



Tuning Asia – South East (TA-SE)

Tuning for Teacher Education in South East Asia Region

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The Teacher Education Subject Area Group

Chulalongkorn University

Prince of Songkla University

Sanata Dharma University

University of San Agustin

University of San Carlos

Universitas Pendidikan Indonesia

(Indonesia University of Education)

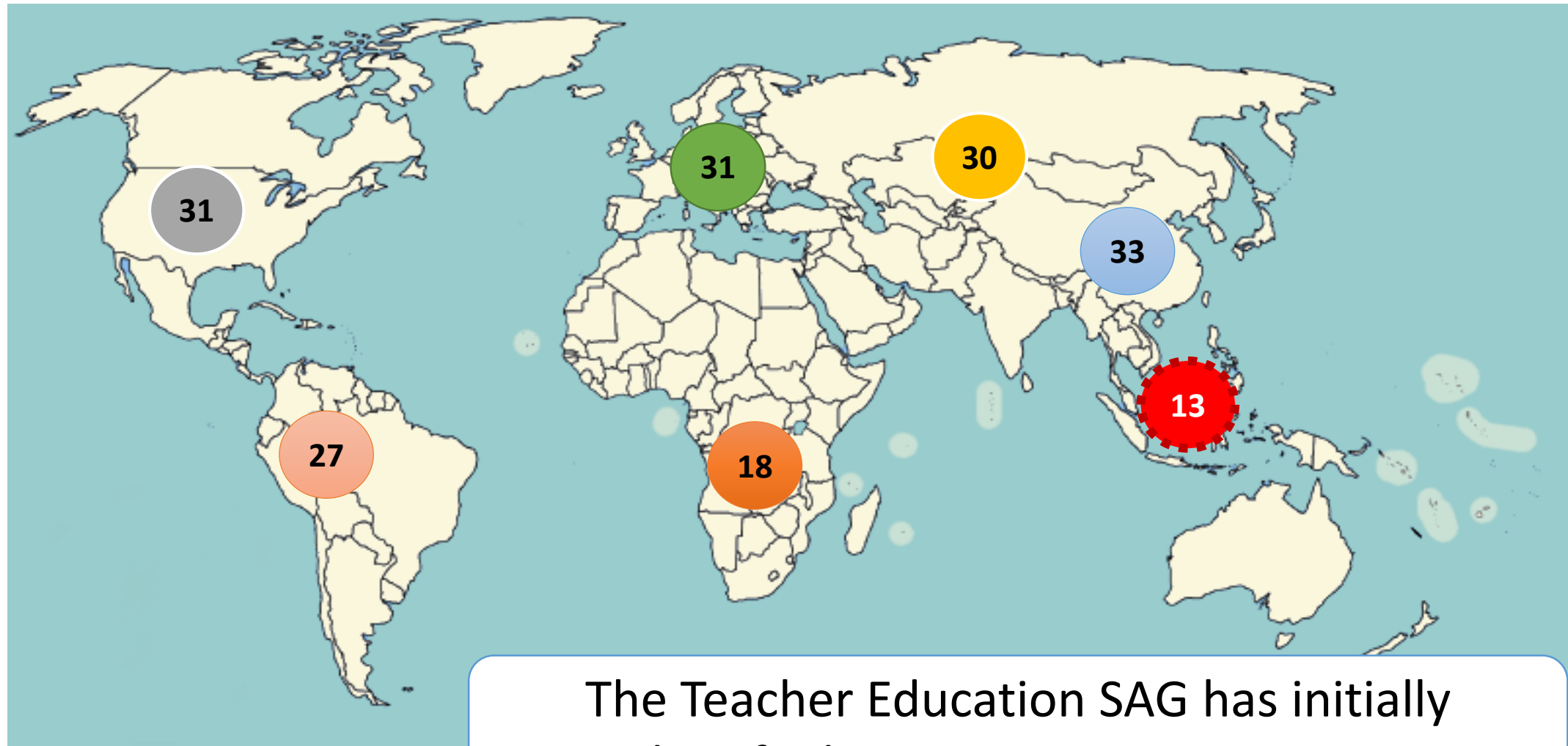
Universiti Sains Malaysia

Universiti Teknologi Malaysia

West Visayas State University

Yangon University of Education

GENERIC COMPETENCIES IN DIFFERENT REGIONS



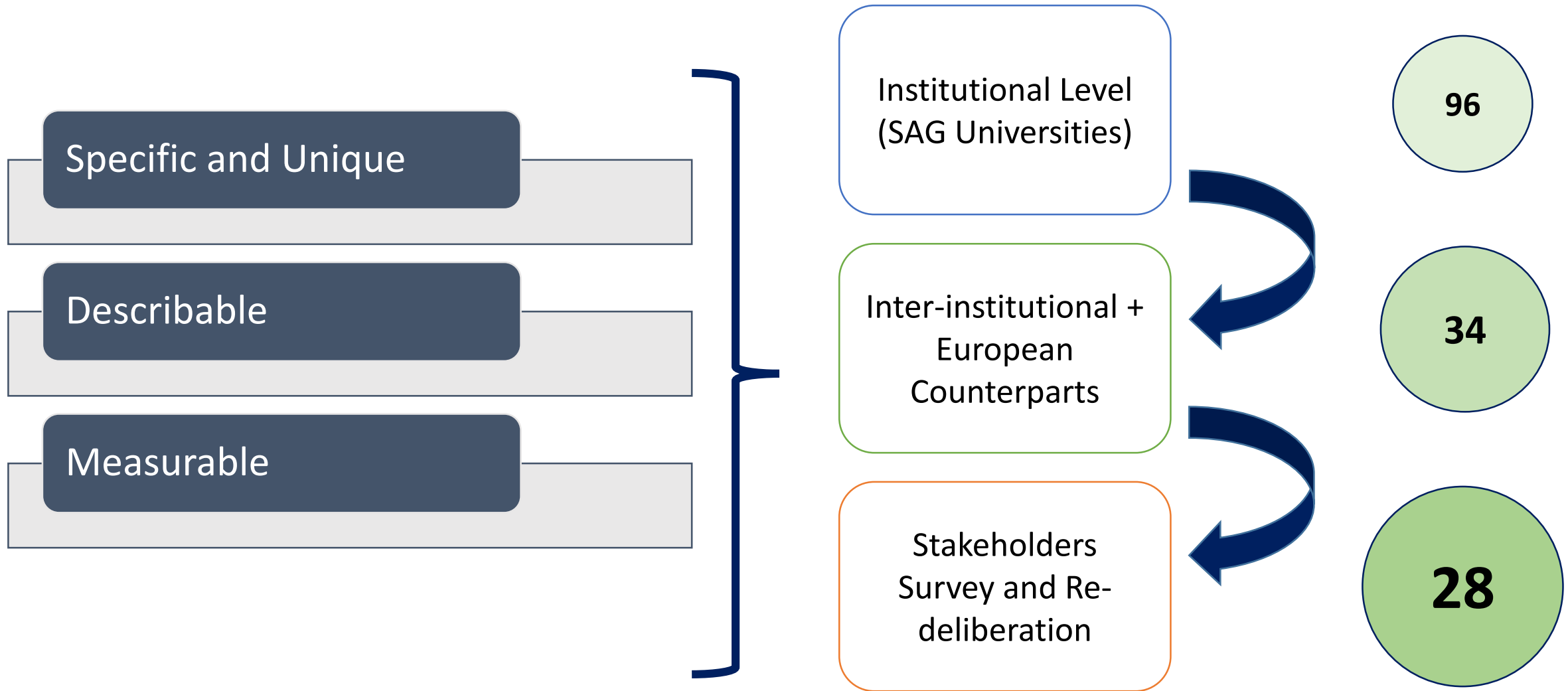
The Teacher Education SAG has initially identified **34** generic competencies.

GENERIC COMPETENCIES

1. Ability to work collaboratively and effectively in diverse contexts
2. Ability to use information and communication technology purposefully and responsibly
3. Ability to uphold professional, moral and ethical values
4. Ability to demonstrate responsibility and accountability towards the society and environment
5. Ability to communicate clearly and effectively
6. Ability to think critically, reflectively and innovatively
7. Ability to understand, value, and respect diversity and multiculturalism
8. Ability to carry out lifelong learning and continuous professional development
9. Demonstrate problem solving abilities
10. Ability to initiate, plan, organize, implement and evaluate course of actions
11. Ability to conduct research
12. Ability to demonstrate leadership attributes
13. Ability to apply knowledge into practice

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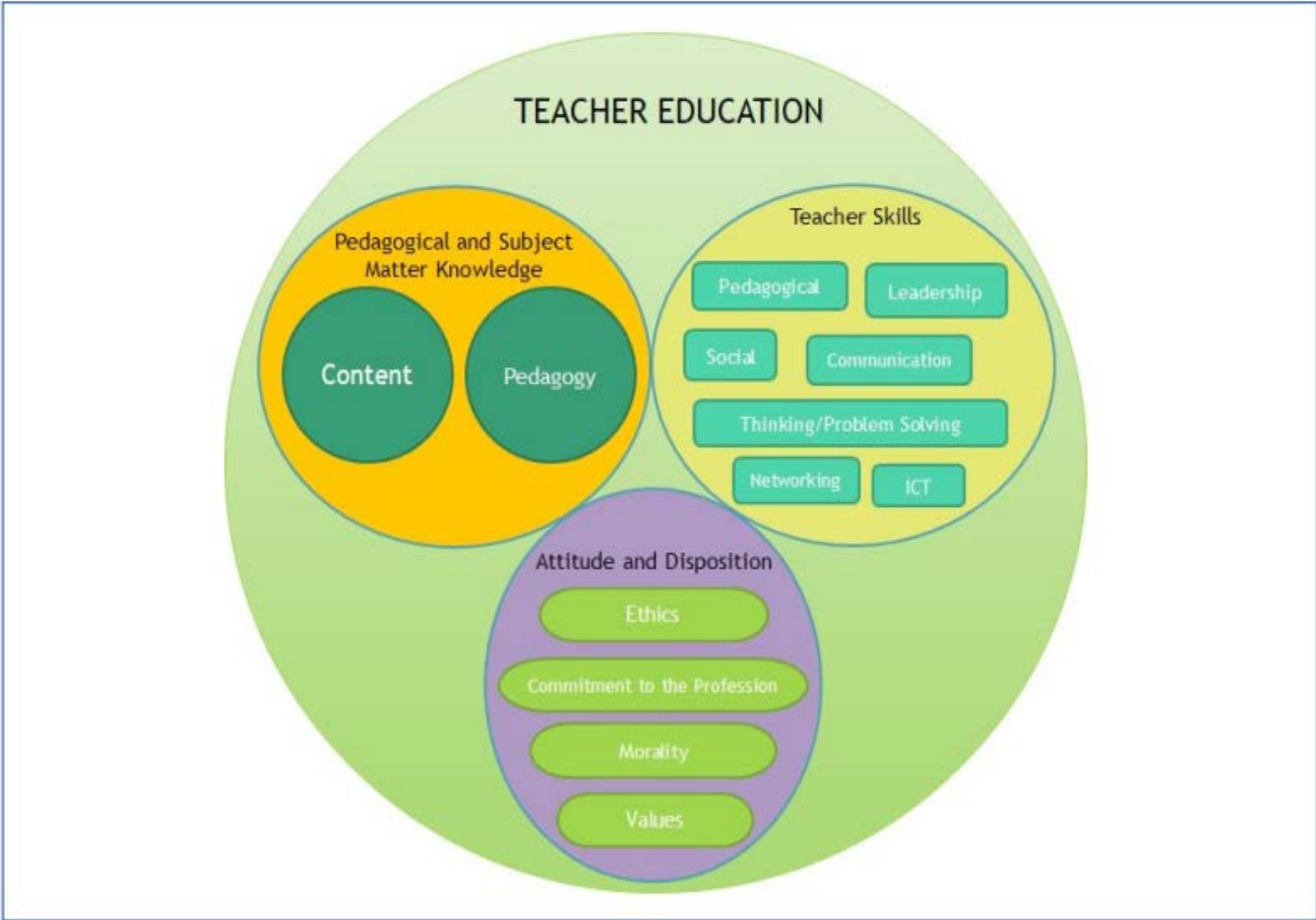
SPECIFIC COMPETENCIES for TEACHER EDUCATION



SPECIFIC COMPETENCES for TEACHER EDUCATION

1. Have a meaningful and comprehensive knowledge of the subject matter they will teach
2. Ability to understand educational philosophy
3. Understand pedagogy and learning approaches related to a specific specialisation
4. Comprehend concepts of testing, assessment and evaluation of learning
5. Understand the curriculum development process, its structure, content and expected learning outcomes
6. Understand the different characteristics of learners
7. Ability to use research findings to improve teaching and learning
8. Demonstrate understanding of theory of multiculturalism and learning

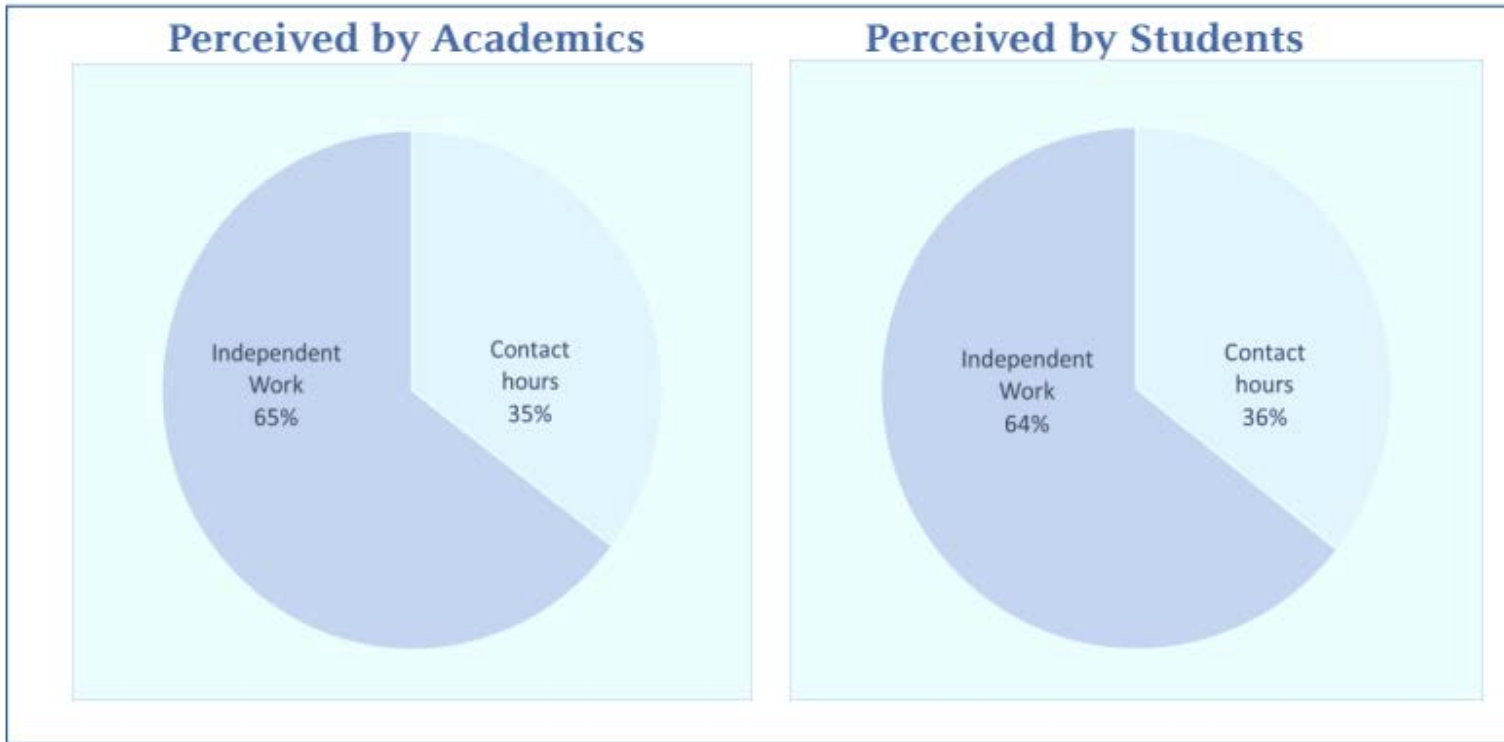
SOUTHEAST ASIA TEACHER EDUCATION METAPROFILE



Programme (Re)Design Output

1. Name of the new or revised programme
2. Length and level of the programme
3. Explain the social need of the new or revised programme.
4. Future fields, sectors of employment/occupation of graduates
5. Description of the degree profile of the new programme or a revised programme in terms of generic and/or subject-specific competences. Definition of competences and formulation of learning outcomes at programme level.
6. Link of the degree with the agreed meta-profile
7. Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies
8. Programme overall consistency
9. Internal Quality Control/Enhancement
10. Other relevant aspects

Consideration of Student Workload



Most importantly: Studies on student workload seemed to be non-existent in the southeast Asian context.

Initial Identified Gaps

97% Academic vs. 80% students on awareness of planned independent work

Relatively excessive workload (63 hours of study that is roughly 12.5 hours per day)

Teacher Education seems to have labeled “other categories” in identifying independent work (compared to Med and CE)

Seemed inequitable distribution of workload across disciplines and study areas vis-à-vis identified competencies

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Bachelor of Elementary Education

Bachelor of Education in Art Education

Critical Reading and Writing Class

Bachelor of Special Needs Education – EST

Bachelor of Special Needs Education – ECEd-MontEd

Bachelor of Primary School Education

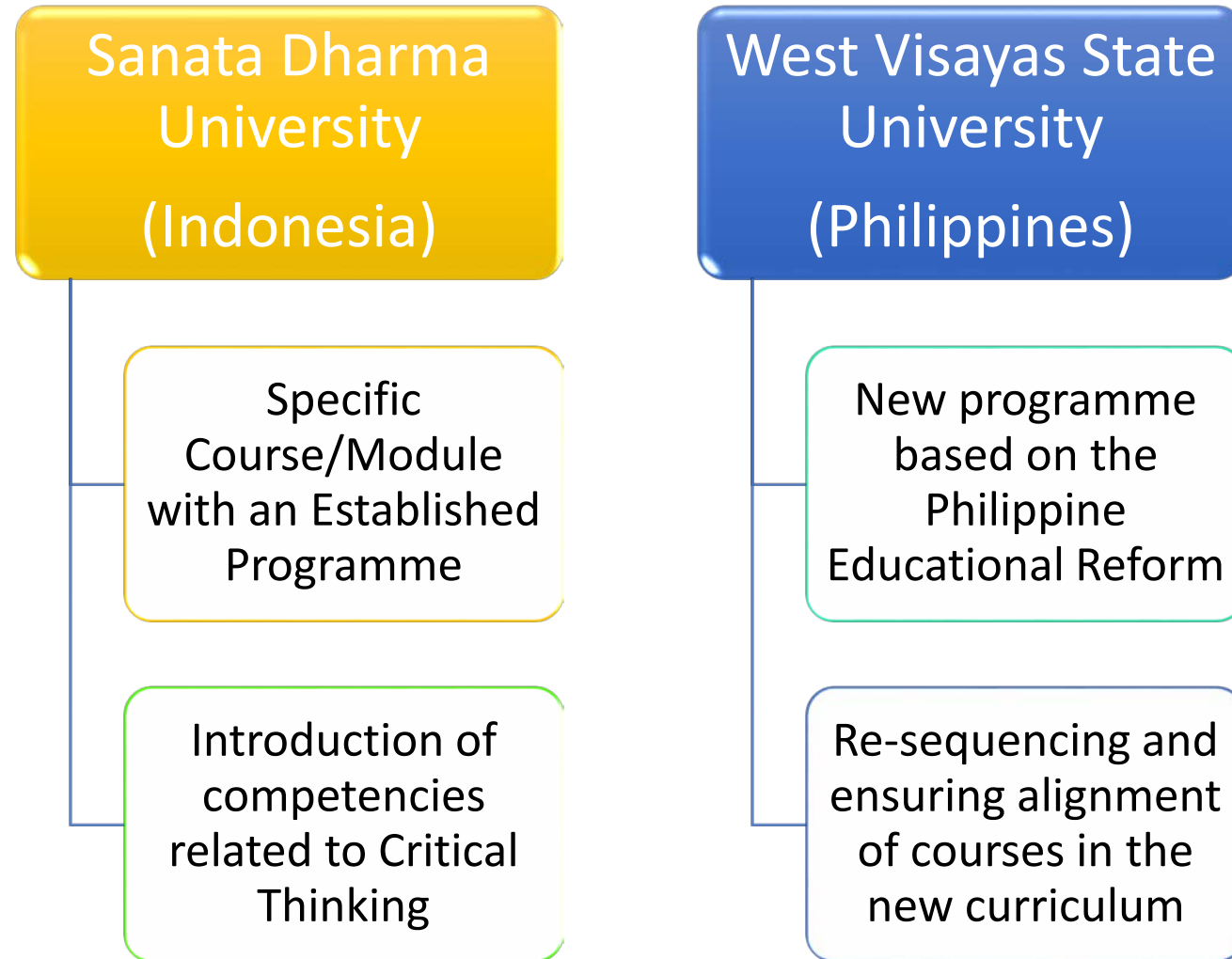
Bachelor of Education – TESOL (w/ Honours Degree)

Bachelor of Technology with Education

Bachelor of Elementary Education

Bachelor of Education

Cases of Implementing Universities





Daghan Kaayong Salamat!
Thank you!

