 한국국제교육교류학회

제1회 국제학술대회

한국국제교육교류학회 국제학술대회 자료집

Korea Society of international Exchange and Education International 1 st
Online Conference

일시:	2021. 11. 26~27
장소:	ZOOM Cloud Meeting
IP:	zoom cloud meeting

2021년

 KOREA SOCIETY OF INTERNATIONAL RELATIONS & EDUCATION

Welcome, members of KSIRE and attendees of the conference.

I am Chang-un Park, chairman of Korean Society of International Exchange and Education(KSIRE).

KSIRE and Education for Social Responsibility(ESR) is holding an academic conference together for two days from November 26 to 27, 2021.

Thank you to everyone who participates in this conference.

Since COVID-19 is being prolonged, physical distance increases. Despite of this situation, we are going to hold an online academic conference to have time to interact academically between various countries.

With the advent of the internationalization, interaction between countries across borders is important so as in education. KSIRE is established to understand the view on education not only in Korea but also abroad, share research results on education conducted in Korea and abroad, and further promote mutual understanding of academics and education by individuals and institutions. For this purpose, the agenda of this conference is Social Responsibility of Education which is crucial currently in education.

A number of serious problems in the international community, including abnormal climate and environmental issues is emerged. Therefore, social responsibility is emphasized worldwide and in lots of academic areas, thus discussions on social responsibility in education are also necessary. Through this conference, various countries will share their opinions on what Social Responsibility of Education is and how various countries understand and implement it.

We hope that this conference will provide meaningful academic interaction to improve our understanding about education. I also hope that the research on education, including Social Responsibility of Education, will be activated and accelerated. Above all, I wish that education will develop qualitatively and expand academically.

Thank you.

Chang-un Park

학회 회원과 학술대회 참석자 여러분, 어서오십시오.

한국국제교육교류학회(KSIRE) 회장 박창언입니다. 2021년 11월 26일에서 27일 이틀간 한국국제교육교류학회와 교육의 사회적 책임 연구단(Education for Social Responsibility, ESR)이 공동으로 학술대회를 개최합니다. 이번 학술대회에 참여하는 모든 분께 감사드립니다.

COVID 19가 장기화되면서 물리적인 거리는 멀어졌지만, 이에 불구하고 온라인 학술대회를 개최하여 다양한 국가들이 학문적으로 교류하는 시간을 가지려 합니다.

국제화 시대가 도래하면서 국경을 넘어선 국가 간의 교류가 중요해지고 있으며, 교육에서 또한 국가 간의 교류가 중요해지고 있습니다. 한국국제교육교류학회는 국내뿐 아니라 국외에서 교육을 어떻게 바라보는지를 이해하고 국내·외에서 이뤄진 교육에 대한 연구성과를 공유하며 나아가 연구성과에 대한 개인과 기관들이 국내·외 교류를 함으로써 학문의 발전과 교육에 대한 상호이해 증진을 목적으로 설립되었습니다. 이와 같은 목적으로 이번 학술대회에서는 교육 분야에서 현재 대두되고 있는 교육의 사회적 책임을 다루어 보려 합니다.

국제사회에서 이상 기후, 환경 문제 등 여러 심각한 문제가 일어나고 있고, 이 때문에 전 세계적으로 그리고 많은 분야에서 사회적 책임이 강조되고 있습니다. 교육에서의 사회적 책임에 대한 논의 또한 필요한 만큼 이번 학술대회를 통해 교육의 사회적 책임을 주제로 교육의 사회적 책임이 무엇인지 그리고 여러 국가에서 교육의 사회적 책임을 어떻게 이해하고 실행하기 위해 노력하는지에 대해 다양한 국가들이 서로의 의견을 나누어 보려 합니다.

이번 학술대회로 뜻 깊은 학문의 교류가 이루어져 교육에 대한 이해도를 증진되기를 기대합니다. 그리고 교육의 사회적 책임을 포함한 교육 분야 전체에 관한 연구 전체가 활성화되기를 바랍니다. 무엇보다도 교육이 질적으로 발전하고 학문적으로 확장되기를 기원합니다.

감사합니다.

한국국제교육교류학회(KSIRE) 회장
박창언

Hello.

I am Sang-soo Lee, head of BK21 FOUR Education for Social Responsibility (ESR), Department of Education, Busan National University.

I am delighted to be holding an online academic conference jointly with Korean Society of International Exchange and Education in the deepening autumn.

It is unfortunate that the academic conference was held non-face-to-face due to COVID 19. However, I hope that it will be a meaningful academic conference where free communication takes place beyond the spatial limitations.

Considering COVID-19, abnormal temperatures, and the seriousness of environmental problems, it is a time when the international community needs social responsibility for cooperation more than ever. I think it is a time when social responsibility is needed for sustainable development in the educational field as well.

I would like to express my gratitude to everyone who participated in this conference, and I hope that the Korean Society of International Exchange and the Education for Social Responsibility Group can contribute to personal academic growth and the growth of our society through this conference. Finally, I wish the infinite development of both institutions.

Sang-soo Lee
The leader of Education for Social Responsibility



안녕하십니까.

부산대학교 교육학과 BK21 FOUR 교육의 사회적 책임 연구단(Education for Social Responsibility, ESR) 단장 이상수입니다.

깊어가는 가을을 맞이하여 한국국제교육교류학회와 공동으로 온라인 학술대회를 개최하게 되어 기쁘게 생각합니다.

COVID 19로 인해 학술대회가 비대면으로 진행되어 서로 얼굴을 보고 학문적 그리고 인간적 교류를 할 수 없다는 안타까운 마음이 들기는 하지만 오히려 공간적 제약을 넘어 자유로운 소통이 이루어지는 의미 있는 학술대회가 되기를 바랍니다.

COVID 19를 포함하여 급증하는 이상기온 그리고 환경문제의 심각성 등을 포함하여 그 어느 때보다 국제사회가 협력하는 사회적 책무성이 필요한 시기입니다. 교육현장 역시 우리가 가진 역량을 동원하여 지속가능한 발전을 위해 사회적 책무성을 필요로 한 시기라고 생각합니다.

이번 학술대회에 참여하는 모든 분들께 감사의 말씀을 드리며 한국국제교육교류학회와 교육의 사회적 책임 연구단이 이번 학술대회를 통해 개인의 학문적 성장과 사회의 동반 성장에 기여할 수 있기를 바라며 두 기관의 무한한 발전을 기원합니다.

이상수

부산대학교 교육학과 BK21 FOUR 교육의 사회적 책임 연구단 단장

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국제학술대회 일정

시 간		내 용	연구자	
11.26. (금)	13:00~13:10	개회사	이사장 박창언	
	13:10~14:10	강연 1-1	미국 이해경	
	14:10~15:10	강연 1-2	일본 이이다후미야	
	15:10~15:20	휴식		
	15:20~16:20	발표A ESR와 실제	[Session A1] 좌장:정정훈 C1. 원진 D3. 문소희, 류아영, 조미영 D8. 서희	[Session A2] 좌장:이문복 A4. 김영은 D6. 김미호 D1. 배가나, 송차오징, 장카이
	16:20~16:30	휴식		
16:30~17:30	강연 1-3	영국 Paul Standish		
11.27. (토)	9:00~9:10	축사	부산대학교 BK사업단 이상수	
	9:10~10:10	강연 2-1	미국 김선영	
	10:10~11:10	강연 2-2	중국 강소대학교 왕보새	
	11:10~12:30	발표B 교육의 사회적 책임	[Session B1] 좌장:이문복 A3. 이장패, 장타오 C2. 이시 미노리 D2. 송차오징, 장카이, 배가나 D7. 류루루	[Session B2] 좌장:김영은 B2. 왕관은 D3. 정민영 D9. 책리하 D8. 정용석 A5. 왕봉, 이장패
12:30~13:00	시상 폐회사			

[강연 Part 1-1.]

Empowering children to teach themselves through EdTech

Hye Kyung Lee
(Enuma Lnc.)

<Abstract>

Children are the hope of a better future for a village, for a country, for the world. In every corner of the globe, however, hundreds of millions of children will never realize their inner potential because they lack the opportunity of education. Before the COVID-19 global pandemic, 1 out of 5 children around the world, nearly 260 million children were out of school. In 2020, the impact of COVID-19 led to nearly one billion children being out of school without access to a suitable learning environment.

EdTech has been recognized as a solution to provide universal access to quality learning through open and accessible data, localizable software, durable and available hardware, and successful delivery to any context. As children around the world get ready to move into the 2021 academic year, the presence of EdTech and remote learning is more prevalent than ever.

In this session, we explore people's efforts in EdTech to find the solutions to help mitigate inequalities in education around the world and make a real impact for communities who lack access to basic education. In 2014, the \$15 million Global Learning XPRIZE challenged teams from around the world to develop open-source, scalable software that empowers children to teach themselves basic reading, writing and arithmetic within 15 months in the rural areas of Tanzania. The journey of the co-winner team in the competition would provide practical insights on social responsibility of education and the future of Official Development Assistance (ODA) in education.

Hye Kyung Lee

Assessment Specialist, Enuma Inc.

Enuma's Digital Education Solutions



Todo Math (2014)

- Math learning app for preK ~ Grade 2
- #1 math education app in App Store
- 9M+ download



Todo English (2020)

- English Learning app for preK ~ Grade 2
- Service in Korea, China, and Japan (2020년 3월~)



KOICA
Korea International
Cooperation Agency
GLOBAL
LEARNING
XPRIZE
WINNER

Kitkit School (2017)

- Learning basic literacy and math for children in developing countries
- Co-winner of Global Learning XPRIZE
- KOICA CTS Seed 1-3 programs
- LEAD Innovation EdTech Solution selected by Korea Ministry of Education



Enuma Gulbang (2020)

- Korean Learning app for children from multicultural or low-income family
- Support multi-languages: Vietnamese, Thai, Chinese, English



Sekolah Enuma (2021)

- Learning app for preK ~ Grade 2 - Literacy, Math English as Foreign Learning (EFL)
- Currently in Indonesia

Kitkit School

Winner of Global Learning XPRIZE Competition



- Tablet-based digital learning application for enhancing children's basic literacy and numeracy in developing countries
- Digital game-based learning
- No internet necessary
- Funded by KOICA CTS seeds 1, 2, 3
- **Co-winner of Global Learning XPRIZE competition**

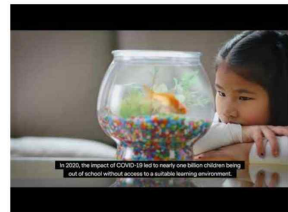


What is the Global Learning XPRIZE Competition?



Global Learning XPRIZE (2014-2019)

The \$15 million Global Learning XPRIZE challenged teams from around the world to develop open-source, scalable software that empowers children to teach themselves basic reading and writing and arithmetic within 15 months.

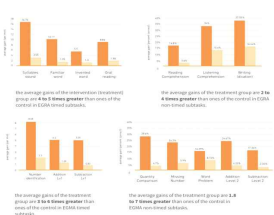


UN's Sustainable Development Goal #4



- Mission :**
- SDG 4 aims to provide children and young people with quality and easily accessible education plus other learning opportunities.
 - One of its targets is to **achieve universal literacy and numeracy**.
 - A major component in acquiring knowledge and valuable skills is the learning environment.
 - **Effective learning environments**

Effective Learning Solution




- Global Learning XPRIZE conducted field tests (RCT) across 170 villages in Tangu, Tanzania.
- Age: 7 to 13 (a total of 2,700 children)
- Instrument: Early Grade Reading Assessment (EGRA) / Early Grade Mathematics Assessment (EGMA)
- **Baseline**
 - 74% of children never attended schools, 93% of children don't read a single word
- **Intervention effect (Kitkit School users: 400 Ⓐ)**
 - Literacy: 2 to 5 times more
 - Numeracy: 1.8 to 7 times more

(reference) [Global Learning XPRIZE Data](#)

About Kitkit School



Curriculum

Literacy (280 activities)		Math (260 activities)
Early Childhood Development/Digital Skills Oral Language Print Awareness Letter Knowledge Phonological Awareness Systematic Phonics Instruction Vocabulary Spelling Fluency Written Expression Comprehension-Sentence Comprehension-Stories	Learning, Design, & Curricular Framework MAY 2019	Early Childhood Development/Digital Skills Number Identification Quantity Discrimination Counting Representation of Numbers Addition Subtraction Missing Number Shape Multiplication Word Problems

Inside Kitkit School



The Fields of Kitkit School



[Pop-Up Learning for Rohingya Learners \(Bangladesh\)](#) | [Primary School in Mtwara \(Tanzania\)](#) | [Kakuma refugee camp \(Kenya\)](#) | [Kagina Primary School \(Rwanda\)](#)

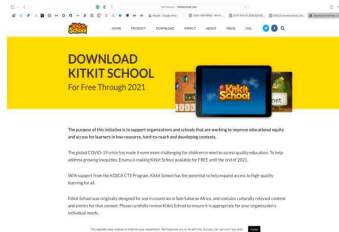
- Academic Achievement Gains : [GLXP Field Test Data Report](#)
- Social Emotional Impacts : [XPRIZE Social Emotional Study](#)
- User Data : [User Data Analysis \(Short Version\)](#)

Children Who Played Kitkit School

Country	Project	Number of Children
Tanzania	XPRIZE Field Test	421
Tanzania	E3Empower Pilot Test	465
Tanzania	Kamara Pilot Test	12
Tanzania	E3Empower	643
Uganda	Xavier Project – Refugee Camps	615
Kenya	Xavier Project – Refugee Camps	180
Rwanda	Kagina HOPE School	801
Rwanda	265 Academy Kindergarten	37
Bangladesh	Pop-up Learning Project – IRC Rohingya Refugee Camp	297
Tanzania	Ubongo Co-branded Applications	96077

Total 99,548

Free Online Download



Type	Number of License
Non-profit foundation	95
Government	9
NGO	4470
School	587
Company	1409
Academic/Institution	27
UN/International Org	67
Others	252
Total	5956



Sekolah Enuma Indonesia

Enuma School



- Bahasa Indonesia, Mathematics, English as Foreign Language (EFL)
- preK to Grade 2 curriculum with game-based activities, e-books, videos
- Learning Management System (LMS) – monitoring each student's progress
- Available On/Off line
- Deliverable via smartphone and tablet

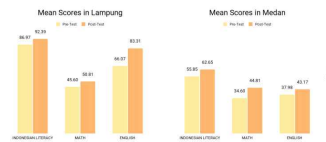
Field Test (January ~ March, 2021)

- A total of 586 children in grades K-3 in a 3-month intervention in Indonesia (Lampung & Medan).
- The children participated in 60-minute sessions daily on weekdays during the intervention.
- Observations on children's play
- One-to-one Zoom interview with each facilitator for the overall evaluation of the project
- Pre- and post-test to assess academic gains



Academic Gains (Pre- & Post-test)

- The average attendance in Lampung and Medan was 47 and 46 days, with a minimum of 20 and 24 days, respectively.
- Children completed an average of 116 lessons in Lampung and 130 lessons in Medan.
- The children in Lampung showed significant increases in the post-tests for all three subjects.
- The children in Medan showed significant increases for Indonesian and math.



Join the Literacy Coalition

There are many ways to create impact:

- Raise awareness about literacy and the campaign
- Help communities use the program (devices, wifi, etc.)
- Fund organizations to implement the literacy program in high need areas
- Expand the program access to include English and Math

enuma

Enuma comes from the word enumerates, or to name one by one, which underscores our commitment to every child's individual success.

Visit Our Website

[enuma.com](#)
[enuma@enuma.com](#)
[enuma@enuma.com](#)
[enuma@enuma.com](#) (Rwanda)

[강연 Part 1-2.]

A Message to Elementary or Secondary Education Teachers from One of the Japanese University Professor who has an Autistic Son

Professor IIDA Fumiya
(University of Teacher Education Fukuoka)

<p>学校の先生方への 自閉症保護者からのメッセージ</p> <p>A Message to Elementary or Secondary Education Teachers from One of the Japanese University Professor who has an Autistic Son</p> <p>福岡教育大学 教授：飯田史也</p> <p>Professor IIDA Fumiya University of Teacher Education Fukuoka</p>	<p>飯田の息子は2001年に自閉症スペクトラムの障がいを持って生まれてきました。</p> <p>これよりは福岡教育大学教員の飯田としてではなく、保護者飯田の立場で、PPTを作りました。</p> <p>My son was born as an autistic child in 2001.</p> <p>Today I would like to present this PPT, not as the professor of U.T.E.F but as one of a father.</p>										
<p>飯田を含む保護者の現実 事例1</p> <p>親は普通、意識してあるいは無意識に、自分自身の生育歴をガイドラインにしてわが子の成長を理解し、育てることができるが、障がい児の保護者はそれがかなわないことが多い。</p> <p>Case 1</p> <p>Usually parents bring up their children referring to their own grown up history, but we can not do so.</p>	<p>・わが子を比較してしまう対象</p> <p>A) わが子と同じ世代の健常児 ⇔ B) わが子と同じ年齢頃の自分自身 一般的にはA)と思われがちだが、実際にはB)が多いのではないかと</p> <p>→健常児である私自身を育てた自分の親が羨ましくなる。(母子家庭だった飯田には母だけです)やがて自分自身が健常者として生まれてきたことが、とてつもない偶然に思えてくる。</p> <p>We compare our child to- A) non-disability children about the same year as our child days. B) ourselves as about the same year as our child now.</p> <p>I think B) is the standard case.</p> <p>We become to feel envy at our parents because we are the non-disability children of our own parents. We often feel "I was born as a non-disability but it was the incidental case".</p>										
<p>問い1 皆さんは昨年今日の昼食に何を食べたか覚えてますか？</p> <p>問い2 次のうち素数はどれか、瞬時にわかりますか？ 5059、3607、5367、6271、4219、4723、9941、8057、7507・・・</p> <p>1. Do you remember the lunch menu of 11/26, 2020</p> <p>2. Can you distinguish the Prime Number ? 5059、3607、5367、6271、4219、4723、9941、8057、7507・・・</p>	<p>・「サヴァン症候群」自閉症者は、往々にしてとてつもない能力を持つことがあります。</p> <hr/> <table border="0"> <tr> <td>献立ボーイ</td> <td>過去の献立を全て覚えている</td> </tr> <tr> <td>時刻表ボーイ</td> <td>多くの駅の電車の発車時刻をすべて暗記している(飯田の息子)</td> </tr> <tr> <td>カレンダーガール</td> <td>毎年何月何日が何曜日なのか瞬時に分かる</td> </tr> <tr> <td>素数ガール</td> <td>示された数が素数かどうか瞬時に分かる</td> </tr> <tr> <td>絶対音感ガール</td> <td>ワンプレーズ聴くと何調の曲かすぐにわかる</td> </tr> </table> <p>わが子の驚異的な能力に驚愕しつつも、それがむしろ障がいの証しであることのジレンマ</p>	献立ボーイ	過去の献立を全て覚えている	時刻表ボーイ	多くの駅の電車の発車時刻をすべて暗記している(飯田の息子)	カレンダーガール	毎年何月何日が何曜日なのか瞬時に分かる	素数ガール	示された数が素数かどうか瞬時に分かる	絶対音感ガール	ワンプレーズ聴くと何調の曲かすぐにわかる
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<p>So called the Savant Syndrome</p> <p>Autism children often are born with the Savant Syndrome.</p> <p>For ex.</p> <p>Lunch Menu Boy Calendar Girl Railway Time-table Boy (my son) Prime Number Discernment Girl Girl of the Perfect Pitch</p> <p>And so on. Parents are so amazed but this astonishment ability is the strong evidence of Autism.</p>	<p>先生方へお願い1</p> <p>→学校の先生方に一人一人の障がい特性を見極めてもらい、将来それをいかに伸ばしてゆけばよいのかという指針を示してもらえると、子どもも保護者も安心します。</p> <p>We parents wants teachers to- evaluate the peculiarity the disability property of each child and show us how to develop their own strong points.</p> <p>Then both children and parents will be relieved.</p>										

<p>飯田を含む保護者の現実 事例2</p> <p>成人までの子育てに、いろいろアドバイスしてくれるはずであった、自身の父母・兄弟・祖父母・従兄弟・友人・職場や近所の先輩ババママなどの「子育ての先輩」の経験値に、また一般の育児雑誌等に書かれている健全児子育ての情報に、もはや頼れなくなったのだと気づく不安</p> <p>CASE 2</p> <p>We notice that we can no longer get information from our own parents, grand parents, elder sisters or brothers, elder friends and senior coworkers who were going to give us practical information of parenting, and we can no longer get any information from magazines published for non-disability. We often terrified at the thought.</p>	<p>障がい児に関する知識やその子育てのノウハウについて「親戚・友人の中では、自分がただひとりの経験者となり、その先端に立ってしまったのだ」と気づく恐怖</p> <p>親族や友人たちもまた「息子、娘、兄弟姉妹、友人の子育てに、自身の経験からはもはやアドバイスできなくなったのだ」と気づくショックは大きい。 (家族・親戚・友人達の落ち込みに対応することも、保護者自身の精神的負担になることがある)</p> <p>We discover ourselves standing alone at the head as the disability child parents. And our parents, grand parents, elder sisters or brothers, elder friends and senior coworkers are also so shocked to notice that “ My information does not work for them .” It becomes another burden for us to encourage(soothe) them.</p>
<p>先生方をお願い2</p> <p>→ 先輩保護者の話を積極的に聞き、さらには健全児保護者との個人的人間関係も維持できる場を設定してもらえると、「障がい児の親としての自分は一人ではない」と感じ、楽になります。</p> <p>We parents wants teachers to- set the occasion to get information from elder parents of disability children, and some kinds of exchange meeting not only with the parents of disability children but also with the non-disability children parents. So we can feel “I am not alone”.</p>	<p>飯田を含む保護者の現実 事例3</p> <p>現在、膨大な数の障がい関係、障がい児教育関係の書籍が出版されている。わが子が「自閉症」と診断され、何かの知見を得ようとして書店や図書館に出かけた保護者は、その膨大な書籍の前で立ちすくんでしてしまう。</p> <p>CASE 3</p> <p>There so many books published on disability education in Korea and Japan. When we go to the book store or the library to get information, the bookshelf is full of books on special support education and so on, we parents are confused just in front of so many many book.</p>
<ul style="list-style-type: none"> ・教員のための専門的理論書・実践書なのか、保護者のための家庭教育書なのかのわかりにくい ・研究者、研究機関によって、また刊行時期によって論理が相反することがある <p>→既存の教育理論・実践・先行研究を新たに乗り越えることを目的とする教育研究書や教育論文が、かえって保護者の混乱をまねくことがある。</p> <p>たとえば、様々に相反する論が錯綜する昨今の健康情報（糖質や体にはいいのか悪いのか、コレステロールは少々高くてもいいのか悪いのか等の議論）で考えるとイメージしやすいです。</p>	<p>先生方をお願い3</p> <p>→学校の先生には、オールマイティでなくてもいいので、教育の専門家としてのご自身の理論解釈、教職経験に基づく知見を示してもらえると保護者は安心できます。</p> <p>We parents want teachers to- show their own theory or practical knowledge brought out from the experience of teacher career.</p>
<ul style="list-style-type: none"> ・障がい者自身による著作は、とても役に立つが、限界もある <p>たとえば日本の書籍では東田直樹『自閉症の僕が跳びはねる理由-会話のできない中学生がつづる内なる心-』エスコアール出版部、2007年は、障害者自身が著した著名本で、各国語に翻訳されています。</p> <p>→知的障がいも、個々の障がいのバリエーションは多種多様である。障がい者自身が叙述した書籍にも、わが子の状況にすべて合致するオールマイティのものはない。多くの事例を読み、その平均的なところを掴むしかない。</p> <p>Books written by disability person themselves are so useful.</p> <p>For example HIGASHIDA Naoki, <i>The reason I jump</i>, 2007, is one of the most famous book published not only in Japan but also in the other countries. But these books are not almighty.</p>	<p>飯田を含む保護者の現実 事例4</p> <p>わが子の障がいを伝えたその相手の、善意の反応に疲れることがある。</p> <ul style="list-style-type: none"> ・現代社会では、いまや障がい者に対して明らかな差別的な言動を取る人は少ない。しかし障がいについての知識の少ない善意の人への対応に、保護者たちは気を使い疲れることがある ・わが子に障がいがあると話したときに、相手に気を遣わせてしまうことに逆に気を遣う →親である自分も、その全体像を理解するのに数ヶ月を要した「自閉スペクトラム」を、何も知らない ・善意の相手に、限られた時間で簡潔に説明するのは大変難しい。 ・わが子のことを話した相手が、それ以来子どもの話題を振ってこなくなる →その相手の人は「自分の不用意な発言が差別的に受け取られたり、保護者を傷つけてしまうのではないか」という怖れから、話題を振れなくなってしまっている。
<p>CASE 4</p> <p>We parents often get tired to make conversation with persons of goodwill.</p> <p>Today in 2021, of course few person take discriminate attitudes to the disabilities. But it is so difficult to explain about autism to the ordinary people. Some acquaintances or friends gradually begin to avoid to talk about topics of children in presence of the parents of disability. We parents understand “Now he or she is so sensitive about talking about my child. He or she is afraid that his or her saying unexpectedly gives impression of the discrimination to me”. We want to say “No problem, do not mind it !”.</p>	<p>先生方へお願い4</p> <p>→飯田も含め多くの保護者は、現職の先生方ほどには、わが子についての客観的事実や、行動特性の諸相を系統立てて説明することに慣れていません。さらに自身の子どもになると、客観的に陳述することはもっと難しいのです。このため飯田も含む多くの保護者にとって、担任の先生などに聞いて（助けて）もらいたい、わが子の行動特性や、具体的な課題を述べることは存外に難しいのです。したがってアドバイスを求める担任の先生に対しても、結局不安な心情の吐露だけに終わってしまいがちになることがあります。先生方は、その保護者が真に訴えたいことは何なのか、うまく掘いってあげてください。</p>

<p>We parents want teachers to-</p> <p>We parents have not been trained to explain our children's condition by the objective words. So for example, at the consultation with the school teachers we can not explain the issue with accuracy. And we tend to appeal the worry and issue emotionally. So teachers, please distinguish what is the most urgent issue of the children and parents.</p>	<p>飯田の私見では、障がい者保護者同士の結束・協力は健常児保護者のそれよりも数倍は堅固です。特別支援学校、特別支援クラスの保護者同士は、お互いに障がいをよく理解し合っているので、正確な「ことば」に頼らずとも、悩みを共有しあい、解決策をともに考えたりすることができるからです。</p> <p>父親、祖父母、兄弟など、母親以外の保護者の、教育への関与も重要です。特別支援クラス独自の「おやじの会」など、母親に限らない保護者同士が近づきになれる最初の機会や場の設定を、また、特別支援学校・学級保護者と通常級保護者との交流のチャンネルを、学校で工夫していただけたらと思います。</p> <p>飯田はどの学校でも「おやじの会」にはとても恵まれ、わかば学園と福岡附小では会長を務めました。</p> <p>The friendship of the parents of the disability children are so firm. We can understand each other without objective words. So at the first entrance ceremony day of the school we parents can make the life long 친구 with each other. And I think not only mothers but also fathers or grandparents relationship are so important. Nowadays so called OYAJI no KAI (Fathers' Team ; TEAM아저씨) is often organized in each primary or middle schools all over in Japan.</p>
<p>飯田を含む保護者の現実 事例5</p> <p>「KY（空気読めない）」といったことばに象徴される現代日本の社会的風潮へのストレス</p> <p>Case 5</p> <p>In Japan one of the sentence <u>Kuuki Yomu</u> (분위기를 파악하다) has been prevalent for these several years to coordinate the social human relations.</p> <p>Such kind of human relation tactics are so difficult for autism persons. For the autism persons and parents, this word is one of the pressure word.</p>	<p>先生方へのお願い5</p> <p>しかし空気読めない（読まない）ことも一つの多様性として認められる学級づくり（仲間関係づくり）ができると、健常児の中にも救われる子どもは多いのではないかと思います。 「空気読めること」を求める集団圧力は、健常児クラスでもいじめの温床となりやすいのではないのでしょうか</p> <p>We parents wants teachers to- make non <u>Kuuki Yomu</u> atmosphere and diversity tolerance in the classroom. And also some of the non-disability students will be relieved.</p>
<p>飯田を含む保護者の現実 事例6</p> <p>「すべての障害者は清く／正しい」 「その保護者もすべて清く／正しい」という いわば「プラスの偏見」への困惑</p> <p>CASE 6</p> <p>There is a kind of praising prejudice in Japan, saying that <i>all disability person is pure and justice</i>, saying that <i>all parent of disability is pure and justice</i>.</p>	<p>・現代社会には、上記のようないわば「プラスの偏見」が流布する傾向があるようです。 また障がい者の普通の活動も、ことさらに「障害を持っているのに頑張動話」として物語られる傾向もあるようです。 本心からそう思っているとはいいませんが、「自分は障害者を差別しない開けた人間です」ということを、周りに対して羨うためのポーズだったら困るのです。 また、「プラスの偏見」なので、障がい者自身や保護者は「それは偏見です」と、批判もしにくく、クレームも言いにくいだけに話がややこしくなっています。</p> <p>Even of the ordinary and daily actions of disability person is often reported as a <i>impressed story</i>. If he or she really thinks so, it is no problem, but if they are pretending good person, we will be injured. Because of it is the praising prejudice, it is difficult to complain directly.</p>
<p>飯田を含む保護者の思い 事例7</p> <p>メディアによる世論啓発による、一般社会の知的障がい理解の拡大への期待</p> <p>国や地方公共団体の福祉行政主導的な広報活動だけでなく、知的障がいを扱ったドラマ、映画、コミック等の大衆的メディアへの期待</p> <p>CASE 7</p> <p>We parents expect not only the public government enlightenment but also the movement of todays mass media contents. For ex. T.V. programs, movies, novels and comics and so on.</p>	<p>障害者を扱った、映画、漫画、テレビドラマ、小説など世界にはたくさんありますが、最近飯田が最も印象深かったのは、韓国の短編小説</p> <p>鄭容俊 『선릉 산책 (宣陵散策)』 2019 でした。</p> <p>There are so many movies, comics, T.V. dramas and novels. Today I would like to introduce one Korean novel. 鄭容俊 『선릉 산책 (宣陵散策)』 2019 I read it last year and so impressed.</p>
<p>鄭容俊著、藤田麗子訳「宣陵散策」（선릉 산책） 株式会社クオン、2019年</p> <p>この本については、先日福教大附属図書館の情報誌「ひろば」に推薦の自を書いたのでそのまま引用します</p> <p>韓国の短編小説。アルバイトで、同世代の自閉症の青年ドゥウンを世話をするようになった、主人公「僕」の1日、とくにソウル江南区の王墓、「宣陵」公園での出来事が描かれている。初めて自閉症青年とともに過ごすことになった「僕」。街行く人達とドゥウンとのトラブル、植物の名称の超人的な記憶力とボクシングに長けているというドゥウンのサガファン能力への驚き、ドゥウン自身に対する、また街の人達からの差別に対する「僕」の困惑・怒り、街の少年たちからの差別にいたたまれなくなり、自分の頭を殴って血を流すドゥウンの、その自傷行動を助けなかったことへの「僕」の自責の念。この小説は、障害者を理解することの本質が、「きれいなこと」を抜きにして、淡々と非常にリアルに描かれていく。いやいや「障害者理解」ということば自体が、この小説には浅薄な単語かもしれない。最後、叔母に連れられて帰宅するドゥウンと別れたあとの「僕」の独言を、みなさんはどのように捉えるか？ 「多文化相互交流論」授業担当教員として、またひとりの知的障害青年の父親として、飯田から学生の皆さんにお勧めしたい本である。 韓国語オリジナルも後半にハングルで掲載されている。ハングルを学習している人は、読解に挑戦してみよう。<開架室 929.13 C53></p>	<p>最後に at last</p> <p>飯田が日々感じるのは、障がい児保護者が日々の思いや不安を、学校の先生方に本音で話すことは案外少ないのではないかと思います。</p> <p>I think few parents in the world can explain what they really want to inform to the teacher.</p> <p>今日のこの資料は、飯田自身の経験値、学校の先生方から聞いた経験値、息子の友達のお父さん、お母さん、その他ご家族から聞いた経験値、国内外で多く出版されている障がい者本人・保護者の手記に書かれた経験値を、飯田で「客観化、相対化、一般化」して作り出したので、特定の誰かの具体的事例というわけではありません。このため架空の保護者の平均値になってしまっている、先生方が関わっておられる保護者・子どもたちとは、多かれ少なかれズレがあるかもしれません。</p> <p>Today I made this PPT by the information of my own, of my friend parents and of the books written by disability persons themselves. And make these information objectively and relatively and generalize by myself.</p>

<p>また父親としての私の子育てが成功事例というわけでもありません。謙遜ではなく、父としての私はそれはもう失敗事例の塊です。（私自身の失敗談だけで、軽く2時間は話す自信があります）。</p> <p>弁解ではありませんが、私の研究上の専門は国際教育交流史であり、特別支援教育については素人なのです。</p> <p>And my life history for these 20 years as the father is not successful (full of failure). My research major is the Historical Study of Higher Education International Relations not the Special Support Education.</p>	<p>さて、先生方は障がい児が何かで褒められた時に、その保護者があまり謙遜しないことにお気づきではないでしょうか。</p> <p>これは、社会に対する保護者としてのプライドとか、健常児保護者に対する対抗意識から起こるものではないです。我が子の <u>できること・できないこと</u> を的確に見定め、対処してゆかなければならないという経験を長年続けてきた中で、親の安易な謙遜で、子どもの長所と短所とを（自分と先生が）見誤ってしまわないようにするために、いつの間にか無意識に身につけてきた行動特性なのです。</p> <p>You teachers will notice that parents of disability child tend not to be modest when someone praises their child.</p> <p>That attitude does not cause from the pride of the parents.</p> <p>They have to discriminate what their child can do and what their child can not do every day.</p> <p>They know that too much inadvertent modest makes it difficult to discriminate the child's accurate ability. So it is the behavioral pattern that the parents acquire spontaneously.</p>
<p>世界中の障がい児（者）が、そしてその保護者が、日々明るく積極的に人生を切り開いています。もちろん大変なこともあります。「泣き言」言っていたって仕方ありません。保護者にとって「知的障がい」とは、治療するべき、癒めるべき、直すべき特性ではなく、それぞれの子どもが持って生まれた「人としてのあり様（ありよう）」なのです。</p> <p>先生方は、障がい児本人だけでなくその保護者にも、時にどこか漂とした、飄々とした独特の明るさを感じることがあるのではないのでしょうか。それは、人生の中でも一、二を争う試練を経た後の、自己慰いも、作り笑いもない、本音の明るさのほうです。</p> <p>Disability persons and parents in the world are carving a way for themselves through many hardships. For the parents the disability is one of personality of the children.</p> <p>Maybe you teachers discover some kind of cheerfulness in parents.</p> <p>That cheerfulness come from their experience of the hardest trial of their life history.</p>	<p>息子が1歳半で自閉症スペクトラムと診断されてからは、妻も私も「毎年」・「毎月」・「毎週」・「毎日」が新たな経験の積み重ねの連続であり（さすがに小学校3年生ぐらいからは「毎週」・「毎日」は減ってきましたが）、今もまだその高中にあります。</p> <p>私にとって妻は、子育ての「バディ」であり「ライバル」であり、妙な喩えですが、いまやお互い「戦友」といった意識が強いです。</p> <p>After my son's physical examination at 18 months, my wife and I have discovered new issue every year, every month, every week and every day for these 20 years.</p> <p>For me, my wife is precious <i>buddy</i> and strong <i>rival</i> and saying metaphor, the <i>comrade in arms</i> (战友).</p>
<p>わが息子は障害を持って生まれてきたとはいえ、人間関係の面では相当幸せな人間なのかも知れませんね。これは本人も自覚しているようです。</p> <p>My son has been happy for these 20 years, because he met so many good teachers and friends. He himself also has a consciousness about it.</p>	

[SEESION A1]

A Study on Family Education in the Tang Dynasty

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<Abstract>

The Tang people highly valued family education. First of all, they attached great importance to ideological and moral education. Secondly, they stressed on passing on imperial examination-related knowledge and skills. Moreover, great progress was made in forms and methods of family education. Therefore, family education in the Tang Dynasty occupied an important position in the Chinese education history and greatly contributed to the continuation and development of Chinese civilization. This study examines the main contents, forms, methods, characteristics and achievements of family education in the Tang Dynasty. In anticipation of providing practical experience for contemporary family education.

keywords: Family Education, the Tang Dynasty, Moral Education, Imperial Examination-oriented Education, Teaching of Skills.

I. Purpose

In ancient Chinese society whose official education was not as advanced as modern society, family education was an important means of carrying forward and continuing human civilization. Therefore, family education was highly valued by feudal dynasties of past ages. And the Tang Dynasty was no exception. The Tang Dynasty, as an important stage witnessing the prosperity of Chinese ancient family education, mainly focused on providing ideological and moral education, and passing on imperial examination-related knowledge and production skills. In terms of moral education, the Tang Dynasty highlighted the individual's obedience to the society and the subordinate's responsibility for the superior, which suppressed the individual's independence and innovative spirit. Meanwhile, the Tang Dynasty also stressed on cultivating people to be determined, diligent and thrifty and good at conducting themselves in society, which carried forward and developed the traditional virtues of the Chinese nation. In the process of imparting imperial examination-related knowledge, the Tang Dynasty laid great emphasis to poems and countermeasures for current affairs, which was quite different from that in previous and later dynasties. Although such emphasis of the Tang Dynasty had dense utilitarian coloring, it showed greater concern to the contemporary society and had obvious intentions of educating people with a view to serve to the country. Family education of the Tang Dynasty was expanded from individual families to society, thus further achieving its goal of educating the whole society. Family education culture of the Tang Dynasty has reached a new height and made brilliant achievements. Therefore, a study on family education in the Tang Dynasty can give great enlightenment to family education in society today.

II. Method

In this study, the literature review method was used to collate and analyze primary literatures related to the Tang family education such as “The Imperial Examination System of the Tang Dynasty”, “Political and Economic Measures in the Zhenguan Period”, “Ancient Laws and Regulations of the Tang Dynasty”, “Historical Records of the Tang Dynasty” and “Administrative Codes of the Tang Dynasty”, in order to investigate main contents of family education. On this basis, secondary literatures were consulted and sorted out, to analyze forms, methods, characteristics and major achievements of family education in the Tang Dynasty.

III. Family Education in the Tang Dynasty

1. Main Contents of Family Education in the Tang Dynasty

1). Moral Education

In the ideological, moral and behavioral education, the Tang Dynasty took filial piety and fraternal duty as the principal thing, and required people to be patriotic and loyal to the emperor and filial to their parents and show respect for elders and politeness to teachers. Moreover, they also educated their children to be determined, diligent and thrifty and good at conducting themselves at society, which also constituted an important part of moral education in family education.

2). Imperial Examination-oriented Education

The imperial examination system is the main system for the Tang Dynasty to select officials. Therefore, the Tang people were fond of learning, because they hoped to get official ranks in the imperial examination. The Tang people were quite strict when teaching and supervising their children. Imperial examination-related knowledge imparted in family education of the Tang dynasty was mainly centered by examination contents (mainly poems) and methods. The Tang people imparted imperial examination-related knowledge in family education, which had dense utilitarian coloring, but they showed greater concern to the contemporary society and had obvious intentions of educating people with a view to serve to the country. Therefore, family education in the Tang Dynasty has a greater contribution to the development of ancient Chinese cultural education, as well as family education in today’s society.

3). Teaching of Skills

The teaching of skills was one of important parts in family education of the Tang Dynasty. In family education of the Tang Dynasty, especially the family education by the family of laborers, people still stressed on teaching skills to their later generations. This was the basic form of transferring knowledge and skills about science and technology in the Tang Dynasty. Main skills taught in family education included: agronomy, handicraft skills, and astronomical calendar calculations.

2. Forms and Methods of Family Education in the Tang Dynasty

In the Tang Dynasty, the form and method family education had been diversified and developed on the basis of that in previous dynasties. Besides witnessing a wide popularity of monographs on family education, the Tang Dynasty also developed relatively systematic written family disciplines and clan rules which were formed mainly for punishing people for their major faults. The form of using poems to educate children was widely applied in the Tang Dynasty, which was also an innovation of the Tang

Dynasty in the form of family education.

In the Tang Dynasty, progress was also made in family education methods. In family education, the Tang people were good at adopting vivid and intuitive methods such as fables to make family education vivid and facilitate children's memorization and understanding. Compared with family education in previous dynasties, family education of the Tang Dynasty had become increasingly diversified and gradually mature in its form and made breakthroughs and development in its method. Although the Tang people developed some strict disciplines, they educated their children basically by reasoning the children with facts. They usually took advantage of parental authority and family affection with the educated to reason the educated with facts and touch them with affection, thus achieving the goal of education.

3. Characteristics of Family Education in the Tang Dynasty

The Chinese traditional theory of "cultivating one's moral characters, putting family in order, managing state affairs and pacifying the world" build links between individual "families" and the whole "state" and gives birth to the concept of "family-state co-construction". Therefore, the family is an organization in which all family members live together, as well as a social unit engaged in production. Since the Tang Dynasty, family education gradually went beyond the range of individual family or clan and began to spread widely in society. It had gradually become one of important methods for educating people in the Tang Dynasty. Family education in the Tang Dynasty exhibited the following characteristics. First, family education expanded the scope of its influence and become one of important ways of social education. Second, the imperial family education showed its appearance, received great attention of rulers and won wide spread. Thirdly, female education received high attention in the Tang Dynasty. In the form of popular culture, family education of the Tang Dynasty promoted the popularization and dissemination of Confucianism, and infiltrated Confucianism into all the words and deeds of the family life, thus contributing to fostering a good family atmosphere and fulfilling good functions of social education and enlightenment.

4. Major Achievements of Family Education in the Tang Dynasty

The Tang Dynasty was an important stage when family education was thriving in China. The family education culture developed to a new height and achieved great success.

First of all, a complete set of works were published on the imperial family education. Imperial family education of China has a distant origin and a long development. However, no systematic and complete set of works on imperial family education had been published till the Tang Dynasty. The book "On How to be an Emperor" of Li Shiming as Emperor Taizong of Tang is the first systematic and complete work on imperial family education in China. It has produced significant influences on imperial family education of later generations.

Secondly, relatively systematic and complete family discipline and clan rules were developed in the Tang Dynasty, which set a precedent for later generations. "Family Disciplines of Liu" of the Tang Dynasty is the earliest systematic family discipline in the history of ancient Chinese family education.

Thirdly, female education was strengthened. Female education came from the "Warnings to My Children" written by Li Shu in the Tang Dynasty. This book was the first to clarify its aim of "educating both male and female", to elevate female education to a position as important as male education.

IV. Conclusion

In summary, the Tang people attached great importance to ideological and moral education. And they stressed on passing on imperial examination-related knowledge and skills. Moreover, great progress was made in forms and methods of family education. The Tang people attached great importance to family education, with the following manifestations. First of all, they paid great attention to reading and learning. Secondly, they thought highly of prenatal education, early childhood education and lifelong learning. Thirdly, they highly valued the effect of environmental edification and the model. In addition, on the basis of inheriting family education traditions from previous dynasties, the Tang people created many writings and poems for teaching their children, and relied more on their own words and deeds to educate and influence their children. All words and deeds of elders, parents, elder brothers and elder sisters were good materials of education. All these had laid the foundation for the development of family education in the Tang Dynasty.

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The Impact of a Self-Care Mindfulness Group Counseling Program on the Parental Burnout and Mindfulness of Parents with Young Children in South Korea

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<Abstract>

The purpose of the present study is to examine the impact of a self-care mindfulness group counseling program on the parental burnout and mindfulness of parents with young children in South Korea. The research subjects were 20 parents with young children in South Korea (the experimental group, n=11, and the comparison group, n=9), and the program was conducted in the form of 6 180-minute sessions, with one session conducted per week. In order to identify changes in the parental burnout and mindfulness of parents participating in the program, the study conducted a pre-post examination. The SPSS 18.0 program was used for the collected data, and an independent sample t-test was conducted to verify differences between the experimental group and control group. The study also conducted ANCOVA that controlled for pre-scores using covariates in order to increase the statistical power of the study with regard to the differences. The results found that, first, the experimental group participating in self-care mindfulness group counseling decreased their parental burnout scores when compared to the control group. Second, the experimental group participating in self-care mindfulness group counseling appeared to have increased in mindfulness unlike the control group. This shows that the program is effective in decreasing parental burnout and improving mindfulness for parents with young children.

Key word: Mindfulness, Parental Burnout, Group Counseling, Parents with Young Children

Parenting consistently impacts the holistic development and growth of children. Especially, Early childhood, as an important period for the foundations of development, involves the rapid development of autonomy and the self-concept through a variety of experiences mainly with the parents, as well as the development of self-help in everyday life (Gross, Conrad, Fogg & Wothke, 1994). However, at the same time, parenting is an essential or challenging task for parents with children because young children rely on their parents without having the ability to adequately behave on their own. Multiple preceding studies claim that parenting activities for young children can cause stress for the parents (Kumalasari & Fourianalistyawati, 2020). As a type of sustained stress experienced repeatedly in everyday life, parenting stress can lead to parental burnout (Crnic, Gaze & Hofman, 2005; Kim & Oh, 2018; Park, Kang, Kim & Kim, 2012).

Parental burnout refers to a state of physical and emotional exhaustion as a result of the hard work that parents exert to fulfill the needs of their children (Procaccini & Kiefaber, 1983). Abidin (1990) claimed that when parents are excessively stressed from parenting, they can manifest dysfunctional parenting

behavior resulting from psychological burnout. Furthermore, such dysfunctional parenting behavior has an emotionally negative impact on children, which in turn can reinforce the dysfunctional parenting behavior on the part of parents, thereby causing a vicious cycle between the negative affectivity of the children and the dysfunctional parenting behavior of the parents. Thus, exploring the protective factors for parental burnout seems to be essential.

Mindfulness is emerging as a method for preventing and managing personal burnout. Mindfulness involves paying attention to the experiences of the moment and thus being aware of them by accepting them as they are (Kabat-Jinn, 2003). Mindfulness has a negative correlation with parental burnout (Cousineau, Hobbs & Arthur, 2019; Neece, 2014; Parent, McKee, Rough & Forehand, 2015). In practice, mindfulness is known to reduce the stress of parents in parenting situations thanks to the brilliant effects of affective awareness and self-regulation and also to increase efficacy, euphoria, and the quality of parent-child relationships (Beer, Ward & Moar, 2013).

The purpose of the present study is to confirm the effects of decreasing parental burnout and increasing the level of mindfulness for the parents of young children through a self-care mindfulness group counseling program that lets parents care for themselves. Exploring protective factors for parental burnout, such as mindfulness, can actually contribute to establishing a plan for preventing and reducing parental burnout.

The research questions are as follows. First, does the self-care mindfulness group counseling program have an effect on the mindfulness of parents with young children? Second, does the self-care mindfulness group counseling program have an effect on the parental burnout of parents with young children?

Method

1. Participants

Participants were 20 parents with young children in South Korea (11 in the experimental group, 9 in the comparison group).

Table 1. Characteristics of research participants

Variable		Experim ental	Compa rison	Variable		Experi mental	Comparison
Mother's Age	30-39	5	4	Child's Age	4	3	2
	40-49	5	5		5	6	4
	50-59	1	0		6	2	3
Total		11	9	Total		11	9

2. Measures

MBI-GS (Maslach burnout inventory-General survey) was developed to measure the burnout of people at large. This study used modified version of MBI-GS, which was revised to suit parents by Han (2010), as the parental burnout measurement. To measure the mindfulness, Mindfulness Scale (Park, 2006) was used in this study.

3. Experiment Design

The program was conducted in the form of six 180-minute sessions, with one session conducted per week. In order to identify changes in the parental burnout and mindfulness of parents participating in the

program, the study conducted a pre-post examination.

4. Data Analysis

The SPSS 18.0 program was used for the collected data, and an independent sample t-test was conducted to verify differences between the experimental group and the comparison group. The study also conducted ANCOVA that controlled for pre-scores using covariates in order to increase the statistical power of the study with regard to the differences.

5. The Self-Care Mindfulness Group Counseling Program

The program used in the present study was self-care mindfulness group counseling program. The details of the program are as follows (Table 2).

Table 2. The Self-Care Mindfulness Group Counseling Program

Session	Goal	Activities
1	Understanding self-care and mindfulness and practice breathing meditation.	<ul style="list-style-type: none"> - Self introduction and program introduction - Becoming acquainted - Expectations for the group - Understanding self-care and mindfulness - Breathing meditation
2	Sharing existing self-care methods and their greatest current difficulties, practicing staying while observing the bodily senses they feel.	<ul style="list-style-type: none"> - Breathing meditation - Exploring and sharing my own healing methods - Exploring and sharing my greatest current difficulty - Observing the bodily senses and staying - Naming the bodily senses
3	Creating their own safe zone and share their most difficult moments after becoming a parent and Practicing body scan meditation.	<ul style="list-style-type: none"> - Breathing meditation - Creating a safe zone - Exploring and sharing my most difficult moment after becoming a parent - Observing the bodily senses and staying - Naming the bodily senses - Body scan
4	Being aware of the emotions they feel mainly during parenting and Practicing walking meditation.	<ul style="list-style-type: none"> - Breathing meditation - Becoming aware of my main emotion - Observing the bodily senses I feel from my emotions - Staying in the bodily senses that my emotions are feeling - Naming the bodily senses - Walking meditation
5	Exploring the moments they felt guilty as a parent and Practicing tea meditation.	<ul style="list-style-type: none"> - Breathing meditation - Exploring and sharing the moments I felt guilty as a parent - Observing and staying in the bodily senses that I felt guilty in - Letting go of guilt - Tea meditation
6	Finding their strengths and To increase their efficacy	<ul style="list-style-type: none"> - Breathing meditation - Finding my strengths and Group support

through group support

- Eating meditation
- Inspecting group expectations
- Sharing overall impressions

Result&Conclusion

Table 3. Comparison of pre–test scores in experimental group and comparison group

	Experimental M(SD)	Comparison M(SD)	t
Parental Burnout	3.20(0.27)	3.29(0.32)	-0.73
Mindfulness	3.05(0.38)	3.19(0.39)	-0.80

Table 4. ANCOVA with the pre–scores as the covariate for parental burnout and mindfulness

	Pre-test		Post-test		F
	Experimental M(SD)	Comparison M(SD)	Experimental M(SD)	Comparison M(SD)	
Parental Burnout	3.20(0.27)	3.29(0.32)	1.38(0.28)	2.13(0.22)	43.52*
Mindfulness	3.05(0.38)	3.19(0.39)	4.67(0.26)	3.55(0.62)	86.94*

*p<.001

The results found that, first, the experimental group participating in self-care mindfulness group counseling decreased their parental burnout scores when compared to the comparison group. Second, the experimental group participating in self-care mindfulness group counseling appeared to have increased in mindfulness unlike the comparison group. This shows that the program is effective in decreasing parental burnout and improving mindfulness for parents with young children.

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Analysis of Research Trends Related to Social Responsibility in Higher Education in China

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<Abstract>

The goals of higher education have expanded from pure personal development to participation in the development of the whole social culture (Pachon, 2009). According to the Chinese Education Statistical Yearbook, by 2019, there were 2688 general universities in China, with 40.02 million students enrolled, and the total university admission rate reached 51.6%. As the size of universities increases, the influence of universities in society increases, and the relationship between universities and society becomes more and more complex, so the demands and expectations for universities are also increasing. It gives universities a new role and links them to the resolution of various social issues such as sustainable development, poverty reduction, peace and human rights. This study collects 313 academic journal papers related to university social responsibility over the past 20 years from China Aspiring and analyzes research topics, published journals, and key authors of research papers on university social responsibility using citespace software. By doing so, we analyzed the situation of research related to social responsibility of universities in China. As there are 8 core journals, CSSCI, as there are 8 core journals, university social responsibility and related research are maintained at a high level and high-quality research results are achieved. It is possible. Most authors are conducting independent research, so collaborative research is lacking.

Key words: Higher Education, University, Social Responsibility, Research Trends, Citespace

<국문초록>

고등교육의 목표는 순수한 개인 개발로부터 전체 사회문화의 발전에 참여하는 것으로 확대되었다 (Pachon, 2009). 중국 교육 통계 연감에 따르면 2019년까지 중국에서 일반 대학은 2688개교이며 재학생은 4,002만 명으로 대학의 총 입학률은 51.6%에 이른다. 대학 규모의 확대에 따라 사회 내 대학의 영향력이 높아지고 대학과 사회와의 관계도 갈수록 복잡해지면서 대학에 대한 요구와 기대도 커지고 있다. 대학에 새로운 역할을 부여하고 지속 가능한 발전, 빈곤 줄이기, 평화, 인권 등 다양한 사회문제의 해결과 연관시킨다. 본문은 중국 지망(知網)에서 최근 20년간 대학의 사회적 책임과 관련된 학술지 논문 313편을 수집하고 citespace 소프트웨어를 사용하여 대학의 사회적 책임에 관한 연구 논문의 연구주제, 발표 저널, 핵심 저자 등을 분석함으로써 중국 내 대학의 사회적 책임과 관련된 연구의 상황을 분석했다. 발표 기관 차원을 보면 핵심 저널인 CSSCI는 8개나 있는 만큼 대학 사회적 책임과 관련 연구는 높은 수준에 유지되고 질 좋은 연구 성과를 거두면서 저널별 논문 수가 많지 않아서 이 분야의 연구가 턱없이 부족하다는 것을 알 수 있다. 대부분 저자들은 독립적으로 연구하고 있는 상태여서 협력연구가 부족하다.

주제어: 고등교육, 대학, 사회적 책임, 연구 동향, Citespace

I. 서론

1. 연구목적 및 연구의 필요성

현대의 대학은 과거와 완전히 다른 세계에 직면해 있다. 지식과 고등교육은 현대 산업 국가의 운영과 발전에서 중심적 위치를 차지하고 있다. 크고 다양해진 학생 그룹, 전문 교육 및 평생교육의 열풍, 고등교육의 시장화와 대학 간 치열한 경쟁, 교육의 질과 대학 책무성에 대한 지속적인 관심, 교육의 세계화 추세 등 요소들은 대학의 사회적 책임에 대해 영향을 미쳤다. 따라서 고등교육의 역할은 큰 변화를 겪었다. 고등교육의 목표는 순수한 개인 개발로부터 전체 사회문화의 발전에 참여하는 것으로 확대되었다(Pachon, 2009). 중국 교육 통계 연감에 따르면 2019년까지 중국에서 일반 대학은 2688개교이며 재학생은 4,002 만명으로 대학의 총 입학률은 51.6%에 이른다. 대학 규모의 확대에 따라 사회 내 대학의 영향력이 높아지고 대학과 사회와의 관계도 갈수록 복잡해지면서 대학에 대한 요구와 기대도 커지고 있다. 대학에 새로운 역할을 부여하고 지속 가능한 발전, 빈곤 줄이기, 평화, 인권 등 다양한 사회문제의 해결과 연관시킨다.

대학 사회적 책임의 현대적인 의미로 한 개념은 20세기 말에야 나타났다(康樂, 2012). 20세기 중반 이후 많은 국가와 지역, 국제기구, 대학 총장과 학자들이 대학의 사회적 책임 실천 활동을 활발히 추진하면서 대학의 사회적 책임의 개념을 포함하여 관련 이론에 대한 논의를 의도적으로 진행하기 시작했다. 대학의 사회적 책임 개념에 대한 논의는 이념이론, 기능이론, 이해관계자 이론, 종합이론 등으로 나눌 수 있다(張維紅, 2018). Global University Social Responsibility Alliance에 따르면 대학의 사회적 책임은 교육 및 연구를 통해 공공 혜택을 제공하는 것을 포함하여 직원, 학생, 교사, 지역사회 주민 등 사회구성원들의 삶의 질을 향상시키기 위해 대학이 취하는 조치라고 정의했다. 또한 적극적으로 지식 및 기술을 가르치고 높은 수준의 윤리 기준을 유지하며 환경의 지속 가능한 개발을 촉진해야 한다. 중국학자 閻光才(2002), 袁長清(2002), 康樂

(2012) 등은 대학의 사회적 책임에 대해 이념이론의 접근으로 설명했다. 즉 대학의 사회적 책임은 느낄 수 있고 깨달을 수 있는 추상적이며 독립된 정신으로서의 존재라고 정의했다. 王曉陽(2003)은 기능의 관점에서 대학의 사회적 책임을 개념화했다. 그는 대학의 사회적 책임은 두 가지가 있으며 대학의 직접적인 책임은 인재 양성과 지식 발견이고 간접적인 책임은 사회봉사 활동 실행하는 것이라고 설명했다. 尹曉敏(2008), 李福華(2007) 등은 대학의 책임은 국가, 정부, 지원비 제공자, 대학 교수 등 이해관계자에 대한 적극적인 대응이라고 정의했다. 구체적으로는 교육·훈련의 책임, 지식·학술의 책임, 사회발전 선도 등 다양한 책임들이 포함된다.

중국에서 대학의 사회적 책임 관련 연구가 늦게 시작하였지만, 대학의 사회적 책임의 개념, 분류, 특징 그리고 대학이 어떻게 해야 사회적 책임을 더 잘 질 수 있는지 등에 관한 풍부한 연구 성과를 거두었다. 본문은 중국 지망(知網)에서 최근 20년간 대학의 사회적 책임과 관련된 학술지 논문을 수집하고 Citespace 소프트웨어를 사용하여 대학의 사회적 책임에 관한 연구 논문의 연구주제, 발표 저널, 핵심 저자 등을 분석함으로써 중국 내 대학의 사회적 책임의 연구 상황을 살펴보고, 이슈 분야와 연구 부족한 분야를 찾아서 향후 연구의 동향을 파악하는 데 목적이 있다.

II. 연구 방법

1. 연구 대상

본문은 텍스트 데이터를 대상으로 중국 대학의 사회적 책임과 관련된 연구 이슈 및 추이를 파악하기 위해 우선 연도별 발문량, 발표 저널, 연구기관 등의 연구 현황을 분석했다. 둘째, 앞선 중국 대학의 사회적 책임의 연구 동향을 분석하기 위해 프로그램 Citespace를 활용하여 키워드 네트워크, 클러스터링 분석, 시각화 분석을 진행했다. 중국 대학의 사회적 책임에 과 관련된 연구를 대상으로 자료를 수집하기 위하여 중국지망 CNKI(China National Knowledge Infrastructure)에 등재된 주제에 관한 국내 학술지 논문을 대상으로 1999년부터 2021년까지의 논문을 검색하였다. 일차 검색어로 '대학 AND 사회적 책임', '고등교육 AND 사회적 책임', 그리고 '전문대', '사회적 책무' 등 대학의 사회적 책임과 관련된 키워드로 여러 차례 교차 검색한 결과 국내 학술지 논문 총 682편이 추출되었다. 2차 검색은 1차 검색해서 얻는 논문에서 연구주제에 대해 정확하지 않은 논문이나 중복되는 논문 제외하고 최종결과는 학술지 논문 303편을 본 연구의 대상으로 선정하였다.

2. 분석 방법

본 연구는 중국 대학의 사회적 책임과 관련 연구의 연도별 논문 수, 지식 도메인 매핑(mapping knowledge domains)를 구현하기 위한 가시화 프로그램 CiteSpace를 기반으로 한다. 지식 도메인 매핑은 지식 도메인(knowledge domain)을 대상으로 과학지식의 발전 과정과 구조적 관계를 나타내는 그림으로 지식 단원 혹은 지식군 사이의 네트워크, 구조, 상호작용, 교차, 진화 혹은 파생 등 많은 내포된 복잡한 관계를 나타낸다(陈悦, 陈超美 외, 2015). Citespace는 Citation space의 줄임말로 정보 계량학(Scientometric), 데이터와 정보의 시각화(Data and information visualization) 배경 아래 클러스터링 및 중심성 등을 분석하는 시각화 프로그램이다(刘媛媛, 孙慧, 2020). 중국 대학의 사회적 책임과 관련된 연구 동향을 분석하기 위하여 수집된 논문을

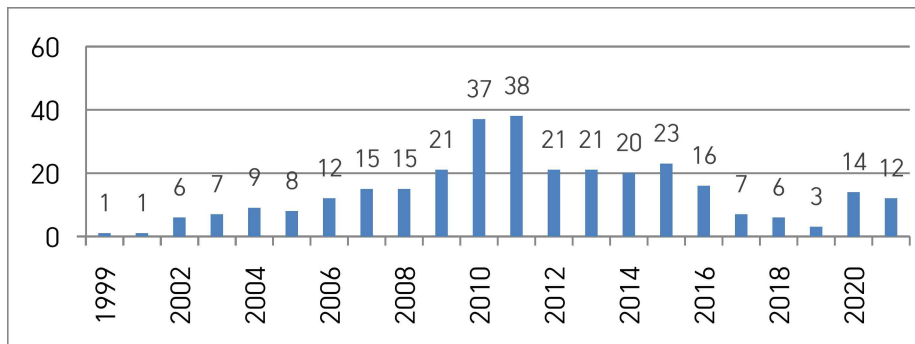
Refworks 형식으로 추출하여 Citespace 프로그램에 도입한 후 키워드 중심성 및 클러스터링 분석하여 시각화 그림을 도출했다.

III. 연구 결과

1. 빈도분석

가. 연도별 논문 수

연도별 논문 수를 분석함으로써 거시적으로 중국 대학의 사회적 책임 관련 연구의 연구 수준, 발전 추세 및 발전 단계를 들여다볼 수 있다. 추출된 문헌을 정리하여 논문 수를 통계하는 결과가 <표 1>과 같다. 대학의 사회적 책임 관련 연구는 1999년부터 시작하였으며 2021년까지 전체 연구 발전 과정은 크게 다음과 같이 세 단계로 나눌 수 있다.



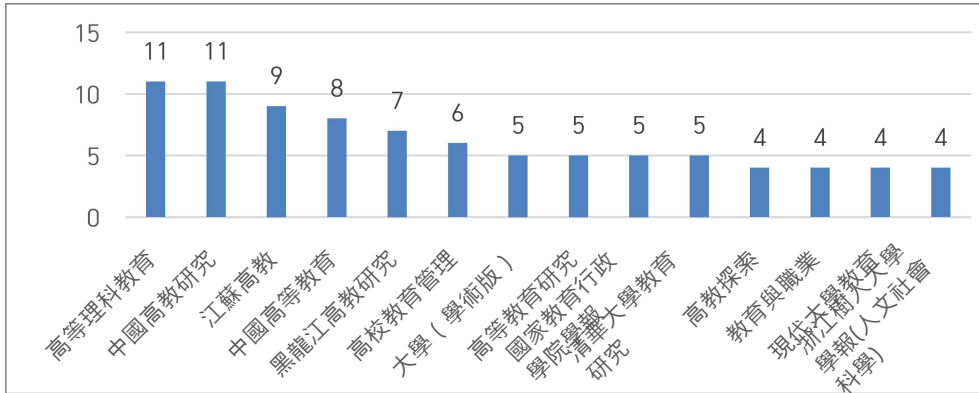
<표 1> 대학의 사회적 책임 학술지의 연도별 논문 수

첫 번째 단계는 1999년부터 2011년까지이다. 그동안 관련 연구들은 지속적인 증가 추세가 보였다. 1999년부터 2011년까지 관련 주제의 논문은 총 170편이 게재되고 연평균 14편이 되었다. 특히, 2010년, 2011년에 37편과 38편으로 정상에 올라온 것으로 나타났다. 이 분야의 연구는 다른 나라보다 늦게 시작되지만 높은 관심을 받으며 인기 연구 분야로 떠올랐다. 두 번째 단계는 2012부터 2019년까지의 시기이다. 2011년 논문 수는 정점을 찍은 뒤 감소세로 돌아서기 시작했다. 2012~2015년에는 계속 줄어들고 있지만 비교적 높은 수준을 유지해 연평균 논문 수는 20편이 달했고 2015년에는 소폭 증가하기도 해서 이 시기에 대학의 사회적 책임에 관심이 높았다는 반면에 2017~2019년에 논문 수는 급격히 감소하여 연평균 논문 수는 5편에 불과했다. 세 번째 단계는 반등기로 2020~2021년 2년간 학술지에 게재된 논문 수가 다시 증가하기 시작했다.

나. 게재된 저널 분석

연구물의 저널 분포는 특정 연구 분야의 이론적이고 실천적인 가치를 반영할 수 있고, 연구물의 저널 분포를 분석하는 것은 특정된 분야의 문헌을 수집하거나 선형 연구를 전개하는 방향을 제공한다. 본문은 관련 주제의 논문 수 4편 이상 게재된 저널을 통계한 결과가 <표 2>과 같다. 상위 3개 저널은 '고등 이과 연구'

11편, '중국 고등교육 연구' 11편, '장쑤고등교육' 9편으로 나타났다.

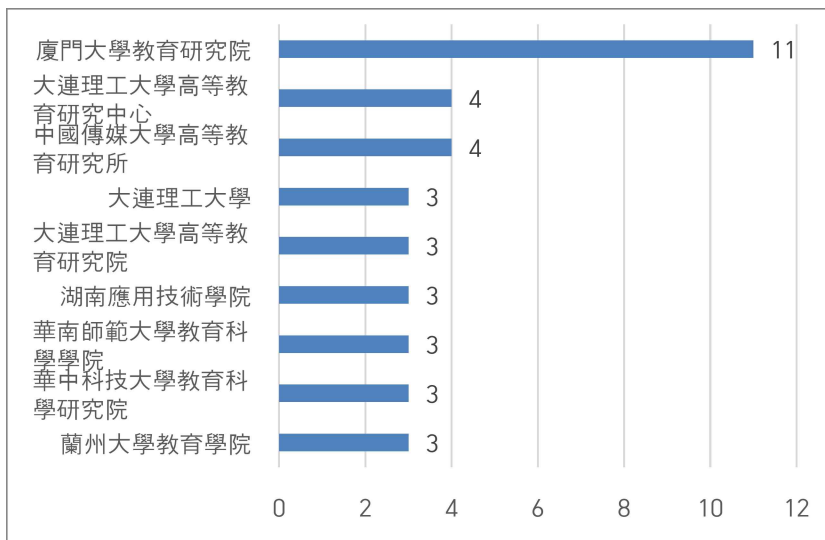


<표 2> 1999~2021년 발문량 4편 이상의 저널

1999~2021년에 발문량은 4편 이상의 저널이 14개 있고 다 교육학 분야의 저널이다. 발표 기관 차원을 보면 핵심 저널인 CSSCI는 8개나 있는 만큼 대학 사회적 책임과 관련 연구는 높은 수준에 유지되고 질 좋은 연구 성과를 거두면서 저널별 논문 수가 많지 않아서 이 분야의 연구가 턱없이 부족하다는 것을 알 수 있다.

다. 연구기관 분석

연구기관에 대해 분석은 해당 연구 분야의 연구 주체 분포를 알 수 있으며 연구기관은 이 연구주제에 대해 지속적이고 심도 있는 연구를 진행했는지를 파악할 수 있다. 본문은 대학의 사회적 책임이라는 주제의 연구기관을 통계하여 결과는 <표 3>과 같다. 발문량이 제일 많은 연구기관은 사면대학 교육연구소이며 논문 수는 11편이었다. 연구기관들의 성격상으로는 주로 대학의 교육학과나 교육연구원을 위주로 한다. 기관별 발문량을 따져보면 논문 수가 1편에 불과한 기관은 194개로 연구기관 수의 82.6%에 차지했다. 그것은 대부분의 연구기관은 이 주제에 대한 지속적인 연구가 이루지 않다는 것을 보여준다.



<표 3> 1999~2021년 발문량 3 편 이상의 연구기관

연구기관 데이터를 시각화함으로써 해당 연구 분야의 연구기관 협력 상황을 알 수 있다. 연구기관 협력 상황을 시각화하여 분석함으로써 네트워크 밀도가 0으로 나타났다. 전체적으로는 연구기관 간 협력관계는 없고 학술연구공동체도 형성되지 않은 상태이다.

라. 저자 분석

저자에 대한 분석은 해당 연구 분야의 핵심 연구자들을 찾아내고 연구자 간의 협력관계를 파악할 수 있다. 수집된 학술지 저자 데이터를 citespace 프로그램에 도입하여 시각화하여 분석함으로써 네트워크 밀도 0.0022로 낮게 나타나며 <그림 1> 와 같이, 康彩霞, 周宏, 侯艳华, 安卓, 张亚斌 여섯 분이 구성원으로 이루어진 협력적 연구 네트워크만 존재한다. 대부분 저자들은 독립적으로 연구하고 있는 상태여서 협력연구가 부족하다.



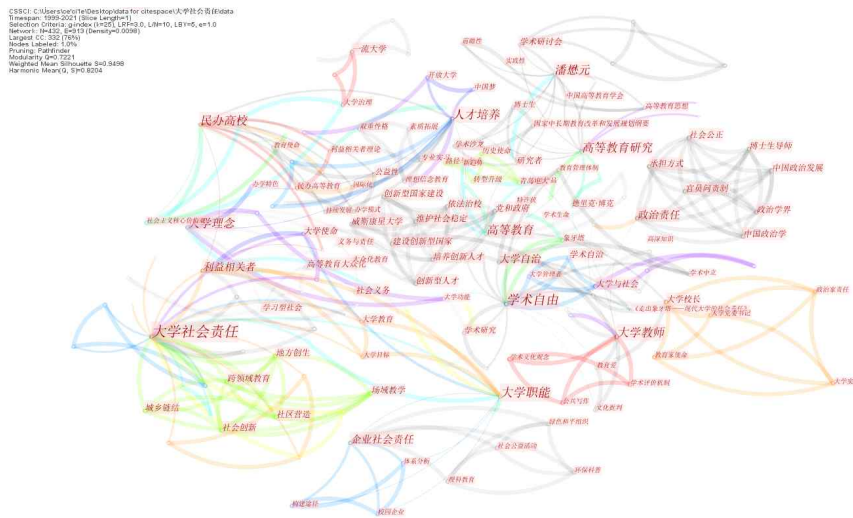
<그림 1>. 적자 협력

대학의 사회적 책임 이 연구 분야에 핵심 저자군이 이미 출현했는지를 알아보기 위해서, 연구에서는 프라이스(Price) 법칙에 뛰어난 과학자나 핵심 저자에 대한 규정을 근거하여 계산했다. 프라이스(Price) 법칙에 따르면 발문량이 M보다 높으면 핵심 저자로 인정할 수 있다. M 값의 계산 공식은 $M=0.749 \sqrt{N_{max}}$ 이며 그중 N값은 이 분야에서 발문량이 가장 높은 저자가 발표한 논문 수를 나타낸다. 또한 핵심 저자들의 총 발문량이 최고 발문량의 50%에 달하면 핵심 저자군이 형성된 것으로 보인다(중국 사회과학 사이트, 2016). 수집된 데이터에 근거하여 계산한 결과는 M=2로 나왔다. 발문량이 2편 이상의 저자는 핵심 저자로 볼 수 있다는 것이다. 이에 따르면 2편 이상의 저자가 41명으로 전체 논문 수 92의 29.4%를 차지해 핵심 저자군이 아직 형성되지 않았음을 알 수 있다.

2. 키워드 네트워크 분석

가. 키워드 네트워크

키워드 네트워크 분석을 통해 대학의 사회적 책임 이 연구 분야의 연구주제를 직관적으로 반영할 수 있다. 키워드 분석한 결과는 <그림 2>에서 제시한 바와 같이, 언어 네트워크의 밀도는 0.7221이고 노드는 432 개 있으며 링크는 913개가 있다. 김용학, 김영진(2016)에 의하면 밀도는 키워드 간 연결 가능한 총 개수 대비 실제 연결된 총 연결 정도로 측정한다. 노드의 크기는 공통 빈도의 높낮이를 반영하고 링크의 굵기는 키워드 간 연결 강도를 나타낸다. 동시에 단 한 번 등장한 키워드는 329개로 노드의 약 76.15%를 차지했다. 이 분야의 연구가 비교적 산만하고, 연구주제에 초점을 맞추지 못하는 문제가 있다는 것이다.



[그림 1] 언어 네트워크 지도

나. CONCOR 분석

CONCOR 분석 결과가 <표 4>에 제시하는 바와 같이, 사회적책임(0.998), 학술 자유(0.876), 대학의 사회적 책임(0.939), 潘懋元(0.94), 일류 대학(0.846), 인재 양성(0.938), 대학의 이념(0.907), 혁신적인 인재(0.996)를 포함하여 총 7개의 하위집단이 형성되었다. Silhouette 값이 하위집단 내 구성원 간의 동질성, 즉 키워드 간 연결의 긴밀도 나타내는 용어로 수치가 1에 가까울수록 더 좋은 동질성을 지닌다. 하위집단 '사회적책임'에는 대학 사명, 이중적인 성격, 대학생의 질적 발전 등 키워드가 포함하였다. 하위집단 '학술 자유'에는 현대적인 대학, 대학 자치, <상아탑에서 벗어나-현대대학의 사회적 책임>, 데릭 북(Derek Bok) 등 4 5개 키워드가 있다. 하위집단 '대학의 사회적 책임'에 이해관계자, 사회봉사, 대학의 직능 등 3 6개 키워드가 있다. 하위집단 '潘懋元'에 고등교육연구, 학술세미나, 고등교육 사상 등 2 2개 키워드가 포함되어 있다. 하위집단 '일류 대학'에는 이해관계자에 사립대학, 하위집단 4 대학의 이념에는 일류 대학, 의무와 책임, 개방적인 대학, 고등교육 대중화 등 키워드가 포함되었다. 하위집단 '인재 양성'에는 개방적 대학, 고등교육, 문화 생태계가 비롯된 1 7개 키워드를 포함한다. 하위집단 '대학 이념'에 민족정신, 합격한 노동자, 사회의무, 학습형 사회 등 1 3개 키워드가 있다. 하위집단 '혁신적인 인재'에 대학 안정, 학교 규칙, 혁신적인 국가 건설, University of Wisconsin System 등 9개 키워드가 포함된다.

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[Session A2]

Curriculum Spaces for 21st Century Competencies


Young-eun Kim

(Korea Institute for Curriculum & Evaluation)

<Abstract>

This presentation is about how to organize competency-based curriculum focusing on curriculum spaces for 21st century competencies in the primary and secondary schools. I will compare the traditional approach of curriculum and suggest the transition to a new paradigm for school curriculum. Also, the main key words to be focused for future education and curriculum development will be highlighted as the penetrating principle. Then, several cases from many countries about how to organize subject curriculum around competencies will be shown.

Curriculum Spaces for 21st Century Competencies

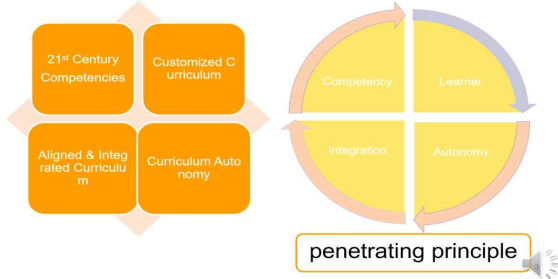


Young-Eun Kim
(Korea Institute for
Curriculum & Evaluation)

Curriculum as content?

- disciplinary knowledge → competencies
- knowledge accumulation → problem solving skills
- complex world, various capacities
- OECD Education 2030: **wellbeing in the future** we want → **transformative competencies, student agency**
- curriculum: meanings in students' life and the society
- What to teach? → What students need to know and be able to do, & why?

lit review for future education & curriculum



『Journal of Curriculum Studies』 327 articles(2010-2019), key words frequency

375	curriculum	18	textbook
119	education	18	teaching
68	school	17	elementary
65	teacher	16	implementation
56	competence/competence-based	16	narrative
53	subject	16	theory
42	national	16	policy
35	development	16	design
34	learning	15	content
29	revised/revision	13	critical
28	high	12	reform
26	integration	12	differentiation
24	system	12	creativity
23	knowledge	12	autonomy
22	multicultural	10	vocational
22	standards	10	discourse

What is competency?

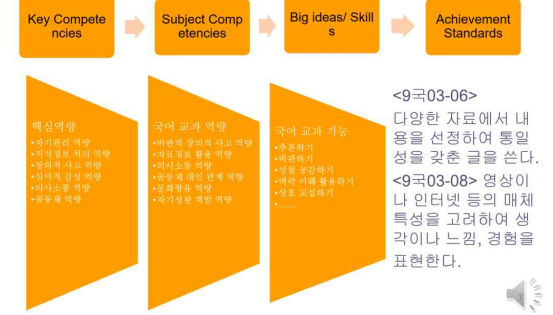
- 미래 사회 시민으로서 성공적이고 행복한 삶을 살아가기 위한 핵심적인 능력으로, 지식, 기능, 태도 및 가치가 통합적으로 작용하여 발현되는 능력(Korean department of Education)
- Competencies are skills essential to the related practice/ Combine appropriate supporting knowledge and attitudes in the natural settings (Chambers, 1993)
- Highly complex integration and application of many capacities(cognitive, affective, and behavioral) (Spady, 1987)
- In a particular context, related to performance vs. disciplinary knowledge vs. skill

Competency Frameworks

- Fundamental/ Personal management/ Interpersonal domain (4Cs + learning to learn)

	기본역량	자기주도적 학습역량	의사소통역량	문제해결역량	협동역량	문화이해역량	글로벌 역량	창의적 사고역량	정보소통역량	융합적 역량	윤리역량	건강생활역량
2015 개정 교육과정	V		V	V	V	V	V	V	V	V	V	V
이명박 9(2008)	V	V	V	V	V	V	V	V	V	V	V	V
노무현 교육	V	V	V	V	V	V	V	V	V	V	V	V
성기호 교육과정	V	V	V	V	V	V	V	V	V	V	V	V
민병도 교육과정	V	V	V	V	V	V	V	V	V	V	V	V
ATC15	V	V	V	V	V	V	V	V	V	V	V	V
P21	V	V	V	V	V	V	V	V	V	V	V	V
OECD2009	V	V	V	V	V	V	V	V	V	V	V	V
영남대 C21(2013)	V	V	V	V	V	V	V	V	V	V	V	V
Fulan & Scott(2014)	V	V	V	V	V	V	V	V	V	V	V	V
BE(2016)	V	V	V	V	V	V	V	V	V	V	V	V
FEtransdisciplinary model(2012)	V	V	V	V	V	V	V	V	V	V	V	V
백성호 9(2017)	V	V	V	V	V	V	V	V	V	V	V	V
김은희 9(2017)	V	V	V	V	V	V	V	V	V	V	V	V

The 2015 revised curriculum



Finnish National Core Curriculum

7-9 biology

Transversal competences

Contents

- C1 biological research
- C2 field trip to nature..
- C3 the basic structure and function of an ecosystem
- C4 what is life?
- C5 human being
- C6 towards a sustainable future

Objectives of instruction	Content areas related to the objectives	Transversal competences
Biological knowledge and understanding		
C1 to guide the pupil to understand the structure and functions of the ecosystem as well as to compare different ecosystems and describe stress	C1-C4, C5	T4, T5
C2 to guide the pupil to describe the structure and vital functions of organisms and to understand the structure of the biological systems	C1-C5	T4, T5
C3 to guide the pupil to examine the adaptation of organisms to various habitats and to understand the significance of diverse habitats for biodiversity	C1-C4, C5	T4, T7
C4 to guide the pupil to understand the basic principles of heredity and evolution	C1, C4, C5	T1
C5 to guide the pupil to understand human development and basic functions of the human body	C5	T3
C6 to guide the pupil to evaluate changes occurring in natural environments and human impact on the environment and to understand the significance of ecosystem services	C6	T4, T7
Practical skills		
C7 to develop the pupil's ability to develop his or her scientific thinking skills and understanding of central relationships	C1-C6	T1
C8 to guide the pupil to use biological research equipment and information and communication technology	C1-C5	T1, T5
C9 to guide the pupil to compile a collection of organisms and grow plants in order to understand biological phenomena	C1-C4, C5	T5, T6, T7
C10 to guide the pupil to conduct research both in and outside of school	C1-C6	T1, T5
C11 to encourage the pupil to apply biological knowledge and skills in his or her own life and to understand the significance of decision-making	C6	T2, T3, T7
Objectives related to attitudes and values in biology		
C12 to inspire the pupil's understanding of the importance of nature and its phenomena and to strengthen his or her relationship with nature as well as to foster environmental awareness	C1-C6	T7
C13 to guide the pupil to make ethically founded decisions	C6	T5
C14 to inspire the pupil to become actively involved in building a sustainable future	C6	T5

C3 Framework: NCSS+15 협업

- Social studies (K-12): College, Career, & Civic life

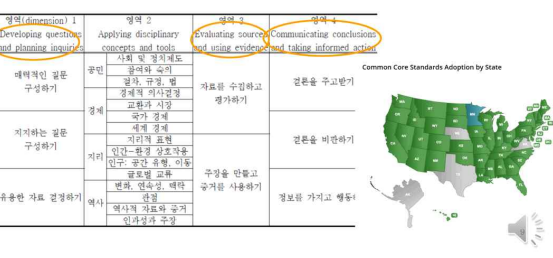


TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 1, Constructing Compelling Questions

BY THE END OF GRADE 2 ^a	BY THE END OF GRADE 5 ^b	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...			
D1.1.K.2. Explain why the compelling question is important to the student.	D1.1.3.5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6.8. Explain how a question represents key ideas in the field.	D1.1.9.12. Explain how a question reflects an enduring issue in the field.
D1.2.K.2. Identify disciplinary ideas associated with a compelling question.	D1.2.3.5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6.8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9.12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

TABLE 4: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards

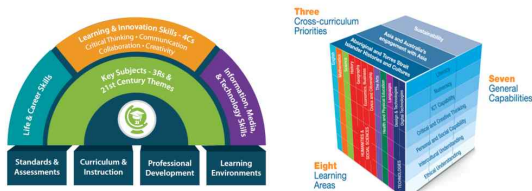
DIMENSION 1	ANCHOR STANDARDS	DIMENSION 2	ANCHOR STANDARDS	DIMENSION 3	ANCHOR STANDARDS	DIMENSION 4	ANCHOR STANDARDS
Developing Questions and Planning Inquiries	R1 W7 SL1	Civics	R1-10 W7 SL1 L6	Gathering and Evaluating Sources	R1-10 W1.2, 7-10 SL1	Communicating and Citing Conclusions	R1 W1-8 SL1-6
		Economics					
		Geography		Developing Claims and Using Evidence		Taking Action	
		History					

Australian Curriculum

Year 7 'Civics & Citizenship' content descriptions

내용 체계 (content descriptions)			
공부와 연구하기	읽기 시간	의견과 이해	시민의식, 다양성, 경제성
<ul style="list-style-type: none"> 여말적 호주의 법체계가 법률, 두뇌우월, 중저, 공정한 심판의 권리, 법적 표현 권리를 통해 권위를 구현하는 것을 목적으로 하는가 Elaborations ▷ discussing ~~~ 기능 			
공론화하기와 연구	분석, 종합, 해석	문제해결과 의사결정	소통과 생활
<ul style="list-style-type: none"> 호주의 정치, 법체도를 조사하기 위해 일정 범위의 질문을 만든다. Elaborations ▷ developing ~~~ 일정 범위의 자료에서 정보와 아이디어를 명시하고, 수집하고, 분류한다. Elaborations ▷ using ~~~ 			

Subject matters, integrated themes



□ P21 Framework

□ Australian Curriculum

For Competency-based curriculum

- More interdisciplinary subjects, cross curricular themes or non-disciplinary themes
- Key competencies aligning with subject matters
- Integration of knowledge, skill, attitudes & values in subject matter curriculum
- Highlighting skills and attitudes
- Overarching skills vs. learning activities
- No too specific contents/ standards like objectives
- competencies for life, work, society

competency

learner

integration

autonomy

Thank you so much!

마스터 부제목 스타일 편집

A study on the design of a problem-solving execution platform for regional innovation competence development

Miho Kim
Suhong Park
(Pusan National University)

<Abstract>

Today's education is not far from knowledge-oriented education, which is far from actual problem solving. Learning through participation in regional problem solving should be an important activity and object of education. The purpose of this study is to devise a university participation execution platform that can strengthen regional innovation competence and problem-solving competence while solving practical regional problems. To do this, we designed the O2O platform concept, an integrated solution for regional problem solving, using the rapid prototyping method. The research methods according to the research tasks are as follows. First, core concepts and design strategies were derived through literature analysis and case analysis. Second, concept design using CATOWE technique (1st Rapid Prototyping) was derived. Finally, we conducted the feasibility study of the first Rapid Prototyping through three educational technology experts FGI. Reflecting this, the concept of the regional problem-solving execution platform was finally proposed. The characteristics of execution platform derived from this study are as follows. First, it consisted of the process of selecting <actual problem selection - problem solving team building - problem solving process - evaluation feedback>. Second, various participatory execution tools such as town meeting, action learning, and positive search were used. Third, we used crowdfunding to select practical problems and resources. Fourth, online and offline blended methods were applied for efficiency, effectiveness and data storage. It seems that the work of revising and supplementing this concept should continue through follow-up research and implementation.

keywords: regional innovation competence, execution platform, learning through participation, regional problems solving

Korean Association for International Education and Exchange, 1st International Conference
Pusan, Korea, November 26-27, 2021

A study on the design of a problem-solving execution platform for regional innovation competence development

Authors Miho Kim
 Suhong Park

Speaker Miho Kim

Date 2021.11.26.

Content

-
- 1. Research Purpose**
 - 2. Method of Research**
 - 3. Research Results**
 - 4. Conclusion and Suggestion**
-

1. Purpose

- Today's education, not deviated from knowledge-creating education.
- Learning through participation in regional problem solving should be an important activity and object of education
- University's social responsibility on cultivating talents that develops and changes the region
- The purpose of this study is to devise a university participation execution platform that can strengthen regional innovation competence and problem-solving competence while solving practical regional problems.
- To do this, we designed an O2O platform concept as an integrated solution for regional actual problems.

3. Results

1) Core Value Derived through literature review

- Case review results : core value for platform

Strengths	Limits
<ul style="list-style-type: none"> • authentic problem solving • Community members initiative • Collaboration between government, private enterprise and academia • Usable platform 	<ul style="list-style-type: none"> • A one-off attempt led by governmental and NGO • Lack of sustainability, sociality, economic impact • IT-specific technology • Lack of local capacity development for sustainability



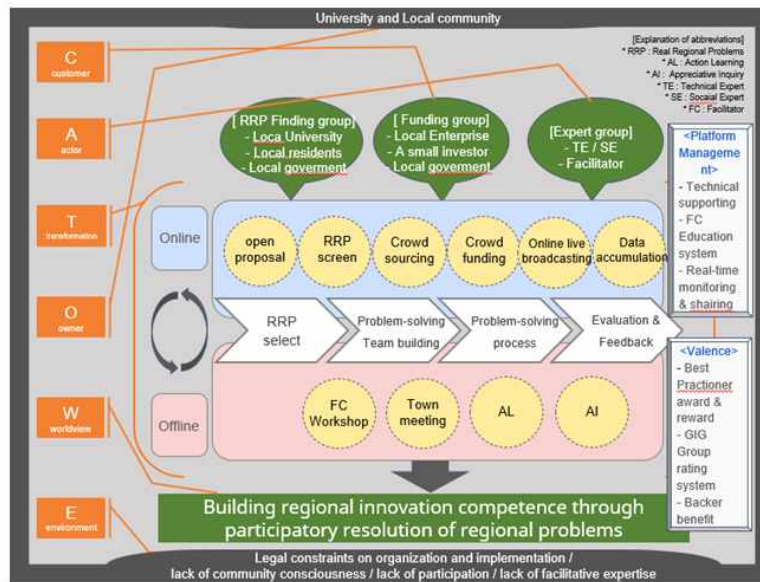
Core Values



Limited Factors

3. Results

2) Concept design using CATOWE (1st Rapid Prototype)



3. Results

3) Expert Review by FGI(contd.)

Evaluation criterion	Contents
Purpose validity	<ul style="list-style-type: none"> - The platform meets learner's problem-solving skills and local community capability building - Well-organized core values - Enough opportunities of community members participation
Process validity	<ul style="list-style-type: none"> - Participation rate and empathy enhanced by crowd sourcing ways - Providing Flexible solutions(e.g., AL, AI, TM) to the types of problem - Expected to be developed and utilized thanks to data accumulation and feedback - Concerns about low participation rate at the early stage, so significant incentives needed
Support factor validity	<ul style="list-style-type: none"> - Smooth communication and feedback promoted by real-time monitoring and sharing of the activity information - Consider how and when to apply online and offline support elements respectively - Ready for the High-cost / advanced online technology
Field applicability	<ul style="list-style-type: none"> - A matter of securing participants and publicizing - Need to consider the extent of platform user - Long time for success and data accumulation

4. Conclusion and Suggestion

1) Conclusion

- Our platform's core value is
 - authentic problem solving
 - Community members initiative
 - Collaboration between diverse stakeholders
 - Usable platform
- Our platform's conceptual prototype
 - Takes the steps of <selecting actual problems – team construction & building - problem solving - evaluation & feedback>.
 - Utilized Various & flexible problem solving tools like as town meeting, action learning, appreciative inquiry
 - used online and offline blended methods.
- Expert reviews have shown that our platform is the right direction to go.

4. Conclusion and Suggestion

2) Implication & Suggestions

- This study suggests an integrated solution of two areas in community problem solving and member capability development, which means that it has broadened a new research horizon as an integrated problem solving solution.
- There is a need for more specific support systems for platform activation and management.
- It is necessary to continue to modify and complement this process through subsequent research and implementation.

Latent Profiles Analysis of Career Development Competency for Adolescents in Busan, Korea

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<Abstract>

This study aims to identify the latent groups and their predictors based on the career development competency of adolescents in Busan city, Korea. Employed latent profile analysis (LPA) using fifth-wave Busan Education Longitudinal Study (BELS) surveyed in 2020 on high school students. The results revealed three distinct career development competency attitude types: “Active design group (34%)”, “Mid-level design group (40.9%)”, “Passive design group (24.9%)”. As a result of analyzing the predictors, the probability of belonging to the active design group compared to the passive design group was high if there is an experience in club, experience in maker education, conversation with relatives, or information gathering through mass media.

Keywords: Busan Education Longitudinal Study, Latent profile Analysis, ESR(Education for Social Responsibility)

1. INTRODUCTION

The concept of career maturity has been developed based on the career development theory and can be defined as the degree of preparation for vocational development tasks to be performed at the individual's age stage [1, 2]. Similar concepts to career maturity include 'career attitude maturity', 'career competency', and 'career development competency'. The 2015 Revised National Curriculum of South Korea defines 'career development competency' as a subject skill that consisting of (1) competence for self-understanding and positive self-concept formation, (2) interpersonal relationships and communication skills, (3) competence to understand the changing vocational world, (4) competence to form a healthy occupational consciousness, (5) competence to search for educational opportunities, (6) competence to search for job information, (7) competency to make career decisions, (8) competency for career planning and preparation capacity [3].

Career development competency is a variable that positively affects students to continue their studies and prepare for a job, and predicts successful college adaptation, and even labor market performance after graduation [4]. Lack of career development competency may delay career decision-making, avoid responsibility for career decisions, and cause career anxiety and depression

[5, 6]. Research findings on the changing pattern of career development competency among adolescents are different; there is a result that career maturity decreased significantly with time [7], on the other hand, some authors concluded that the rate of change in career maturity significantly increases with the passage of time [8, 9]. The contradictory results of previous studies suggest that there may be different developmental trajectories of different career maturity within the student group or that there may be various groups with different characteristics, or that factors predicting each heterogeneous group and causality factor may be different. In particular, career education is conducted in various approaches in the context of individual performance and interaction with the environment, which assumed that there will be heterogeneous groups distinguished by the developmental trajectory type of career development capabilities between individuals.

For these reasons research employed a latent class, latent transition, growth mixture models in the analysis of career maturity, career competency, and career development competency has been actively conducted. Latent transition analysis allows the potential class that an individual can belong to change with time [10]. Therefore, this study aimed to (i) identify latent profile models for career development competency in adolescents, (ii) identify factors that affect the latent profile on career development competency.

2. DATA AND METHOD

Data

Research used data from the fifth-wave Busan Education Longitudinal Study (BELS) surveyed in 2020 on high school students. The subjects included 1,915 second-year high school students who responded to all 16 items in the questionnaire on career development competency.

Measures

Used Career Development Competency questionnaires by reconstructing the Career maturity questionnaire in the Busan Education Longitudinal Study. The validity of the career development competency measurement items was verified by conducting confirmatory factor analysis, category probability curve, item fit (Infit-Outfit), person-item map applying RASCH Scale Model (RSM).

<Table 1> shows the career experience variables, that have been expected to associate with the career development competency pattern by reviewing previous research.

<Table 1> Description of predictors

Variable	Explanation	scale
club experience	degree of club experience	1-5
Maker education experience	Maker education experience	1=yes 0=no
Part-time work experience	Part-time work experience	
Career activity experience	Consultation with the homeroom teacher	
	Consultation with the career counseling teacher	
	Consultation with private tutors	
	Conversation with parents	
	Conversation with relatives	
	Career-related assessment	
	Visiting higher education	

	institute(school)	
	Participation in the information session for the higher education institute	
	Information gathering through mass media	
	Information collection through online communities	

Data analysis

To identify the optimal model for career development competency attitudes, several LPA including Information Criterion (AIC), Bayesian Information Criterion (BIC), and the adjusted BIC (ABIC) were conducted. Lower the indices value suggests a better fit of the data. The Lo-MendellRubin adjusted Likelihood Ratio Test (LMR-LRT) and the bootstrap likelihood ratio test (BLRT) were used to compare the models of k-class and k-1 class [11]. Entropy to evaluate how well the latent classes are classified, greater than .80 indicates a good separation of the identified groups [12]. Subsequently, predictor variables with these profiles were searched through multinomial logistic analysis in consideration of classification error. For statistical programs, SPSS 26.0, Mplus 8.3 statistical programs were used, and R3STEP Auxiliary was used for predictor variables analysis.

3. RESULTS

Identification of the number of latent class

<Table 2> presents fit indices with class probabilities, result indices suggested the 3-class model as the most likely latent profile membership. Information criteria AIC, BIC, and ABIC decrease as the number of profiles increased. For LMR-LRT, no statistical significance was found at 5-class. Entropy results in highest at 3-class, indicating 3-class explains a better-fitting model. The average posterior probabilities of the three groups ranged from 0.96 to 0.98, showing classification accuracy close to 1. The classification ratio between 3-class was 477 (24.9%) in class 1, 785 (40.9%) in class 2, and 653 (34%) in class 3.

<Table 2> Model fit for the different profile and class probabilities.

Classification Criteria	2	3	4	5	
Loglikelihood	-37903	-36410	-35805	-35138	
AIC	75904	72953	71776	70477	
BIC	76176	73320	72238	71032	
ABIC	76020	73110	71974	70715	
LMR	<.001	<.001	<.001	0.54	
LRT(p-value)	<.001	<.001	<.001	0.54	
BLRT(p-value)	<.001	<.001	<.001	0.54	
Entropy	0.904	0.926	0.905	0.918	
class size: n(%)	class1	847 (44.3%)	477 (24.9%)	454 (23.7%)	92 (4.8%)
	class2	1068 (55.7%)	785 (40.9%)	447 (23.3%)	491 (25.6%)
	class3		653 (34%)	257 (13.4%)	248 (12.9%)
	class4			757 (39.5%)	666 (34.7%)
	class5				418 (21.8%)
posterior probabilities	0.97~0.93	0.96~0.98	0.91~0.96	0.90~0.95	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

<Table 3> Estimated means of the three career development competency profile.

Class	1	2	3
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Item		Passive design	Mid-level design	Active design
Career design competency	1	2.552	3.604	4.887
	2	2.411	3.339	4.809
	3	2.698	3.856	4.936
	4	2.926	3.955	4.851
	5	3.705	4.263	4.671
	6	3.261	4.045	4.888
	7	3.301	4.015	4.864
Career preparation competency	8	2.944	3.559	3.99
	9	3.016	3.588	3.976
	10	3.001	3.602	4.06
	11	3.057	3.675	4.092
	12	2.888	3.972	4.917
	13	3.166	4.028	4.667
	14	3.726	4.401	4.737
	15	3.609	4.302	4.649
	16	3.663	4.383	4.704
(n,%)		477 (24.9%)	785 (40.9%)	653 (34%)

<Table 4> Factors affecting career development competency (reference group: active design group)

Predictors	Passive design group			Mid-level design group		
	Logit	p value	OR	Logit	p value	OR
club experience	-0.248	0.003	0.78	-0.084	0.216	0.919
Maker education experience	-0.58	0.002	0.56	-0.224	0.132	0.799
Part-time work experience	-0.234	0.56	0.792	-0.314	0.368	0.731
Consultation with the homeroom teacher	-0.114	0.55	0.893	-0.153	0.36	0.858
Consultation with the career counseling teacher	-0.186	0.315	0.83	-0.172	0.278	0.842
Consultation with private tutors	-0.08	0.651	0.923	-0.087	0.561	0.916
Conversation with parents	-0.407	0.095	0.666	0.383	0.113	1.467
Conversation with relatives	0.511	0.002	1.667	0.079	0.596	1.082
Career-related assessment	0.194	0.38	1.214	0.107	0.593	1.113
Visiting higher education institute (school)	0.104	0.642	1.109	0.119	0.536	1.127
Participation in the information session for the higher education institute	-0.055	0.815	0.947	-0.279	0.159	0.757
Information gathering through mass media	-0.553	0.012	0.575	0.088	0.675	1.092
Information collection through online communities	-0.335	0.124	0.715	-0.19	0.35	0.827

<Table 3> is the coefficient and ratio of the career development competency index. Labeled profile and the mean of each factor were analyzed to see the characteristics for each profile. Profile 1 (n= 477, 24.9%) was labeled as 'Passive design group' that had difficulty in considering their interests or aptitudes and solving the task of career planning or exploration. Scores for career planning and career exploration were lower than average. Profile 2 (n= 785, 40.9%) was a group

with a high level of career planning or exploration, named 'Mid-level design group'. Profile 3 (n= 653, 34%) those with a high level of career planning and exploration, also a high level of positive self-concept formation and creative thinking ability, was labeled as an 'Active design group'.

Factors Influencing Career Development Competency

<Table 4> shows the results of analyzing the influence of variables related to career development competency. Each coefficient interprets the 'Active design group' as a reference group. As a result of analyzing the predictors, the probability of belonging to the active design group compared to the passive design group was high if there is an experience in club, experience in maker education, conversation with relatives, or information gathering through mass media.

4. Discussion

Our study demonstrates the importance of indirect experience on a job could affect career development competency. Suggesting broaden club activities that can be related to students' interest in the vocational world. In addition, reseach revealed that 'Maker Education' is playing a positive role in nurturing entrepreneurship and innovators through self-directed initiatives aimed at maker education. Further longitudinal research on the effectiveness of maker education, which expands from theoretical knowledge and learns in an integrated way is recommended. This study is meaningful in that it promotes an understanding of the career development competency of youths in Busan and discusses what appropriate interventions are needed to enhance their career development competency.

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Global competence and the social responsibility of education

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<Abstract>

What are schools for? What should they be doing? I want to suggest three reasonable answers to these questions. First, the function of schools is to prepare people for society, so that they can fulfil roles that contribute to its successful continuation. Second, the purpose of schools is to enable young people to develop from within, each in their own distinctive way. Third, the purpose of schools is to initiate young people into our shared human inheritance, those forms of understanding, developed through the centuries, that are of intrinsic worth and that constitute the development of human mind. Each gives a somewhat different picture of the responsibility of the school to society. Aside from these questions, however, we can also ask about the sense of social responsibility that schools should instil in children and young people. Some will take this to point to the need for explicit moral and perhaps political education; others will see social responsibility as having influence on the substance of the curriculum as a whole. Against these familiar debates in education, I want to explore the ways in which a more rigorous analysis of social responsibility might unsettle prevailing (especially Western) conceptions of the self and society. I shall do this with some reference to the current concern to develop global competences in young people.

1. Social responsibility in education

“Social responsibility” is a powerful phrase, and it seems to have obvious significance for education: schools—those funded by the state at least—should surely be developing in children a strong sense of social responsibility. They should do this through programmes of moral education in which children learn the importance of social responsibility and develop attitudes of mind and virtues that take up this responsibility. This much seems to follow. But responsibility to what? To society? That seems to be the answer, but this opens a number of questions.

Advocates of social responsibility are quite likely to see it as involving such values as commitment to equality, redistribution of wealth to help the poor, generous aid towards poorer countries, and provision of healthcare and welfare on the basis of need, not on the basis of ability to pay. Such values might be instilled in children in schools through raising their awareness of those in need, encouraging them to value equality not just of opportunity but of outcome too, and leading them to see themselves as part of a larger community—ultimately to humankind as a whole—in which helping and caring for others is a high priority. In contrast to this picture, however, others may see social responsibility as making very different demands. They may take the view that the society to which we owe responsibility is that of

the nation-state. Our responsibility is to celebrate the achievements of our country and to work towards its further prosperity. The strongest, wealthiest, and best societies are those in which the market operates freely and in which individuals' personal drive and ambition not only improves their own wealth and happiness but has a trickle-down effect through the creation of jobs, opportunities, and prosperity for others. The values that may most promote this, it might be argued, are those of enlightened self-interest, entrepreneurialism, competitiveness, and national pride. It is relatively easy to see how these might be promoted in schools.

It is important, I think, to acknowledge that both of the positions sketched here can legitimately see themselves as promoting social responsibility. They have different conceptions of what justice and democracy are. So this should show the need for caution: "social responsibility" is a rhetorically powerful phrase, but it is an elastic one; when someone uses the expression, we do not necessarily know exactly what they have in mind. Educational policy documents often adopt such expressions, and sometimes the vagueness of the expression is used to give some elastic to what is done under its name.

An interesting aspect of the use of the term "responsibility" in neoliberal societies was anticipated by Michel Foucault and has been tracked more recently in the work of Jan Masschelein and Maarten Simons. On the whole people want to take responsibility for their own lives, and of course this is a value that is generally seen to be fundamental to democracy. But in Foucault's development of the notion of "governmentality", he draws attention to the particular manner in which the idea of responsibility is being increasingly developed. Note that "governmentality" is a word that Foucault makes up, to imply a mentality of self-government. At first glance, this may seem acceptable enough in that it seems to coincide with the value of taking responsibility of one's own life, which we have just acknowledged. But what is implied is that the manner in which societies have typically regulated or "policed" their members has now become internalised: the result of this is not so much a new freedom but rather that the police are within. Examples of this can be found in the ways that ideas of a good diet or good exercise, or of what it is to be a good parent, or of how to organise your career or your CV, or—most recently—of how to manage your mental health, are imposed on us or enter into us, without our necessarily noticing. Yet in their light we come to think about ourselves differently, and quite often this comes with an increased anxiety: we have not kept careful track, we have not done enough. Responsibility is not something we take up, but something we do to ourselves. This process, which Masschelein and Simons call "responsibilisation" (imposing on the person an inflated and artificial sense of responsibility and anxiety about this), turns us into what Foucault calls "docile subjects".

Let me return to a common assumption raised at the start: that social responsibility should be advanced in schools through programmes of moral education. This seems plausible enough, but it misses something that seems to me of fundamental importance: this is that questions of social responsibility inevitably arise at an earlier stage, even if they are not explicitly addressed. They arise in fundamental debates about the aims of education. I want to illustrate this with reference to three broad conceptions of the aims of education.

2. Three conceptions of the aims of education

- (1) The aim of education is to serve the needs of society.

Each society needs to renew itself as a condition for its survival. It does this by equipping its young with the knowledge, skills, and attitudes that they will need in order to live in accord with that society and to provide its workforce.

But note: This can take the deeply damaging form of crude transmission and uncritical acceptance of the society's values and ways of life. Earlier forms of transmission sometimes saw learners as empty vessels to be filled with knowledge (understood as piles of facts or information) and inculcated into obedient behaviour. More recent forms have taken the view that facts and information can now be handled by computers, so what is needed are skills and competences, as well as appropriate dispositions for the consumer society.

- (2) The aim of society is to pass on and develop those ways of knowing and understanding that are part of the common heritage.

The bodies of knowledge and understanding that are the product of different societies extend from the sciences and the humanities to the creative arts. These are part of the common human heritage, and they are of value in themselves. It is a central aim of education to initiate its young into these forms of knowledge and understanding so that they can be sustained, developed, and celebrated.

But note: This can take a harmful form where it becomes an orthodoxy of uncritical traditionalism, a display of national pride perhaps, and a kind of nostalgia for the past. Such ways of thinking lose sight of the fact that genuine traditions of enquiry and disciplined thought must be energised by their factions and critical disputes, and moved to new possibilities by their avant-garde and by the subjective engagement of individuals in conversation.

- (3) The aim of society is to enable individual learners to develop, either through a process of unfolding from within or through an authentic creation of themselves.

Education should begin with the individual child and their needs, for all people are different. It should enable each to develop towards their full potential. This child-centredness (or learner-centredness or student-centredness) tends, however, to have two different kinds of emphasis. One version puts the emphasis on what unfolds from within the child, with clear connections to aspects of Rousseau's portrait of Emile. The other version has a more existentialist orientation: human life is not like animal life, because the human being is engaged in a process of self-creation. Human beings, however, often back away from the responsibility this entails and settle into the conventional lives and fixed identities that society offers them. Education should prepare learners to face up to the challenge of living their own life.

But note: These ways of thinking can take problematic forms when excessive faith is placed in the child's innate qualities and natural motivation. The danger then is that the value of initiation into cultural practices (including those traditions of enquiry mentioned above) is not acknowledged. For example, it is quite reasonably said that the child learns through play, but then it fails to see the way that play can be structured and that structure can lead the child to things they would never discover by themselves.

As is obvious, I think, it is likely that most conceptions of education involve some blend of these ideas, with varying points of emphasis. For example, the ideas of a liberal education

and of *Bildung* seem to me to connect strongly with the initiation into culture and development of thought described in (2) above, but this initiation is then understood to coincide with the growth of the individual person suggested in (3). Furthermore, in large and complex societies such as our own, there must generally be some concern with developing in young people the knowledge, skills, and attitudes that society needs, as outlined in (1). Nevertheless, the three examples above point to real differences, and these could certainly be the basis of specific arguments about how the curriculum should be constructed. They point to the kinds of arguments policy-makers and teachers might advance as the basis for what should be done. It would be wrong to argue with the policy-maker who states: “Clearly we must prepare young people with the skills for work.” But there would be every reason to criticise the view that this is the only thing, or even the primary thing, that schools should be doing.

For present purposes, I shall not spend much time on the crude transmission model of version (1) but shall assume that the present audience is likely to see the need for at least some elements of (2) and (3). For ease of reference, let me now refer to enlightened forms of these as liberal education (2) and learner-centred education or progressivism (3). It is perhaps a striking feature of these two conceptions that, unlike (1), they place a central importance on freedom. In the case of learner-centredness this is everywhere to be found: children are born free, but society puts them in chains; children learn best when they are free; happiness is natural to the life of the child, and they learn best through play; arts education should encourage children’s imagination and free expression. For liberal education, which has the notion of freedom (liberty) built into its name, freedom is not something that human beings are born with but rather something to be achieved through the progressive development of mind. That development is not a purely biological process (the organic growth of the brain) but depends upon participation in ways of life—patterns of conversation, social and cultural activities, disciplined forms of enquiry—that provide the practices and structures that make this ongoing development of thought possible. Neither position settles in advance what exactly should happen in the classroom, but they provide a strong basis for justifying particular curricular and pedagogical practices. I shall come back to these points shortly in relation to the idea of global competences and student agency, but first I want to make a slight detour to clarify an important aspect of where we have reached at this point.

I recall a conversation I had recently with a visiting speaker who was talking about the development of good judgement or “practical reason” (Aristotle’s *phronesis*) amongst university students on advanced business studies courses (MBAs and the like). She gave a good account of the nature of practical reason and the qualities it demands of someone in a management role, as well as some indication of how these might be developed in students of business studies. I asked her what the relationship was between practical reason, as she described it, and the nature of the activity that the business was engaged in. Did the nature of the business make a difference? After all the range of what counts as managing a business is vast and open-ended: think of managing a company such as Daiwoo or Kakao or, by contrast, of managing a smallish clothing shop or restaurant. Think also of managing an enterprise such as illegal drug-dealing, perhaps on an international scale. The aim would be the efficient delivery of the end-product (cars, social media, clothes, food, and drugs); and also, usually, the making of a profit! Whether the management of the business was good would be an independent question from whether the things being provided were in fact good. If you are a good manager, it would seem, you should be able to manage any of these operations well.

I said to the speaker that this separation between the management of the activity and its purpose or aim was something that showed a contrast between, on the one hand, business and management studies and, on the other, the study of education. I was not denying that schools and education systems need management: I was saying that judgement of the quality of the management of those institutions could not—or at least should not—be separated from

judgement of the educational goods they were trying to realise; their management was not just a technical process but involved commitment to certain ends. Her response was that education was the same as business: after all, she said, no one could agree on what the aim of education was. I think this is badly mistaken. Of course it is true that there is disagreement over the aims of education, as the three models I have provided above illustrate. The important thing is that these are matters over which rational disagreement is possible. It is likely—and certainly desirable—that the proponents of any one of my three models would want to provide arguments to defend it. There will be limits to what can count as a reasonable argument. In highly repressive indoctrinatory regimes, there are institutions called schools and colleges, and surely they are managed in some way, but one might reasonably suspect that those places are not providing education at all. The management of schools and colleges in democratic countries, at least, should involve—and in a sense inevitably involves—an ongoing engagement with what education is. I would like to say that the question of what education is remains live in the practice of education.

3. Being explicit about aims in education

If the question of aims is live, why not make it explicit? This is, in effect, what the three models I introduced do. Making aims explicit seems a sound basis for the management of education, for policy and practice. It could provide the framework within which curricula, including teaching and learning, are conceived. Moreover, having clear aims would make it easier for students, parents, and other stake-holders to know what schools, colleges, and universities are doing. Explicit aims should make it possible to be explicit about what is to be learned, what teachers will provide, and what is to be expected of students themselves. This will provide clear means of accountability and transparency for all. Surely that would be a good thing.

But there is reason for some caution here too. The formulation of aims is sometimes seen as the basis for setting the objectives of a course or lesson, and then these in turn are spelled out in the form of learning outcomes, defined in more or less explicit behavioural terms. Appropriate resources can then be assembled, learning content selected that will lay the way for the learning outcomes, and teaching and learning methods adopted that will lead most directly to these ends. This pattern provides an apparently clear structure for planning and a means of assessing whether the process is being carried out efficiently. Things are broken down in stages, as if on a production line with a clear product as the end result. There is no doubt that, at different stages, Fordism and later the Total Quality Management developed at Toyota have been influential in the organisation of education. Why should we object? When educational budgets are under scrutiny, when international and intranational competition over results is being stimulated, and when there is a desire to distribute educational opportunities fairly, this systematic means of control, monitoring, and assessment has much to commend it.

One diagnosis of the problem is to be found in Jean-François Lyotard's *The Postmodern Condition* (1984, originally published in French in 1979). We owe him the term "performativity", which he explains with the following phrasing: "The true goal of the system, the reason it programs itself like a computer is the optimisation of the global relationship between input and output: performativity" (p. 11). Whatever we do must be justified by an increase in productivity, understood in terms of a gain in time. The crucial elements are that a practice comes to be understood as a process, a process is understood as leading to an end-result, and efficiency is construed as the reduction of resource-costs and speed of production. That makes a lot of sense for Toyota and the production of cars; but it badly misunderstands the nature of education and risks destroying what is important.

Performativity has come to dominate education in most countries in the world, and it has

decisively shaped the thinking of the OECD. OECD principles and policy have global influence, but that influence is less in the most dominant countries in the world, especially those in which English is the main language. In South Korea, OECD principles and priorities have a major influence on policy and practice, and discussions especially with Professor Sangeun Lee of Andong University have helped me to appreciate the way this is played out (see, for example, Lee, 2017, 2018a, b, 2019, a, b, c). Within the broad discourse of global competences, let me focus on the OECD's "Student Agency for 2030".

The word is commonly found in such expressions as "travel agency" (the shop that helps you to choose and book a holiday) and "estate agency" (the shop that helps you to buy or see a house or apartment). These are everyday expressions, but the use of "agency" by itself is not. So the word is being used in a technical way, with a specialised meaning. The OECD explains what it means:

The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change (OECD, nd).

This definition is stipulative: the phrase "as understood in the context of the OECD Learning Compass 2030" tells the reader that this is what "student agency" is taken to mean in the OECD's policy. Rather than taking an expression that is in ordinary use and working with that usage, the OECD is appropriating a term and stipulating (i.e., stating and determining) its meaning in the policy documents. There is nothing in principle wrong with this, and it can be valuable for clarification (including in academic writing). But what often follows, especially in policy contexts, is that the use of the required technical term carries a certain status: it shows the speaker to be an insider to policy development and, apparently, to have grasped the meaning of this special term. These effects are all the greater when their source is a powerful global authority such as the OECD. (In the course of the Covid-19 pandemic, it has been common for politicians to adopt semi-technical phrases in their speeches as an indication that they understand what is happening and to give what they say authority. "We are following the science. . ." etc.)

A more everyday way to explain student agency would be to say that it refers to what students do. This is a very loose expression, and clearly the OECD is referring to something more precise:

It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

This is expressed in a familiar rhetorical form: the sentence includes three items, and these build up in their effect. Each part of the sentence represents a clear contrast, roughly between acting and being acted upon, between activity and passivity. And this is amplified and further justified in the next lines:

When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning.

These lines appeal to the long-standing concern, perhaps especially amongst psychologists,

with the motivation of learning. They also echo ideas that were central to the rise of child-centred education (or progressivism). We shall return to these connections, but first let us consider the consequences of the sharp differentiation of activity and passivity.

This pair of contrasting terms sometimes refers to the difference between movement and stillness: a class where students are busily working at computers may seem active, whereas one where they are listening in silence to the teacher may seem passive. Sometimes the active-passive contrast refers to, on the one hand, learning content that is determined by the teacher and imposed on the passive student, and, on the other, content actively selected by the student. While the contrast is sometimes valuable, the examples I have given raise problems. The students busy at the computers may be skipping from one link to another, without thinking too much about what they are doing; the students listening in silence may be intensely engaged in what they are hearing. Learning content selected by the teacher may lead the students into possibilities of thought and experience that they would never have come to if they had selected the content and objectives themselves.

The language of “being acted upon”, “being shaped”, and of being compelled to comply with “decisions and choices determined by others”—heavily passive expressions—is designed to provoke thoughts of oppression: of authoritarian teachers and mindless rote learning, as well as of authoritarian political regimes. Who, amongst us, would not object to these? But this way of setting up the alternatives is deeply prejudicial. In fact, it is anti-educational. This is so because it hides so much that is important about the nature of learning and about human life and experience. Think of the vast range of aspects of teaching and learning that fall between the stark alternatives of this dichotomy—where the teacher “introduces”, “guides”, “demonstrates”, “questions”, “provokes”, “attends to (someone)”, “draws attention to (something)”, “models”, “hints at”, “alludes to”, “intimates”, “challenges” . . . ; and where the learner “follows”, “responds”, “copies”, “repeats”, “emulates”, “adapts”, “questions”, “improvises”, “challenges”. . . Many of these expressions might be applied to aspects of conversation. In fact, so much that goes on in circumstances of teaching and learning occurs in forms of exchange of fluid kinds, conversation in various forms. And it is a feature of such teaching and learning that it is not typically tied to precisely specified learning outcomes but opens new and unforeseen paths of thought and action.

The idea of the student, as opposed to the teacher, choosing the learning objectives may be superficially attractive. But what of the way that the teacher may be aware of the value of a subject or of particular learning content in a manner that cannot be understood from outside? An obvious example here is philosophy itself: it is difficult to understand what philosophy is, or what its point is, without entering into the subject and being guided by what others have done, including the teacher. Hence, the idea that learning objectives should be transparent is mistaken in important respects. There is much to be said for the idea that the novice in a subject must submit to the practice of learning in order to come to see its point. Calligraphy, I believe, provides a clear example.

In an age of choice and customer-satisfaction, however, it is harder to think clearly about these matters. In fact, the idea of choice itself needs attention. The second and third conceptions of aims related clearly to the idea of freedom: child-centred education takes the view that children learn best when they are free, while liberal education holds that freedom is achieved through education. Freedom involves the exercise of choice—to do this or that, to live this way or that. OECD policy on student agency emphasises choice, but in fact its conception of choice aligns it more closely with the version (1) above in its more recent neoliberal forms. This also is freedom of a kind: freedom of the consumer. The OECD’s Core foundations of student agency comprise skills, knowledge, attitudes and values. The agency in question requires the ability to set goals for oneself and to calculate how to achieve them, where thinking is continually improved through the cycle of Anticipation-Action-Reflection; it requires communication skills appropriate to negotiating with others, for student agency includes co-agency too, in which peers and parents can play a key

role. In addition to these core competencies the learner will also acquire transformative competencies, involving the ability to be creative and innovate. Although the documents gesture towards a broader picture, the dominant figure of the learner that emerges is of subject-object dichotomisation—the human subject confronting the object world, and entering into relationships of cooperation in the achievement of individual or shared goals. This is a conception of students that prepares them to be good consumers and gives them the skills and mind-set to sustain neoliberal ways of living.

But the vocabulary of “choice” and “agency” is apt to hide profound differences. I go to the store to buy a T-shirt, and I spend time choosing between the array of colours available. I choose from a menu or what programme to watch on television. Perhaps in each case I reason carefully before making my choice. But these choices are of a different kind to other choices that I may make. Should I hunger-strike in protest at the handling of the Sewol disaster? Should I end a relationship? Should I do what my parents want? And these matters are different again from the many important aspects of my thinking where I do not choose but where I am struck by something, where a new aspect of a situation dawns, where I am led to understand something new. Do I choose to see that the internal angles of a triangle add up to 180° or that apartheid (in South Africa) was wrong or that Yun Jeong-Hie is a great actor or that there is a climate crisis? What is going on in these cases does not require me to be an “agent”: instead I need a certain receptiveness and attentiveness, sometimes a kind of passivity. These things—so pervasive of education in its best aspects—may extend my education in ways that the progressive accumulation of competences would obscure.

And what of competences too? In the 1980s, in the course of profound shifts towards performativity, a new orthodoxy developed, especially in post-compulsory education: “knowledge” and “understanding” were gradually replaced by “skills” and then “competences”. This was advertised as a move away from the accumulation of mindless facts that, it was said, had burdened previous generations. The new learner would acquire skills and competences that were transferable from context to context, including the skill of “learning how to learn”. This would produce the kinds of learners that would be needed for the knowledge-economy of the societies of the future, where adaptability, the willingness to learn something new, and flexibility would be required. Knowing-how would replace knowing-that. And knowing by acquaintance—those ways in which we become familiar with the Table of the Elements (in chemistry) or a particular period in history or particular works of literature and other art-forms or the geography of a particular region or landmark proofs in mathematics, including things that we might come to know by heart—. . . this kind of knowledge would no longer be needed because it would all be available through the new databases that computers were beginning to provide. In fact the new student might easily be someone without the burden of history, who could easily fit into whatever roles the new society required. Let us be clear: there is nothing wrong with the idea of skills and competences if appropriately applied, but here it had become an ideology that was colonising the whole field of thinking about education. This ideology of skills and competences was strongly criticised in the 1980s and since then, but—like the head of the Hydra in Greek mythology—it has come back to life in new ways.

I have tried to show that the structure of thinking regarding student agency reinforces a picture of the knowing subject confronting an object-world, of things to be manipulated and people with whom to negotiate and cooperate, relationships of a more or less calculative kind. This picture screens out the more pervasive and more subtle ways in which people find themselves in the world, and it is false to human nature. I drew attention to the semi-technical nature of the expression “student agency”. To be fair, the OECD acknowledges the difficulty this concept may present for translators:

Agency is perceived and interpreted differently around the world. In some languages, such as Portuguese, there is no direct translation for the term “student agency” as it is used in the

OECD Learning Compass 2030. In Korean, a new term was created in order to communicate the concept accurately (학생주도 and 학생주체). The words are often equated with related, but not identical, concepts, such as “student-centred” or “independent” or “active” learning. . . (OECD, 2019, p. 7)

This is to be welcomed, but it is likely that local variations will be overwhelmed by the dominance of Anglophone connotations of the term. I believe the narrowing understanding of human being that is brought about by “student agency” is accentuated by the very nature of English itself. In English, there is the standard sentence form of subject-verb-object, which is so dominant in thought. Verbs in English are either active or passive in “voice”: English lacks what in linguistics is called a “middle-voice”. I believe that there is something closer to middle-voice in East Asian languages. (Maybe it is helpful to think of the following very simple example. If “I am happy” is translated into Japanese or Korean, it might become *ureshii desu* or 행복이 있다, both of which, I believe, disperse the emphasis on the pronoun (“I”) that is there in English. If we translate these expressions back into English, maybe they give something a little closer to “there is happiness”, which sounds very awkward.) English is a rich and very flexible language, but utilitarian ways of thinking can become dominant in its usage (see Standish, 2011).

In fact, the word “student” is also a slippery one. Until recent decades the word was used primarily for those studying at university or other tertiary institutions. Hence, the phrase “student-centred” came into usage not in connection with progressivism in schools but in post-compulsory education. “Student-centredness” has become a familiar term in universities over the past three decades, and in many respects it borrows from the discourse of child-centredness, which was at its peak in the UK from the mid-1960s to the mid-70s. But the meaning of the terms that is given to the terms that are adopted is significantly changed. The freedom that the child-centred teacher gave to children, enabling a natural process of growth from within, now becomes the student’s choice between modules and tasks to complete, choice from an array of options and career paths, and in the light of transparent learning objectives, whose instrumental style and substance prepares the students for the freedom of the market. Student agency is a fashionable term in this discourse, and it is a mistake to think of it as a part of that earlier progressivism.

It is a mistake also to think that these are the only choices, the only way beyond oppressive traditionalism. The ideas of *Bildung* and a liberal education provide a better account of what education can and should be.

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The Impact of Covid-19 on Student Achievements

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<Abstract>

During the past 2 years, student learning has been critically affected by Covid-19. This presentation will examine the results from standardized tests of several states and a nationwide assessment agency administered in Spring 2021 compared to the previous one administered before Covid-19. The results will be analyzed by subjects, grades, students' race groups, and students' economic backgrounds. Using the results, the impact of Covid-19 will be discussed about how student achievement has been changed.

Since each state educational agency has received the federal fund of Elementary and Secondary School Emergency Relief (ESSER) signed into law in March, 2021, various measures have been planned to address the impact on student learning. From the cases of Texas, Minnesota, and Ohio states, we will take a look at how educational departments/agency try to make a difference in student learning and take accountability.

During the past year, student learning has been critically affected by Covid-19. The results from standardized tests administered in Spring 2021 showed that scores significantly dropped compared to the previous one administered before Covid-19. In this paper, the state data are collected from Virginia, Texas, District of Columbia and the national data are from MAP Growth and Renaissance. The results analyzed by subjects, grades, students' race groups, and economic backgrounds are presented below.

1. Results by Subject(Reading and Math)

Overall, both reading and math scores slided down during 2020-2021 but math scores were more dramatically lowered.

A. Virginia State

Virginia state administered the Standards of Learning (SOL) Assessment which is its own state standardized test to 3rd-8th and 11th grade students and the Department of Education released the results¹.

English Reading

Year	Subgroup	Percent Pass	Percent Proficiency	Advance	Fail	Record Count
2018 - 2019	All Students	78	62	16	22	674417
2020 - 2021	All Students	69	55	14	31	495988

Math

Year	Subgroup	Percent Pass	Percent Proficiency	Advance	Fail	Record Count
2018 - 2019	All Students	82	66	16	18	761709
2020 - 2021	All Students	54	47	7	46	513614

B. District of Columbia²

Percent of Typical Fall-to-Fall Growth Made by Subject for All Students in Grades 3-8



An educational data nonprofit organization based in DC published a report highlighting the effect of Covid-19 on the students in DC. The report incorporated three different test results including MAP. In this paper, I introduce the other two results since the MAP result is solely discussed in the following section. I-Ready diagnostic test is an adaptive assessment that students take three times a year. The test provides information on individual student's

performance and growth(image from p. 12).

¹ <https://schoolquality.virginia.gov/download-data>

² <https://static1.squarespace.com/static/5f9857f027d55d2170cd92ac/t/5fdb6d5dc70d2641e55ff244/1608215913800/COVID-19%27s+Impact+on+DC+Student+Achievement+-+EmpowerK12+Initial+Findings+Dec+2020.pdf>

C. Texas State

Summary Results for All Students

	Reading		Math	
	2019	2021	2019	2021
Did Not Meet (DNM)	29%	33%	21%	37%
Approaches	25%	24%	29%	28%
Meets	26%	25%	24%	18%
Masters	21%	18%	26%	17%

Texas State administered State of Texas Assessments of Academic Readiness (STAAR) in spring, 2021 for 3rd-8th grade students and released the results³. The percentage of students who did not meet the grade level were increased in both subjects but the larger increment is found in math (image from p. 1).

D. National Results from Renaissance⁴

Renaissance is an adaptive assessment of reading and math used in the U.S. and internationally for K-12 schools. Individual schools or districts purchase the program and set their own implementations but usually students take it 3 times a year. (image from p. 16)

Reading/Literacy	Spring Observed		Previous Year	
	Score (Observed)	Score (Observed)	Score (Observed)	Score (Observed)
Grade 1	860	855	-	-
Grade 2	860	860	-19	0
Grade 3	867	860	0	-8
Grade 4	1007	1017	0	0
Grade 5	1046	1039	0	0
Grade 6	1007	1000	0	-8
Grade 7	1000	1010	0	0
Grade 8	1100	1080	0	-20
Grade 9-10			4	4

Mathematics	Spring Observed		Previous Year	
	Score (Observed)	Score (Observed)	Score (Observed)	Score (Observed)
Grade 1	877	870	-10	-8
Grade 2	869	871	-16	-10
Grade 3	1000	1001	-5	-16
Grade 4	1000	1000	-10	-10
Grade 5	1000	1000	-10	-8
Grade 6	1007	1000	-11	-7
Grade 7	1100	1100	-8	-8
Grade 9-10			-6	-11

2. Results by Grade

The slide in achievements was more pronounced with lower grades. The results are evidence of the trend that younger students were more impacted than older students.

A. Virginia State

Math

Year	Grade Level	Percent Pass	Percent Proficiency	Advance	Fail	Record Count
2018 - 2019	3	82	63	19	18	94097
2020 - 2021	3	54	46	8	46	72937
2018 - 2019	4	83	63	20	17	96256
2020 - 2021	4	56	46	9	44	72890
2018 - 2019	5	81	64	17	19	91899
2020 - 2021	5	51	43	8	49	67274
2018 - 2019	6	78	63	14	22	86596
2020 - 2021	6	45	39	5	55	59412
2018 - 2019	7	78	63	15	22	73854

³ <https://tea.texas.gov/sites/default/files/2021-staar-analysis-presentation.pdf>

⁴ <https://renaissance.widen.net/s/t8trbrt2tc/r63444>

2020 - 2021	7	45	38	7	55	53242
2018 - 2019	8	77	65	11	23	74735
2020 - 2021	8	43	39	3	57	50860
2018 - 2019	11	86	73	13	14	108296
2020 - 2021	11	63	57	6	37	84736

B. District of Columbia

Math % Above 60th Percentile by Grade Level in Fall 2019 and Fall 2020 - Students with Similar Test Characteristics

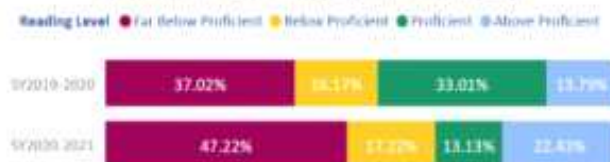


ELA % Above 60th Percentile by Grade Level in Fall 2019 and Fall 2020 - Students with Similar Test Characteristics



(p.13)

Students by School Year and Reading Level

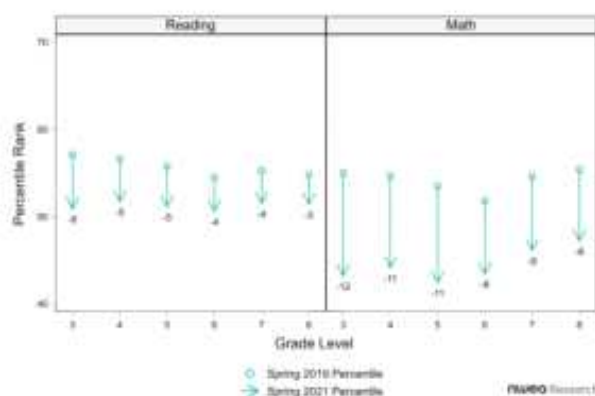


In addition, the result of K-2nd grade students on reading ability is also shown. The low grade students took Text Reading Comprehension(TRC) as they read a book to the educator who recorded any mistakes students made in a certain app. The graph

shows more than 10% points of low achieving students is increased(image from p. 19).

C. National Results from MAP⁵

Figure 2 MAP Growth percentile rank difference between same-grade students in spring 2019 (circles) and students in spring 2021 (arrows) in reading (left panel) and math (right panel)



A nonprofit educational research organization, NWEA(Northwest Evaluation Association), has administered an assessment, MAP(Measure of Academic Progress) Growth. This is also an adaptive test, measuring students' growth 3 times a year. NWEA analyzed the results in 2020-2021 to the previous one(image from p.5).

3. Results by Race

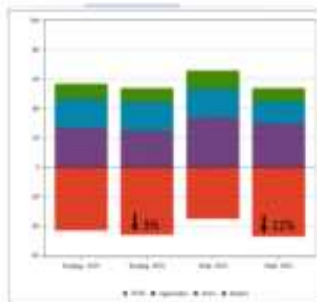
The various results from three states commonly indicate that less advantaged racial groups of students got more huge damage than other racial groups.

A. Virginia State

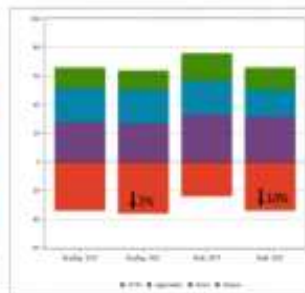
Reading

Year	Race	Pass	Proficiency	Advanced	Fail	Record Count	Year	Race	Pass	Proficiency	Advanced	Fail	Record Count
18 - 19	American Indian	76	64	12	24	1787	18 - 19	Asian	89	61	28	11	48812
20 - 21	American Indian	68	58	10	32	1253	20 - 21	Asian	85	59	29	15	37054
18 - 19	Hispanic	66	57	9	34	106316	18 - 19	White	85	65	20	15	325945
20 - 21	Hispanic	54	47	7	46	83360	20 - 21	White	78	61	17	22	245055
18 - 19	Black	65	57	8	35	149640	18 - 19	Native Hawaiian	80	65	15	20	1087
20 - 21	Black	54	46	7	46	98015	20 - 21	Native Hawaiian	75	61	14	25	775
18 - 19	Multiple Races	81	63	18	19	36830							
20 - 21	Multiple Races	74	58	16	26	30476							

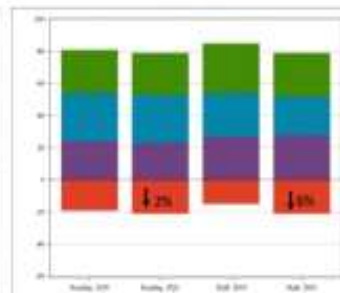
B. Texas State



African American Students(p. 15)



Hispanic Students (p. 16)



White Students(p. 17)

C. District of Columbia

ELA % of Expected Growth Made from Fall 2019 to Fall 2020

Equity Group	Fall 19-20	Fall 20-21	Change
All Students	100%	89%	-11%
Black	94%	62%	-32%
Latinx	116%	117%	0%
White	127%	176%	50%
Other Races	50%	147%	97%

Math % of Expected Growth Made from Fall 2019 to Fall 2020

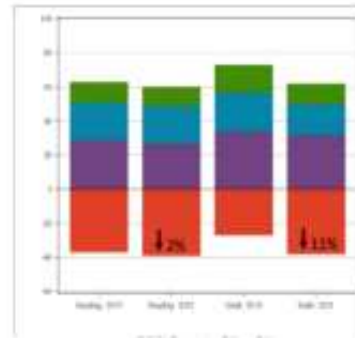
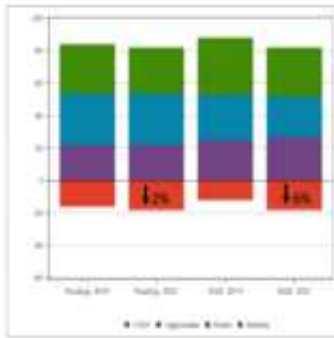
Equity Group	Fall 19-20	Fall 20-21	Change
All Students	100%	57%	-43%
Asian	133%	38%	-95%
Black	100%	50%	-50%
Latinx	93%	74%	-19%
White	127%	78%	-48%
Other Races	71%	46%	-25%

(Image from p. 12)

4. Results by Economical Background

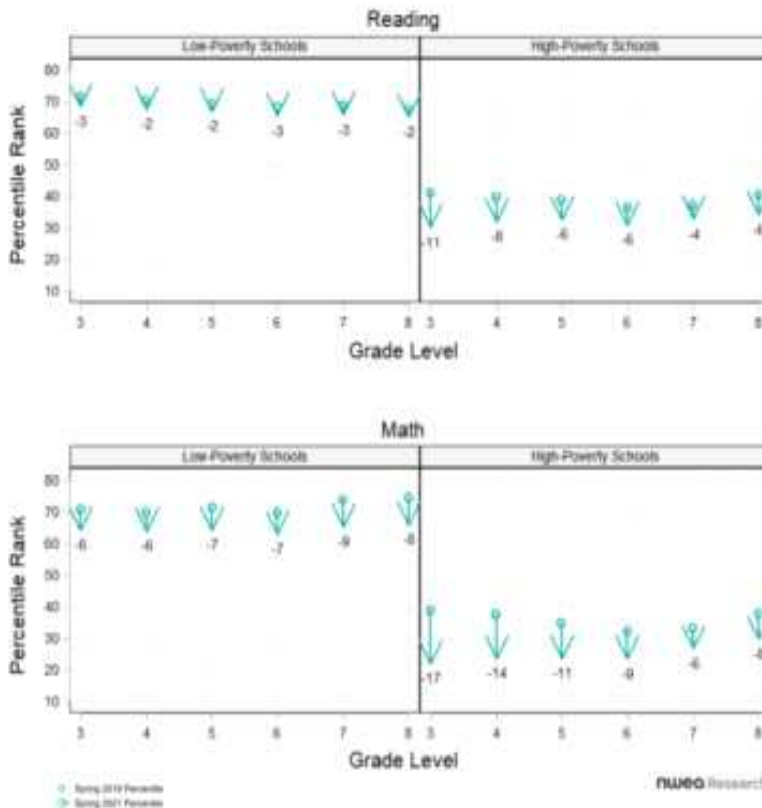
The results pointed out that economically disadvantaged students were more seriously impacted by the pandemic. At the overall grade level, economically disadvantaged students showed nearly a double decline compared to non or less economically disadvantaged students.

A. Texas State



Non-Economically Disadvantaged Students (p. 10) Economically Disadvantaged Students (p. 12)

B. National Results from MAP



(Image from p. 8)

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Research on Social Responsibility of Chinese Universities

Baoxi Wang
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  <h2 style="text-align: center;">Research on Social Responsibility of Chinese Universities</h2> <p style="text-align: center;">Baoxi Wang Jiangsu University, China 2021.11.26-27</p>	<h3 style="text-align: center;">CONTENTS</h3> <ol style="list-style-type: none"> 1 Introduction 2 Theoretical Background 3 Development Status 4 Future Trend 
 <h2 style="text-align: center;">PART 01</h2> <h3 style="text-align: center;">Introduction</h3>	<h4>1. The role of universities in social development</h4> <ul style="list-style-type: none"> With the change of knowledge production mode, modern universities have moved from the edge of society to the center of society. The production, dissemination, and application of knowledge is no longer a unilateral task of universities, but a multi-interest activity involving the government, enterprises, social citizens, and various social institutions. As a member of the coalition of stakeholders in knowledge production, universities bear the inescapable responsibility for the social impact of their academic research results and the quality of talent training. 
<h4>2. Popularization and universalization of higher education</h4> <ul style="list-style-type: none"> With the process of popularization and universalization of higher education, the educational objects of universities have gradually expanded from a small group of social elites to most of the school-age youth in society. The setting of university education objectives and the level of education quality are directly related to the practical interests of every student, parent and employer, and have a far-reaching impact on social development. Universities need to contribute to social progress by cultivating outstanding young people who meet the needs of social development. 	 <h2 style="text-align: center;">PART 02</h2> <h3 style="text-align: center;">Theoretical Background</h3>
<h4>1. Previous Research</h4> <p>exploratory research results on this issue</p>  <ul style="list-style-type: none"> ① idea theory ② action theory ③ function theory ④ stakeholders theory ⑤ citizenship theory ⑥ ability theory ⑦ synthesis theory 	<h4>1. Previous Research</h4> <h5>Summary</h5> <ul style="list-style-type: none"> These concepts show differences due to the researcher's disciplinary perspective, the logical starting point of the research, and the focus of attention. They either focus on ideas and actions, or focus on objects and methods, or focus on values and abilities. But most of them also embody or emphasize stakeholders, sustainable development, participation, transparency and ethics to varying degrees from different aspects. Integration is the trend and direction of the development of social responsibility of universities worldwide. 

2. Stakeholder Theory

- The stakeholder theory was an economic theory in the beginning.
- Including managers, workers, shareholders, suppliers and customers, etc.



Use in university governance

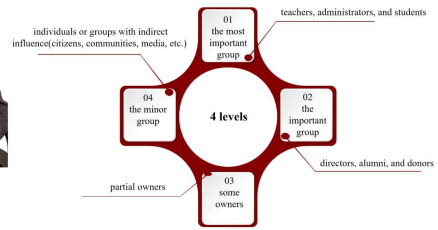


3. The Application of Stakeholder Theory in University Governance

- the analysis framework of the university's stakeholder theory



Henry Rosovsky(1927~)



3. The Application of Stakeholder Theory in University Governance

In China:

- ✓ Studies on social responsibility of universities based on stakeholder theory

eg:

Zhang Weiyang: "the stakeholders of the university include professors, presidents, deans, administrators, students and graduated alumni, as well as our society (taxpayers)."

Yin Xiaomin: the social responsibility of universities is to respond to the needs of these people (stakeholders), and to respond to the needs of these people is to allow them to participate in university governance and to disclose important information about university governance.

Summary:

- ✓ Universities can determine the status and role of different stakeholders, and have a huge relationship with the society, so as to ensure the core needs of different stakeholders, so that the university's social responsibilities can be realized.



PART 03

The Development Status

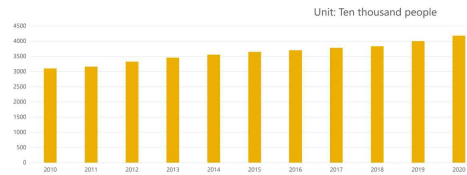
1. The Development Process of Social Responsibility Cultivation in Chinese Universities



- The initial establishment period**
 - Introduced Western education models
 - Met the society's Demand for engineering talents
- The growth period**
 - "democracy" and "science"
 - historical achievements in cultivating students to become talents and promoting social development and progress.
- The development period**
 - A large number of institutions of higher Learning were established in the 1950s in response to the needs of national and social development.

2. The Fulfillment of Social Responsibility in Chinese Universities

Total scale of higher education of all kinds in China



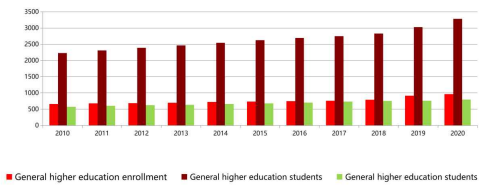
2. The Fulfillment of Social Responsibility in Chinese Universities

Gross enrollment rate of higher education



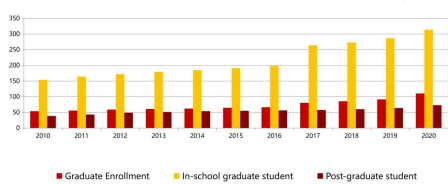
2. The Fulfillment of Social Responsibility in Chinese Universities

Unit: Ten thousand people



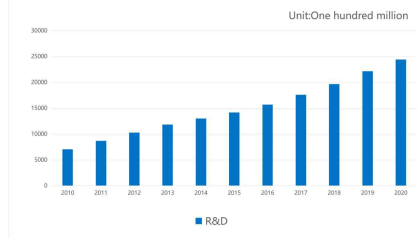
2. The Fulfillment of Social Responsibility in Chinese Universities

Unit: Ten thousand people

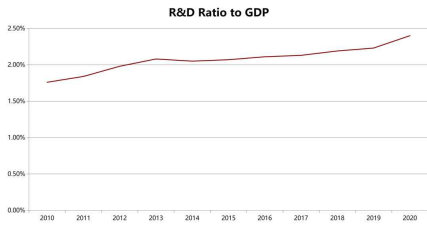


2. The Fulfillment of Social Responsibility in Chinese Universities

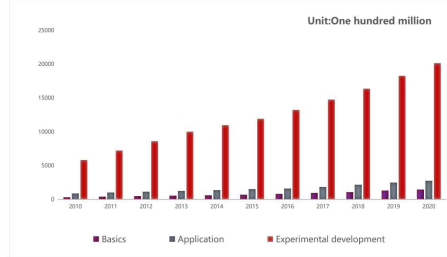
Unit: One hundred million



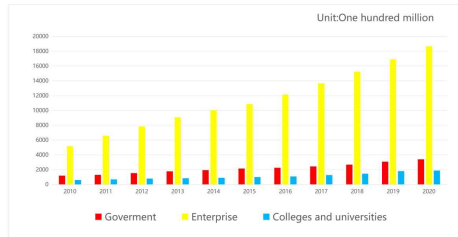
2.The Fulfillment of Social Responsibility in Chinese Universities



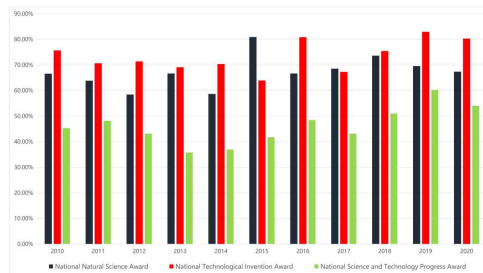
2.The Fulfillment of Social Responsibility in Chinese Universities



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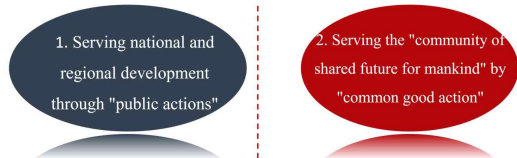


2.The Fulfillment of Social Responsibility in Chinese Universities



PART 04
The Future Trend of Social Responsibility of Chinese Universities

The future trend of social responsibility of Chinese University



1. Serving national and regional development through "public action"

- ◆ Among the **42 universities** shortlisted in the construction plan of "world-class universities", **33 universities** have **stated their purpose of serving national and social development** in their statutes.
- ◆ eg:
Zhejiang University: "promote national prosperity, social development and human civilization progress"
Shanghai Jiaotong University: "storing talents and rejuvenating the country"



2. Serving the community of human destiny through "common interest action".

- the report "Rethinking Education: Towards a Global Common Good?" (UNESCO, 2015)
- The activities of talent training, scientific research and technical service in universities contain "common good action" .
- The knowledge and technology achievements of any individual, organization or country are an **indispensable part of the human knowledge system** and the **cornerstone of the development and progress of human civilization**.
- Universities promote together through **mutual exchanges and cooperation**.



2. Serving the community of human destiny through "common interest action".

- Universities Serving the community of human destiny through "common interest action" is an inevitable response of universities to the development needs of society.
- The internationalization and globalization of academic activities in universities also strengthen the mission and responsibility of universities for the common interest of mankind.
- Universities actively participate in the global problems faced by mankind, which reflects the university's concern for the common good of all mankind and its active responsibility for social responsibility.



Thank You

SUMMARY

[Session B1]

Educational Social Responsibility of Inclusive Kindergartens in Shandong Province of China

Zhangpei Li
Tao Jiang
(Qingdao University, China)

<Abstract>

In recent years, the state has continued to reform and expand preschool education as part of a related policy to "include" preschool education. Inclusive preschools have increasingly become a means of ensuring the enrolment of children and improving the quality of preschool education. They play an important role in achievement. As a large east coast province, Shandong Province is actively responding to national policies and promoting the development of inclusive preschool education in the province. The inclusive preschools in each city have achieved certain results in fulfilling their social responsibilities. These include actively taking responsibility for improving the quality of early childhood care and education, promoting the professional development of teachers, improving the quality of family education, and supporting cultural activities in the community. At the same time, there are some problems associated with insufficient fulfillment of responsibility: low awareness of social responsibility, unclear scope of social responsibility, and limited ability to fulfill social responsibility. Based on the actual conditions of each city in Shandong Province, concrete suggestions for improvement are made, namely, the establishment of a social responsibility monitoring and evaluation mechanism for inclusive kindergartens to improve the quality of responsibility performance.

Keywords: Shandong Province; Inclusive Kindergarten; Social Responsibility of Education

1. Introduction

With the progress of time, people's attitude toward the social responsibility of education is no longer limited to macro-level social development, but also focuses on the important responsibility of education in improving people's living conditions at the micro-level. Preschool education is both the foundation of the educational building and the beginning of basic education, and plays a non-negligible role in fulfilling the social responsibility of education.

As the country focuses on preschool education for all, the number of inclusive kindergartens is growing rapidly. Data on preschool education in the 2020 National Education Development Statistics Bulletin states that there are 291,700 kindergartens nationwide, an increase of 10,500 from the previous year, or 3.75%. Among them, there are 234,100 inclusive kindergartens, 31,200 more than the previous year, an increase of 15.40%,

accounting for 80.24% of kindergartens nationwide. Inclusive kindergartens have thus become an important bearer of social responsibility in preschool education. Shandong Province actively promotes the construction of inclusive kindergartens, and inclusive kindergartens in each region are able to combine national requirements and meet the needs of different subjects in fulfilling their social responsibilities. However, with the intensive promotion of the reform and development of preschool education, the problem of insufficient and irregular fulfillment of responsibility by the inclusive kindergartens gradually emerges and persists, and the quality of fulfillment needs to be further improved.

2. Social Responsibility in Education

Social responsibility refers to an organization's responsibility to society, which is expressed by an organization trying to maximize its own value while making a corresponding positive contribution to social development and actively assuming corresponding social obligations (Min Deng, Wenyu Liu, Lei Ma, 2015). Education without a sense of mission is blind, and education without responsibility is reckless (Chuan Xiao, 2008). Education is the necessary growth foundation for the economic development, political stability, cultural prosperity and ecological well-being of society. The progress of society and time requires education to be a fundamental, global and pioneering field of practice. Proactive function and obligatory responsibility together constitute the social responsibility of education.

The social responsibility of preschool education is the application of the social responsibility of education in the preschool phase. At the individual level, it is reflected primarily in the care and education of young children, i.e. in their physical, cognitive, personal and social development. At the societal level, social responsibility is expressed in the role of preschool education in other components of society, including demographic, political, economic, and cultural aspects. It is also responsible for controlling population growth, improving the quality of the population, promoting political democratization, maintaining social stability, improving the quality of the labor force, promoting economic development, preserving cultural heritage and innovation, and promoting cultural prosperity. It is the main organ of preschool education and the most important force in solving the problem of "expensive and difficult access to school" (Fengfu Fan, 2021).

3. Overview of the development of inclusive kindergartens in Shandong Province

As a province rich in population and education, Shandong Province has actively responded to the national policy and set the development idea of "increasing the supply of quality resources for basic education, promoting universal and inclusive preschool education and safe and high-quality development" in the 14th Five-Year Plan. By 2020, the gross enrollment rate in the province will reach 90%, the coverage rate of inclusive kindergartens (the ratio of the number of children in public kindergartens and inclusive private kindergartens to the total number of children in kindergartens) will reach 80%, and the public service system of preschool education will be basically built with broad coverage, basic protection, fairness and quality." Shao Xuelun, director of the Department of Basic Education of the provincial Ministry of Education, stated that according to the data of the information management platform for preschool education in the province, the coverage rate of inclusive kindergartens has reached 85% and the proportion of public kindergartens to the total number of children in kindergarten has reached 50%, fully meeting the targets of the third action plan for preschool education.

In addition to expanding resources to solve the problem of "difficult access", Shandong Province also further promotes inclusive education to solve the problem of "expensive access": Increase financial investment in preschool education. 2018-2020, the provincial schemes to

support the development of preschool education subsidy funds 1.54 billion yuan, for the central financial special funds of 1.422 billion yuan, the National Development and Reform Commission special funds of 100 million yuan, for the expansion of inclusive preschool education resources. At the provincial level, a standard of 710 yuan per student has been set for inclusive kindergartens, which is not lower than the standard of primary school. For the first time, kindergartens in the province have average public funding, which greatly alleviates the problem of scarce resources. Most counties and districts in Qingdao have an average subsidy standard of RMB 3,600 per student for inclusive private kindergartens, and the coverage rate of inclusive kindergartens in Qingdao will reach 91% in 2020.

3.1. Characteristics of the educational social responsibility of inclusive kindergartens in Shandong Province

The fulfillment of social responsibility by inclusive kindergartens in Shandong Province is mainly reflected in the four aspects of responsibility to children, teachers, families and communities. In addition, the fulfillment of social responsibility by inclusive kindergartens in Shandong Province is characterized by the following four main points.

3.1.1. Actively taking responsibility for improving the quality of early childhood care and education

Inclusive kindergartens should be both inclusive and high quality. Cities in Shandong Province have issued relevant policies ranging from the concept of school management to the development of curriculum, from the strength of teachers to the school environment, to ensure the high quality of inclusive kindergarten education. Thus, in the typical experience of "universal and inclusive high-quality development", Qufu city has experienced 10 years from the care of infants to the implementation of preschool education; from the "day care center" to the "combination of education and protection". From "nanny" and "auntie" to "professional" teachers. We established a concept of education based on the comprehensive and harmonious development of young children, we followed the law of physical and mental development of young children, we insisted on the basic form of the activity of play, we focused on the cultivation of emotions and attitudes, behavioral habits and intellectual abilities of young children, we have created a safe, healthy and rich living and activity environment for young children, and we have avoided and prevented the one-sided pursuit of preschool education and the "basic training" of preschool education. " (Xiaoping Yuan, 2006).

Inclusive kindergartens that strive to take responsibility for improving the quality of child care and education are key to achieving the transition from "education for young children" to "excellent education for young children and good education for young children" and from "good schools" to "good schools." The key to making the transition from "good kindergarten" to "good nursery school".

3.1.2. Actively taking responsibility for promoting the professional development of teachers

We provide teachers with equal opportunities for training and promotion and support the improvement of each teacher's professional quality and the development of his or her talents. We encourage teachers to actively participate in kindergarten research and management, so that inclusive kindergarten becomes not only a paradise for children's healthy growth, but also a fertile field for scientific research and educational achievements. Qingdao Shinnan District strengthens the professional research and training of teachers and optimizes the structure of teaching staff. It has carried out the "pilot project for famous principals", established a scientific and reasonable mechanism for training and promoting talents, and built a platform

for training teachers according to the ladder principle (http://edu.shandong.gov.cn/art/2021/9/3/art_11972_10293266.html, 2021/10/10). Teachers are driven by the director's high professionalism, so that each teacher's teaching work is not only "burn themselves and set others on fire", but also the process of absorbing advanced experience and constantly improving themselves, which strengthens the kindergartens' sense of responsibility for children and especially for teachers.³ Actively take responsibility for improving the quality of family education.

3.1.3. Actively taking responsibility for improving the quality of family education

"Kindergarten Working Rules" Article 3 states: "The kindergarten shall at the same time give parents guidance in scientific education." Article 52 also states, "Kindergartens should take the initiative to communicate and cooperate with families of young children, recruit and guide parents with scientific parenting, help parents create a good family educational environment, and jointly undertake the task of educating young children." Encouraging outstanding educators to form a group of lecturers to give public lectures on family education and raising the profile of scientific education concepts is an important way for cities to attach importance to kindergartens to take responsibility for improving the quality of family education. For example, Zibo city has formed a group of family education teachers to strengthen professional interaction and communication between kindergartens and parents, and create a good ecological cycle for joint education at home. In Weifang, Linqu County kindergartens actively promote the dangers of tutoring children in elementary school in advance, explain the various misconceptions about the interface between elementary school and junior high school, correct parents' "hurry" mentality in answering questions, eliminate parents' concerns of "not being able to keep up", and guide parents in science education. "In addition, we will guide parents to prepare their children academically for school, form a joint effort of home and family, and lay the foundation for a smooth transition from kindergarten to elementary school (http://edu.shandong.gov.cn/art/2021/8/17/art_11972_10292580.html, 2021/10/10).

Kindergartens are responsible for providing parents with information about the management of the kindergarten and the daily routine of the children in the kindergarten. This includes the qualifications of the staff, the philosophy of the kindergarten, the meals and the education of the children, as well as information about the home environment of the children and the education in the family. The coeducational model of the kindergarten is a good way to increase the awareness and ability of the kindergarten to be responsible towards the children and the parents.

3.1.4. Actively taking responsibility for supporting the organization of community cultural activities

The Guide to Kindergarten Education (Trial) clearly calls for "kindergartens to work closely with families and communities, interface with elementary schools, and make full use of various educational resources to create good conditions for kindergarten development." The experimental Jianye Bilingual kindergarten in Zibo is flexible and diverse in the form of service to the community according to its own working characteristics. First, to grasp the work of education and coeducation, promote the comprehensive and harmonious development of young children, win the trust and affirmation of the community residents; second, to involve some of the children in the community who cannot go to kindergarten for various reasons in the planned and organized kindergarten education and teaching, so that the children can also experience the rich and colorful life of the kindergarten, so that more children The program is designed to give more children the opportunity to receive education. They serve the community through special lectures, opening playgrounds and toys, establishing

"family-friendly groups", hiring teachers from outside the school, and participating in community activities (Xiaoping Yuan, 2006).

The establishment and development of inclusive kindergartens cannot take place without the support of the social environment. Therefore, one of the social responsibilities of inclusive kindergartens is to promote the development of the community with the development of the kindergarten itself, strive for economic and social benefits of the kindergarten taking into account the interests of the community, and promote the prosperity of the community.

3.2. Challenges of social responsibility of education in inclusive kindergartens in Shandong Province

The development of inclusive kindergartens in Shandong Province has increased quantitatively and improved qualitatively, and has made certain achievements in fulfilling its social responsibilities. However, at the same time, they still face the following challenges.

The development of inclusive kindergartens in Shandong Province has increased in quantity and improved in quality, and achieved some success in fulfilling their social responsibilities. At the same time, they still face the following challenges.

3.2.1. Not having a strong awareness of fulfilling social responsibility

Awareness is the root of action, and the reason for the lack of social responsibility of inclusive kindergartens is the lack of awareness of responsibility and understanding of the meaning of "inclusive" and the important role they play in preschool education. In particular, some private inclusive kindergartens tend to operate for profit before conversion. After transformation, kindergarten managers and educators do not have a clear understanding of the social responsibility of inclusive kindergartens, and the philosophy and business model of kindergarten operation are unreasonable, so they do not actively carry out their social responsibility, resulting in insufficient fulfillment of responsibility.

3.2.2. The scope of social responsibility is not clear

Most inclusive kindergartens limit their social responsibility to doing a good job of caring for children, serving parents well, and keeping their supervisors happy. However, protecting the rights of kindergarten teachers to professional development and organizing cultural activities in the community are not part of their social responsibility. In addition, no comprehensive social responsibility system has been established for inclusive kindergartens, and there is a lack of uniform standards from the content to the evaluation of responsibility, which inevitably leads to some kindergartens not fulfilling their responsibilities.

3.2.3. Limited ability to assume social responsibility

The ability to meet social responsibility is a key factor in fulfilling the responsibility of inclusive kindergartens, and the lack of ability is due to various reasons. Although the state has increased financial support for preschool education and made great efforts to guarantee social benefits for preschool teachers, the salaries of preschool teachers are still at a low level. The resulting instability of teaching staff, the lack of motivation to improve the quality of teaching and learning, and the development of curriculum resources are a number of problems that may hinder kindergartens from fulfilling their social responsibilities. In particular, the lack of teaching resources and training opportunities for inclusive kindergartens in rural areas makes it difficult for kindergarten teachers to fulfill their sense of responsibility and mission.

4. Supervision and evaluation mechanism of the social responsibility of inclusive kindergarten education

Improving the monitoring and evaluation mechanism for social accountability of inclusive kindergartens is about clarity of content and issues. As for the content, it should include the evaluation of the quality of education, professional development of teachers, service to family education and community activities, and the use of funds. As for the main body, it should establish a mechanism for joint supervision with multiple bodies, including state supervision of the use of funds and enrollment information for inclusive kindergartens, and parents' supervision of the daily life and quality of teaching and learning in inclusive kindergartens. In addition, the media should be strengthened to monitor the daily operation of inclusive kindergartens, and social forces should be encouraged to establish social responsibility evaluation agencies for inclusive kindergartens to improve the social responsibility monitoring and evaluation mechanism of inclusive kindergartens with the power of multiple agencies.

Each region in Shandong Province should develop a complete entry and exit mechanism for inclusive kindergartens in light of its own reality, and immediately revoke the "inclusive" status of kindergartens found to be operating irregularly, deteriorating the quality of care and education, or charging irregular fees (Xinglin Xu, 2019). A standardized monitoring and evaluation system is the last line of defense to ensure that inclusive kindergartens meet their social responsibilities. The government should take the lead in monitoring the actual performance of kindergartens' duties in strict accordance with the content standards of kindergartens' social responsibility, and offer reasonable optimization and improvement measures by incorporating various opinions. The government should take the lead in monitoring the fulfillment of social responsibility of inclusive kindergartens in strict accordance with the content and standards of kindergartens, and provide for reasonable optimization and improvement measures based on the opinions of various parties. Inclusive kindergartens play an important role in fulfilling social responsibility in preschool education as they promote the healthy growth of children in society as a whole. Therefore, it is necessary to join forces of different parties to promote the fulfillment of social responsibility of inclusive kindergartens.

4.1. Strengthening internal control of social responsibility in inclusive kindergartens

In improving the internal control of social responsibility in inclusive kindergartens, the aspects of "full staff", "full factors" and "full scope" can be covered. The head of the kindergarten should morally model the assumption of responsibility and infect and spur all kindergarten teachers to consciously practice social responsibility for preschool children with the family feeling they have created and a high degree of professionalism, so that the fulfillment of social responsibility runs through the whole process from decision-making to program implementation, from care work to curriculum development. At the same time, the management of social responsibility is integrated into the management of the kindergarten, and the awareness and ability to assume social responsibility is incorporated into the training of kindergarten teachers, in order to build an "ethical" kindergarten and incorporate the social responsibility of inclusive kindergartens into daily work.

4.2. Building a social responsibility support system for inclusive kindergartens

First, the government should further increase financial support for inclusive kindergartens and implement effective incentive policies to ensure daily spending on inclusive kindergartens,

curriculum construction, social benefits for kindergarten teachers and participation in continuing education, and support for family education organizations and community activities. Scientific and reasonable financial investment should be able to effectively balance the interests of different subjects such as regional, urban and rural areas, and between kindergartens with different school systems (Xufang Qin, 2012). Secondly, parents should fully cooperate with kindergarten management and kindergarten teachers' pedagogical work, and actively participate in community service activities and practical projects organized by kindergartens to build a solid foundation for inclusive kindergartens to fulfill their social responsibilities. Finally, the municipality should establish the service and support relationship with kindergartens, cooperate in the implementation of cultural and educational activities, strengthen the sense of responsibility in the activities, improve the ability of both parties to fulfill their social responsibility, and become a partner to help each other fulfill their social responsibility.

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日本の高等学校における異文化理解教育としてのコリア語教育

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I. 머리말

일본에서 1990년대 후반부터 시작되는 한류붐과 2002년 한일월드컵 이후 일본에서의 한국문화와 한국어에 대한 관심이 급등하여 현재까지 한국어 학습자가 해마다 늘고 있는 추세이다. 문부과학성이 발표한 「고등학교의 영어 외 외국어과목의 개설 현황」을 보면 1999년 한류붐이 시작될 당시 한국어를 개설하고 있는 학교는 131개교였으나 2018년에는 1999년의 2.5배가 넘는 속도로 급증하고 있다.

일본 고등학교에서 처음으로 한국어교육이 이루어지기 시작한 것은 1973년 효고켄 미나토가와(兵庫県湊川) 고등학교와 히로시마(広島)국제고등학교가 한국어를 정규과목으로 개설하면서부터였다. 그 후 1976년까지 한국어를 개설한 고등학교는 6개교였다. 이 때 재일동포의 인권운동이 고조되고 있었으며, 한국어 수업은 「인권교육」의 일환으로 이루어졌다. 재일동포 교사가 한국어 수업을 담당하는 경우가 많았던 것도 그러한 흐름의 반영이라고 볼 수 있다. 1980년대의 한국어교육은 한일교류의 활성화 영향을 받으며 동시에 1970년대의 인권교육의 흐름을 계승하고 있었다. 당시 아직도 한국에 대한 차별의식이 강하게 남아있었기 때문에 도쿄도립 미나미카츠시카고등학교에서는 교내에 한국어교육추진위원회를 설치하여 학교 전체 차원에서 조선어 및 조선문화의 이해에 접근할 수 있는 체제를 갖추고 있었다. 또한 2012년 요코하미종합고등학교의 한국어 개설 목적을 보면 국제교육·다문화공생교육·인권교육이라는 말이 사용된다. 이 때 벌써 한류붐, 케이팝의 인기가 지속되지만 한편 한일간의 정치문제, 외교문제가 뒤틀리고 이런 문제는 편견과 차별의식을 자극하게 된다. 그렇기 때문에 오히려 한국어 교육의 필요성을 인권교육의 차원에서 강조하고 있다고 볼 수가 있다. 그러나 한국어 교육은 점차 ‘어학 교육’ 형이 되고 한국을 뿌리로 한 학생들도 참여하고 있음에도 불구하고 ‘인권 교육’ ‘다문화 교육’을 의식한 수업은 없어진 것 같다.

따라서 본 발표에서는 일본의 고등학교에서 이문화이해교육으로서의 한국어 교육에 대해 다시 생각한다. 지금까지 김 (2002) 이 이미 일본의 한국어교육의 이문화이해교육을 정리하고 있다. 하지만 일본의 한국어교육의 경위를 주로 하기 때문에 이문화이해교육에 대한 정의를 기반으로 구체적인 분류까지는 이르지 않았다. 본 발표에서는 지금까지의 고등학교에서 이문화이해 교육으로서의 한국어교육을 보다 효율적으로 정리하고 그 특징을 찾기와 동시에 향후 일본의 이문화이해교육으로서의 한국어교육에 대해서 검토를 하겠다.

II. 이문화이해교육의 정의

스즈키 (2005)는 이문화이해에 대해 “그것은 이질적인 것을 인정하는 것이다. (중략) 이문화이해에 있어서

는 또한 이질적인 타자와의 공존이 요구된다. (중략) 이문화이해는 이질적인 타자와의 커뮤니케이션이 필요하며, 커뮤니케이션에서 시작되는 것이 기본이다“ (pp.81-82)라고 기술하였다. 이 점을 감안하여 문부 과학성에 의한 「고등학교학습지도요령 외국어편 영어편」(2019)의 “제 3 절 교재에 있어서의 유의 사항”을 보면 다음과 같이 적혀있다. 다만, 일본에서는 제 2 외국어에 관해서는 “기타 외국어에 관한 과목은 (중략) 영어에 대한 각 과목의 목표 및 내용 등에 준하여 지도를 한다”¹⁾ 라는 기술이 있기 때문에 여기에서는 ‘영어’= ‘한국어’로 대체해 검토하겠다.

(1) 영어를 사용하는 사람들을 중심으로 하는 세계의 사람들과 일본인의 일상 생활, 풍습, 이야기, 지리, 역사, 전통문화, 자연과학 등에 관한 것 중에서 학생들의 발달 단계나 흥미 · 관심에 맞게 적절한 주제를 효과적으로 다루면서 다음의 관점을 고려한다.

- (가) 다양한 개념에 대한 이해를 깊게 하며 공정한 판단력을 기르고 풍부한 심정을 기르는데 도움이 되는 것.
- (나) 일본의 문화와 영어의 배경에 있는 문화에 대한 관심을 높이고 이해를 깊게 하려는 태도를 기르는데 도움이 되는 것.
- (다) 사회가 글로벌화하는 가운데, 넓은 시야에서 국제이해를 깊게 하며 국제사회와 마주하는 것이 요구되고 있는 일본의 일원으로서의 자각을 높이고 국제협조의 정신을 기르는데 도움이 되는 것.
- (라) 인간, 사회, 자연등에 대해서 깊게 생각하는데 도움이 되는 것.

(pp.219, 선부 및 굵게은 필자)

학습지도요령의 설명에서 보면 (가) (나) (다)의 밑줄 부분이 이문화이해에 해당한다고 생각되지만, 특히 (나)가 가리키는 ‘문화’의 구체성이 부족하기 때문에 세다 (2007)의 고등학교에서 이문화이해에 필요한 외부적문화 요소를 기준으로 분류하고자 한다.

고등학교 - 음식, 패션, 언어, 종교, 학교의 모습, 교육제도,
정치 · 경제, 역사, 예술 · 문학작품

Ⅲ. 일본의 이문화이해교육으로서의 한국어교육

위의 문화 요소를 바탕으로 1998년부터 2009년까지의 한국어교육에서 보이는 이문화이해교육을 아래와 같이 분류했다.

<표 1. 1998년 ~ 2009년 한국어 교육의 이문화 이해 교육>

학교 이름	년	교육 내용	문화 요소
나가노현 마츠모토아리가사키 고등학교	1998년	한일 편지 교환	패션, 학교의 모습
		애니메이션 『반딧불의 묘』로 공동 수업	정치, 역사 ※ 교류수업

1) 文部科学省『高等学校学習指導要領（平成30年告示）解説 外国語編 英語編』「第8節
その他の外国語に関する科目」p.¹²¹

효고현 미나토가와고등학교	1990년	한반도의 문화 (성명, 식사예의, 설날 행사)	음식, 역사
나가노현립 아키시나고등학교	1999년	한글 서예	예술
가나가와현립 기시네고등학교	2000년	NHK 「한일신세대」 상영	정치, 역사 ※게스트 교류
가고시마현립 가고시마히가시고등학교		노래 「진도 이야기」	역사
오사카부립 한난고등학교	2003년	민속적인 풍습, 전통예능, 민족놀이, 노래, 조리실습	음식, 역사, 예술 ※수학여행
데즈카야마가쿠인 이즈미가오카고등학교		노래, 역사 설명, 역사 비디오 학습	역사, 예술 ※수학여행
간토국제고등학교	2009년	한일 편지 교환	언어 ※교류수업

위의 표에서 수업 안에서 한일교류수업으로 실천하고 있거나, 한국어원어민을 초대하고 의견교환을 하거나, 또한 수학여행을 계획하고 있는 학교가 예습 방식으로 수업에 도입하기도 했다. 이문화이해교육은 자신과는 다른 대상이 있어야 할 수 있다는 것이 아닐까? 또한 인권교육으로 시작된 한국어 교육은 5년 정도 교육 현장에 '역사' '정치'의 요소를 수업에 도입하고 있는 것으로 나타났다. 또한 당시 제일동포가 강단에서서 그런지 문화 요소에 민족적인 내용도 포함되어 있다는 것을 볼 수 있다. 2009년 이후에는 '언어 교육형'으로 전환되고 있기 때문에, 이문화이해교육도 "언어" 쪽으로 기울이고 있는 추세이다.

본 발표에선 2009년까지 고등학교에서의 한국어교육 내용의 일부를 기준에 맞춰서 정리하고 경향을 보았다. 기록에 남아있는 교육 내용에 한계가 있고, 2009년 이후에는 어떤 경향이 있는지 조사할 필요가 있다. 또한 필자의 근무하는 도쿄는 동경한국교육원의 지원을 받아 사물놀이와 한복체험, 요리 교실 등을 체험할 수 있다.

머리말에서 언급했다시피 드라마나 케이팝에 비롯한 한류붐에 의해 학습자가 증가하고 있다. 하지만 단순히 언어를 재미있게 배울 뿐만 아니라 그 언어의 배경과 타자에 대한 이해를 시키기 위한 것이라는 것도 잊어서는 안 된다.

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An Analysis on the Stages of Teachers' Concern for Smart Education in China Public and Private School

Song Chaojing

Zhang Kai

Bae Gana

<Abstract>

This study will explore the difference in the stages of concern for the use of Smart Education between private and public Senior Secondary Schools' teachers, which will help teachers improve their abilities in Smart Education as well as AI education in the future. By comparing the difference between using smart technology in education between two groups of teachers, we can learn about the differences between the two groups of teachers which will be useful to provide references for the formulation of the development strategy of intelligent teaching in the future.

The study designates the teachers working in Weifang, Shandong Weifang Senior Secondary Schools through the convenient sampling method for the questionnaire data collection and used Manova to analyze the received 233 data by SPSS. The result shows that there are differences in the stages of concern for smart education between private and public Senior Secondary Schools' teachers.

Keyword: secondary school teacher , stage of concerns , smart education, public and private school teacher

1. Introduction

In the era of coronavirus, online courses have been widely accepted and adopted by many countries. However, compared with advanced science and technology, the current education system is still in the process of transformation from the industrial age to the information age. The educational reform integrating science and technology with the times, building a new education system as well as promoting educational modernization are urgent problems to be solved in education.

China has entered the stage of Modern Education 2.0 which relying on a new generation of educational forms such as artificial intelligence, to explore how to develop education and how to apply advanced science and technology to all fields of education. However, the application of artificial intelligence in education is still in the preliminary exploration stage. School teachers in many regions are still unable to systematically introduce artificial intelligence technology into the classroom and are difficult to use these technologies skillfully as well as transforming advanced technology into teaching productivity. While artificial intelligence education has become the trend of research and discussion in education, we can not ignore the application of Smart Education which has been basically popularized in practical teaching.

Teachers, as the implementer of education, in the new educational environment with the

rapid development of modern science and technology, should constantly learn modern teaching methods and knowledge. Whether teachers can cultivate students' thinking ability, innovation ability, autonomous learning ability, and practical ability according to modern educational theory, whether they can make full use of modern educational facilities, whether they can fully mobilize students' learning enthusiasm with new teaching methods, and whether they have a correct understanding of the application of science and technology in education, Whether they have the ability to use modern teaching tools and technologies all determines teachers' teaching ability.

The progress of educational science and technology is a process. The popularization of artificial intelligence in the field of education is inseparable from information and communication technology. Smart Education is the basis of the popularization of artificial intelligence in the field of education in the future. Therefore, it is meaningful to learn about the teachers' concern of Smart education and discover the existing problems for putting forward corresponding problem solutions which can help teachers fully prepare for accepting more advanced teaching technology in future teaching.

2. Research Question

This study attempts to answer the following three research questions:

First, is there any difference in the stages of concern for Smart Education between private and public Senior Secondary Schools' teachers in Weifang, China?

Second, what are the differences in the stages of concern for Smart Education between private and public Senior Secondary Schools' teachers in Weifang, China?

3. Literature Review

1. Smart Education

Smart Education is a dynamic development process of the continuous integration of information technology and educational practices. Smart Education uses advanced information technology to create an intelligent, networked, and digital learning environment, build corresponding modern teaching systems and promote the development and reform of education.

2. Seven Stages of Concern

CBAM (concerns based option model), based on the concept of the Concerns of Teachers put forward by F. Fuller, is developed by G.E.Hall at The Research and Development Center for Teacher Education of the University of Texas in 1973 using to learn about teachers' concerns about educational innovation such as new educational curriculum. CBAM can evaluate the teachers concerns about a new educational innovation(Stage of Concern, Soc) and the condition of teachers' use of innovation(Levels of Use, LoU). In 1989, Hord added a new dimensionality-Innovation Configuration, IC perfected the CBAM.

IMPACT	6	Refocusing	The individual focuses on exploring ways to reap more universal benefits from the innovation.
	5	Collaboration	The individual focuses on coordinating and cooperating with others regarding use of the innovation.
	4	Consequence	The individual focuses on the innovation's impact on students in his or her immediate sphere of influence.
TASK	3	Management	The individual focuses on the processes and tasks of using the innovation and the best use of information and resources.
SELF	2	Personal	The individual is uncertain about the demands of the innovation, his or her adequacy to meet those demands, and/or his or her role with the innovation.
	1	Unconcerned	The individual indicates a general awareness of the innovation and interest in learning more details about it.
	0	Unconcerned	The individual indicates little concern with the innovation.

Concerns refer to people's feelings, understanding, and thinking about innovation in the process of implementing innovation. Teachers will pay attention to several stages at the same time, but the attention intensity of each stage is different, rather than just in a certain concerns stage. There are Seven Stages of Concern About Innovation as shown in the figure below.

3. Research Methodology

Stages of Concern Questionnaire developed by Hall & George (1997) aims to measure teachers' concern about the newly introduced educational innovation policy and consists of a total of five stages which are unconcerned, informational, personal, management, consequence, collaboration, refocusing. And there are five questions at each stage. The scale of the questionnaire was measured as 1 point (very negative), 2 points (negative), 3 points (normal), 4 points (positive), and 5 points (very positive). The teacher's background includes age, teaching age and educational background.

In this study, teachers working at Weifang City Senior Secondary Schools were selected as the subjects and questionnaires are collected with Chinese data collection software and analyzed using SPSS 22.0. Using SPSS 22.0 to analyze the collected data by China data collection software. First, secure the external validity of the test tool. Second, find out teachers' overall distribution with different personal background by frequency analysis and descriptive statistical analysis. Third, MANOVA to find out if there is any difference of the Stages of Teachers' Concern for Smart Education in Public and Private School.

4. Results

Frequency analysis and descriptive statistical analysis:

Descriptive statistical analysis results:

- From the results of descriptive statistical analysis, there is little difference between male and female in the overall level of the concern stages of smart education. In management stage, Male ($M = 17.8$, $SD = 3.73$) pay more attention than female ($M = 17.1$, $SD = 3.32$).
- Age is inversely proportional to teachers' scores at all concern stages of management.

Teachers age between 50-59 scored the lowest at all concern stages.

	Gender	informa tional	persona l	manage ment	consequ ence	collabor ation	refocus ing
Mean	Male	20.8	21.2	17.8	21.7	21.0	20.2
	Female	20.9	21.4	17.1	21.8	20.6	19.8
Standard deviation	Male	3.54	3.35	3.73	3.26	3.83	3.19
	Female	3.24	3.39	3.32	3.05	3.31	3.11

- Teachers with master's degree or doctor's degree are more concerned about Smarts Education than those with bachelor's degree.

	Age	informa tional	persona l	manage ment	consequ ence	collabor ation	refocusi ng
Mean	J u n i o r college	22.0	24.0	20.5	23.0	23.0	24.0
	Bachelor	20.7	21.2	17.3	21.6	20.6	19.7
	Master or above	22.0	21.9	17.5	22.7	21.9	21.0
Standard deviation	J u n i o r college	1.41	1.41	2.12	2.83	2.83	1.41
	Bachelor	3.29	3.28	3.45	3.10	3.44	3.08
	Master or above	3.71	4.12	3.81	3.17	3.81	3.26

- The results of the Homogeneity of variance test showed that the variance was homogeneous, which was in line with the premise of multivariate analysis of variance (box's $M = 29.740$, $f = 1.026$, $P = 0.427$). Multivariate test found that the main effect of school was significant ($F = 2.175$, $P = 0.037$, partial $\eta^2 = 0.064$).

- The results of MANOVA showed that the attribute of the school had a significant impact on the stage of unconcerned ($F = 8.467$, $P = 0.004$, $\eta^2 = 0.036$): the teachers in

	Frequency		Percent		Frequency		Per cent
Gender	Male	80	34.5	Property	Private	92	39.7
	Female	152	65.5		Public	140	60.3
Age	20~29	93	40.1	degrees	J u n i o r college	3	0.9
	30~39	71	30.6		Bachelor	206	88.8
	40~49	56	24.1		Master or above	24	10.3
	50~59	12	5.2				

private schools ($M = 15.45$, $SD = 4.475$) care more about Smart Education than teachers in public schools ($M = 13.69$, $SD = 4.527$); The teachers in private schools ($M=21.26$, $SD=3.061$) care more about Smart Education than teachers in public schools ($M=20.24$, $SD=3.645$) in concern stage of informational ($F=5.269$, $p=0.023$, $\eta^2=0.022$). The teachers in private schools ($M=22.16$, $SD=2.929$) care more about Smart Education than teachers in public schools ($M=21.17$, $SD=3.307$) in concern stage of consequence ($F=5.642$, $p=0.018$, $\eta^2=0.024$).

	Age	informa tional	persona l	manage ment	consequ ence	collabor ation	refocusi ng
Mean	20-29	20.5	21.1	17.4	21.5	20.7	19.8
	30-39	21.1	21.6	17.4	22.2	20.7	20.0
	40-49	21.3	21.4	17.3	21.9	21.2	20.2
	50-59	19.7	20.5	16.7	20.8	19.8	18.2
Standard deviation	20-29	3.55	3.61	3.60	3.32	3.64	3.24
	30-39	3.15	3.20	3.23	2.97	3.16	2.94
	40-49	2.93	3.12	3.78	2.91	3.44	3.15
	50-59	4.25	3.83	2.53	3.24	4.57	3.21

4. Discussion:

- Encourage teachers to improve their academic qualifications and organize teachers to participate in relevant wisdom education courses.
- The government should increase financial investment in order to support public school education modernization.

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The Mediating Effects of Academic Self Efficacy on the Relationship between Future Time Perspective and Academic Procrastination of Chinese Overseas Students

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<Abstract>

The purpose of this study was to investigate the mediating role of academic self efficacy on relations between future time perspective and academic procrastination of Chinese Overseas Student. The participants of this study were 500 Chinese Overseas Student and completed self-report questionnaires on future time perspective, academic self efficacy and academic procrastination. Data were analyzed using SPSS version 24.0 and Amos version 24.0.

The results showed as follows.

First, there were significant positive correlations among future time perspective, academic self efficacy and academic procrastination of Chinese overseas student. Second, academic self efficacy partially mediated the effect of future time perspective on the college adjustment of students. It is suggested that academic self efficacy needs to be considered as the crucial factor in explaining the positive effect of future time perspective on academic procrastination. Third, academic self efficacy partially mediated the effect of future time perspective on the academic procrastination of Chinese overseas student. The finding indicated that mediating effect of academic self efficacy added the positive influence of future time perspective on academic procrastination to added future time perspective effects, development of effective incorporation to deal with improve academic self efficacy into intervention for academic procrastination.

The findings in this study are discussed on terms of academic procrastination on the Chinese Overseas Students. For the future research, Limitations to the current study and recommendations are discussed.

keywords: future time perspective, academic self efficacy, academic procrastination

1. 연구의 필요성 및 목적

글로벌 사회의 확장에 따라 많은 중국인 유학생들이 4차 산업혁명에 맞는 글로벌 인재가 되기 위해 학습을 목적으로 한국에서 체류하고 있다. 2021년 8월 기준으로 보면, 중국인 유학생은 전체 외국인 유학생 152,281명 가운데 44.2%인 67,348명으로 가장 큰 비중을 차지하는데(교육부, 2021), 그들의 실제 유학생 생활 적응에 대한 관심이 저조하다(곽이문, 허비비, 임현수, 강진령, 2018). 중국인 유학생은 언어 장벽, 학업에 대한 어려움, 문화 차이 등 유학생 생활 적응과 관련된 문제를 호소하고 있으며(서윤경, 조경숙, 유춘화, 2017; 조혁수, 전경태, 2009), 가장 큰 고민은 학업에 대한 어려움이라고 한다(주남, 2016). 학업에 대한 어려움의 대표적

인 요인은 학업 수행에 지장을 주는 학업지연행동이다(곽수란, 2008; 곽이문, 2016; Scher & Osterman, 2002). 중국인 유학생들은 한국 학습 장면에서 학업지연행동을 가장 흔히 보여주며(서윤경, 조경숙, 유춘화, 2017), 학업문제는 심각한 수준에 이르고 있다(곽이문, 허비비, 임현수, 강진령, 2018). 중국인 유학생을 대상으로 한 연구에서도 학업지연행동을 보이는 대학생들은 대학생활 적응 수준과 학업성취도가 낮으며(주남, 2016), 학업 스트레스가 높게 나타난다(유춘화, 2017).

Solomon과 Rothblum(1984)은 학업지연행동을 학습자가 불편하다고 느끼고 있음에도 불구하고 해야 하는 과제를 시작하거나 실행 및 완성하지 않고 무익하게 뒤로 미루는 행동으로 정의하였다. 학업지연행동은 아동기부터 성인기까지 지속적으로 발생하지만, 대학생인 20대에 가장 빈번히 나타난다(McCown & Roberts, 1994). Solomon과 Rothblum(1984)의 연구에 의하면, 대학생의 23.7%가 과제 수행 시 학업지연행동을 하였고, 이들의 21.2%가 시험공부를 할 때 학업지연행동을 하였다. 학업지연행동을 지속적으로 하는 대학생은 수업을 따라가지 못하였으며, 낮은 학점을 받아 수강했던 과목을 재수강하거나 취소하는 경향이 높게 나타났다(Beswick et al., 1988; Howell et al., 2006; Rothblum et al., 1986).

학업지연행동에 영향을 미치는 변인들로는 자기효능감(김종운, 양민정, 2013), 자기조절(Saddler & Buley, 1999), 의지통제(서은희, 박승호, 2007)등이 있다. 또한 학업지연행동은 행동의도-시간관(이경호, 2010), 시간지향성-의지(이정아, 2010), 시간관-자기통제(정은지, 2013) 등 시간관련 변인과의 상관성이 있는 것으로 나타났다. 김은지, 김지영과 김정섭(2018)의 연구에서는 학습자의 미래시간관이 학업지연행동에 영향을 미치는 것으로 나타났다.

Husman와 Shell(2008)는 미래시간관을 개인의 시간에 대한 심리적 인식으로, 미래에 대한 가치 및 미래와 연결된 연속성 두 가지 하위 요인으로 정의하였다. 미래시간관이 높은 학생은 그렇지 않은 학생들보다 공부에 쓰는 시간과 들이는 노력이 더 많고(Husman & Shell, 2008), 학업성취가 높으며(Zimbardo & Boyd, 1999), 학업지연행동이 낮게 나타난다(Jackson et al., 2003). Murrell과 Mingrone(1994)은 미래시간관이 높은 대학생들이 목표 지향적 행동을 중시하며, 효과적인 사고를 하고 목표를 이루기 위해 자기 주도적으로 다양한 행동을 수행함을 밝혔다. 김은지 등(2018)의 연구에서도 대학생들은 미래시간관이 높을수록 학업지연행동을 덜 하는 것으로 나타났다. 이러한 대학생의 미래시간관은 학업적 자기효능감에도 영향을 준다(Wang Jiaming, Zhang Ye & Zhang Shanshan, 2014).

Bandura(1986)는 학업적 자기효능감은 학습자가 학업적 상황에서 학업적 과제의 수행을 위해 필요한 행위를 조직하고 실행해 나가는 자신의 능력에 대한 판단으로 정의하였다. 학업적 자기효능감이 높은 학습자는 자신의 노력을 통해서 좋은 결과를 얻을 수 있다는 자신감이 높기 때문에 시험 불안이 낮으며(이유미, 정주리, 2015), 학업성취도가 높다(이경희, 김지연, 2014; 전현정, 정혜원, 2015). Zaleski(1987)의 연구결과에 따르면 미래시간관의 하위요인인 미래 가치를 인식하고 목표를 가진 대학생들은 자기효능감이 높으며, 부정 정서 경험이 적다. 다른 연구자는 미래시간관이 동기적인 과정에 작용하며(Bandura, 1991; Karniol & Ross, 1996), 사람은 자신감을 갖고 있으며, 미래에 대한 불안을 덜 느낀다는 것을 보고하였다(Walker & Tracey, 2012). 즉 미래시간관을 학습장면에서 자기효능감을 이끌어내는 요인으로 볼 수 있다(Wang Jiaming, Zhang Ye & Zhang Shanshan, 2014).

학업적 자기효능감은 미래시간관으로 영향을 받을(Wang Jiaming, Zhang Ye & Zhang Shanshan, 2014) 뿐만 아니라 학업지연행동에 영향을 주기도 한다(전선미, 박주희, 2014). 학업적 자기효능감이 높은 학습자들은 도전적 과제를 선택하며(Bandura & Schunk, 1981), 성공적인 학습 목표를 이루기 위해 더 많이 노력한다(Schunk, 1982). 효과적인 학습전력을 사용하기 때문에(Pintrich & De Groot, 1990), 학업적 자기효능감이 높을수록 학업지연행동이 발생하는 가능성이 낮아진다(Odaci, 2011; Rabin, Fogel & Nutter-Upham, 2011; Schraw,

Wadkins & Olafson, 2007).

이상의 내용을 종합해보면, 대학생의 미래시간관이 학업지연행동과 부적상관이 있으며(김은지, 김지영, 김정섭, 2018; 이경호, 2010; 정은지, 한유진, 2014), 미래시간관과 학업적 자기효능감은 정적 상관(오현진, 2006; Walker & Tracey, 2012; Zaleski, 1987)이 있다. 또한 대학생의 학업적 자기효능감은 학업지연행동과 부적 상관이 있는 것으로 나타났다(Odaci, 2011; Schraw, Wadkins & Olafson, 2007). 이처럼 학업적 자기효능감은 미래시간관의 결과로서 나타나기도 하고, 동시에 학업지연행동에 영향을 미치는 원인으로써 작용하기도 하는 것을 알 수 있다. 즉 미래시간관이 학업지연행동에 영향을 미치는 데 있어서 학업적 자기효능감이라는 동기적 특성이 두 변인의 매개 역할을 할 가능성을 추정할 수 있다. 따라서 대학생의 미래시간관과 학업지연행동의 관계에서 학업적 자기효능감을 매개변인으로 설정하여 미래시간관과 학업지연행동 사이에서 매개효과를 살펴보는 것이 필요하다. 특히 한국 대학에 소속된 중국인 유학생의 미래시간관이 높을수록 학업지연행동이 낮아지는지를 확인하는 것이 요구된다.

중국인 유학생의 학업지연행동은 한국에서 수행해야 하는 학업에 대해 부정적인 영향을 미칠 뿐만 아니라 학업 스트레스, 실패공포, 내현적 자기에 등 정신 건강에 부정적인 영향을 주기도 한다(곽이문, 2016; 서윤경, 조경숙, 유춘화, 2017; 유춘화, 2017). 한국 정부의 글로벌 정책 시행과 대학의 재정 수입 제고를 위해 중국인 유학생을 적극적으로 유치하고 관리할 수 있도록 중국인 유학생들의 학업지연행동을 감소하기 위한 연구가 필요하다(이영남, 마준, 이용진, 2018). 그러나 한국에서는 재학 중인 중국인 유학생을 대상으로 한 학업지연행동 연구들은 현재 매우 부족한 실정이다(곽이문, 2016). 그러므로 중국인 유학생을 대상으로 학업지연행동을 연구할 필요가 있다.

따라서 이 연구의 목적은 중국인 유학생을 대상으로 미래시간관, 학업적 자기효능감, 학업지연행동 간의 관계를 살펴보고 미래시간관과 학업지연행동의 관계에서 학업적 자기효능감이 매개효과를 가지고 있는지에 대해 검증하고자 한다. 이 연구를 통해 미래시간관과 학업지연행동 간의 관계에서 학업적 자기효능감이 매개 역할을 하는 것으로 밝혀진다면, 미래 중국인 유학생 대상의 학업지연행동 예방과 감소시키기 위한 프로그램 개발에 유용한 시사점을 제공해줄 수 있을 것이다.

연구문제 1. 중국인 유학생의 미래시간관, 학업적 자기효능감, 학업지연행동 간의 관계는 어떠한가?

연구문제 2. 중국인 유학생의 미래시간관과 학업지연행동과의 관계에서 학업적 자기효능감의 매개효과는 있는가?

2. 연구 방법

첫째, 기술통계 및 빈도분석을 실시하고, 조사도구의 신뢰도 검증을 위해 Cronbach's α 를 산출하였다.

둘째, 탐색적 요인분석을 통해 문항꾸러미를 제작하였고 측정변수의 평균, 표준편차 및 상관계 분석을 실시하였다.

셋째, 학업적 자기효능감의 독립변수와 종속변수 간 매개효과를 검증하기 위해 구조모형분석을 실시하고 부트스트랩(Bootstrap) 분석을 실시하였다.

3. 연구 결과

첫째, 중국인 유학생의 미래시간관, 학업적 자기효능감, 학업지연행동의 상관분석결과에서 학업지연행동은

미래시간관과 부적 상관관계가 나타났다. 학업지연행동과 학업적 자기효능감은 부적 상관관계를 보였다. 미래시간관과 학업적 자기효능감은 정적 상관관계를 보였다.

둘째, 구조모형분석 결과에서 중국인 유학생의 미래시간관과 학업지연행동의 관계에 학업적 자기효능감은 부분매개효과가 있는 것으로 나타났다.

4. 교육학적 시사점

첫째, 미래의 목표에 대한 인식과 현재의 과제와 미래의 목표가 연결될 수 있다는 신념을 가지는 중국인 유학생일수록 미래의 목표를 이루기 위해서 도전적인 과제를 선택하여 꾸준히 노력하고 자신감을 갖고 자신의 행동을 조절하고 더 긍정적인 방향으로 변화시키는 경향이 높게 나타난다. 그러므로 중국인 유학생들의 한국 대학생활에서 학업에 대한 지연문제를 잘 해결하기 위하여 미래시간관과 학업적 자기효능감을 모두 높이는 것이 중요하다.

둘째, 중국인 유학생들의 학업지연행동을 감소시키기 위해서 한국 대학들은 한국 국제화 교육환경 조성 및 외국인 학업 문제와 관련된 상담과 프로그램 개발 등을 할 필요가 있다.

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[Session B2]

Analysis of China's Higher Vocational Education Policy and Social Responsibility

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<Abstract>

우리나라의 고등직업교육은 40여 년의 발전을 거쳐 초보적인 발전이 높은 질적 발전을 실현하는 전환으로 이미 칭찬할 만한 성과를 거두었다. 개혁 개방 이후 우리 나라의 고등직업교육원은 각 분야에 대량의 고품질의 기술 기능 인재를 수송하였다. 고등직업교육은 중국 교육시스템에서 없어서는 안 될 부분이며, 또한 “높은 자질” “실용형” “기능형” 인재를 배양하는 중요한 역량으로, 경제 사회의 발전에 거대한 공헌을 하였다. 이와 함께 농민공, 국내 퇴역 군인, 퇴직 노동자 등 상대적으로 기능이 부족한 인력의 취업 스트레스가 갈수록 높아지고 있다. 이런 배경에서 고등교육은 취업난을 해소하고 사회에 강력한 인재 보장을 제공하기 위해 국가정책의 유도과 지원이 필수적이다.

고등직업교육 정책은 중국 고등직업교육 발전 특유의 시대적 특징을 부각시켰을 뿐만 아니라 고등직업교육의 변화 궤적을 반영하고 있다. 고등직업교육의 과학발전과 관련되어 있을 뿐만 아니라 고등직업교육이 고품질의 인재를 양성할 수 있는지 여부도 다루고 있다. 그래서 고등직업교육정책의 변화 과정을 연구하는 데 의의가 있다.

키워드 : 직업교육 정책분석 사회적 책임, 저자소개: 왕관은, 교육학박사, 사천사범대학교 한국연구센터 부주임

I. 서론

시진핑 총서기는 “발전은 제1의 중요하고, 혁신은 제1의 동력이고, 인재를 제1의 자원”이라고 말했다. 국가가 강대하면 창조에 의지하고, 창조는 인재에 의지해야 하며, 인재 양성은 교육을 필요로 한다. 고등직업교육은 종합적인 소질이 높은 근로자를 양성할 수 있을 뿐 아니라 기술기능형 인재를 양성할 수 있고, 전체 근로자의 지속 가능한 직업발전을 촉진한다. 2)국내 경제발전이 새로운 단계로 접어들면서 경제전형과 산업 구조조정 등 첨단기능인력에 대한 수요가 급증했고, 이와 함께 국내에서도 퇴역군인, 농민공, 퇴직 근로자 등 상대적으로 기능이 부족한 인력의 취업난이 두드러졌다. 경제 사회 발전과 가장 밀접한 직업 교육의 유형 이자 고급 기술인력을 양성하는 고등직업교육이 더 큰 역할을 할 수밖에 없다. 2019년 정부 업무보고에서는 고등직업교육에 대한 정책 편향을 강화해 고등직업대학 설립의 질을 높이고, 고등직업교육의 확대를 통해 질 높은 인재를 사회에 공급해 취업 스트레스를 해소할 것을 주문했다. 2020년 양회 정부 업무보고에서는 전문 대가 지속적으로 정원을 늘려 취업 스트레스를 해소하고 일자리를 안정시키도록 할 것을 주문했다. 교육부도

2) 李婉均. 高等职业教育发展中地方政府作用研究——以贵州省公办高职院校为例[D]. 贵州大学, 2019.

국가직업교육 개혁 실시 방안과 전문직업 확대 실시 방안 고지를 잇달아 발표하면서 고등직업교육의 정원 확대, 취업난 해소, 국가 차원의 다양한 기술인력 확보 등을 강조했다. 둘째, 고등직업교육 설립의 질적 향상과 고등직업교육에 대한 투입 확대, 고등직업교육의 발전 모두 국가의 정책적 편향이 요구된다. 직업교육 발전의 중요한 버팀목은 인재 육성의 방향을 제시하는 것이어서 우리나라 고등직업교육의 주요 흐름을 보여준다. 고등직업교육은 일련의 과학 정책의 지도 하에 각 분야에 대량의 고품질의 인재를 제공하여 사회 경제의 발전에 큰 공헌을 하였다. 따라서 정책 수립의 정확성이 고등직업교육의 향방에 영향을 미치는 중요한 요소다.

최근 몇 년 동안 고등직업교육에 관한 연구가 나날이 증가함에 따라 연구 성과도 부단히 풍부해졌다. 하지만 고등직업교육 정책에 대한 연구는 아직 걸음마 단계다. 고등직업교육 정책은 고등직업교육 연구의 중요한 부분이다. 당의 18차 당 대회 이래로 중국 특색 사회주의는 새로운 시대에 접어들었고, 당 중앙, 국무원과 소속 부서는 일련의 정책 법규를 공포하여 고등 직업 교육의 발전을 촉진하였다. 고등직업교육 발전의 중요한 단계인 만큼 고등직업교육정책에 대한 연구가 필요하다.

성장세가 둔화되고 고용 압박이 가중되는 시점이다. 2019년 '고직 채용확대 전담사업 실시방안'은 고등직업교육 정원을 늘려 현재의 취업 스트레스 상황을 완화하겠다는 내용을 담고 있다. 공업화 정도가 끊임없이 높아짐에 따라 우리 나라의 고품질 기술 인력에 대한 수요는 끊임없이 향상되었다. 직업교육의 중요한 목적은 사회가 필요로 하는 전문 기술 인력을 양성하는 것이다. 따라서 고등직업교육은 정원을 늘려 인재의 양(量)을 살리는 동시에 질 높은 기술인력을 양성해 질(質)에 대한 사회적 요구를 충족시켜야 한다. 그동안 고등직업교육의 질적 발전과 질적 인재 양성에 정책의 과학 여부가 달려 있었다.

II. 중국 직업교육 정책의 변천과 동인 분석

2. 1 직업교육 정책환경

가. 백폐대흥 배경아래의 탐색적 발전 정책

'문화혁명'이 끝난 뒤 중국은 업종별로 수많은 폐업(廢業)이 기다리고 있어 응용형 기술 기능형 인재 수요가 특히 절실하다. 1978년 당의 11기 3중전회가 열려 경제건설 중심의 발전방침을 다시 세웠다. 이후 덩샤오핑은 교육을 우선 발전시키고, 교육이 경제사회 발전을 뒷받침하는 역할을 중시하며, 교육사업을 정부 업무의 중점 중 하나로 삼았다. 직업대학은 직업성과 학기가 짧고 실용성이 뛰어나 우리나라의 경제발전 초기 수요를 충족시켰다.³⁾ 1982년 5기 전국인민대표대회(전인대)에서 돈 적게 들고 효과가 빠른 전문대와 단기 직업대학의 시범 운영이 강조됐다. 이번 회의는 고등직업교육의 '발전 모색'이라는 정책 균형기의 기초를 다지는 자리다.

나. 사회적 요구 배경 아래의 외연적 발전 정책

고등직업교육은 20여 년의 탐색과 발전을 거쳐 초보적으로 고등직업교육의 틀을 갖추어 무에서 유를 창

3) 夏曉青. 建黨百年我國高等職業教育發展歷程回顧及展望[J]. 教育與職業, 2021(16):13-20.

조하는 전환을 이루었다. 우리 나라의 공업화가 끊임없이 심화됨에 따라, 사회의 높은 자질을 가진 인재에 대한 요구가 제고되었다. 당시 우리나라는 엘리트 교육으로 고등교육에 대한 열망이 높았다. 우리나라는 고등교육의 취학률이 4%에 불과하고 교사도 학생도 7 대 1로 낮기 때문에 교육확대 여력이 충분하다. 1999년 국가에서는 고등직업교육을 대대적으로 발전시켜 고등교육 대중화를 추진하는 중요한 수단으로 삼았고, 《21세기 교육 진흥을 위한 행동계획》은 고등직업교육의 중요한 위상을 과학기술 문화의 향상, 고용·서비스 경제 발전의 고도로 높였으며, 국무원은 고등직업교육 《교육개혁의 심화에 관한 전업교육의 추진 결정》을 발표하여 고등직업교육의 대대적인 발전을 재차 강조하였다. 이로써 고등직업교육정책은 중단되고 정책총목표는 발전모색에서 외연식 발전으로 전환되었으며, 후기 고등직업교육 외연식 발전의 정책균형기조도 마련되었다.

다. 고등 직업교육 채용확대 배경 아래의 내실화 발전 정책

고등직업교육이 수십 년간 외연식 발전 과정에서 급속도로 확대되면서 대학 설립이 불투명하고 교과과 시장의 수요가 어긋나 졸업 후 수요에 부응하지 못하며 학교 설립 기반이 약하고 교원이 부족해 질적 보장이 어려운 데다 국가적으로 고학력자에 대한 경사가 약해 학부모의 인지도도 낮아 질 높은 학원을 뽑기 어렵다는 문제가 제기됐다. 이와 함께 국내에서도 고등직업교육이 내실 있게 발전해야 한다는 목소리가 나오고 있다. 2005년 직업교육의 불균형과 투자 부족, 설립의 질적 향상이 필요하며 직업대학의 설립의 질을 높이는 내용적 발전이 필요하다고 직업교육결정은 지적했다. 같은 해 제6차 전국직업교육공작회의에서는 중국 특화 직업교육의 발전을 추진해야 한다고 지적하였다. 고등직업교육정책은 많은 환경요인 하에서 중단적인 변천을 일으키며 마찬가지로 고등직업교육정책이 내실 있는 발전의 균형기로 나아가도록 추진한다.

라. 구조적인 취업갈등 배경아래의 채용확대 정책

고등직업교육은 십여 년의 내실 있는 발전 기간에 정부의 지원 강도가 점차 강화되어 교육의 질이 끊임 없이 향상되었다. 그러나 산업화가 심화되고 산업이 바뀌면서 시장이 고급 기술인력으로 바뀌어 기능이 부족한 인력은 구조적 실업 위험에 직면했다. 경기침체가 심각하고 국제 무역마찰이 심화되면서 취업난이 가중되고 있다. 이런 배경에는 고등직업교육 확대가 정부의 경제발전을 위한 중요한 조치로 자리 잡고 있다. 2019년 3월 양회 정부 업무보고에서 고등직업교육은 100만 원 증원을 명시해 취업 스트레스 해소를 위한 전략적 조치로 활용됐다. 유년 시절인 5월 교육부 등 6개 부처는 고등직업교육 확대를 고기능인력 부족을 해소하기 위한 전략으로 국가발전에 필요한 고급인력 확보 방안을 발표했다. 이 같은 정책목표 변경은 고등직업교육정책의 중단과 변화를 의미하며 앞으로 고등직업교육정책의 향배도 결정된다.

2. 2 고등직업교육 정책 이미지 변천 및 피드백 메커니즘

가. 부정적 피드백 메커니즘 아래의 교육정책 이미지

1977년 대학수학능력시험 이후 교육이 재개되면서 각종 교육이 재개되었다. 1982년 《중화인민공화국 국민경제 및 사회발전 제6차 5년 계획》에서 경제문화 건설의 필요와 학교의 자체 여건에 따라 전문대학과 단기직업대학을 시험 운영할 계획을 발표하였다. 고등직업교육은 바로 단기직업대학에서 시작되었다. 이에

따라 고등직업교육의 발전을 모색하는 것이 정책의 총체적인 목표인 고등직업교육의 시범 운영은 당사 고등 직업교육 사업의 방점이자 이번 단계의 정책 이미지다. 고등직업교육의 걸음마 기초를 잡고 정책적 보장을 제공해 단기직업대학을 만들겠다는 계획이다. 이러한 조치는 정책의 총체적 목표와 정책 이미지에 대한 역효과와 함께 고등직업교육과 사회경제적 고도성장이 정책의 유효성을 증명한다.

나. 긍정적 피드백 메커니즘 아래의 외연식 발전 정책 이미지

1988년 경제변신과 산업구조조정에서 인재에 대한 새로운 요구가 제기되자 교육부는 고등직업대학의 개혁 개혁, 고등직업교육자원, 고등직업교육전형제도, 고등교육과 직업교육의 연계 등을 포함하여 고등직업교육의 발전은 경제사회적 요구와 맞물려 고등직업교육정책의 긍정적 피드백 메커니즘을 수립하고, 고등직업교육의 활성화로 부정적 이미지를 촉진하는 고등직업교육정책의 발전을 도모한다는 진흥계획을 내놓았다. 이로써 고등 직업교육 외연식은 당시 고등직업교육정책의 내핵으로 발전했다. 1999년 전국 3차 교육공작회의에서는 다양한 형태의 고등직업 짝을 육성하고 고등직업교육을 확대해야 한다고 강조했다. 1990년대 말 국가는 고등직업 교육을 대대적으로 발전시키고 서로 다른 유형의 교육이 서로 맞물리는 교인 체제를 정비할 것을 장려했다. 이러한 조치는 고등직업교육의 확장을 촉진하고, 고등직업교육의 확장을 촉진하는 마이너스 피드백 메커니즘의 작용이 강화되고, 외연식 발전의 고등직업교육 정책이 정책 균형기에 접어들게 되었다.

다. 부정적 피드백 메커니즘과 긍정적 피드백 메커니즘 아래의 내포적 발전 정책 이미지

2005년 국무원에서 열린 제6차 전국직업교육공작회의에서 원 총리가 중국 특색의 직업교육을 대폭 발전시키겠다고 한 것도 새로운 정책 이미지로 떠올랐다. 이 기간 고등직업교육은 '중국 특화 직업교육을 발전시키고, 고등직업교육은 내실 있는 발전의 길을 걷는다'는 기본 이념을 세웠다. 이어 교육부는 1115기 일반고 설치작업에 관한 의견이라는 글을 통해 모집단위 안정, 교육의 질 향상으로 정책목표를 세분화했다. 이 플러스 피드백 메커니즘은 '중국 특색 직업교육 발전'과 '내실 있는 발전'이라는 긍정적 정책 이미지를 강화시켰다. 산업구조의 업그레이드에 따라 고품질의 기술 기능형 인력에 대한 수요는 날로 증가하고 있다. 2010년 중국 공산당 중앙·국무원이 '국가 중장기 교육개혁·발전계획요강(2010~2020)'을 내놓으면서 교육부와 관계부처는 '질적 향상에 중점을 두고 산교융합 발전 국면을 조성하고 제도 표준을 보완한다'는 쪽으로 정책 목표를 미세 조정했다. 정책목표는 중국 특화 직업교육의 발전에서 질적 향상으로 이어집니다. 안정적 규모에서 산교 융합구도 형성, 표준제도 정비, 중국 특화 직업교육의 내실적 발전과 발전을 위한 정축적 이미지가 더욱 공고해지고, 고등 직업대학을 주체로 하고, 시장 지향, 산교융합, 체제표준의 완비를 위한 고등 직업교육 시스템이 점차 형성되고 있습니다. 수십 년의 발전 과정 중, 고등직업교육은 사회에 대량의 경제 발전과 전환에 필요한 높은 자질의 인재를 제공하여 고등직업교육의 거시적인 측면과 미시적인 측면의 정축 설계의 유효성을 실증하였다.

라. 부정적 피드백 메커니즘과 긍정적 피드백 메커니즘 아래의 채용 확대 정책 이미지

2019년 전국양회가 북경에서 개최되었는데, 회의에서 현재 우리 경제의 하방 압력이 높아지고, 고용 형세

가 엄격해 지고 있다, 고위직 채용을 취업 스트레스를 완화하기 위한 전략의 일환으로 제시했다. 이번 회의는 '고등직업교육 확대' 정책 이미지를 정책 어젠다에 입력·차후 교육부 등 6개 부처 합동으로 '고등직 채용 확대 특별사업 시행방안'을, 교육부 청사는 '고등직 교육 교육 관리업무에 대한 실시의견'을 각각 발간해 '고등직 채용 확대'를 정책의 총체적 목표로 삼고 있다. 2020년 전국양회 '정부공작보고서'는 올해와 내년 고등직업교육 200명 증원 목표를 달성해 백방으로 고용 안정과 확대를 이루겠다고 재차 명시했다. 같은 해 교육부는 '2019, 2020년 고위직 채용확대 전담업무에 관한 통지'와 '고위직 학교의 퇴역군인 학생 모집·양성·관리 업무에 관한 통지' 등 두 가지 모두 2019, 2020 양회 정신을 이어가며 고위직 채용 확대 및 후속 작업을 진행해 고위직 채용을 핵심으로 하는 정책 목표와 정책조치가 실현되고 마이너스 피드백 메커니즘의 형평성을 발휘해 정책 이미지가 심화됐다.

2. 2 정책장역의 전환

가. 고등직업교육의 배경인 독점적 정책장소 시범 운영

1978년부터 1997년까지 고등직업교육정책의 입안자는 주로 국무원과 교육부 등에 집중됐다. 교육정책은 여러 가지 형식으로 고등 직업교육을 시험적으로 실시하는 경향이 많다. 학생의 취업기능을 키우고, 고등교육 체제를 정비하며, 시장의 인재 욕구를 충족시키자는 취지다. 이 단계의 정책 병어는 정부 부처에 집중돼 독점적 정책인 병어 상태이며 정책 목표에 큰 변동이 없는 균형기이다.

나. 외연적 발전 배경 아래의 정책 영역 변경

1998년에는 국내외 황경도 변동에 따라 고등직업교육정책이 변경됐다. 자녀는 고등교육, 고등교육은 확대해야 한다는 목소리가 1997년 이후 높아지고 있다. 정부 정책계획이 이쪽으로 기울기 시작했고, 개방적 정책장역으로의 전환이 단순한 정부 부처 참여에서 정부·사회적 역량·민간(제한적 참여)으로 이뤄졌다. 이와 동시에 부정적 정책 이미지는 플러스 피드백 메커니즘의 강화 하에 정치 영역의 변동에 따라 정책 산출이 변화하고, 정책목표는 탐색적 발전에서 외연적 발전으로 전환·1999~2004년 사이 정책 총체적 목표는 유지되고, 정축 작성자는 주로 국무원과 교육부로 구성되어 독점적 정치 영역이 형성될 수 있었다.

다. 내포적 발전 배경 아래의 정책 영역 전환

2005년 고등직업교육의 외연적 발전은 어느 정도 성과를 거뒀지만 여러 가지 문제가 있었다. 제6차 전국 직업교육공작회의에는 교육부, 노동사회보장부, 농업부, 국가발개위 등이 참여했다. 새로운 행동자가 정책 과정에 진입함에 따라 정책 영역은 기존의 독점적 정책 영역에서 개방적 정책 영역으로 전환되고, 동시에 부정적인 정책 이미지와 플러스 피드백 메커니즘의 촉매에 따라 정책 산출에 변동이 생기며, 회의에서 "중국 특색의 직업교육을 발전시키고 고등 직업교육의 질을 제고한다"는 발전 목표를 최종 결정했다. 그러나 20062018년 발간된 현대학도제 시범사업 추진에 관한 의견 등 일련의 정책문서는 표면적으로는 국무부와 교육부가 모두 조성한 독점적 정책 장(場)이다.

라. 확대 채용 배경 아래의 정책 구역 변경

2019년, 고등직업교육은 10여 년의 내실 있는 발전을 거치면서 교육의 질이 눈에 띄게 향상되었다. 그러나 국내외의 정세변경에 따라 고등직업교육에 대한 새로운 요구가 제기되었다. 2019년 전국양회에서 고기능인력 부족 문제를 증원(增援)으로 해결하자는 의견과 교육부·재정부·농업농촌부·퇴역군인부 등 제왕절개 분과가 함께 내놓은 '고직급증원 특별사업 시행방안'이다. 방안의 작성 과정에서 정책 영역이 기존의 독점적 정책 영역에서 개방적 정책 영역으로 바뀌었고, 부정적인 정책 이미지와 플러스 피드백 메커니즘의 촉진 작용으로 정책 총체적 목표가 변경되어 기존의 내실적 발전에서 고등 직업 교육으로 확대 채용이 변경되어 고등 직업 교육 정책이 중단되었다.

Ⅲ. 고등 직업 교육 정책의 연혁

3. 1 중단적 균형 이론 중국화의 수정

가. 고등 직업교육 정책연혁의 이론 해석력

중단균형 이론은 고등직업교육정책의 변화 과정에 대해 일정한 해석력을 가지고 있으며, 그 이론의 핵심 틀과 요소들은 고등직업교육정책의 중단된 균형변천을 어느 정도 효과적으로 해석할 수 있다.

(1) 중단균형 이론해독의 유효성이다. 중단균형 이론은 중국의 고등직업교육정책 변천에 대한 해석의 유효성을 주로 다음 두 가지 방면에서 나타낸다. 하나는 고등직업교육정책이 변화하는 과정과 단절된 균형 이론의 핵심 사상이 맞아떨어진다는 점이다.

(2) 고등직업교육정책의 변천은 모두 중단적 균형 이론의 핵심 개념으로 해석할 수 있기 때문이다. 중단적 균형 이론 중의 핵심 개념은 정책 이미지, 정책 영역, 피드백 메커니즘과 쟁점 사건 등을 포함한다.

(3) 중단균형 이론해독의 유한성이다. 중단균형 이론의 고등직업교육 정책 변환 과정의 해석에 대한 제한성은 중단균형 이론의 제도적 기반이 우리나라 현실에는 적용되지 않는다는 데 있다. 중단적 균형 이론은 미국의 자본주의 제도 위에 세워진 이론의 틀에 미국의 정치구조와 권력운동 메커니즘이 포함될 수밖에 없는 요소이며, 그중에서도 정책 변천 동기가 가장 뚜렷하다. 우리나라의 고등직업교육정책에 대해 말하자면, 우리나라는 중국 공산당이 이끄는 사회주의 국가이고 국가권력은 인민에게 속하기 때문에, 정책이 바뀌는 동인은 서방국가와 많은 차이가 있다. 우리나라의 정책 변천 요인은 주로 정책 환경의 변동, 그리고 사회의 실제 수요에 따라 중앙정부가 현행 정책의 부족한 부분을 인식하고, 여러 의견을 듣고 새로운 정책을 내놓음으로써 경제, 사회와 국민 발전의 수요를 만족시키는 데 있다.

나. 중단적 균형 이론 중국화의 수정

중단균형 이론은 미국에서 나왔고, 서방의 정책 변천에 대한 해석력이 높다. 고등직업교육정책이 바뀌는 과정을 보면 중단균형 이론은 정책변환에 대한 해석력에 한계가 있다. 따라서 고등직업교육정책의 실질적 중단균형 논리에 맞게 우리나라의 고위직 교육정책이 바뀌는 논리에 맞게 조정돼야 한다. 우선 중단적 균형 이

론의 틀에서 요소를 조정해야 한다. 둘째, 정책 역량의 새로운 행동자를 조절해야 한다. 결론부터 말하면 우리나라의 고등직업교육정책이 바뀌는 과정에서 고등직업교육정책이 수립되고 공포되면 어떤 정책총괄목표를 놓고 정책의 연속성을 유지하면서 균형기에 접어드는 경우가 많다. 그러나 정책 균형기가 영원히 지속되지는 않을 것이며, 정책 환경과 이슈, 주의력 전환에 따른 정책 이미지 변천, 플러스 피드백의 영향까지 겹쳐 정책 방향이 변하고 있다.

IV. 고등직업 교육 정책의 변화 및 사회적 책임

중단균형 이론과 결합하여 중국의 고등직업교육정책 변화 과정을 분석한 결과, 고등직업교육정책의 변화 과정에 개선할 점이 있음을 발견하였다.

첫째, 고등 직업 교육의 지위를 명확히 하여 교육의 공평성을 실현하는 것이다.

고등직업교육은 우리나라 고등교육의 중요한 구성 요소라고 법에 명시돼 있지만 고등직업교육은 전문직업 교육, 학부직업교육, 대학원직업교육(전문학위대학원 교육) 등 3개 차원의 현대직업교육으로 발전하고 있다. 우리나라의 고등직업교육은 이미 전문대학, 학부, 석사, 박사의 네 가지 계층을 포괄하는 비교적 완전한 체계를 형성하였다. 하지만 실제 작업에서는 편차가 있었다. 최근 몇 년 동안 학생과 고위직 대학들은 모두 진학에 열심이다. 통념의 영향으로 직업교육보다 일반교육이 더 중시되기 때문이다. 우선 국가는 인재 선발 측면에서 고등직업교육의 선발 방식과 기준을 높여야 한다. 다음으로 교육 자원과 정책을 병행해 고등직업교육원이 일반 대학과 같은 대우를 받을 수 있도록 해야 한다. 실제로 고등직업교육을 확립해 배출할 수 있는 전문기술인력은 일반계 고교 졸업생 못지않다.

둘째, 정책 출범은 현실을 바탕으로 해야 하고 의사결정을 과학적으로 진행해야 하는 것이다.

중국의 공자가 '그 자리에 있지 않으면 그 일을 도모하지 않는다'라는 말이 있다. 정책의 모의가 현실의 변화와 맞지 않아야 한다. 우선 정책 입안자들은 국내외 환경을 출발점으로 정보 피드백 시스템을 구축해 기존 정책의 미비점을 즉시 발견하고, 교육정책이 직면한 정치 경제 사회 환경을 잘 발견해 고등 직업교육에 대한 새로운 요구를 할 것인지, 그 토대 위에서 정책적 문제를 제기해야 한다. 둘째, 정책 입안자는 충분한 정보수집, 정책실행의 궤적과 성과를 과학적으로 예견하고, 고등직업교육 발전의 교원역량, 교육의 질, 설립 여건 등 현실적 토대 위에서 과학적으로 가능한 정책을 수립할 수 있어야 한다.

셋째, 정책 결정에는 다주체가 참여하여 정책 결정의 민주화를 실현해야 하는 것이다.

우선 정부 교육부의 리더십부터 분명히 해야 한다. 둘째는 의사결정의 다른 주체에 대한 명확한 참여다. 마지막으로 의사결정에 다주체가 참여할 수 있는 정책 여건을 조성한다. 조직화와 법치화를 통한 제도적 장치를 통해 고위직인 대학·학교·기업이 협력하는 기업과 사회 싱크탱크를 개방형 의사결정 조직에 포함시켰다.

넷째, 정책 부재를 피하고 정책 집행력을 높인다.

우선 각 부처의 주체를 명확히 하는 데 있다. 차제에 정책을 과학적으로 분해하고, 세분화된 정책을 지방 정부와 고등직업대학으로 합리화해 업무 구분이 모호하게 중복되지 않도록 해야 한다. 마지막으로 고등직업교육 정책이 착착 운영되기 위해서는 과학적인 정책 집행 피드백·평가 메커니즘이 필요하다.

다섯째, 시민의 의견과 건의 청취하는 방법을 풍부하게 하고 보완하여 정책 완비를 촉진한다.

교육은 국정이고 민생이고, 교육의 궁극적 목적은 민생을 발전시키는 것이다. 정책 실행의 투명성을 높이고, 대중의 감시와 건의의 채널을 풍부하게 하며, 대중의 의견과 건의를 광범위하게 따르고, 끊임없이 정책

을 수정·보완하여, 고등 직업 교육 발전의 필요에 부합하도록 한다.

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교육의 사회적 책임 실천에 대한 연구

-질적 메타분석을 기반으로-

정민영

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〈국문초록〉

연구목적: 본 연구는 기존에 실시된 교육의 사회적 책임 관련 연구를 종합적으로 분석하고 확장적인 해석을 도출함에 이어, 이를 실천하기 위한 방안 제안을 목적으로 한다.

연구방법: 연구방법은 질적메타분석이 선택되었다. 구체적으로는 나장함(2008)의 연구방법을 참고하였으며, 연구목적 달성에 적합하도록 수정하였다.

연구결과: ESR의 사회적 측면의 개념은 봉사, 연대, 행동, 존중, 자기실현으로 이루어져 있으며, 교육적 측면의 개념은 교육 목적 달성, 교육과정 방향성 정립, 문화계승을 다루고 있다. ESR의 사회적 측면의 속성은 시민 주체, 윤리적 태도, 사회질서, 사회문화적 역할을 담당하고 있으며, 교육적 측면의 속성은 수월성, 자유, 접근성, 형평성과 교육내용의 내재화, 실천적 학문의 추구라는 특징을 가진다. ESR의 사회적 측면의 목적은 세대 간 균형 추구, 의무 수행, 사회와 생활의 연관성 이해를 추구하고, 교육적 측면의 목적은 교육을 통한 성장, 책임감 있는 인재 양성, 교육의 질적 우수성 보장에 있다.

주제어 : 교육의 사회적 책임, 사회적 책임 교육, 질적메타분석, ESR

I. 서론

오늘날 우리는 4차 산업혁명으로 교육, 법률, 의료, 복지 등 사회 전 분야에 걸친 변화를 직면하고 있다. 미래에 대한 불확실성에 대응하고자 핵심역량을 갖춘 인재, 자기주도적 삶을 살아가는 사회구성원 양성을 위해 교육계에서는 많은 노력이 이어지고 있는데 그 중에서 최근 교육계에서 주목받는 ‘교육의 사회적 책임’은 이러한 변화에 부응하기 위한 노력으로 바라볼 수 있을 것이다.

이에 관련한 연구 중 대표적으로 교육의 사회적 책임에 대한 의미를 탐색한 이상수, 김은지, 김현지, 이유나(2021)의 연구, 조선 · 남송시대에 교육의 사회적 책임을 논의한 류밍위에(2020), 원진, 왕홍취안, 황언징(2021)의 연구는 물론 대학의 사회적 책임을 다룬 조영하(2010)의 연구와 같이 교육계 전반에서는 사회적 책임의 중요성이 점차 강조되고 있음을 알 수 있다.

본 연구는 기존에 실시된 선행연구를 보다 종합적으로 분석하고 확장적인 해석을 도출함으로써 교육의 사회적 책임을 실천하기 위한 방안 제안을 목적으로 한다. 선행 연구물이 충분치 않은 현황에서 실시되는 본 연구는 질적연구가 가지는 객관성의 한계를 극복하고자 질적메타분석을 기반으로 하는 연구방법을 적용하였

으며, 나장함(2008), 정민영(2021)의 연구를 참고하여 연구절차를 설정하였다.

II. 연구방법

1. 질적메타분석

질적메타분석에 관하여 Walsh & Downe(2004)는 개별 질적 연구물의 결과를 종합적으로 설명하고 확장적으로 해석할 수 있게 한다고 언급한 바 있으며, 서구 학계에서는 보건, 의료, 간호, 교육 등의 학문 분야에서 적용되기 시작하였다. 질적메타분석은 나장함(2008)의 교육과정 적용 가능성 연구 이후로 최근에는 교육과정 연구나 교육사상 연구, 교육경험 연구 등에 사용되고 있다.

2. 분석자료 및 연구절차

첫째, RISS에서 논문명 ‘교육의 사회적 책임’, ‘사회적 책임 교육’이라는 단어를 적용 후, 34건의 논문이 추출되었다. 원문의 공개가 유료로 설정되거나, 영어로 작성된 논문의 경우에는 원문 검토를 위해 분석자료에서 배제하였다. 유료 제공 논문인 황지원, 박명희(2021)의 연구, 외국어 논문인 SAMBE, Shinichi(2000) 연구, 교육의 사회적 책임과 관련되지 않은 이재용(2015)의 연구 등을 제외한 19편 논문이 선정되었다. 둘째, 19편의 논문을 대상으로 본 연구의 목적과 연구물의 주제 간의 유사성 검토, 연구방법을 확인했다. 본 연구는 교육의 사회적 책임 실현 방안 탐색을 목적으로 한다. 변순용(2006)의 연구 등을 제외하고 10편의 논문을 추출했다. 셋째, 10편의 논문을 대상으로 연구물의 형태를 검토하였다.

<표 I -1> 분석자료 목록

순	저자(연도순)	논문명
1	조영하(2010)	21세기 대학의 사회적 책임에 대한 고찰-사회적 연대의 관점에서-
2	손연아(2016)	사회적 책임을 접목하기 위한 과학교육의 구조 및 지속가능발전교육과의 통합교육 전략 제안
3	송기상(2019)	4차 산업혁명에서의 컴퓨터교육과 사회적 책임
4	원진, 왕흥주안, 황언정(2021)	조선시대 향교의 기능에서 본 교육의 사회적 책임 개념 탐색
5	류밍위예(2021)	남송시대 악록서원에서의 ‘교육의 사회적 책임’
6	이상수, 김은지, 김현지, 이유나(2021)	교육의 사회적 책임 의미 탐색

분석자료를 대상으로 1~3단계에 걸친 연구절차가 실시되었다. 1단계, 개별 질적 연구물 분석 단계이다. 이 단계에서는 선정된 6편의 논문을 검토하여 연구물 분석틀을 생성하였다. 2단계, 연구물 분석틀 제시 단계이다. 이 단계에서는 생성된 분석틀을 사용하여, 확장적인 해석과 결론을 도출하였다. 3단계, 연구결과 종합 단계이다. 이 단계에서는 도출된 결론을 토대로 교육의 사회적 책임 실천 방향성을 제안하였다.

Ⅲ. 연구결과

질적메타분석이 적용된 연구에서는 선정된 분석자료를 읽으며 연구물 간에서 나타나는 유사점을 찾아 상호 해석 절차가 수행된다. 이 연구에서는 분석자료를 통해 확장적 결론을 도출하기 위해서 아래의 분석틀에 의거한 연구결과가 도출되었다.

〈표 II -1〉 자료 분석틀

순	주요개념	주요속성	주요 목표
1	① 봉사적 사명으로서의 책임 ② 연대적 관점으로서의 책임	① 교육공동체, 학문적 자유, 접근성과 형평성, 수월성, 완전성, 탐구 ② 시민적 주체, 공공선, 사회와 연대	① 개인이 사회 이슈를 고민하게 만드는 지적 공간, 능동적으로 학문적 자유를 수호, 고등교육 기회 보장, 질적 우수성 보장 등 ② 지지와 혜택을 누리다면 기여해야 하는 의무, 학습 환경의 조성 강조, 사회의 요구를 존중 등
2	① 책임있는 민주시민 양성의 책임 ② 창의융합형 인재 양성의 책임	① 교육내용에 대한 자기 내재화 ② 사회현상을 균형있게 보고, 과학기술적 창조력을 활용하여 개인과 사회 문제를 해결	① 자신의 생활과 밀접하게 연관되었음을 깨닫고, 문제 해결을 위해 학습동기를 지속적으로 유지 등 ② 현 세대와 미래 세대의 균형 등
3	① 과학기술의 사회적 영향력에 따른 책임 ② 기술을 책임감 있게 사용, 타인을 존중하는 책임	① 학생이 디지털 환경에서 책임, 권리 인식, 교사의 경험을 중요시 ② 윤리적 태도의 함양	① 학생의 발달과정을 고려하여 높은 단계로 발전 등 ② 책임감 있고, 능숙하고, 창의적인 사용자 양성 등
4	① 학습자의 자기실현과 사회적 자기실현을 유도하는 책임	① 사회의 질서, 변화를 유도하고 사회 문화적 기능을 담당	① 사회 교화기관으로 지역 문화의 전통적 거점 역할
5	① 교육목적으로서의 책임 ② 교육과정으로서의 책임 ③ 인재양성으로서의 책임 ④ 문화계승으로서의 책임	① 이기적 영달보다, 전도제민 역할 ② 실천적 학문으로서의 역할 ③ 사회적 책임을 회피하지 않는 교육의 역할 ④ 전통적인 문화를 교육으로서 계승하는 역할	① 도를 전수, 백성의 구제에 대한 사회적 책임 수행 ② 현실 사회를 개선, 사물의 이치를 탐색 ③ 국가나 사회가 위기에 처했을 때, 실질적 기여 ④ 전통을 존중하면서 성장하고, 이를 기반으로 혁신을 주도
순	주요개념	주요속성	주요 목표
6	① 교육 분야의 책임 ② 교육의 사회적 책임	① 과학교육, 대학교육 ② 사회문제를 해결하는 관점, 실천적인 성향	① 사회적 이슈를 과학적으로 해결, 지속가능한 사회를 실현 등 ② 학습은 문제를 해결하는 과정에서 자연스럽게 이루어지는 것, 협력하며 문제를 해결하는 과정, 자기 실현과 사회적 성장에 기여, 실제적 지식과 이론의 융합 등

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중국 대학생 사회적 책임 교육 연구에 대한 연구동향 분석

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<Abstract>

A term used in response to primary and secondary education, the highest level of school education. In other words, it is a generic term for university education after 12 years of education (4-year junior college) and graduate school education. It is also commonly referred to as tertiary education. The main institution that conducts higher education is the university.

Social Responsibility (SR) stands for 'C' in corporate social responsibility (CSR), which means that a company has a sense of responsibility for its impact on society and the environment as a member of society and takes the lead in transparent management and service. (Corporate) is a concept that allows social responsibility to be applied not only to corporations, but also to the government, labor unions, and civic groups.

As a higher education institution, a university is the main research base of the country and an institution that cultivates the human resources that society needs. A university is a social unit that has to prove its social value and necessity, but the exact meaning of social responsibility and its conceptual reality are still ambiguous (Baird, 2001; Scott, 2006). Therefore, various studies are being actively conducted on this. Therefore, the purpose of this study is to find out the trends of research on social responsibility of universities and to make suggestions and directions for future development of universities.

Keyword: University, Research Trends, Social Responsibility

<국문초록>

대학생의 사회적 책임의식은 책임의 주체가 정해져 있기 때문에 학계에서는 주로 책임의 내용과 책임의 대상의 차이에 따라 사회적 책임의식을 구분한다. 대학생들은 나라의 뛰어난 젊음의 중요한 부분이며 국가의 미래 발전의 중추이다. 그들의 사회적 책임 의식은 국가의 조화로운 발전과 사회주의의 번영과 직접적인 관련이 있다. 본 연구는 2015년 1월부터 2021년 10월까지 CNKI에 게재된 학술지 논문, 석·박사 학위논문을 연구 대상으로 선정하여 키워드 네트워크 분석을 진행하였다. 결과로써, 대학생, 사회, 책임감, 교육, 책임감, 훈련 등의 키워드가 자주 등장한 반면에 동시에 프로젝트, 책임감, 트렌드, 온라인 등의 용어에 대한 분석도 많아졌다.

주제어: 중국, 대학생 사회적 책임, 사회적 책임 교육, 동향분석

I. 서론

책임이란 일반적으로 책임 주체가 책임 대상에 대해 부담하는 책임 대상, 즉 누가 누구에게 어떤 책임을 지는가를 나타낸다. 예를 들어, 자녀에 대한 부모의 책임은 책임의 주체이고, 자녀는 책임의 대상이며, 양육은 책임의 대상이다(程雄飞, 2019). 대학생의 사회적 책임의식은 책임의 주체가 정해져 있기 때문에 학계에서는 주로 책임의 내용과 책임의 대상의 차이에 따라 사회적 책임의식을 구분한다. 다양한 책임 내용의 관점에서, 대학의 인재 생생 이념 노선의 주요 내용으로 생활 책임, 행동 책임, 인재 책임 및 피드백 책임을 포함하는 대학생 책임 교육 내용 시스템을 구축할 것을 제안했으며, 재능, 헌신하는 것이다(吴康妮, 2016).

대학생들은 나라의 뛰어난 젊음의 중요한 부분이며 국가의 미래 발전의 중추이다. 그들의 사회적 책임 의식은 국가의 조화로운 발전과 사회주의의 번영과 직접적인 관련이 있다(魏进平, 刘泽亚, 2015). 21세기에 당과 국가는 학생들의 책임감 교육을 매우 중시하고 있습니다. 2010년 5월 5일 원자바오 당시 총리는 국무원 집행회의를 주재하고 “국가 중장기 교육 개혁 및 발전 계획 개요(2010-2020)”를 검토하고 통과시켰습니다. 이것은 21세기에 진입한 중국의 첫 번째 교육 계획이며, 향후 일정 기간 동안 전국 교육의 개혁과 발전을 지도할 계획 문서입니다. 국가에 봉사하고 인민에 봉사하는 것“을 교육 발전의 중요한 전략으로 삼았다. 교육부 2010년 연례 업무 회의에서 다음과 같이 강조했다. 이제 이 두 가지 원칙에 기초하여 사회적 책임 의식이 있다.” 제8차 3차 전체회의에서 검토되고 승인된 “중요 전면적 개혁 심화 문제에 대한 중국 공산당 중앙위원회 결정“ 중앙위원회는 모두 “학생들의 사회적 책임 의식 제고“를 강조했다.

따라서 본 연구는 2015년 1월부터 2021년 10월까지 CNKI에 게재된 학술지 논문, 석·박사 학위논문을 연구 대상으로 선정하여 키워드 네트워크 분석을 진행하였다.

II. 연구방법

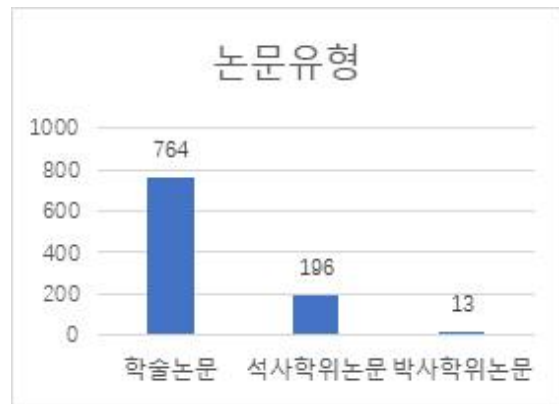
1. 논문의 선정

2015년 이전에는 대학생의 책임교육과 관련된 문헌에 대한 정량적 분석이 많았으나 2015년 이후에는 문헌에 대한 연구는 증가하고 문헌에 대한 통계적 연구는 적었다. 따라서 본 연구는 2015년 1월부터 2021년 10월 까지 CNKI에 게재된 학술지 논문, 석·박사 학위논문을 연구대상으로 선정하여 키워드 네트워크 분석을 진행하기로 하였다.

먼저 “대학생의 사회적 책임 교육”, “대학생의 사회적 책임 교육”, “사회적 책임 교육” 등의 키워드로 관련 논문을 검색하여 관련 논문을 선택한 후 중복 논문을 삭제하고 누락된 논문이 있는지 확인하였다. 서류, 연구논문 확인 후 선정된 모든 논문의 제목, 저자, 출판 년도 및 기관, 키워드, 초록 및 기타 정보를 정리합니다. 최종 선정된 논문은 [그림 1]과 [그림 2]와 같다. [그림 1]을 보면 2015년 151편, 2016년 146편, 2017년 160편, 2018년 174편, 2019년 144편, 2020년 135편, 2021년 10월말 발행되었음을 알 수 있다. 63개 기사. 논문 속성의 관점에서 보면 저널 논문 764편, 석사 논문 196편, 박사 학위 논문 13편이 있습니다.



[그림1] 발표 년도



[그림2] 논문 유형

2. 연구도구 및 데이터 분석

키워드는 문서 주제의 가장 작은 단위를 추출할 수 있으며 이는 연구 분야에서 핫 프론티어 문제를 분석하는 데 중요한 요소이다(王嘉颖, 2018). 키워드 네트워크 분석은 본질적으로 키워드에 대한 소셜 네트워크 분석으로 소셜 네트워크 내 행위자 간의 관계에 대한 정량적 연구와 소셜 네트워크 내 행위자 간의 관계에 대한 정량적 연구로서 소셜 네트워크 이론 중 하나이다(林聚任, 刘玉安, 泥安儒, 2004). 키워드 네트워크에서 서로 다른 키워드는 서로 다른 네트워크 노드를 구성하며, 이러한 네트워크 노드는 네트워크에서 작동하여 서로 관계를 형성합니다(郑家昊, 丁贵梓, 2020). 본 논문에서는 Textom을 사용하여 선택된 논문의 키워드를 정리하고, 매트릭스 모델을 구축하고, 데이터에 대한 단어 빈도 통계를 수행합니다. Gephi를 사용하여 키워드 중심 라인을 분석한다.

III. 연구결과

1. 핵심단어 빈도 분석

이 부분에서는 가장 자주 나타나는 상위 15개 키워드를 정렬하였다. 이 중 대학생은 나타날 회수 가장 많으며 806회에 도달하였다. 사회, 책임감, 책임감, 교육, 책임감은 각각 772회, 447회, 319회, 256회, 209회 나타났다. 이들의 나타난 횟수가 모두 200회를 넘었다. 즉 대학생, 사회, 책임감, 교육, 책임감, 훈련 등의 키워드가 자주 등장한 반면에 동시에 프로젝트, 책임감, 트렌드, 온라인 등의 용어에 대한 분석도 많아졌다.

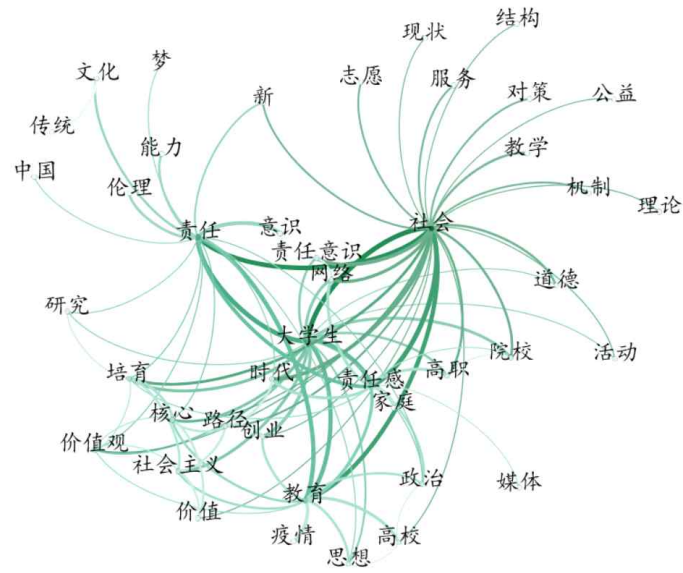
<표1> 핵심단어 빈도

대학생	806
사회	772
책임감	447
책임	319
교육	256
책임의식	209
육성	111
시대	93
가치관	73
고교	73
사상	67
경로	66
대책	60
핵심	60
정치	59

2. 중심도 분석

“중심도”는 노드가 소셜 네트워크에서 어떤 힘을 가지고 있고 그 중심적 위치가 무엇인지를 나타내는 것으로 소셜 네트워크 분석 및 연구의 핵심 포인트 중 하나이다. 중심도는 개인의 힘을 정량적으로 분석하고 전체 소셜 네트워크에서 개인의 지위를 측정한다. 연구는 Gephi 소프트웨어를 사용하여 중국 대학생의 사회적 책임 교육의 키워드를 분석하고 중심성은 아래 그림과 같다. 그림에서 노드는 키워드를 나타내며 소프트웨어가 클수록 키워드의 빈도가 높아지고 네트워크에서 더 중요한 위치를 차지한다. 선은 다른 키워드와 키워드의 친밀도를 나타내며 선이 굵을수록 더 가까운 뜻이다. 그림에서 대학생과 사회, 대학생과 책임감, 네트워크 환경에서의 사회적 책임, 인터넷 시대 대학생의 사회적 책임이 더 관련되어 있음을 알 수 있다. 그러나 미디어, 효율성, 전통문화, 현상태에 대한 연구는 상대적으로 적다.

소셜 네트워크의 밀도는 네트워크에서 지식과 정보의 보급 및 침투에 영향을 미친다. 밀도가 높은 네트워크는 상호 작용이 더 좋고 지식의 분석 및 보급이 쉬우며 분야의 심층 개발이 있다. 네트워크 밀도의 측정 범위는 [0, 1]이며, 값이 클수록 구조가 촘촘하고 반대일수록 구조가 느슨해지고 각 노드의 상관관계가 약해진다. 위의 그림에서 네트워크 밀도를 측정한 결과 저렴한 결과는 0.107에 불과해 현재 중국 대학생을 대상으로 하는 사회적 책임 교육에 대한 연구가 더욱 개선되어야 함을 보여준다.



[그림 3] 중심도 분석 결과

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 郑家昊, 丁贵梓, 陕西师范大学学报(哲学社会科学版), 2020年7月, 49 (4) . 165-176

Analysis of ESR execution status of overseas Korean schools.

Jeong Yongseok

<Abstract>

Education is constantly trying to change in order to cultivate new talents needed in the rapidly changing future society. Of course, it is also pursuing the essential purpose of individual self-realization. In this context, ESR, which allows learners to achieve individual growth and sustainable development of society in the process of solving social issues in life on their own, can also be understood.

Unlike in Korea, overseas schools are unique schools that compete with curriculums in various countries and accept changes in education. As the direction of education in Korea, education according to the relationship with the country to which the school belongs, and the curriculum of the surrounding international schools are affected, a curriculum that is not easily seen in Korea is operated. In this study, the ESR was implemented by analyzing the middle and high school curriculum of six overseas schools with conditions for pursuing diversity in the curriculum due to the large number of classes. In the case of analyzing seven overseas schools and executing them as programs within the subject, ESR opened and executed subjects, which are the main activities, and the status was identified and analyzed by dividing them into three areas. In the case of executing a program within the subject, there were short programs in the first and second sessions depending on the teacher's competence and experience, and there were long programs in the 10th or more sessions. Like the 10th design thinking program conducted in the integrated society curriculum, programs suitable for achieving ESR's objectives such as human-centered exploration of social issues, making solutions and proposing policies, or planning campaign activities were found. When students are in the process of dealing with social issues from one semester to two semesters, it is possible to maintain concentration and explore at a high level, making it easy to achieve the purpose of ESR. Five overseas schools opened more than one subject in the nature of task exploration, and two schools opened more than three subjects. The second school, which opened three or more subjects, developed and operated subjects that analyze social issues in the country to which it belongs. In the case of implementing in the field of comparison, there were two schools that operated MUN, a program in which many international schools participated, and one school that operated social problem performance activities that turned social issues into plays or UCCs. Looking at the creative experience activities of the six schools, due to the nature of international schools, the number of units should be devoted to English and second languages, so the four units of creative experience activities are reduced to two to three units, so various comparison programs were not operated. There are two reasons why ESR is being pursued more actively in the subject area than in the comparative area. The first is the autonomy of the course opening process. Unlike in Korea, where schools have to find the education they want to try in the exam subjects, overseas schools have the autonomy to open and operate their own subjects. Therefore, ESR-related subjects were also able to be opened in various ways because education agreed to be necessary was immediately developed and organized as

subjects. Second, there are active program development activities conducted by teachers in cooperation. For example, according to the "Vietnamese Society and Culture" developed and operated by Vietnamese language teachers and social teachers, teachers cooperated to create curriculums, and developed and operated textbooks. In addition, subjects such as "The Fourth Industrial Revolution and China" and "Understanding Humanities and History" were also being developed and operated. Subjects under development included "economic calculus" to be operated by math and social teachers, and "international issues and organizations" to which social and English teachers try to bring MUNs in the non-subject area into subjects. The case of ESR implementation centered on overseas schools shows that in order to expand ESR to domestic schools and teachers, policy support such as autonomy in curriculum and efforts for teachers to actively develop subjects or programs are needed.



재외한국학교의 ESR 실행 현황 분석

정용석

- 서론
- 재외한국학교 현황
- ESR 실행의 의미
- ESR 실행 방법
- 연구대상 및 방법
- 연구결과
 - 재외한국학교 교육과정
 - 재외한국학교 교과 교육과정 속의 ESR
 - 재외한국학교 비교과 교육과정 속의 ESR
- 결론 및 제언

서론

재외한국학교 현황

16개국 34개의 재외한국학교 운영

일본	중국	대만	베트남	사우디아라비아	인도네시아	싱가포르	태국
4	13	2	2	2	1	1	1
필리핀	파라과이	아르헨티나	러시아	이란	이집트	말레이시아	캄보디아
1	1	1	1	1	1	1	1

중국에 재외한국학교가 늘어나고 있으며, 대규모 학교(학년당 3학급 이상)는 중국과 베트남에 분포함

한국의 교육과정에 따라 교과서도 공급받고 있음
일부 학교의 경우 NEIS시스템을 운영하고 있음

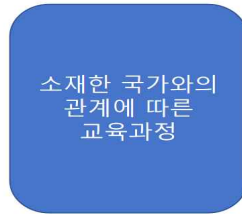
서론

재외한국학교 현황

교육과정의 특징



한국의 교과 편재 수용
한국의 이수단위 적용
한국의 평가기준 적용



비교과 활동 편성
새로운 과목 편성
영어교과 비중 높음
현지어 교과 개설

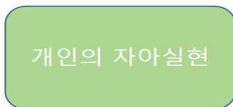


AP 응시
각종 외국어 시험 응시
바칼로레아에 관심을 가짐

서론

ESR실행의 의미

교육의 목적



삶 속에서의 사회적 이슈를 학습자들이 스스로 해결하는 과정



융합적 사고, 초연결 문제해결력, 지능적 협업, 사회적 책임감을 성장시킴

ESR의 실행

교과 속에서 내용과 방법으로

영국
인문학 교육과정 프로젝트
(The Humanities Curriculum Project)

목적 : 사회적 상황과 인간의 행동 그리고 이것들이 초래하는
논란이 많은 가치 쟁점들을 이해하는 것
방법 : 인문학, 사회과학, 예술 분야의 학문 지식을 두루 사용하여
인간의 문제들 (human issues)을 학습(Stenhouse)
문제 : 논란이 많은 사회적 쟁점

새로운 교과 개설하여

한국
사회문제탐구
(Research on social issues)

목적 : 다양한 사회 문제를 탐색하고 원인과 해결 방안을 과학적으로
연구하는 것
방법 : 인문학, 사회과학, 예술 분야, 공학 등의 학문 지식을 융합적으로
사용하여 문제를 해결하는 과정을 학습
문제 : 논란이 많은 사회적 쟁점

연구 대상

연구대상

재외한국학교 중 비교적 규모가 큰 7개 재외한국학교의 고등교육과정(10~12학년)을 연구대상으로 함
대상학교가 속한 지역은 중국 4개, 베트남 2개, 인도네시아 1개임

선정 이유 : ESR을 교과 속에서 실행하는 것은 재외학교의 규모에 관계없지만, 새로운 교과를 개발하고
편성, 운영하기 위해서는 교사의 숫자가 충분히 많은 재외한국학교에서 가능할 것으로 판단함

심층 연구 대상

베트남에 속한 1개 재외한국학교를 보다 심층적으로 분석함.

선정 이유 : 재외한국학교 중 규모가 가장 큰 편이며, 유일하게 완전 선택형 교육과정을 운영하고 있음

연구방법

연구방법

연구대상 학교의 학교교육계획서를 분석

세부 연구방법

교과교육과정 편성안 분석

비교과체험활동 분석

학교 특색 프로그램 분석

연구결과

재외한국학교 교육과정

공통점

7개 재외한국학교의 교육과정을 보면 한국의 학교에 비해 영어와 제2외국어의 시수가 많음
영어와 제2외국어의 원어민 교사가 확보하여 원어민 수업과 한국교사의 수업이 과목으로 분리되어 있음
영어와 제 2외국어의 시수가 높은만큼 나머지 교과 수업 시수는 적은 편임

한국의 경우 4단위의 창의적 체험활동을 운영하고 있지만, 재외한국학교의 경우 영어와 제2외국어로 인해 발생한 나머지 교과의 수업 시수를 확보하기 위해 창의적 체험활동의 시수를 줄여서 운영함

교과 속에서 프로젝트 수업을 진행하거나 비교과 체험활동의 행사와 연계한 수업을 진행하고 있음.

연구결과

재외한국학교 교과 교육과정 속에서의 ESR

과제탐구 교과 운영

사회와 인간에 대한 다양한 측면을 탐색하여 문제를 발견하고, 해결책을 찾아, 실현해 보는 과제탐구 성격의 교과는 ESR을 실행하고 있는 교과로 볼 수 있음

7개의 재외한국학교 중 5개의 재외한국학교에서 1개 이상의 과제탐구 교과를 운영함

3개 이상의 과제탐구 과목을 운영하는 재외한국학교도 2개가 있었음.
이 2개 학교는 소재한 국가의 사회 이슈를 탐색하고 분석해 보는 교과를 개발하여 운영하고 있었음

ESR 실행이 가능한 과제탐구 교과를 많이 개설하고 있으며, 개설 교과 수도 증가하고 있음

연구결과

재외한국학교 비교과 교육과정 속에서의 ESR

국제학교에서 많이 운영하고, 공동으로 참여하기도 하는 MUN(모의유엔) 프로그램 운영 학교 2개교

사회문제를 연극이나 UCC로 풀어내는 사회문제 퍼포먼스 프로그램 운영 학교 1개교

사막화와 미세먼지와 같은 환경문제를 다루는 프로그램 운영 학교 1개교

공공디자인 개념의 창업 프로그램 운영학교 2개교

창의적 체험활동 시수의 축소로 전체적으로 프로그램의 수가 적음

연구결과

심층연구 대상 분석 결과

심층연구 대상의 교과 내 ESR실행

통합사회 교과 내의 ESR 실행 (통합사회 교과의 목적과 구성이 ESR에 적합한 면이 있음)

10차시 디자인싱킹 프로그램 운영

- 사회이슈, 다양한 문제를 인간중심적으로 탐색하고, 해결책을 만들어 정책으로 제안하거나, 캠페인 활동을 기획하고 실행함

본인들이 직면하고 있는 사회 문제 탐색

- 재외국민 특계전형을 비롯한 다양한 입시 제도에 대해 탐색하고 토론하는 과정 운영

심층연구 대상의 교과 개발 ESR실행

소재지역의 사회 문제를 역사, 문화적 관점에서부터 탐색하여 해결책을 찾아내는 교과를 개발하고 운영 - 사회 교사와 베트남어 교사가 Co-teaching

고등학교의 과학 선택과목을 PBL(Project base learning) 교과로 개발 운영

연구결과

분석 결과

교과 내 ESR실행

교육과정의 방향성이 교과 내 ESR 프로그램의 활성화 정도에 영향을 미침

AP시험 대비, 혹은 특례입학의 지필평가 준비로 교육과정의 방향성이 정해진 경우 ESR을 실행하기 위한 프로그램 운영에 적극적인 지원과 격려가 투입되지 않아 활성화가 미약함

교과 개발 ESR실행

한국에서는 거의 볼 수 없는 모습이 ESR의 실행에 중심을 둔 교과를 직접 교사들이 개발하고 운영하는 것임

한국에서 볼 수 없는 이유는, 교과를 개발하고 교과서를 인정받아 교과를 개설해야 하는 절차를 일반적으로 교사들이 수행하는 것은 불가능함

재외한국학교에서는 새로운 교과를 개설하고 승인받는 과정이 비교적 간단하며, 편재하여 운영할 수 있는 자율성이 부여되어 있음

결론 및 제언

결론 및 제언

결론

재외한국학교는 비교과보다는 교과에서 ESR을 실행하고 있는 경우가 많았다.

교과 내에서의 ESR실행은 학교의 교육과정 운영 방향에 영향을 받고 있다. AP나, 입시의 필답고사를 준비하는 경우보다는 경험, 활동 중심을 역량을 강조하는 경우에 ESR의 실행이 많이 나타났다.

비교적 한국에 비해 새로운 교과를 개설하고 승인받고, 운영하기 쉬운 여건으로 인해 ESR과 관련된 과목을 개발하고 운영하는 사례를 볼 수 있었다.

제언

ESR의 실행을 활성화시키기 위해서는 과목 중심의 교육과정에 대한 고민이 필요하다. ESR을 실행할 수 있는 새로운 교과를 개발하고 운영하고 있는 재외한국학교의 경우, 여러 교과의 교사들이 경계를 허물고 함께 연구하고, 적용하고 있는 모습을 고찰해 볼 필요가 있다.

교사의 교육과정에 대한 자율권의 확대에 대해서도 고민해볼 필요가 있다. 사회적 이슈는 오래전부터 있어왔던 것도 있지만, 최근에 생긴 것도 있다. 교육과정의 개편이 단시간에 이뤄지는 것이 아님을 고려하면 교사의 교육과정에 대한 자율권을 확대할 때 더 빠르게 대처할 수 있을 것이다.

Research on the Innovation of “Whole-process Practice” Training Strategy for Preschool Education Majors in Universities under the Background of “National Ten Articles”

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<Abstract>

According to the country's requirements to "do a good job in preschool education in normal colleges and universities" and the reflection on the quality of students' education in the past period, we have carried out the reform of the "whole-process practice". In our ten years of practice, we have explored the following effective strategies: (1) "Through the whole process" strategy: reconstructing the relationship between theory and practice and linking the practice period to the four years of undergraduate study; (2) "Internal and external linkage" strategy: building high-quality practical training bases, and closely linking internal and external practice bases; (3) "Professional and complementary" strategy: cultivating "dual-teacher" team of teachers; (4) "Reverse design" strategy: allocating educational resources at the center of learning.

Keywords: "Several Opinions of the State Council on the Current Development of Preschool Education", whole-process practice, Strategies

In order to solve the problem of "difficult and expensive entry into kindergarten", the Chinese government announced in November 2020 "Several Opinions of the State Council on the Current Development of Preschool Education" (Wang, 2018), put forward ten new policies (referred to as "National Ten Articles"), the third article is "various ways to strengthen the construction of early childhood teachers". It calls for "accelerating the construction of a team of early childhood teachers with high moral character, love for children, excellent professional knowledge and reasonable structure", improving the training system for early childhood teachers, and "doing a good job in preschool education in colleges and universities". These are policy guidelines for the development of preschool education in colleges and universities, and as a member of these organisations, we have also begun to think seriously about how to further improve the quality of talent education.

The Bachelor's Program in Preschool Education at Qingdao University was established in 2006 and the first cohort of students graduated in 2010 (Wang & Ma, 2020). To better understand the students' development after entering the program, we conducted a survey among kindergarten directors after six months. Directors generally indicated that students were professionally minded, hard-working, good at thinking, and strong at research, but "slow to

start" and "poor at leading classes." In our opinion, the cause of this situation is that students have few opportunities to practice in the pre-professional stage and have few practical skills. As a local university, we need to change this situation as soon as possible in order to produce excellent teachers for the development of local preschool education. Therefore, we have begun to research the reform of education "whole-process practice". During the reform process of more than ten years, we have explored the following strategies:

1. "Through the whole process" strategy: reconstructing the relationship between theory and practice and linking the practical period to the four years of undergraduate study

The practical aspects of preschool education are more diverse and include operational practice in theoretical courses, apprenticeship, internship, research, thesis, social practice, and innovative project research. The traditional practice is to focus on teaching a professional internship in the third year and a practicum and thesis in the fourth year, while leaving other practical activities to the decision of the teachers of the courses.

This educational path encounters two problems: first, daily practice is not focused and lacks integration and articulation; second, practice is too focused, making it difficult to develop practical skills gradually.

The basic starting point of the "whole-process practice" reform is to change this situation. We have built a progressive system for professional practice during the four years of undergraduate study. It is divided into four main phases, namely the cognitive practice phase (first and second semesters), the basic practice phase (third and fourth semesters), the operational practice phase (fifth and sixth semesters), and the innovative practice phase (seventh and eighth semesters).

The main reason for establishing different practical emphases for each level is that they are closely related to the theoretical study of each level. For example, the main courses in the first year of study are professional basic courses - "Preschool Health", "Psychology of Child Development", "Pedagogy For example, the main courses in the first year are the basic courses of the program - "Preschool Health", "Psychology of Child Development" and "Pedagogy".

For example, in the third year, students have already learned the five major areas of kindergarten health, language, social, science, and art, so they have to do practical work and extensive practice, so it is mainly "operational practice."

The idea and requirement of comprehensive practice naturally encouraged the reform of theory courses. On the one hand, some theory courses have been reduced to fewer credits, forcing faculty to streamline content and think about the space for integration with practice. On the other hand, some courses that placed too much emphasis on theory lectures have begun to strengthen practical sessions and flexibly use contextual analysis, video observation, case seminars, problem-solving learning, etc. At the same time, the nature of grading assessment has changed from static assessment that focuses on structural subject knowledge and skills to dynamic assessment that focuses on theoretical application and practical performance.

2. "Internal and external linkage" strategy: building high-quality practical training bases and closely linking practical training bases inside and outside the university

We deepen the construction of the whole-process practice base inside and outside the school in a planned and systematic way according to the different practice needs of students from the first to the fourth year. In recent years, universities and colleges have invested a lot of money in renovating, expanding and building new experimental centers for teacher education. Some of these laboratories are exclusively for preschool education, such as piano,

craft, painting, and dance rooms, while others are shared by different disciplines.

The on-campus lab provides students with a stable and varied space to practice, which helps them practice repeatedly. The selection of off-campus practice sites follows the principle of diversity, considering kindergartens of different types, different levels, and different characteristics to help students understand the real future work environment and prepare in advance.

Another example is linking externally to internally, when students participate in teaching and research interactions in kindergartens and become interested in the content and methods of collegial support of kindergarten teachers, so they use this as a topic for their dissertation. Either way, the linkage helps students achieve direct interaction between theory and practice, between their personal subjective interest in inquiry and external objective conditions, and students' practical knowledge, skills, and wisdom are slowly developed.

3. "Professional and complementary" strategy: cultivating a "dual-teacher" team of teachers

As with any educational and instructional reform, the whole-process practice reform cannot be achieved without the core guarantee of a high-quality teacher team. A "dual-teacher" team that can both teach theory and teach practice is most ideal, but difficult to achieve in a short period of time due to a variety of factors. Therefore, we have chosen the idea of "professional and complementary" structure. We hire teachers and researchers, famous teachers, famous gardeners, and teachers from practice as part-time practice teachers, and each professional teacher chooses one or two members from the pool of practice teachers for stable pairing and long-term collaboration, abandoning the traditional practice of more casual and less substantial collaboration in the past.

We have explored several effective strategies for collaboration. The first is thematic. Thematic research is a common focus of universities and kindergartens. Universities and kindergartens look for appropriate entry points to participate in each other's research, support each other, and benefit together.

For example, early reading is offered in some kindergartens, and college faculty are working on a school-based curriculum. So the two decided to use early reading as a connecting point for their garden-based curriculum research and to guide students to apply for innovative projects at the university and write their senior thesis.

The second type: on-site mentoring. College faculty are regularly "stationed" in kindergartens to guide, direct, and mentor kindergarten teaching and research as experts. In this way, the kindergarten successfully becomes a second classroom, accessible to students at all times.

The third point: case development. Kindergarten teachers experience a variety of reform stories in their practice, and these stories help students understand practice in a more holistic way. We have developed a four-step strategy for case development: "Doing, Researching, Processing, and Learning." "Doing" refers to teachers' and students' participation in, understanding of, and engagement with cases; "Research" refers to teachers' and students' use of theory to explain, analyze, and study cases; "Editing" refers to teachers' and students' selection of typical events; and the careful preparation of "Learning" refers to teachers' and students' teaching seminars inside and outside the classroom around cases. In these strategies, the respective advantages of professional teachers and practical teachers come into full play.

4. "Reverse design" strategy: learning-centered allocation of educational resources

Whether it is the expansion of practice time or the development of practice bases and "full-time and supplemental" teaching teams, all of these are about the allocation of educational resources, the organization of the curriculum, and the delivery of instruction with

student "learning" at the center. In addition, the whole-process practice reform also pays much attention to the "output" after practice. We design the knowledge and competence modules of the whole-process practice reform in the reverse direction to the goals of professional education and graduation requirements, relying on the concept of "output-based education" (OBE), which is currently attracting much attention.

Existing educational goals establish five expectations for student professional performance approximately five years after graduation: a good teacher ethic, comprehensive knowledge, sound skills, good teaching, and lifelong development. Graduation requirements that support the achievement of these goals are divided into 8 dimensions and 26 indicators. These indicators are the "outcomes" to be achieved in both theoretical courses and professional practice that permeate the goals, content, instruction or guidance, and assessment of both.

The path between "inputs" and "outputs" of the full practice reform was evident in the adaptation and improvement of "output"-based instruction. Teachers felt that they had a clear idea of what they wanted to accomplish and how to accomplish it when guiding students in practice. Students also felt that the purpose of each practice activity was clearer and that there were specific understandings about what they were supposed to see, do, and think about in kindergarten, rather than simply repeating the movements.

Through the whole-process practice, students have accumulated practical knowledge, developed practical skills and formed practical wisdom first. In recent years, the employment rate of preschool graduates has been over 98%. In addition, graduates are highly praised by employers, and "fast start and good adaptability" has become the most common evaluation of kindergartens for graduates.

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