teachers of English are, however, different; one of them is a very experienced teacher, and the other a junior teacher, beyond the novice stage. I have observed these two teachers' classes and conducted an in-depth interview with them. The data analysis has revealed that both teachers are creative and innovative in their strive for helping their students of different levels and types of abilities to make as high achievements as they can. In other words, referring to Vygotsky's ZPD, they strive to enable their students to reach their full potential development. The senior teacher is very productive, with more than 180 books as his works and creative and innovative in his teaching, enabling his students to speak English fluently in communicative situations evidenced in their performance in the final test of speaking witnessed by the students' parents. The younger one is also creative and innovative, engaging her beginner students in every second of her teaching in a rural junior secondary school. Part of the result has been in the form of digital story telling. These two teachers are a rare asset in the development of English language teaching. More importantly, they both confessed that their strong beliefs in students have driven them to do their best to facilitate their students' learning. This is in line with the findings of numerous research studies. This implies the importance of developing and strengthening the teachers' beliefs through redesigning the English language teacher education curriculum, both pre-service and in-service. This will be explored through a workshop.

INTEGRATION OF THEORY, PRACTICE AND ACTIVITIES TO PREPARE THAI PRE-SERVICE TEACHERS FOR 21ST CENTURY

DR. SUMALEE CHINOKUL

Associate Professor

Faculty of Education, Chulalongkorn University, Thailand

The focus of this session is on the model of how the Faculty of Education, Chulalongkorn University has designed to integrate theory, practice and activities to prepare pre-service teachers for 21st century. The outcome-based curriculum has been used as a base to prepare the pre-service teacher to achieve the identified core qualities and attributes. The model consists of three main aspects: content knowledge and skills, professional teaching practice and learning of teacher and teaching enhancement activities. Content knowledge and skills in general and specific field have been considered. Professional teaching practices have been designed to equip the preservice teacher's teaching competence. Learning of teacher and teaching enhancement activities have been designed so as to fulfill the need for professional teaching standards, knowledge and experience standards, and self-development standards.

DESIGNING CURRICULUM FOR THE 21ST CENTURY: LEADERSHIP AND ISSUES

DR. MURRAY PRINT

Professor

School of Education, University of Sydney, Australia

When designing curriculum for schools with a focus on the 21st century, we need to address three key issues. First, how can curriculum leadership rethink and redesign curriculum to meet the needs of school students. Second, how do curricula enable schools to educate for democratic citizens in the region when non-democratic forces are growing. Third, behind all issues related to curriculum and democratic citizens lies the continual issue of environmental sustainability.

TEACHER AGENCY AND LEADERSHIP IN CURRICULUM DESIGN INITIATIVES

DR. JOEL JAVINIAR

Assistant Professor

College of Education

University of the Philippines - Diliman

The on-going curricular reforms in the Philippines spurred creativity and innovation among educational leaders and more so among teachers. Curriculum design process from the ground became possible with teachers as leaders seizing the transformative moment brought about by curricular reforms in basic and higher education. This paper will share a few innovations of teachers leading curriculum design process/project. This presentation will also discuss what and how individuals, organizations, and networks of practitioners use these innovations to meet the needs for curricular and instructional goals and objectives.

COMMUNITY-BASED CURRICULUM DESIGN AND TEACHER EDUCATION

DR. AMELIA C. FAJARDO

College of Education

University of the Philippines - Diliman

Relevance and responsiveness are two important features of an Intended Curriculum. As such, the curricular elements must be drawn and based on the community to which it will be implemented. This ensures that essential competencies intended to be developed will be used by the students in their respective community.

In countries where there is one curriculum to be implemented throughout the country, relevance becomes an issue. To address this issue, a community-based elementary science curriculum was developed. Situational analysis were done in selected communities to

determine how the curriculum could be made relevant in terms of its curricular elements. Exemplar module was developed.

The redesigned curriculum has several implications to Teacher Education, which are outlined and discussed in the paper.

ADDRESSING THE CHALLENGES OF TECHNOHUMANISTIC APPROACH THROUGH TECHNOLOGY AND CURRICULUM DESIGN

Nurkhamimi Zainuddin
Deputy Director, GOAL ITQAN
Universiti Sains Islam Malaysia

Educators 4.0 are currently attempting to integrate technology into the curriculum design, in order to humanise their use. The strategies that have been adopted, however, are primarily logistical and ignore the philosophy and values that underpins this technology. It is argued in this presentation that educational technology will not be humanized until it is understood to be sustained by a philosophy other than technological rationality, and thus is provided with a human base. In this presentation, Nurkhamimi describes how the education ecosystem has become ineffective by not adapting the students' preferences, learning styles, perspectives and background. He believes that the future education will be dominated by the values and cosmopolitan thought and everyone in every field, including curriculum design, is required to have 4C, namely Concept, Competence, Connection, and Confidence. Thus, the design of the curriculum should not be tailored based on the mastery of advanced science and technology alone, but also the understanding and mastery of basic and solid moral values, which is called technohumanistic approach.

PLC (PROFESSIONAL LEARNING COMMUNITY) AND TEACHING DEVELOPMENT IN THAILAND

DR. RA-SHANE MEESRI
Division of Teaching Foreign Languages,
Department of Curriculum and Instruction
Faculty of Education, Chulalongkorn University, Bangkok, Thailand

To introduce the professional learning community (PLC) model to Thai teachers is the Thai government's new initiative and hopefully, it promises a paradigm shift in Thailand's educational reform. As early as the end of 1990 in the private sector, the PLC model originated in the United States, as team work and collaboration were proven to increase productivity. Later, it was adopted in the education sector as educators believed that learning culture in school plays a pivotal role in determining teachers' success, simultaneously ensuring better student outcomes. Most Thai teachers used to work, think and prepare classes on their own. By adopting the PLC concept, the teachers' job becomes different because it creates a community of like-minded professionals who can help one another by commenting on and critiquing each other's practices by collaborating to improve their

practices in order to solve common problems. Although a variety of ways to apply the PLC model has been done in Thai schools, private and government, the ones that have been most effective focus on how the students do or perform their work and their learning outcomes. This approach has a profound impact on teaching and learning because it shifts the focus from teachers to students.

SCHEDULE OF PARALLEL SESSIONS

4:00 PM – 5:00 PM

July 26, 2019

TIME	SESSION 1: FUTURES CURRICULUM DESIGN	SESSION 2: CURRICULUM DESIGN AND LEADERSHIP	SESSION 3: CURRICULUM DESIGN AND TECHNOLOGIES
4:00 PM – 4:15 PM	<p><i>The Essential Ingredients of a Futures Curriculum Design</i></p> <p>REGINA JOSEPH CYRIL</p>	<p><i>Implementation of Project-Based Curriculum in Brunei Darussalam Secondary School: A Case Study</i></p> <p>MOHAMAD KHAIRUL BIN HAJI MATUSIN</p>	<p><i>The Use of Technology for Assessment and its Implications for Future Curriculum Design</i></p> <p>LIM AI GIOK, JSH QUINTUS PERERA, & HJH SALLIMAH HJ MOHD SALLEH</p>
4:15 PM – 4:30 PM	<p><i>Global Citizenship Education in Chinese Secondary Schools: From the Perspective of Formal and Informal Curriculum</i></p> <p>LIPEI WANG</p>	<p><i>Teacher Agency amidst the 21st Century Science Curriculum Reform</i></p> <p>JOVELYN C. VILELA-BACTAD</p>	<p><i>Teaching Practical on Osmosis using ICT-Based Inquiry Instructions</i></p> <p>PG. DR. HAJAH SITI FATIMAH BINTI PG. HJ. PETRA</p>
4:30 PM – 4:45 PM	<p><i>Curriculum Design for Citizenship Education in Indonesian Islamic Boarding School</i></p> <p>AHMAD SAIFULLOH</p>	<p><i>Decentralizing Curriculum: Creating Spaces for Community Participation through the Empowerment of Local School Boards</i></p> <p>GERARD MARTIN C. SUAREZ</p>	<p><i>The Impact of Inclusive Education Module on Bachelor of Primary Teaching Students at Villa College</i></p> <p>FATHIMATH WARDA & MARIYAM NIHAADH</p>
4:45 PM – 5:00 PM	OPEN FORUM	OPEN FORUM	OPEN FORUM

PARALLEL SESSION 1: FUTURES CURRICULUM DESIGN

THE ESSENTIAL INGREDIENTS OF A FUTURES CURRICULUM DESIGN

Regina Joseph Cyril

The advent of industrialization and the advancement of technology at a rapid rate has been a concern for countries to produce a future curriculum to meet the demands of globalization and future job markets. The stability of a country's economy is the aspiration of politicians as opposed to equipping individuals with survival skills to live in a sustainable world as human beings capable of solving problems. What are the essential ingredients for our future generation? Individuals who can solve problems in future circumstances or a generation equipped with knowledge for future jobs, which are non-existent now. A human being who is able to balance the demands of modernization through knowledge of artificial intelligence or a holistic individual who can balance mind and matter to thrive in a sustainable world for the common good of our planet and its citizens. This paper attempts to study the right ingredients needed for a future curriculum design by examining what is lacking now and recommend a design suited for sustainable economic and ecological living.

GLOBAL CITIZENSHIP EDUCATION IN CHINESE SECONDARY SCHOOLS: FROM THE PERSPECTIVE OF FORMAL AND INFORMAL CURRICULUM

Lipei Wang

A fast-paced changing 21st century has raised discussions about how to best prepare youth for successful adulthood as well as building a better world. Global Citizenship Education (GCE) has been one alternative that gains widely support in the last decade as a result of globalization. Formal schooling is argued as providing the best opportunity of learning for preparing the general population of young people to become responsible and responsive global citizens in an effective and unbiased way (Print, 2015). The implementation of relevant ideas in schools calls for development in curriculum design. Among others, China has been emphasizing GCE themes in policies and exploring curriculum development aimed at developing global orientation among students.

This study explores the intention and practice of GCE in the formal and informal curriculum in China's secondary education. Utilising a multiple case study strategy, the research provides in-depth descriptions of the pertinent forms of practice related to GCE in six high schools in Beijing and Shanghai. In formal curriculum, the findings show both explicit and implicit elements of GCE in the compulsory subject Political Studies. In informal curriculum, it finds an emphasis on the competence and awareness dimensions and a lack of engagement dimension of GCE in student activities within schools. Cross-case analysis finds variations in the design of GCE practice in different types of schools although within a centralised education system. The findings add to the knowledge of curriculum development regarding GCE in non-western contexts and provide empirical data of GCE from a school approach.

CURRICULUM DESIGN FOR CITIZENSHIP EDUCATION IN INDONESIAN ISLAMIC BOARDING SCHOOL

Ahmad Saifulloh

As an emerging democratic country, Indonesia with its multicultural society has some challenges such as disintegration, radicalism, terrorism, and building harmony and peace among its diverse society. In education context, many scholars believe that citizenship education is one of effective solutions since it could foster democratic values, maintain democratic society, and create good citizens. However, the curriculum design for citizenship education in Indonesia, especially in Islamic boarding schools (Pesantren), is still contested. Pesantren is considered as the indigenous Indonesian Islamic education institution which has a significant role in educating Indonesian youth since pre colonialism era. This research aims to investigate the curriculum design for citizenship education in three Indonesian Pesantrens in the context of addressing the challenges of Indonesian multicultural society. The research found that the three Pesantrens share the similar model of curriculum by combining formal, informal, and hidden curriculum. This is because they employ full boarding system that enables them to develop formal, informal, and non-formal education in an integrated campus. However, their approach to formal curriculum of citizenship education is different. The first, second, and third Pesantren employ integrated approach, cross curricular approach, and separate subject approach respectively. Regardless this different approach, Pesantren-based model of citizenship education curriculum might enable students to be engaged in a collaborative learning since they live together with their friends and teachers in the integrated campus. As a result, they potentially have more citizenship competencies than day students which will be very useful for them to address the challenge of Indonesian multicultural society.

PARALLEL SESSION 2: CURRICULUM DESIGN AND LEADERSHIP

IMPLEMENTATION OF PROJECT-BASED CURRICULUM IN BRUNEI DARUSSALAM SECONDARY SCHOOL: A CASE STUDY

Mohamad Khairul Bin Haji Matusin

Many educators consider project-based learning (PBL) to be one of the most exciting and powerful options for improving learning today (Markham, 2011; Mergendoller, Markham, Ravitz, & Larmer, 2006). There is a current resurgence of interest in PBL instigated by a need to educate students in response to changes in global workforce requirements to meet current skill needs of industries (Markham, 2011). It is believed that graduates who possess problem-solving skills will have high productivity (Boss, 2012; Buck Institute for Education, 2013; Kokotsaki, Menzies, & Wiggins, 2016; Vega, 2012; Walker & Leary, 2009).

In 2012, Ministry of Education, Brunei Darussalam introduced a new subject, Business, Art & Technology (BAT) as a compulsory subject in all secondary schools that aims to enhance students' knowledge and skills through authentic project-based activities as preparation for students living and working in a technological society. It is interdisciplinary in the way in

which it provides a means of applying, reinforcing or extending concepts generated in other subjects. BAT integrates skills from the previous elective subjects and updates the skills with the needs of globalization and the 21st century and to provide competencies facing the 4th Industrial Revolution. This seminar paper will share how PBL was implemented as part of the national curriculum in Brunei Darussalam.

TEACHER AGENCY AMIDST THE 21ST CENTURY SCIENCE CURRICULUM REFORM

Jovelyn C. Vilela-Bactad

For secondary schools with traditional curriculum, educational overhaul through K-12 curriculum is the sign of the times. For Filipinos, joining this bandwagon would mean initiating reforms across all sectors of the society including the educational system. Seeing how the Department of Education hastily joined this new trend made teachers wonder if indeed this was timely and the right thing to do. Amongst the questions that crossed the educators' minds were: Is the country ready for this? Can students cope with these sudden reforms? More so, are teachers well-equipped? These abrupt changes paved the way for the researcher to look into the readiness of the science educators to cope with these dynamics. Focusing on the competence of the science teachers to address the demands of the reforms of the curriculum design in view of the shift from the discipline-based to spiral progression approach.

A multi-phase case study was conducted to answer the following questions: (1) What supports were given to the science teachers to equip them with the competencies to address the demands of the reforms of the curriculum design?; (2) Are there significant differences on how public and private-school science teachers approach the demands of the reforms of the curriculum design?; (3) What constraints did these teachers face during the transition period?

Knowing that the new science curriculum design has been implemented, teachers must remember how one can exercise his/her agency by re-thinking and critiquing the intended curriculum. Actions taken will be vital to assess and evaluate if this curriculum design is favorable to all stakeholders.

DECENTRALIZING CURRICULUM: CREATING SPACES FOR COMMUNITY PARTICIPATION THROUGH THE EMPOWERMENT OF LOCAL SCHOOL BOARDS

Gerard Martin C. Suarez

This research argues for the decentralization of Philippine education – shifting the paradigm of national curriculum design from what has been described as a one-size-fit-all approach towards a community-driven design. More specifically, it argues for the devolving of the Department of Education's (DepEd's) mandate of “...formulating, implementing, and coordinating policies, plans, programs and projects in the areas of formal and non-formal basic education” onto government mandated local school boards – allowing local leaders and members of the community a genuine space to become the primary drivers and initiators of

curriculum design. This is in contrast to the present state of local school boards in the country, which primarily functions to appropriate a limited budget on peripheral needs of schools in their jurisdiction. The argument is constructed through a desk review which looks at the results of empirical studies of decentralized educational systems in other countries (notably the U.S., the Netherlands and the U.K.), the effects of strong local school boards on academic achievement and the community, the history of educational reform in the Philippines, and experiments of local school board expansion conducted within the country. By enabling and empowering community members to lead, this will allow for a curriculum design process which members of the community can take ownership in and create curricula which are more appropriate to the needs of the locality.

PARALLEL SESSION 3: CURRICULUM DESIGN AND TECHNOLOGIES

THE USE OF TECHNOLOGY FOR ASSESSMENT AND ITS IMPLICATIONS FOR FUTURE CURRICULUM DESIGN

Lim Ai Giok, Jsh Quintus Perera, & Hjh Sallimah Hj Mohd Salleh

In the education setting, curriculum, instruction and assessment are linked. Assessment plays an important role in gathering information and help teachers to plan next steps in their instruction. Technology can help teachers track and assess students and their own performance faster and more efficiently. It also increases flexibility to assess outside of curriculum hours. The main objective was to determine the use of technology by teachers in assessing their students. In a survey of 129 teachers from two government secondary schools, only 36.4% of the teachers used technology for assessment, such as *Kahoot* and *Edmodo*. Some of the reasons for not using technology to assess included lack of facilities, poor internet connection, time constraints, and lack of knowledge on how to use the said technology. In survey given to 25 students from one of the government schools, 16 (64%) of them would like their teachers to use technology to assess them. Their main reasons were such as, it would be easier for them to access and would save papers. Efficient assessment of student progress and providing effective feedback to students without undue delay are essential aspects of effective curriculum delivery for enhanced student outcomes. This will lead to better curriculum implementation and achieving what the curriculum has intended. The rich data collected from the use of technology for assessment will be useful for future curriculum designing during the curriculum review. This study is a part of a large ongoing study aimed at promoting the use of technology in improving formative assessment practices by Bruneian teachers to improve student outcomes through effective curriculum delivery.

TEACHING PRACTICAL ON OSMOSIS USING ICT-BASED INQUIRY INSTRUCTIONS

Pg. Dr. Hajah Siti Fatimah Binti Pg. Hj. Petra

The introduction of the New National Curriculum Framework in the Maldives makes it mandatory for Teacher training institutions to include a module on Inclusion, as the curriculum requires teachers to cater for individual differences to maximize learning potential of every child including children with Special Educational Needs (NIE, 2013). In this respect, the study aims to find the impact of the inclusive education module taught to the Bachelor of Primary Teaching students at Villa College, an institution that has been offering programmes in education since its inception in the year 2008. One of the main aims of this institute is to train quality graduates in every field, thorough and well equipped for their life in the workplace. Hence, the study encompasses to find the knowledge and attitude of the student teachers before, during and after the module 'Inclusivity in Education'. A qualitative research was conducted among students who had completed the program and are already in the profession. The study is focused on 20 students who did the module at Villa College with the sample being selected through random sampling. Therefore, the sample consists of teachers currently working in different islands in the Maldives. Thus, data was collected through face-to-face interviews and telephone interviews using open ended questions. Document analysis was also utilized, which included the evaluation reports filled for the module by the students. Data was analysed using open coding. The findings of the study revealed that the module has made a difference in the students, and the perceptions have changed accordingly.

THE IMPACT OF INCLUSIVE EDUCATION MODULE ON BACHELOR OF PRIMARY TEACHING STUDENTS AT VILLA COLLEGE

Fathimath Warda & Mariyam Nihaadh

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