

# Tuning

Asia - South East

## Reference Points for the Design and Delivery of Degree Programmes in Teacher Education



Co-funded by the  
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of the European Union



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2019  
University of Deusto  
Bilbao

## **Reference Points for the Design and Delivery of Degree Programmes in Teacher Education**

Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Teacher Education. Subject area group including experts from South East Asia and Europe has developed this document in consultation with different stakeholders (academics, employers, students and graduates). This publication has been prepared within Tuning Asia – South East (TA-SE) project 573760-EPP-1-2016-1-ES-EPPKA2-CBHE-JP.

This project has been funded with support from the European Commission. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Cover design: Estugraf Impresores, SL (Madrid)

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Apartado 1 - 48080 Bilbao

e-mail: publicaciones@deusto.es

ISBN: 978-84-1325-048-9

Printed in Spain

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Internationalisation of higher education in Southeast Asia is a multidimensional process that promotes the development of an integrated higher education space in the region. In this context the ASEAN University Network (AUN) plays a crucial role, providing a platform for discussions on policy development for higher education, and strengthening existing cooperation networks among universities in Southeast Asia.

In 2016, AUN and the Tuning Academy started an Erasmus+ project with the goal of achieving cross-border collaboration, sub-regionally and regionally, in curriculum development, educational standards and quality assurance; joint structural convergence, consistency of systems, as well as compatibility, recognition and transfer of degrees in order to facilitate mobility. As a result, the Tuning TA-SE project was adopted as a possible instrument for advancing the Southeast Asian cooperation process with curriculum at the heart of the initiative.

The Tuning Asia-South East (TA-SE) project uses the “*Tuning methodology*”, which has been successfully implemented in 130 countries since 2000. It is a university-driven project which aims to offer higher education institutions and subject areas a concrete approach to implementing competency-based and student-oriented approaches. Most importantly, Tuning has served as a forum for developing reference points at subject area level. These are relevant for making programmes of studies comparable, compatible and transparent.

According to Tuning, the change from a staff-centred approach to a student-oriented approach emphasises the fact that it is the students who have to be prepared to the greatest extent possible for their future roles in society. At this moment in the global process of reforms in higher education, it is experientially clear that it is not enough just to desire change, or even to programme it at the general level, but rather it is necessary to consider processes and tools at the institutional level.

The TA-SE project has brought together a group of experts, highly qualified in their fields, from 23 reputed higher education institutions in 7 countries in Southeast Asia (Cambodia, Indonesia, Malaysia, Myanmar, the Philippines, Thailand and Vietnam). It has provided a structured way for them to work together, both on issues regarding 3 subject areas (Civil Engineering, Medicine and Teacher Education) and on aspects relevant to the entire area of higher education. Much of Tuning's work focuses on the role of subject areas. This aspect of Tuning reflects the conviction that only those who have actual knowledge and experience in teaching and research at an advanced level can create the framework for developing new programmes and guarantee their quality, in design and delivery, in the new global context.

The TA-SE project has provided a platform for developing understanding and insight into how this can be best accomplished. In a carefully organised process of dialogue and debate, all the universities involved have reached deeper levels of understanding regarding the elements which constitute the essence of degree programmes in a national and international setting. Both common and diverse elements have been identified and formulated in wording which is commonly understood. For the last nineteen years, Tuning has proved to be an effective way of reaching international consensus while respecting –and indeed positively implementing– the rich diversity of educational traditions and the specific experience and insight of different subject areas.

In the course of its operation, the TA-SE project has developed a common language and conceptual framework. Thus, it favours dialogue between different academic traditions and facilitates mutual understanding and transparency between universities and the broader community of stakeholders –i.e. ultimately society at large. It has stimulated a process of reflection, development and innovation in higher education programmes. All of this has constituted an intense and demanding, but ultimately useful and rewarding, learning process for all involved. The TA-SE project empowered those who are responsible directly for the design and implementation of curricula. The hands-on experience gave them the know-how and confidence to roll it out for their colleagues in other degree programmes.

The three subject area groups in TA-SE (Civil Engineering, Medicine and Teacher Education), developed final documents following a similar procedure to obtain their results. Through discussion, creation of reciprocal knowledge and mapping the ways the discipline is learned and taught in the various countries, insight was gained and consensus built on what constitutes the vital core of each subject area.

This book reflects the outcomes of the work done by the Teacher Education Subject Area Group in the TA-SE project and shows in synthesis the consensus reached after intense, prolonged and lively discussions. The outcomes are presented in the standard format, introducing the methodology developed to design and to deliver degree programmes on the basis of well identified profiles and how this can be expressed in competencies and translated into learning outcomes. In general terms, we may consider that TA-SE project developed reference points for the design and implementation of degree programmes in Southeast Asia.

In the carrying out of the TA-SE project, the collaboration of numerous academics and administrative staff from Southeast Asian countries has been essential. A remarkable degree of talent, expertise, generosity, loyalty and commitment has distinguished the TA-SE project. We owe great gratitude to all the academics involved directly and indirectly in the elaboration process. They have shown tremendous commitment and imagination, finding new solutions and ways forward in an open and constructive dialogue. They have shown that Southeast Asian academics have the calibre and the vision necessary to tackle vital issues at an international level. Today's global society requires this kind of vision and commitment.

This project would never have been possible without the dedication and wisdom of the Subject Area Coordinators (Muhamad Saiful Bahri Bin Yusoff, Ahmad Farhan Bin Mohd Sadullah and Richard Jugar). They have been the pillars of the project, not only carrying great responsibility but also channelling discussions and debate in a constructive and stimulating manner. They have shown their ability to build consensus and reach outcomes which will prove useful for Southeast Asian Higher Education institutions in general.

We also want to thank the four implementing universities (West Visayas State University, Sanata Dharma University, Universiti Sains Malaysia and University of Malaya), who through their academic and administrative staff have offered us their time, energy and support to help meet our goals, piloting a concrete Tuning experience.

We would like to thank the European Commission, which through its Erasmus+ Programme has offered us the support that has made this project possible.

We express our sincere gratitude to Julia González and Robert Wagenaar, who created and initiated Tuning in 2000 and whose commitment and recommendations were invaluable during the implementation of the TA-SE project in the region. We also thank the eight

European experts (Emilien Azema, Diego Lo Presti, Emma Melgarejo, Riccardo Ruffoli, Jean-François Schved, Alfredo Soeiro, Anna Maria van Trigt and Maria Yarosh), who have greatly enriched the project, both with their wealth of knowledge and insight, and new questions and ideas.

This project means dreaming –imagining ways in which current practices can be transformed and improved. But it means not only dreaming of this future, but of getting down to the work of making it a reality. In doing this, we have appreciated the help of AUN Secretariat staff (Achavadee Wiroonpetch and Korn Ratanagosoom), who contributed to the organisation and success of the General Meetings and Policy Forums.

We would also like to highlight the important contribution made at each Policy Forum and plenary session by the people who spoke about their experiences and contributed and enriched the discussions. Our special thanks go to Maida Marty, Edurne Bartolomé and Jon Paul Laka, the experts in statistics from the University of Deusto who prepared consultations, analysed the data, and presented the results.

Finally, and indispensably to running the project at the University of Deusto, we would like to acknowledge the work of Ivan Dyukarev, TA-SE project manager, and Sara Goitia, project assistant, whose energy kept things moving and got the project completed on time and within budget, whose enthusiasm kept teams motivated and on track, and whose dedication ensured that the project obtained the best result possible. All members of TA-SE project highly appreciate their indispensable work. They have shown great devotion and commitment to the Tuning Asia-South East project.

We hope and believe that the material contained in this publication will be very useful for all higher education institutions wanting to implement a competency-based and student-oriented approach, and that it will help them find and use the most suitable tools for adapting or creating higher education programmes to respond to the needs of today's society.

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Bilbao and Bangkok, July 2019

## CHAPTER 1: Member Universities and Countries

The Tuning Asia South East Project is aimed at developing higher education in the Southeast Asia region by implementing the Bologna tools in Southeast Asian universities through building a framework of comparable and compatible qualifications. The objective of the project is to apply the Tuning methodology in universities of Southeast Asia in three subject areas that include Civil Engineering, Medicine and Teacher Education. It also aims to develop Tuning Reference Points in these three subject areas; develop, implement, monitor and improve degree programmes for the first cycle programmes; and to promote regional and international cooperation between SEA and EU universities. The project is mainly focused on curricular reform. It is designed to adapt, restructure and test the 3 subject areas in accordance with the Tuning methodology and approaches.

This project is comprised of a series of activities spread out over 3 years. The first year is aimed at forming the subject area groups (SAGs), defining the competencies for each subject area, consulting with stakeholders and analysing generic and specific competencies based on survey results in order to create the Meta-Profile for each SAG. The second year is dedicated to developing and/or (re)designing the programme related to the SAG Meta-Profile. Student workload questionnaires are distributed to a specific level of university students and teachers. At this stage, there are 2 universities selected to implement the re-designed programmes. In the third year, mechanisms for quality assurance are discussed and the final report is presented at the final meeting.

TA-SE Teacher Education Subject Areas are comprised of 10 universities from 5 countries in ASEAN, which are Indonesia, Malaysia, Myanmar, Philippines and Thailand. The universities participating in the project (listed in alphabetical order) are:

1. Chulalongkorn University, Thailand
2. Prince of Songkla University, Thailand
3. Sanata Dharma University, Indonesia
4. University of San Agustin, Philippines
5. University of San Carlos, Philippines
6. Universitas Pendidikan Indonesia, Indonesia
7. Universiti Sains Malaysia, Malaysia
8. Universiti Teknologi Malaysia, Malaysia
9. West Visayas State University, Philippines
10. Yangon University of Education, Myanmar

In this chapter, each university profile is presented to introduce the general information of the university that participated in this project.

### **1.1. CHULALONGKORN UNIVERSITY**

Chulalongkorn University was founded in March 1917 and is Thailand's first institution of higher learning. The main mission of Chulalongkorn University is to be a centre for academic learning and professional excellence. This is in line with the vision of the university's founder, King Rama VI, who established the university as a tribute to his father, King Rama V. Through the pursuit, development, dissemination and application of knowledge, Chulalongkorn University works to educate students with professional know-how and research skills, as well as to preserve the arts, culture, and values. In addition to academic knowledge and learning, the university hopes to instil in students a sense of morality, social responsibility, and public service.

The University Vision is to be a world-class national university, generating knowledge and innovation for the creative and sustainable transformation of Thai society.

The University Mission is to:

- Create graduates who possess academic knowledge, advanced skills, a sense of public responsibility, and leadership qualities.
- Be a pioneer in the development of knowledge, creating innovations for teaching and research.
- Produce internationally recognised academic research and output.
- Apply knowledge learned towards the sustainable development of the country and society.

The university has four key strategies, which are Human Capital, Knowledge & Innovation, Social Transformation, and Global Benchmarking.

Chulalongkorn University has 18 Faculties, 2 Schools, 17 Colleges and Institutes and 2 Demonstration Schools: Primary and Secondary level.

The Faculty of Education was established in 1957 as the 7<sup>th</sup> faculty of Chulalongkorn University. It was originally known as the Department of Teacher Training under the administration of the Faculty of Arts and Science, which was one of the first four faculties of Chulalongkorn University. In 1943, when the Faculties of Arts and Science were separated, the name 'Teacher Training' was changed to 'Education' and attached to the Faculty of Arts, to be the 'Faculty of Arts and Education'. The Faculty of Education became independent in 1957. It started off with 4 departments, gradually increasing to a total of 12 departments and 2 demonstration schools. With the faculty development and restructuring, it now has 6 departments, which are the Department of Educational Policy, Management and Leadership, the Department of Curriculum and Instruction, the Department of Educational Technology and Communications, the Department of Art Music and Dance Education, the Department of Research and Psychology, and the Department of Lifelong Education. 22 majors are offered from undergraduate to postgraduate programmes. The student learning outcomes are aligned with university student learning outcomes. However, Teacher Education has one specialised outcome for the teaching profession which is 'Having a teacher service mind'.

Elementary Education, which is the programme selected to be re-designed, is in the Department of Curriculum and Instruction. It offers programmes for Bachelor's degrees and Master's degrees in Elementary Education.

## **1.2. PRINCE OF SONGKLA UNIVERSITY**

Prince of Songkla University (PSU), a public university established in 1967 as the first university in Southern Thailand, consists of five campuses including Pattani, Hatyai, Trang, Phuket and Surathani. The university offers various programmes of education consistent with the needs of their communities. The name of the university was granted by the King Bhumibol Adulyadej in honour of Prince Mahidol Adulyadej, Prince of Songkla, the King's father. The vision of the uni-

versity aims to be “an educational institution focusing on innovation and society with academic excellence, aiming to become one of the top five universities in ASEAN in 2027.” As one of the well-known research universities in the country, PSU comprises 39 faculties, colleges and institutes, four hospitals, and more than 40 excellence and research centres. The university consists of approximately 12,000 faculty and staff and 35,000 students, all of them committed to academic excellence, strong social responsibility, and active engagement in community services. The central aims of the university are to raise general education standards and support regional industry and quality of life of the people. Moreover, the university aims to establish excellence in research and teaching as well as innovations, provide academic services to communities, and take an active role in the preservation of national heritage in arts and culture, especially for those from southern Thailand.

The Faculty of Education was established in 1968 as the first faculty on the Pattani Campus. It aims to be a leading institution in preparing and developing professional teachers, administrators and personnel who possess strong academic and research skills. The Faculty of Education consists of 5 departments including the Department of Education, the Department of Educational Psychology and Guidance, the Department of Physical Education, the Department of Educational Technology, the Department of Measurement and Educational Research, and the Department of Educational Administration. There are also two schools including a Secondary Demonstration School and an Elementary Demonstration School, which serve as laboratories for student teacher internships. The missions of the Faculty of Education are: 1) to prepare and develop teachers and educational personnel who possess strong academic and research skills to serve community, 2) to develop research, educational innovation, and new knowledge for society, 3) to provide academic and research services for local and regional community, and 4) to promote uniqueness and local culture of locality, region and the nation. The Faculty of Education offers five bachelor of science programmes in education (mathematics, physics, biology, chemistry and general science); five bachelor of education programmes (primary education, art education, physical education, health education, and educational psychology and guidance); three bachelor of art programmes in education (cluster programme: Thai language, English, digital technology for educational communication) including a bachelor of art programme in education (information technology and educational measurement) and a bachelor of science

(clinical psychology). It also offers 5 master's programmes (educational administration, educational measurement and evaluation, educational technology, educational psychology, curriculum and instruction) and 2 doctoral programmes (educational administration and leadership and educational innovation). All programmes are accredited by the Office of Higher Education (OHE) and Teachers' Council of Thailand (TCT).

### **1.3. SANATA DHARMA UNIVERSITY**

Sanata Dharma University (SDU) was founded in 1955 in Yogyakarta, Indonesia as a teacher training institute. It was founded by the Jesuit priests to help newly independent Indonesia to have good quality teachers, which was a major need at that time. In 1993 Sanata Dharma became a university, offering more undergraduate and later master's degree programmes. The vision of SDU is to become an excellent and humanistic truth-seeker for the realisation of a more dignified society. The missions of the university are:

1. To develop a holistic education system which integrates academic excellence and human values through a personal-care-oriented, dialogical, pluralistic, and transformative approach;
2. To create a university academic community which respects academic freedom and scientific autonomy, has the ability to promote interdisciplinary cooperation, prioritises scientific insight depth rather than breadth in an attempt to seek truth through education, research, and public service activities; and
3. To bring about enlightenment which sharpens the society's mind through publication of the results of education, research, and public service activities, through the promotion of cooperation with various partners who have common visions and concerns, and through the empowerment of graduates in developing concrete commitments in society.

In 2016 SDU received an "A" accreditation from the Indonesian National Board of Accreditation. In 2015 and 2016, SDU was ranked as the second best private university in Indonesia, among around 4,000 higher learning institutions in the country. As a Jesuit university, SDU is also a member of IAJU (the International Association of Jesuit

Universities) and AJCU-AP (the Association of Jesuit Colleges and Universities – Asia Pacific).

At the moment SDU has eight faculties or schools and 35 departments. Four departments, namely English Education, English Letters, Master of English Education, and Master of English Language Studies, use English as the language of instruction. The faculties are: Education, Pharmacy, Science and Technology, Economics, Letters, Graduate School, Psychology, and Theology.

The biggest faculty is the Faculty of Education, which has 13 departments and around 6,000 students. The student body of SDU is 11,000 students. It represents the ethnic diversity of Indonesia because students come from 32 of the country's 34 existing provinces. Currently, there are 400 permanent faculties working in SDU.

#### **1.4. UNIVERSITY OF SAN AGUSTIN**

The University's vision is to be a premier academic community of lifelong learners working with "one mind" and "one heart" to search for, discover and share the Truth (*Gaudium de Veritate*) for the promotion of Authentic human and societal development. The University's mission is that of an Augustinian, Catholic and Filipino educational institution that aims to form the members of its academic community in *Virtus et Scientia* to serve Western Visayas, the Philippines, and the world, committing to: 1. Build an academic community imbued with Augustinian values; 2. Institutionalise a culture of excellence in teaching, research and extension programmes and services compliant to educational standards; 3. Form an empowered, innovative, responsive, and sustainable organisation.

The University of San Agustin (commonly referred to as San Agustin, San Ag, or USA) is a private Catholic university in Iloilo City, Philippines. It was established in 1904 as a preparatory school for boys by the Spanish Catholic missionaries under the oldest religious Roman Catholic order in the Philippines during the American colonial period, the Order of Saint Augustine (San Agustin). In 1917, it was incorporated and became Colegio de San Agustin de Iloilo. In March 1953, San Agustin attained university status, making it the first university in Western Visayas. San Agustin is the first and only Augustinian university in the Asia-Pacific region.

In 2003, the Philippine Commission on Higher Education granted "Autonomous Status" to the University of San Agustin. This is a rare distinction given as one of the best higher educational institu-

tions in the country for its “meritorious achievements in higher education; in the provision of instruction, in the conduct of research and performance of graduates in licensure examinations, and for maintaining a tradition of integrity, excellence, and an untarnished reputation in the education service”.

On 15 July 2004, the University of San Agustin celebrated its centenary with the theme “USA@100: Living the Legacy, Leading the Way”. The centennial celebration heralded the University’s role as an enlightened leader in the area of instruction, research, community extension, and evangelisation. The University of San Agustin now provides programmes from Basic Education up to postgraduate studies in the areas of Business, Education, Computer Studies, Arts, Sciences, Performing Arts, Music, Engineering, Architecture, Medical Technology, Nursing, and Pharmacy.

## 1.5. UNIVERSITY OF SAN CARLOS

Administered by the Society of the Divine Word (*Societas Verbi Divini*, SVD) since 1935, the University of San Carlos (USC) traces its roots to the *Colegio de San Ildefonso* founded in August 1595 in Cebu City. The school closed in 1769 following the expulsion of Jesuit priests from the Philippines and was reopened in 1783 as *Colegio-Seminario de San Carlos*, which operated until the *Colegio* split from the seminary in 1930. Following another brief closure during World War II, *Colegio de San Carlos* became a University in 1948.

Rapid growth in the ‘50s saturated the campus near the city centre, prompting expansion of the University to what was then called the Boys’ High School in 1956 (now North Campus), and in 1964 to the Teacher Education Center and Girls’ High School (now South Campus) and to the Talamban Campus. In 2008, the erstwhile SVD Formation Center was transformed into the Montessori Campus. The total land area of the University’s five campuses is almost 88 hectares (or 217 acres), with about 78 hectares in Talamban Campus alone and potentially ample room for future growth.

Today, the University is one of the most respected higher education institutions in the Philippines, offering 45 undergraduate and 62 graduate programmes. Many of these programmes have received Level II or Level III accreditation from the Federation of Accrediting Associations of the Philippines (FAAP), as evaluated by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). Six engineering programmes are also accredited by the Philip-

pine Technological Council-Accreditation and Certification Board for Engineering and Technology (PTC-ACBET). The Philippine Commission on Higher Education (CHED) also granted Autonomous Status to the University and designated eight Centers of Excellence (COE) and 12 Centers of Development (COD) in USC. Nearly 22,000 students in basic to graduate education are enrolled in the University, with almost 200 international students. On average, the teacher-to-student ratio at USC is 1:20.

The School of Education (SEd) of the USC is designated as a Center of Excellence – an accreditation granted by the CHED acknowledging an exemplary performance in the areas of instruction, research, and community extension. To date, USC-SEd offers both graduate and undergraduate programmes with special emphasis on early childhood education, elementary and secondary education, special education, and science & mathematics education.

## **1.6. UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA UNIVERSITY OF EDUCATION)**

Universitas Pendidikan Indonesia (UPI) or, in English, Indonesia University of Education, was established in 1954 as the Teachers' Education College (PTPG). It is located in Bandung, Indonesia. UPI is a multi-campus university system, with one main campus and several other campuses outside the area of the main campus. UPI, serving as a higher institution for teacher education (LPTK), has decided to state its own vision to be *"a leading and outstanding university in education"*. Relating to the university's teaching philosophy in UPI, it can be stated as follows: First, it is to cater to Law Number 14, Year 2005, regarding schoolteachers and faculty, which confirms that teaching is a professional job. Second, it is imperative to improve teachers' quality through the enhancement of teachers' content knowledge and pedagogic knowledge, and through the support of teaching practices in authentic settings.

The mission of UPI has been determined as follows: 1) running educational programmes to prepare professional teachers and other educational professions with highly global competitiveness; 2) developing with innovative theories of education and other disciplines and its implementation to be the base of stating national policy in education; 3) giving services to communities in professional ways in terms of helping solve existing problems in a national scope, either in the field of education or other fields such as politics, economy, social re-

lated matters and cultures; and 4) generating internationalisation of education through development and networking and partnership at national, regional and international levels.

The aim UPI needs to achieve, in general, refers to making efforts to develop its humans with characteristics of being faithful, pious, morally stable, characterised with great values, educated, professional, religious, and holding integrity as well as dedicated to the nation and country of the Republic of Indonesia. In a more detailed description, the aim includes the following: (1) Providing guidance and direction to students to be scientists, educationists, education managers, and other professionals with the characteristics of faithfulness, piety, professionalism, competitiveness, and nation-oriented thoughts; (2) Developing and disseminating science, technology, sports, and arts; (3) Supporting the development of political life, economy, social-related matters, culture, education, democracy, peace, scientific and civic awareness.

UPI currently has seven Faculties and one School of Postgraduate Studies. These are the Faculty of Educational Science (8 Departments), Faculty of Social Science Education (11 Departments), Faculty of Mathematics and Natural Science Education (11 Departments), Faculty of Technology and Vocational Skills Education (14 Departments), Faculty of Sports and Health Education (5 Departments), Faculty of Economics and Business Education (7 Departments), Faculty of Education Arts and Design (3 Departments), School of Postgraduates (57 Doctor & Magister Programmes). UPI currently has five campuses serving 36,400 undergraduate and graduate students.

## **1.7. UNIVERSITI SAINS MALAYSIA**

Universiti Sains Malaysia (USM) was established as the second university in Malaysia in 1969. In 1971, USM moved from its temporary premises at the Malayan Teachers' Training College, Bukit Gelugor, Penang, to the current 416.6-hectare site at Minden, Penang. USM offers programmes ranging from Natural Sciences, Applied Sciences, Medical and Health Sciences, Pharmaceutical Sciences, Housing, Building and Planning, Social Sciences, Humanities, and Education. These programmes are available at undergraduate and postgraduate levels to approximately 30,000 students at its 17 Academic Schools on the main campus in Penang; 6 Schools at the Engineering Campus in Nibong Tebal (approximately 50 km from the main campus); and at the Health Campus in Kubang Kerian, Kelantan (approximately

300 km from the main campus). USM also has 17 dedicated research centres for a wide range of specialisations which include archaeology, medicine and dentistry, molecular medicine, science and technology, Islamic development and management studies, and policy research and international studies.

USM also provides consultancy, testing, and advisory services to the industry through USAINS Holdings Sdn. Bhd, the University's commercial branch. USM has adopted the School system rather than the traditional Faculty system to ensure that its students are multi-disciplined through their exposure to other areas of study from other Schools. As a Research Intensive University, recognised by the Ministry of Higher Education Malaysia (MOHE) in 2007, USM offers educational and research opportunities to students and staff. In 2008, USM also became the first university in the country to be selected by the Malaysian government to participate in the Accelerated Programme for Excellence (APEX), a fast-track programme that helps tertiary institutions achieve world-class status.

The School of Educational Studies (SES) was established in 1970, a year after the inauguration of USM. The initial aim of SES was to produce graduate science teachers. From this humble beginning, the SES has emerged as one of the largest schools in USM in terms of student numbers. The SES's mission is to develop and dispense knowledge through innovative teaching and research and to nurture exceptional educationists through internationally acknowledged educational programmes. SES offers 4 main degree programmes; B.Sc. (Education), B.A. (Education). B. Ed. (TESOL) and B.Ed. (Special Ed.). While at the master's level there are 3 modes: i.e., course work, mixed and research and PhD 2 modes; coursework-EdD and full research. USM was the first university in Malaysia to offer the Doctor of Education (Ed.D) Programme. On the QS World ranking for the subject in 2017, SES was ranked between 51-100 in the world.

## **1.8. UNIVERSITI TEKNOLOGI MALAYSIA**

From the moment it became a full-fledged university in 1975, Universiti Teknologi Malaysia (UTM) has played a pivotal role as Malaysia's largest contributor of technical and professional workforce for the local industry, government agencies as well as multinational companies. It is renowned for being at the forefront of engineering and technological knowledge and expertise. As a leading innovation-driven entrepreneurial research university in engineering, science and technology,

UTM offers innovative education in both campuses, Kuala Lumpur and Johor Bahru. As the biggest postgraduate research university in technology, UTM has also established a reputation for innovative education and cutting-edge research, with a vision towards the development of creative human capital and advanced technological innovation. Along with its vision to be recognised as a world-class Entrepreneurial Research University, UTM is set to be the centre of academic and technological excellence. Its mission is to be a leader in the development of human capital and innovative technologies that will contribute to the nation's wealth creation.

UTM operates based on the core values of Integrity, Synergy, Excellence and Sustainability. These values guide practices of all UTM communities and they are embedded in the strategic thrusts that propel the University to greatness. UTM is now regarded as Malaysia's premier institution in engineering, science and technology and ranked in the top 1% league in the World University Rankings in the field of engineering and technology. UTM's vision is in line with the nation's aspiration of becoming a knowledge-based, innovation-led economy that is grounded in creativity and innovation with high value creation. Hence, we are proud to be working in our niche area of Sustainable Development and contributing to the world's Sustainable Development goals.

UTM's corporate tagline embraces these three features: Innovative, Entrepreneurial, Global. Thus, UTM practices a holistic entrepreneurial ecosystem that fosters entrepreneurship among its students, encompassing not only the more conventional notion of entrepreneurship, which entails the ability to generate revenue and contribute towards economic growth, but also incorporating entrepreneurial-mindedness, which involves the inculcation of strong spirit and determination, together with the ability to formulate strategies capable of achieving set goals. The synergy between these goals and student-entrepreneur end products can be seen in how UTM integrates entrepreneurship in its undergraduate curriculum. Implementation of other entrepreneurial initiatives supports the aspirations of UTM to produce competent graduates who are globally competitive, contributing to nation building, wealth creation and universal prosperity.

## **1.9. WEST VISAYAS STATE UNIVERSITY**

West Visayas State University (WVSU), formerly Iloilo Normal School, which was established by the American Thomasites in 1902,

started out as a teacher-training institution in the Philippines. By virtue of 2019 Presidential Decree, it became a university and expanded to offer programmes in liberal arts, medicine, nursing, mass communication, agriculture, business and management, and ICT. Despite the diversity, the teacher education programme remained a flagship.

The College of Education offers a Bachelor of Elementary Education, Bachelor of Early Childhood Education, Bachelor of Special Needs Education and Bachelor of Secondary Education. It also has a Diploma in Teaching and Diploma in Early Childhood Education delivered online and in the residential mode for those who would like to redirect their career path to teaching.

The advanced graduate programmes include Master of Arts in Education and Master of Education, Doctor of Philosophy in Education and the Doctor of Philosophy in Science Education.

As a performing institution based on the licensure performance of graduates, the level of accredited programmes by the Accrediting Agency for Chartered Universities and Colleges in the Philippines (AACUP), the College has sustained the recognition as the Centre of Excellence in Teacher Education since 1994 –an award granted through merit by the Commission on Higher Education. Likewise, the programmes in the Colleges of Medicine, Nursing and Agriculture and Forestry have gained a place in public esteem, building the reputation of WVSU, a state-owned institution, as one of the top performing schools in the country.

This good name has been sustained over time due to the quality of service delivery, an outstanding faculty profile and relevant curricula. There is a balance of the theoretical and practical competencies that enables students to prepare themselves for professional practice. Research-based instruction matched with the practical application of content knowledge in the discipline is evident in the University. WVSU maintains a laboratory school as a training ground for its pre-service teachers.

As the only Level 4 state university in Western Visayas, the institution's Quality Management System is ISO 9001:2015 certified. All the creditable curricular programmes have achieved a certain level of accreditation, and for the College of Education, all the programmes have passed the highest level of AACUP's accreditation thus far.

Committed to its mission of providing students holistic education geared towards optimal growth and development, WVSU continues to be one of the leading institutions of higher learning in the country. This is done through the advancement of knowledge in in-

struction, through research and extension. That is why becoming the hub for human resource development in the Asia-Pacific region is the vision that sustains concerted efforts to make WVSU a name that resounds.

### **1.10. YANGON UNIVERSITY OF EDUCATION**

Yangon University of Education is one of the 161 tertiary level universities in Myanmar. Yangon University of Education (YUOE) is the leading university of the teacher education sector in Myanmar with a history of 87 years of formation and development, taking the prime responsibility in producing high school teachers and chairing the Academic Board of Studies of three education universities and 25 education colleges. Moreover, it is the leader of the working group of the development for Teacher Competencies Standard Framework (TCSF) which is to be used as a guide in supporting the design and upgrading of teacher education curricula, training courses and programmes, as well as teachers' professional appraisal and professional development. The vision of YUOE is to train teachers, researchers and educationists capable of producing lifelong learners who can generate able citizens to create a learning society. In order to implement our vision, bringing up innovative academicians who can render excellent and dynamic service to society with upmost sincerity and loyalty is our Mission. In addition, All for All is our Motto. Yangon University of Education is a unique place that produces good, efficient and qualified teachers, teacher educators and experts in education for the whole country.



## CHAPTER 2: The Generic and Specific Competencies

Tuning as a methodology categorises competencies into two basic clusters: generic and specific. Generic competencies are those referring to competencies possessed by graduates of Higher Education Institutions (HEI) regardless of the programme or discipline. These competencies are deemed to be important by relevant social groups such as graduates and employers. Specific competencies on the other hand are specific to the discipline or are discipline-related. These competencies are crucial to the discipline and are manifested in the specific areas of expertise of the field of study. In the experience of the TASE Project, particularly in Teacher Education, specific competencies encompass the teacher education discipline in general and not a specific degree programme in particular. The teacher education curriculum across the member Countries of the Southeast Asian Region offers a wide array of specific degree programmes and it is essential to note that the specific competencies as identified in this document essentially include all degree programmes under the teacher education banner.

In the context of educational reforms and initiatives, the concept of competencies may be understood differently. In the Tuning Project, competencies are defined as a generative and complete concept that involves the utilisation and coherent interplay of relevant skills, knowledge, and attitude. Competencies are therefore viewed and operationalised as capacities that are acquired over a period of time – the context of which is training and experiences that one receives when completing higher education.

Competencies as defined differ from programme learning outcomes. Learning outcomes are formulated to communicate what the teacher intends the learners to know and are able to do or demonstrate after the teaching-learning process. Competencies on other hand are developed in the process of learning and manifest through constructive interplay of the appropriate skills, essential knowledge

and the right attitude. Competencies develop over a period of study and their development is fundamentally the penultimate goal of all degree programmes. Moreover, competencies can be both developed and assessed and the learner's acquisition and demonstration of competencies may be viewed in a continuum where one is not necessarily tagged as having or not having the competency but rather possesses or demonstrates it to an extent.

## **2.1. TASE IDENTIFIED GENERIC COMPETENCIES**

The generation of the generic competencies was largely based on both the institutional and national standards of the different university participants of the SAG. The initial list identified by the Teacher Education SAG comprised 34 generic competencies. The relatively long list of identified generic competencies reflects the diversity with which the different universities in the teacher SAG attempts to extract and synthesise what may be useful in all academic disciplines with each member's respective Teacher Education Programme and context, being used as benchmark and springboard of formulation. Additionally, the process of developing the initial list seems to have adopted the idea of generic competencies as essentially focused on the Teacher Education programme with 'generic' being taken as "common to all programmes in Teacher Education" instead of "common to all degree programmes in Higher Education." As the enumeration progressed, the identified generic competencies evolved to encompass all degree programmes apart from Teacher Education. The original items presented and agreed in the SAG are retained to present the holistic picture of its evolution. The 34 generic competencies initially identified are:

1. Ability to communicate ideas clearly, effectively and confidently, both orally and in writing
2. Ability to practice active listening skills and provide feedback
3. Ability to present clearly with confidence and in accordance with the level of the listeners
4. Ability to use technology in the presentation
5. Ability to negotiate and reach an agreement
6. Ability to communicate with others from different cultures
7. Ability to develop interpersonal communication skills
8. Ability to use non-verbal skills

9. Ability to identify and analyse problems in complex and ambiguous situations, and make justified evaluations
10. Ability to expand and improve thinking skills such as explaining, analysing and evaluating the discussion
11. Ability to search for ideas and find alternative solutions
12. Ability to think beyond boundaries
13. Ability to make decisions based on sound evidence
14. Ability to survive as well as paying attention to the responsibilities assigned
15. Ability to understand and adapt to the culture of the community and a new work environment
16. Ability to establish good rapport, interact with others and work effectively together to achieve their common objectives
17. Ability to understand and interchange roles between the group leader and group members
18. Ability to recognise and respect the attitudes, behaviours, and beliefs of others
19. Ability to contribute to the planning and coordinating the efforts of the group
20. Ability to be responsible for the group's results
21. Ability to find and manage relevant information from multiple sources
22. Ability to accept new ideas and be capable of autonomous learning
23. Ability to develop a curiosity and thirst for knowledge
24. Ability to identify business opportunities
25. Ability to formulate a business plan
26. Ability to build, explore and seize business opportunities and jobs
27. Ability to work alone
28. Ability to understand the impact of economic, environmental and sociocultural aspects in professional practice
29. Ability to analyse and make decisions in solving problems related to ethics
30. Ability to practice ethical behaviour, besides being responsible towards society
31. Ability to demonstrate basic knowledge of leadership
32. Ability to take action and to get others engaged
33. Ability to understand and interchange roles between team leaders and team members
34. Ability to supervise team members

These 34 generic competencies initially formulated by the Teacher Education SAG were presented vis-à-vis those identified by the Civil Engineering SAG and Medicine SAG. It is both interesting and important to note that of all three SAGs, Teacher Education turned out to have generated the greatest number of generic competencies. Crosschecking of the three generic competencies' outputs reduced the final number of generic competencies into 13. While there is a drastic reduction on the part of the Teacher Education SAG, the process was able to sufficiently justify the observed redundancies and overlaps in the generated initial lists. One of the important generic competencies that was unanimously put forward by the Teacher Education SAG and corroborated by the Civil Engineering SAG was the competency of having the 'ability to practice creativity' or 'to be creative in the practice of the profession'. While this is highly encouraged in the practice of the teaching profession, most especially in the conduct of the teaching-learning process, 'creativity' may not be practiced in the field of Medicine since protocols and established medical procedures have to be strictly observed to ensure patient care and safety. Creativity as a generic competency was therefore replaced with 'Innovation'. The final list of the generic competencies is as follows:

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 society and the 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. Demonstration of problem-solving abilities
10. Ability to initiate, plan, organise, implement and evaluate courses of action
11. Ability to conduct research
12. Ability to demonstrate leadership attributes
13. Ability to apply knowledge into practice

## 2.2. REFLECTIONS ON THE RESULTS OF THE SURVEY FOR GENERIC COMPETENCIES

With regard to the rating of academics on Importance vs. Achievement of the generic competencies, it appears that academics seem to be the most critical in their perception as indicated by a consistently lower correlation. It also appears that the three top rated achievements are based on 'written' competencies, whereas the lowest rated achievements tend to be more 'perceptual' in nature. Based on the deployed instrument, one of the identified limitations may be due to a lack of a standardised tool for assessing the metrics so all rating is largely based on perception. The low rating by academics could be due to a very high/vast expectation in 'carrying out lifelong learning', 'responsibility and accountability' as well as the academics' perception of the students, especially in the Asian perception of the teacher having a higher ascendancy, resulting in a larger identified gap. The lower rating for 'respect diversity' may be a result of academics being bombarded by the curriculum, hence the perceived smaller gap. In terms of ranking, academics ranked highest 'professional and moral values' and 'application of knowledge into practice', which are relatively new in the Tuning experience. This may be attributed to the image of a teacher wherein Teacher Education Institutions are expected to produce teachers as models of society. Moreover, the moral expectation and moral ascendancy of the concept of teacher in Asia is very high. The observed ranking may also be related with religion, which is also taught in the curriculum. With respect to the 'application of knowledge into practice', practical knowledge is afforded a very high degree of importance. Furthermore, some external factors that may have contributed to the rate importance of application of knowledge may be due to the effects of curricular initiatives such as Outcome-Based Education (OBE) and the Asian Qualification Framework (AQF); or it may also be attributed to the 'observed' gap of academics, hence the increased rating to highlight the need.

Employers seem to agree that the competencies are achieved 'more' compared to the perception of the academics. Based on the rating, the least important seems to be perceived as the least achieved, which is 'the competency to do research'. For Teacher Education, action research is required, and some countries have been incentivising the practice, making this result relatively surprising.

For the student respondents, their rating and perception (value) seems to be consistent with that of employers. Results indicate that students are more concerned with application of knowledge into

practice, while moral values only come second, implying that application of knowledge into actual practice is the immediate concern of the student. Also, most students have the main goal of completing the degree and getting a job, which further supplements the high rating of knowledge application over moral values. It may also have something to do with the Teacher Education curriculum, wherein practice is given more credit than moral formation. Furthermore, it may also be attributed to the characteristics of the current student generation, which generally exhibits a higher degree of moral and religious tolerance than the current working generation. Taken together, the rating of employers and students, while relatively consistent, exhibits a distinct difference: employers may prefer being 'good' over 'smart' while students think that they should be 'smart' first before being 'good'.

Graduate respondents exhibited the highest rating characterised by a high perception of achievement. The gap is explicit in application of knowledge into practice, which may be interpreted as an indication of perceived low usefulness of curriculum content and training with respect to what is expected and required in the world of work. The high rating of achievement may be due to normative evaluation of self-sufficiency (immediate environment; workplace) as well as campus pride (given the methodology employed). One of the key observations and areas of inquiry that may be of interest for the future directions of the current study is 'what' and 'how' does the shift happen for students (knowledge then moral) and graduates (moral then knowledge).

### **2.3. SPECIFIC COMPETENCIES FOR TEACHER EDUCATION**

This project is intended to establish a set of specific functional competencies for the teaching profession in Southeast Asian countries. The project produced the specific competencies that are common to all members of the teaching profession from Southeast Asian countries, regardless of the method they are trained in. The outcome of this project would allow persons who have demonstrated that they can perform the specific functional competencies for the teaching profession to move from one country to another within the Southeast Asian region. The specific functional competencies produced from this project formed an exclusive definition of the teaching profession in Southeast Asian countries. The presence of specific functional competencies for the teaching profession can facilitate many aspects of internationalisation for teacher education programmes, including

assisting in developing the path for student and staff exchange programmes, credit transfers, and secure teacher certification. The specific competencies for teacher education could allow potential students of any Southeast Asian country to seek a teacher education degree programme in any Southeast Asian country.

Upon completion of generic competencies that are applicable to all professions, Teacher Education SAG members were assigned to identify the specific functional competencies for the profession of teacher. The determination of the specific competencies for teacher education was carried out in a scientifically valid way. During the discussion and deliberation, the Teacher Education SAG members did not incline towards any one standardised way of doing it. There were a few models and formats taken into consideration. The Teacher Education SAG members investigated the definition of specific competencies for teachers employed by participating member countries including universities, teacher training colleges, and stakeholders, in addition to the respective institutional teacher education quality framework, the country's national framework and the prospectus of the identified teacher education programmes. The Teacher Education SAG members consulted these and then established the specific competencies for teachers.

With regard to definition, the Teacher Education SAG members reached a consensus that student teachers require a clear definition as to what teaching is, what a teacher can do (and what a teacher cannot do), and thus what might be expected from the teaching profession. From the perspective of stakeholders (parents, policy-makers, local authorities, etc.), the Teacher Education SAG concurred that the stakeholders also need a clear definition of the teaching profession and what can be expected from a teacher. Finally, from the perspective of teachers, the Teacher Education SAG believed that they also need a clear definition of what can be expected of them for their professional identity.

The Teacher Education SAG members agreed that teachers must be able to demonstrate that they can perform certain expected things. These are the specific functional competencies of what the teaching workforce should be able to do. This indicates that specific functional competencies for the profession of teaching must be clearly identified. In establishing the specific competencies of the teacher as a practice, the Teacher Education SAG members focused very much on the function that particular persons are actually performing, rather than on their title, or what teacher education institutions they belong

to, or how they were trained, or in what country they worked. The engagement in the process of establishing the specific competencies of a teacher, and/or the specific competencies expected from teacher education, was sought through in-depth discussion among Teacher Education SAG members, literature, national country policy and agenda, quality framework of accrediting agencies, and eventually survey research of various stakeholders including employers, teachers, academic staff, and students. The following paragraphs set forth what became apparent from this discussion.

#### **2.4. COMPETENCY STUDY**

To ensure deep discussion was conducted, a preliminary working with-in small groups based on countries of origin, was initiated. At this stage, an extensive review of literature and institutional prospectus of member countries, the national quality assurance framework of member countries, and the national agenda of member countries, was carried out in order to define the essential specific competencies required of any new teacher. This competency study was done through (a) long deliberation (or meeting) within Teacher Education SAG members investigating the profession of teacher at a Bachelor's degree level, and close examination of training programmes and standards for teacher certification, and also accrediting training quality agencies that provide training and set up this standard, and (b) a wide-ranging review of national and international literature including consulting several lists of specific competencies already developed in other fields.

During the deliberation, Teacher Education SAG members' descriptions of specific competencies for teachers were defined as a type of skill or behaviour, whereby the teacher can apply the knowledge, skills, and attitudes or values in a work environment. The criteria set for inclusion of any suggested competencies for teachers was that the competency be specific and unique to teachers, describable, observable, and measurable. Throughout this deliberation session, the Teacher Education SAG members consulted our European counterparts. This method of consultation ensured that the deliberations were on track.

Based on the steps taken above, it could be concluded that specific competencies for Teacher Education SAG were derived following a relatively reductionist process that was consistent with the process used in formulating the generic competencies. The result of this exercise was presented as the basis for the formulation of the specific compe-

tencies for Teacher Education. The initial list of specific competencies comprised 93 items. Identification of possible redundancy and overlaps related to functionality reduced the number from 93 to 34. A second cycle of redundancy and overlap identification was performed and the final number of Teacher Education specific competencies was pegged at 28, which was consequently used in the surveys of the four different groups: students, academics, employers and graduates. After long deliberation, Teacher Education SAG members finally agreed on the final list of specific competencies, shown below:

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
9. Demonstrate understanding of different theories of a learner's developmental process
10. Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson
11. Ability to implement curricula related to assigned fields of study
12. Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship.
13. Ability to appropriately use information and communication technologies to support teaching/learning activities
14. Utilise appropriate strategies for managing student behaviour
15. Ensure a safe and conducive learning environment
16. Ability to use appropriate assessment tools and methods to assess, and evaluate learning processes and outcomes

17. Ability to use assessment data to improve the teaching-learning process
18. Ability to demonstrate commitment to develop students to reach their potential
19. Ability to demonstrate self-evaluation and use the results for improvement
20. Ability to demonstrate integrity and professionalism
21. Willingness to apply innovations to the teaching and learning process
22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders
23. Willingness to learn from students, colleagues, and other professionals
24. Ability to demonstrate commitment to the teaching profession
25. Ability to practice reflective thinking to improve their teaching practices
26. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process
27. Ability to initiate and maintain mutually-beneficial linkages and networks
28. Ability to conduct action research.

## **2.5. PRACTICE ANALYSIS**

A survey of stakeholders was taken across member countries to identify the generic competencies applicable to all programmes of study and specific competencies of teachers from related knowledge and skill bases. This survey was done by inviting participation from employers, teachers, lecturers, and students. Despite specificity regarding the competencies for teachers, effort was made to ensure that this survey was as wide and as diverse as possible to ensure that employers, teachers, lecturers, and students could respond to the survey.

Having established the essential generic and specific competencies for teacher education, a survey was used to verify what actually happened and whether this is what is required in the field of teacher education. The survey was conducted online or in print and was given to employers, teachers and lecturers, and students. The participants were asked to state the importance of each generic and specific competency and to what extent each competency was achieved (or

emphasised) in the programme. The participants were asked to rate each specific competency using four scales ranging from “1= not important to 4=strongly important”. A few lines were added to allow the participants to add any generic and specific competencies deemed important and developed or achieved by the institutions. The participants were given columns to provide comments regarding the generic and specific competencies. By doing so, the validation of generic and specific competency statements was carried out. To ensure that the profession was being properly consulted and involved, and the results would therefore be relevant, each group of stakeholders had to be comprised of at least 40 participants. Finally, the participants were asked to select the five most important competencies in their opinions as earlier presented in Section 2.2.



## CHAPTER 3: The Southeast Asian Teacher Education Meta-Profile

It is important to note that the Tuning Asia-South East (TA-SE) project is a professional learning community network that participates, debates, designs instruments and compares results. The people that come together for the education group are experts in various sub-disciplines of education from all over Southeast Asia. This is an international and intercultural group that is independent on an institutional, national and regional level. We came together to exchange knowledge and experiences. We have been able to develop a common language for problems in Teacher Education. We have designed a set of tools that are beneficial for our current work and future needs as well as contexts and global changes in the 21<sup>st</sup> century. Tuning provides the platform for our reflection, action and collaboration regardless of race, ethnicity, religions and beliefs. Collectively, we are responsible for developing reference points for Teacher Education that represent a system for designing quality qualifications to be shared by all the members and beyond because we are open to the possibility of creating networks with other Tuning regions within the field of Teacher Education. The methodology that we have developed centres around three core themes: the qualification profile; the curriculum and syllabus; and routes of those who learn. The qualification profile plays a central role within the Tuning methodology. The second core theme is linked to curricula and syllabi, mainly: students' work volume, and the process of how to learn, teach and assess competencies. The third core theme relates to future reflection about the routes of those who learn to enable us to improve the reality in which we find ourselves. This chapter illustrates a list of institutions that work in collaboration on the Meta-Profile development, dynamics, processes, and outputs of the Meta-Profile as well as an example of synthesis of the TASE Meta-Profile vis-à-vis the regional profile of the teacher education programme.

At the first General Meeting, which took place in the University of Deusto in Bilbao on 2-6 May 2017, there were twelve (12) attendees for the area of Teacher Education, as shown in table below:

No	Family Name	Given Name	Country	Institution
1	Dequilla	Maria Asuncion	Philippines	West Visayas University
2	Ena	Ouda Teda	Indonesia	Sanata Dharma University
3	Gaffar	Vanessa	Indonesia	Universitas Pendidikan Indonesia
4	Jugar	Richard	Philippines	University of San Carlos
5	Mohamed	Abdul Rashid	Malaysia	Universiti Sains Malaysia
6	Mouraz Lopes	Ana Maria	Portugal	Universidade do Porto
7	Myint	Aye Aye	Myanmar	Yangon University of Education
8	Nyunt	Nu Nu	Myanmar	Yangon University of Education
9	Said	Hamdan	Malaysia	Universiti Teknologi Malaysia
10	Sajo	Sylvia	Philippines	University of San Agustin
11	Xupravati	Penvara	Thailand	Chulalongkorn University
12	Yarosh	Maria	Spain	University of Deusto

At the second General Meeting, held in Melia Kuala Lumpur on 15-19 October 2017, there were a number of changes with respect to the Teacher Education Subject Area Group's Composition. The changes in the composition of the membership were as follows:

1. Inclusion of Emma Melgarejo as representative of Education for an Interdependent World (EDIW), the head offices of which are located in Rome, Italy.
2. Inclusion of Frank Emboltura in place of Sylvia Sajo from the University of San Agustin (Philippines)
3. Representation of Naing Naing Maw in place of Aye Aye Myint and Nu Nu Nyunt from Yangon University of Education (Myanmar)
4. First attendance and participation of Ekkarin Sungtong from Prince of Songkla University (Thailand)
5. First attendance and participation of Dinn Wahyudin from Universitas Pendidikan (Indonesia) in place of Vanessa Gaffar

During the third General Meeting that took place in Hotel Mercure, Jakarta Indonesia on 20-24 March 2018, a change of representative took place for Yangon University of Education with Su Su Thwin,

replacing Naing Naing Maw from the second General meeting. The rest of the member universities of the Teacher Education SAG retained their respective representatives.

During the fifth General Meeting that took place in Winsor Hotel Plaza, Ho Chi Min City, Vietnam, on 24-27 February 2019, a change of representative took place for Universiti Sains Malaysia, with Shaik Abdul Malik Mohamed Ismail replacing Abdul Rachid Mohamed.

In fast developing nations such as those in Southeast Asia, education plays a very important role in social and economic mobility. Research has shown that teacher quality entails, inter alia: professional competence; teacher personality; performance responsibility; teacher-student interaction; and student problem-handling, while teacher effectiveness is about: effective teaching behaviour; teaching strategy; teaching outcomes; and classroom atmosphere management.

As such, when we discussed teacher education we could not but agree that it usually revolves around issues of:

- Adopting and Reforming –mainly adopting best practices in reforming the way we operate teacher education;
- Adapting and Restructuring –mainly adapting quality systems in restructuring our organisation of teacher education;
- Altering and Remodelling –mainly altering our paradigm about teacher education to remodel the manner in which teachers operate in the classroom; and
- Adding and Rebranding –mainly adding new dreams, ideas, concepts and innovations in rebranding teaching and teacher education.

The worldwide trend is increasingly to have teacher education drawing upon the full intellectual resources of higher education, on a par with other professions.

In all professional degrees, the heart of the matter is always the curriculum and this is no different in Teacher Education Programmes. The Teacher-Education curriculum normally consists of: the subject matter, the pedagogy and the practice. So given the scenario, why do we need an Education Meta-Profile for Southeast Asia? Basically, because there is a need to transform teacher education into a shared area for universities. There is a need to reflect and plan joint actions

while still respecting individual institutional autonomy. Nonetheless, the jointly constructed methodology is highly participative in nature. What this means is that when we are referring to the Meta-Profile it is not only symbolic but operational, since we ensured that only the profiles that converge were used.

Starting with these competencies (generic and specific), the Teacher Education group then embarked on a reflection process on the topographies of the key features in the Teacher Education Meta-Profile for Southeast Asia for the present and future performance contexts. These competencies were selected and then grouped together in three dimensions.

### **3.1. CONCEPTUALISATION OF THE META-PROFILE**

The process of conceptualising the Meta-Profile followed a cluster-based approach. The Teacher Education SAG members were divided into three groups and were given instructions to study the generic and specific competencies identified. Based on these competencies, each group thematically analysed both unique attributes and overlaps to create the Meta-Profile. Three unique initial profiles were crafted that were consequently merged. Essentially, there were three stages in the development of the Education Meta-Profile:

### **3.2. STAGE 1 – COMPETENCIES**

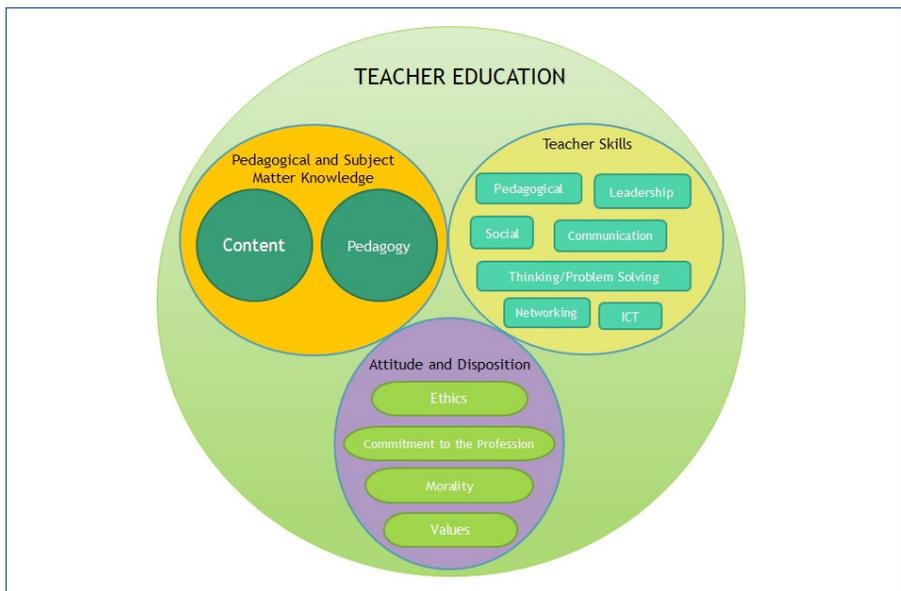
At these stage, members of the TE (Teacher Education Group) must identify the institutional, national and subject context from which they will work. For this purpose, we prepared the subject area in order to start the discussion in the TE group. Earlier the Tuning methodology presented all members with clarifications on specific topics and issues sought by members of the team.

The Generic Competencies (GC) for Southeast Asia were first defined among the TE group members that made up Tuning Asia-South East in its initial phase. The group also defined Specific Competencies (SC). This was achieved by means of an intense process of consensus-building among the group participants in which participants debated on what graduates from teacher education programmes in Southeast Asia should be taught and should learn, as well as what knowledge and skills they should process. Each member from the different universities and countries submitted their initial list of generic and specific competencies for

scrutiny by employers, academics, graduates and students in their final semesters. Later, a final list was compiled and endorsed by all group members from the participant universities, as set forth in Chapter 2.

### 3.3. STAGE 2 – PRIORITISING THE COMPETENCIES

The fundamental principle of the Meta-Profile for TE was to prepare educators, academic professionals and, in the three dimensions mentioned above, for them to perform in different contexts and managerial roles, public and private services, universities, education research centres, and other emerging occupations.



**Figure 3.1:** Tuning Asia South-East Meta-Profile for Teacher Education

As such, the generic and specific competencies were further reviewed, resulting in the above model. The GC and SC were prioritised and only the most significant ones were chosen. The whole Meta-Profile rested on a large web which, in turn, contains smaller webs (the dimensions). These dimensions are actually intertwined and not separated, which means they add to the whole. We grouped them into three dimensions: Pedagogical and Subject Matter Knowledge; Teacher Skills; and Teachers’ Attitude and Disposition.

### **3.4. DIMENSION 1 – PEDAGOGICAL AND SUBJECT MATTER KNOWLEDGE**

In Dimension 1 we have included the issues of content and pedagogy. This was blended between the acquisition of knowledge and the development of skills. The content component includes; subject area content such as history, mathematics, arts, etc., educational content, such as educational psychology, sociology and pedagogical content knowledge. The Pedagogical content includes curriculum studies, teaching methods and techniques, teaching aids, etc.

### **3.5. DIMENSION 2 – TEACHER SKILLS**

The details of this dimension were obtained from earlier survey work. In this dimension, we discussed skills that are essential for the teaching profession. Different skills were proposed and discussed to avoid overlapping between domains. In this case, the overlapped skills would be taken out. We agreed that teachers should possess different skills, but in this dimension, there are 7 main soft skills that are essential in the 21<sup>st</sup> century, including pedagogical skills, leadership skills, social skills, communication skills, thinking and problem-solving skills, networking skills, and information and communication technology skills. It is obvious that these soft skills also complement the teacher's mastery of both content and pedagogy.

- a. Pedagogy – by pedagogy we mean the art and science of instruction and educational methods. Essentially, this refers to the interactions between teachers, students, and the learning environment, and the learning tasks they are in.
- b. Leadership – by leadership we mean instructional leadership, the definition of which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and regular evaluating by teachers to promote student learning and growth. Nonetheless, quality instruction is still the top priority for instructional leadership.
- c. Social – by the social sub-dimension of teacher skills, we mean the relationship that relates to enhancing teachers' effectiveness through teachers' trust and interactions with students, parents, colleagues, and the principal, in their effort to support the effective and efficient functioning of their school.
- d. Communication – by communication we mean that teaching in itself is a form of communication. As such, the teach-

er must have excellent and effective communication skills in all forms: listening, speaking, reading and writing. Effective communication skills are important for teachers to convey information, manage the classroom and interact with students in the class.

- e. Thinking/problem-solving – by this we mean mental activities that the teacher logically uses to process data and information and work through the details of a problem and make appropriate decisions to reach a solution.
- f. Networking – By networking we mean the actions or processes that the teacher conducts, informally and formally, to interact with related stakeholders to exchange information and develop professional or social contacts.
- g. ICT – By ICT we mean the ability of the teacher to understand and apply information communication technology to enhance students' learning and develop professional learning.

### 3.6. DIMENSION 3 – ATTITUDE AND DISPOSITION

As in 3.2., the details of this dimension were based on data obtained from the earlier survey work. The small groups and then the whole group discussed key attitudes and dispositions that underpin teacher education in the complex society. The group came up with the consensus that attitude and disposition were the heart of teacher education. Without this key domain, we would never produce moral teachers to serve school and society. In this dimension, morality and ethics were prioritised. Positive attitudes and commitment to the teaching profession, as well as values, were also crucial.

The three sub-dimensions of Attitude and Disposition selected are: ethics, commitment to the profession, morality and values.

- a. **Ethics** – The Ethics of Teaching is a critical element in teaching and thus plays a vital role in a teacher's personal and professional life. This is because we believe a teacher's ethical stance will govern how he or she instructs and assesses students.
- b. **Commitment to the Profession** – This is an acknowledgment that a member of the teaching profession extends the opportunity and vows to make a positive difference in the lives of young people. This is because we believe that in order to be an effective educator, one needs to be committed

not only to students but also to the teaching profession as a whole, abiding to the rules and regulations and espousing the principles of the teaching profession.

- c. **Morality and Values** – Morality is concerned with the ability to distinguish between right and wrong or good and bad behaviour, and values are things that people care about. At one time, teachers were a yardstick for measuring good moral values in most societies. Teachers were addressed as role models and societies held them in high esteem. Being a teacher has a sense of pride about it because many took up the profession as a calling to serve society. As such, there must be a particular system of values and principles of conduct for teachers.

### 3.7. DEVELOPMENT AND VALIDATION OF THE META-PROFILE

Based on the discussions and reflections of the results of the survey for both generic and specific competencies, the Meta-Profile for Teacher Education was developed using a reductionist approach. Members of the Teacher Education SAG were assembled into three groups and instructed to develop a Meta-Profile for Teacher Education. Each group was allowed to use any method in the formulation of the Meta-Profile. The output of each group was presented and thematic analyses were employed to cluster similar categorisations. Distinct keywords were also evaluated and a harmonised model incorporating all three group outputs was devised, as shown in the figure above. In conclusion, the figure above depicts the Teacher Education Programme as having three distinct dimensions or domains, namely: (1) pedagogical and subject matter knowledge, (2) Teacher Skills, and (3) Attitude and Disposition. Content and pedagogy occupies the first domain of the Meta-Profile since knowledge of the discipline content constitutes the ‘what to teach’, while pedagogy constitutes the ‘how to teach’ aspect. Knowing what to teach and having the skill to effectively and efficiently teach content is fundamental for every Teacher Education programme. Teacher skills refer to the soft skills of the teacher necessary to ensure harmonious classroom, school, and community relations. These soft skills also complement the teacher’s mastery of both content and pedagogy. The third domain highlights the affect aspect of Teacher Education. Teachers have an inherent moral ascendancy over their students and are thus expected to be good role models. It is, therefore, important that Teacher Education gives equal em-

phasis to teachers' ethics, morality and values as well as commitment to the profession to ensure continuous positive growth, personally and professionally.

The proposed Meta-Profile with the group of competencies prioritised and reclassified into dimensions was then validated. This was done by comparing it with a single degree programme from each of the participating universities. It was carried out by applying the methodology agreed by the group in order to set standards of consistency in the process. Accords and discords in the competencies contained in the Meta-Profile to the programmes analysed were identified and conclusions were drawn with regard to finetuning the proposed Meta-Profile.



## CHAPTER 4: Programme (Re)Design Process Outputs

Chapter four deals with teacher education programmes designed or redesigned under the Tuning Asia-South East (TA-SE) initiative. The discussions at Tuning Asia-South East resulted in the Meta-Profile and subject-specific competencies which were expected to help harmonise the graduate profiles of the participating universities in the field of teacher education across Southeast Asia.

Such harmony will promote the chances for collaborations through staff, student and graduate mobility as well as the exchange of experiences across teacher education institutions.

This chapter describes the teacher education programmes from eight out of ten universities which designed or redesigned their programmes under the Tuning Asia-South East (TA-SE) initiative. Two universities, namely West Visayas States University and Sanata Dharma University, implemented the programme designs. Their programme's redesigns are presented in chapter 5. The eight participating universities involved in the discussion are Chulalongkorn University, Prince Songkla University, Universiti Sains Malaysia, Universiti Teknologi Malaysia, University of Sans Agustin, University Sans Carlos, Yangon University of Education, and Universitas Pendidikan Indonesia. They agreed on the Meta-Profile and subject-specific competencies which were expected to harmonise the graduate profiles of the teacher education programmes of the participating universities across Southeast Asia. Such harmony is expected to promote the opportunities for collaboration through staff, student and graduate mobility, as well as the exchange of experiences across teacher education institutions.

The Meta-Profile and the subject-specific competencies; coupled with changing government regulations, 21<sup>st</sup> century students' needs, the development in information and communication technologies in the form of industrial revolution 4.0, which has changed the way people live, learn, work, and communicate; have motivated the participating univer-

sities to design or redesign their teacher education programmes. In the process, they analysed their programmes from the TA-SE perspective by mapping the programme-level learning outcomes onto the generic and subject-specific competencies. Results of the mapping showed that: (1) in general, most of the graduate profiles are very similar to the generic and subject-specific competencies, (2) in all participating universities, not all of the generic and subject-specific competencies are adequately supported and need to be properly addressed. The second finding has motivated and served as the basis for the Programme (Re)Design.

In three of the participating universities from the Philippines, i.e. the University of San Carlos, the University of San Agustin, and West Visayas State University, the TA-SE methodology was very helpful as it coincided with the recent educational reform in the Republic of the Philippines. The educational reform, which mandates the implementation of universal kindergarten and an additional two years in high school calls for universities to technically design new teacher education programmes as the first cohort of students essentially commenced in the academic year 2018-2019. The TA-SE methodology and the generic and subject-specific competencies were implemented in the designing process of the programmes and were found to be very helpful.

## 4.1. NON-IMPLEMENTING UNIVERSITIES

### 4.1.1. Chulalongkorn University (Thailand)

**Name of the Programme:** Faculty of Education, Chulalongkorn University has redesigned the Bachelor of Education (5-year programme) Major in Elementary Education (B.Ed).

**Length and Level of the Programme:** This programme is a 5-year programme with 10 semesters, running from August to May. Each semester is 16 weeks long. It is a single major programme. Total credits for the whole programme are 173 credits. The revised programme will be mainly focussed on the core course of the Faculty of Education and the core course of Elementary Education so that we can ensure that the competencies are being developed. The structure of the programme is as follows:

- |      |  |            |
|------|--|------------|
| 1.   | General Education courses:                       | 30 credits |
| 1.1. | General Education courses specific by university | 24 credits |
| 1.2. | Special group                                    | 6 credits  |

2.	Specialised course:	133 credits
	2.1. Teacher Education courses (Core course for Teacher Education students)	55 credits
	2.2. Major courses	78 credits
	2.1.1 Mandatory (Required) courses	66 credits
	2.1.2 Selective courses	12 credits
3.	Free Elective:	10 Credits

**Social Need of the Revised Programme:** With the 21<sup>st</sup> century era, students' needs are different than before. Primary teachers need to be ready for 21<sup>st</sup> century students. The revised programme will be aligned with regulations from the Department of Higher Education Standards and Teacher Council standards for qualified teachers, since graduates will be able to apply for teaching licences as well as our university learning outcomes or expected characteristics of Chulalongkorn university graduates. This revised programme is also developed considering the Tuning Asia – South East (TASE) generic and specific competencies of Teacher Education, which are expected to be mutual competencies across ASEAN.

After having consulted with faculty members of Elementary Education, we agreed that our courses need to comply with all Thai regulations in order to be a qualified course for applying teaching license. For this reason, some of the courses could not be adjusted. So, we looked at the courses offered by Elementary Education departments. All courses covered all the content specific to Elementary teachers. However, some of the 21<sup>st</sup> century competencies were not mentioned in the course description, for instance: internationalism, cross-cultural awareness and environmental concern. After detailed discussion, it became apparent that these mentioned competencies are, in fact, taught and discussed during the courses, but are not stated in written curriculum. So, we will include these competencies in the revised programme.

**Future Fields, Sectors of Employment/Occupation of Graduates:** After graduation, an Educator in the field of Elementary Education is expected to have broad and in-depth knowledge; have morals and ethics suitable for a good person and good teacher; have thinking skills, including critical thinking, creative thinking, problem-solving; have professional skills, communication skills, technology skills, mathematics and statistic skills; possess management skills; be eager to learn and know how to learn; show public-mindedness and leadership; be healthy both physical and mentally; have

appropriate manners and appearance for a teacher; have a service mind and public mind as well as be devoted to education and society; be Thai in the globalisation environment; and have a teacher service mind, including having the spirit of being a good teacher; love and be compassionate towards students; be committed to developing students to reach their potential; be a positive role model, and be brave in doing the right thing. All these abilities should support our graduates to have global competencies and be internationalised. Graduates will go on to work as elementary schoolteachers in both public and private schools. Other careers that Elementary education students have a potential to opt for are that of non-formal educator, career guidance counsellor, school psychologist, librarian, human resources officer, training officer, officer in the Ministry of Education, or NGO organisations.

**Degree Programme Learning Outcomes in Relation to the Generic and Specific Competencies:** Every faculty in Chulalongkorn University must design all programmes to meet the general university graduate expected outcomes (no. 1-9) as per the Thailand Qualifications Framework from the Commission of Higher Education. The framework is the minimum requirement for the faculty. For the Faculty of Education, we add profession-specialised expected outcomes, which are stated in no. 10. The redesigned programme is developed to be aligned with the Faculty of Education’s students’ learning outcomes. These outcomes can be mapped to the TASE Generic and Specific competencies as shown in table 4.1.

**Table 4.1.** Degree Programme Learning Outcomes in Relation to the Generic and Specific Competencies

Learning outcomes at Programme level	TASE Generic competencies	TASE Specific competencies
1. Have broad and in-depth knowledge	GC13 Ability to apply knowledge into practice	SC1 Have a meaningful and comprehensive knowledge of the subject matter they will teach
2. Have morals and ethics – Believe in good acts, responsibility, be honest, be able to live with others – Have teachers’ ethics	GC3 Ability to uphold professional, moral and ethical values	SC24 Ability to demonstrate commitment to the teaching profession
3. Have thinking skills – Critical thinking – Creative thinking – Problem-solving thinking skills	GC6 Ability to think critically, reflectively and innovatively GC9 Demonstration of problem-solving abilities	

Learning outcomes at Programme level	TASE Generic competencies	TASE Specific competencies
4. Have professional skills		SC2 Ability to understand educational philosophy SC3 Understand pedagogy and learning approaches related to a specific specialisation SC4 Ability to comprehend concepts of testing, assessment and evaluation of learning SC5 Ability to understand the curriculum development process, its structure, content and expected learning outcomes SC6 Ability to understand the different characteristics of learners SC7 Ability to use research findings to improve teaching and learning SC9 Demonstrate understanding of different theories on learner's developmental process SC10 Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson SC11 Ability to implement curricula related to assigned fields of study SC12 Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship. SC14 Use of appropriate strategies for managing student behaviour SC15 Ensure a safe and conducive learning environment SC16 Ability to use appropriate assessment tools and methods to assess and evaluate learning processes and outcomes SC17 Ability to use assessment data to improve the teaching-learning process SC20 Ability to demonstrate integrity and professionalism SC28 Ability to conduct action research

Learning outcomes at Programme level	TASE Generic competencies	TASE Specific competencies
4.2. Have Communication skills; – Excellent in Speaking, listening, reading, and writing in Thai	GC5 Ability to communicate clearly and effectively	
– Good skills of reading, be able to listen and communicate in English, and being able to write in English – Be able to use other languages of interest at a fair level		
4.3. Have technology skills 4.4. Have mathematics and statistics skills	GC2 Ability to use information and communication technology purposefully and responsibly	SC13 Ability to appropriately use information and communication technologies to support teaching/ learning activities SC21 Willingness to apply innovations to the teaching and learning process
5. Eager to learn and know how to learn	GC8 Ability to carry out lifelong learning and continuous professional development	
5.1. Have management skills 6. Show public-mindedness and leadership 7. Have a service mind and public mind, as well as be devoted to education and society	GC12 Ability to demonstrate leadership attributes GC 4 Ability to demonstrate responsibility and accountability towards society and the environment	SC18 Ability to demonstrate commitment to develop students to reach their potential SC20 Ability to demonstrate integrity and professionalism
8. Be healthy: both physically and mentally		
9. Be Thai in the Globalisation environment		
10. Have teacher service mind		SC 24 Ability to demonstrate commitment to the teaching profession

**Link of the Degree with the Meta-Profile:** The Meta-Profile agreed in Kuala Lumpur is mostly aligned with what stated in the curriculum of Elementary Education programme. However, as the details of generic and specific competencies are not all stated in the written curriculum,

the academic members thought that the teachers, who were responsible for the courses, were including the missing competencies in their lessons. But there is also an argument that when it is not stated in the curriculum, it is subject to the teacher's discretion whether he/she will emphasise the different competencies in their lessons. The differences between what is stated in the curriculum and the Meta-Profile are:

For generic competencies:

1. Respect diversity and multiculturalism
2. Ability to initiate, plan, organise, implement and evaluate courses of action

For specific competencies:

1. Demonstrate understanding of theory of multiculturalism and learning
2. Demonstrate self-evaluation and use the results for improvement
3. Willingness to apply innovations to the teaching and learning process
4. Respect diversity in working with students, colleagues, families, community members and other stakeholders
5. Willingness to learn from students, colleagues, and other professionals
6. Ability to practice reflective thinking to improve their teaching practices
7. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process
8. Ability to initiate and maintain mutually-beneficial linkages and networks

From the academic member interview, they decided to add higher level thinking skills, time management in the leadership section, negotiation and ability to speak out their thoughts, and entrepreneurial and financial management skills in the degree profile. To ensure that all students obtain all the competencies, they are all included in all core courses, some of which will be structured for a specific year level.

**Structure of the Programme:** The Programme of Elementary Education has a total of 173 credits, consisting of 30 credits of General Education courses, 133 credits of Specialised courses, and 10 credits of Free electives. Table 2 shows a sample of the structure of the course outcomes and learning, teaching and assessment strategies.

**Table 4.2.** Sample structure of the course outcomes and learning, teaching and assessment strategies

No.	Unit/Course/Module	Learning Outcomes (at unit/course/module level)	Learning, teaching and assessment strategies
<b>Core course of the Faculty of Education</b>			
1.	Professional Teaching Practice I	Professional practice during coursework; Understand learning management; Understand the teacher's roles, duties, and tasks; Understand individual learners; Know the role of teacher professional development.	School practicum, classroom observations for learning management Assessment: observation, report
<b>Core course of Elementary Education major</b>			
2.	Innovations in teaching at Elementary education level	Understand the definition, importance, characteristics and types of instructional innovations at elementary level; Use interesting instructional innovations at elementary level including approach, theory, principle, strategy, method, technique, materials and technology; Select and apply innovations for teaching elementary students; Understand the development of instructional innovations for elementary students through a process of designing, creating, planning, implementing, observing, assessing, improving and disseminating the innovations.	Lecture, discussion, demonstrate development of innovative lesson plan Assessment: Lesson plan, report, exam

**Programme Overall Consistency:** The overall programme consistency is mapped with our university student qualification framework and the Tuning Meta-Profiles as follows.

**Table 4.3.** Sample of Curriculum Mapping

University student qualification framework TASE: Meta-Profile for Teacher Education	Have knowledge		Have morals and ethics		Have thinking skills			Being able				Eager to learn and know how to learn	Have public mind leadership	Be healthy	Have service mind and public mind	Bel in the Thai Glo-bali-sation envi-ron-ment	Have teacher service mind	
	Broad knowledge	In-depth knowledge	Have morals	Have teachers' ethics	Critical thinking	Creative thinking	Problem-solving thinking skills	Have professional skills	Have communication skills	Have technology skills	Have mathematics and statistics skills	Have management skills	Eager to learn	Learning to learn	Social	Leadership	Commitment to the profession, Values	
Core course of the Faculty of Education	Professional Teaching Practice I	✓		✓														✓
	Core course of Elementary Education major																	
Teaching and learning management in Thai language subject for Elementary school teacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Internal Quality Control/Enhancement:** The revised programme will need an approval from both internal and external parties in order to be used. First of all, before the programme is submitted to the Faculty of Education committee, it has to be reviewed by a qualified reviewer. Once the programme has been reviewed and edited, the department submits it to the Faculty academic committee for review. After it is approved at faculty level, it will be sent to the University Board, Commission of Higher Education Department and Teacher Council. Graduates of this programme will be qualified to apply for their teaching licence. The programme will be reviewed every 5 years.

#### 4.1.2. Prince of Songkla University (Thailand)

**Name of the programme:** Bachelor of Education (B.Ed.) in Art Education

The Bachelor of Education (B.Ed.) is a cluster programme which consists of physical education, primary education, health education, educational psychology and guidance and art education. Revised in 2019 from the five-year programme, this programme aims to prepare prospective art education teachers for basic education (primary and secondary education) instilling in them leadership, critical thinking skills, citizenship and lifelong learning. Based on the new competency-based approach and national policies, this programme was flexibly aligned with the standards of the Teachers' Council of Thailand (TCT), revised in 2019, the undergraduate standards of the Office of Higher Education (OHE), Thailand Education Standards, as well as the 20-year national strategic plan of Thailand.

**Length and Level of the programme:** This art education programme is a 4-year baccalaureate degree which focusses on a competency-based and work-integrated approach. The programme takes four years (8 semesters of 15-16 weeks per semester). Applicants interested in this programme must have passed the Teachers' Attitude Test (TAT). The programme offers a total of 142 credits with the following required summary of units/credits:

- 2.1. General education courses (30 credits)
- 2.2. Professional teacher education courses (34 credits)
- 2.3. Art education courses (72 credits) including 48 mandated courses and 24 selective courses)
- 2.4. General selective courses (6 credits)

Unlike the old five-year programme in which the teaching practicum lasted for one year (two consecutive semesters) in the fifth year of the programme, this new 4-year programme aims to nurture the teachership skills of learners through an internship, which includes Teaching Practicum 1 (understanding schools contexts), Teaching Practicum 2 (becoming a teacher assistant at school), Teaching Practicum 3 (4-week teaching practicum at a school), and Teaching Practicum 4 (full-time teaching practicum in a school for 4 months).

As additional requirements of the programme, learners must participate in at least: a) two compulsory teacher enhancing activities per year, for instance citizenship/public service mind activities (e.g. promotion of Thainess and patriotism, self-efficient economic, anti-corruption, and democratic society); and b) two selective teacher enhancing activities (e.g. teachership promotion activities, innovative and technological development activities and services and community engagement activities).

#### **The social need of the revised programme:**

**(a) Global needs:** Due to the rapid changes and complexities of economic contexts, it is necessary that educational development in higher education be appropriately aligned with globalisation. Thus, the role of higher education must be very proactive and responsible in preparing students to be moral persons, in alignment with the generic competency of the Teacher Education Meta-Profile which states that students should possess the ability to uphold professional, moral and ethical values. In addition, this programme is clearly designed based on global changes with the emphasis on promoting knowledge, skills, and competencies that fit the global needs. Also, students in this programme are expected to have academic excellence, use technology smartly and have language competency. Since the world is facing environmental problems such as climate changes, students shall be aware of preserving the environment and using energy responsibly. This global need is also similar to the generic competency developed by the Teacher Education Meta-Profile of Tuning Asia-South East that students should possess the ability to demonstrate responsibility and accountability towards society and the environment.

**(b) National needs:** The underlying core principles in revising this programme are based on the education reform policy, especially the twelfth national economic and social development plan issued by the Office of the National Economic and Social De-

velopment Board (NESDB), Office of the Prime Minister (OPM). The period of the Twelfth Plan (2017-2021) will be an obviously challenging time for Thailand to undertake substantial reforms by accelerating the development of science, technology, research and development, and innovation as key factors in empowering the development of all aspects needed to increase the country's competitiveness with an exceedingly competitive global economy. However, Thailand has been facing the middle income trap for many years. To move up from being a middle income country, it is believed that humans are the centre of the country's development. For this reason, education is expected to be a great tool in developing the country. To serve the national needs, students are expected to be critical thinkers in increasing added value and becoming smart learners and entrepreneurs. It is clear that the revision of this programme is aligned with the national needs as well as the output of the Teacher Education Meta-Profile of the Tuning Asia-South East (TASE) which states that students should possess the ability to think critically, reflectively and innovatively. In addition, all programmes in the country are developed in accordance with the national standards known as the "Thailand Qualification Framework" (TQF), which consists of developing the five main learning outcomes, i.e.: 1) morality and ethics (TASE, Generic 2), 2) knowledge, 3) wisdom skills, 4) international relationship skills and responsibility, and 5) arithmetic skills, communication and use of innovation and information technology. Significantly, the revision of the art education programme is closely intertwined with the Regulation of the Teachers' Council of Thailand on Professional Standards for Teachers B.E. 2562 (2019), which covers three relevant standards, including: a) standards of professional knowledge and experience, b) standards of performance, and c) standards of conduct.

**(c) Local needs:** Southern Thailand and other parts of the country are diverse regions. The diversity of each region seems to have noticeably increased after the influx of workers from other countries, especially from Myanmar, Laos and Cambodia. In Southern Thailand, the majority of people are Thai-Muslims who are strict in their religious beliefs and practices. It is important that the revision of the art education programme be aligned with the local context. Students in this programme are expected to have culturally different understanding, diversity recognition and cultural respects, which is why one of the generic competencies of TASE is that stu-

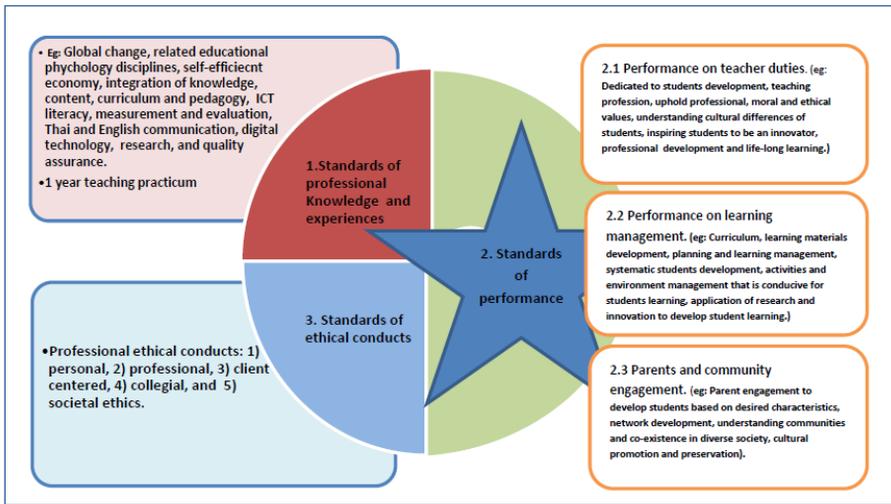
dents should have the ability to understand, value, and respect diversity and multiculturalism. In addition, the revision of this programme comes from the reflection of related stakeholders, especially alumni, university supervisors, school supervisors, school administrators and educators, as well as stakeholders from other public and private sectors. All the related stakeholders expect students of this programme to possess leadership skills, be aware of lifelong learning, be able to adapt skills to the future work, preserve local culture, as well as possess creative skills and use the Thai language and communicate in English efficiently.

**Future fields, sectors of employment/occupation of graduates:** The art education programme primarily trains students to be subject teachers in primary and private schools. Graduates from this programme can also find jobs in educational institutions and government agencies such as educational service office areas and provincial education offices. They can also work in the private sector or run their own businesses, such as art galleries, art education training centres and educational design enterprises.

**Degree programme learning outcomes in relation to the generic and specific competencies:**

The four-year art education programme was developed to meet the new undergraduate qualification framework of teacher education (revision 2019) which all teacher education programmes must develop, based on the six categories of the expected programme learning outcomes (PLOs), including: 1) Morality and ethics (5 PLOs), 2) Knowledge skills (5 PLOs), 3) Wisdom (4 PLOs), 4) Interpersonal skills and responsibility (3 PLOs), 5) Arithmetic skills, communication and use of information technology (3 PLOs), and 6) Learning management sciences (5 PLOs).

**Link of the degree with the Meta-Profile (TASE) and the programme:** The Meta-Profile of Southeast Asian teacher education and the art education programme of the Faculty of Education, Prince of Songkla University share some common characteristics and are attached to the Thailand Professional Standards for Teachers (Revision 2019). Figures 1 and 2 depict the Teacher Education Programme as having three distinct components or domains, namely: 1) Pedagogical and subject matter knowledge, 2) Teacher Skills, and 3) Attitude and Disposition, while the art education programme is based on three domains, including: 1) Standards of professional knowledge and experience, 2) Standards of performance, and 3) Standards of ethical conduct.



**Figure 4.1.** Thailand Professional Standards for Teachers (TPST) (Revision 2019)

The content and pedagogy of TASE occupies the first domain of the Meta-Profile since knowledge of the discipline content constitutes the ‘what to teach’ while pedagogy constitutes the ‘how to teach’ aspect. Knowing what to teach and having the skill to effectively and efficiently teach content is fundamental for every Teacher Education programme. Similar to the first domain of the Meta-Profile, Standards of professional knowledge and experience, which is the first domain of Thailand Professional Standards for Teachers (Revision 2019) constitutes core content and knowledge of the teaching profession. This domain prioritises knowledge of content and integration of knowledge. Teachers are expected to know “what to teach”. This includes knowledge of measurement and evaluation and quality assurance. Unlike the Meta-Profile of TASE, knowledge about self-efficient economic philosophy of King Rama IX is one of the main requirements in the first domain of Thailand Professional Standards for Teachers, which is very typical in the new 2019 standard. For the pedagogical aspects, teachers shall be able to apply different pedagogical sciences, especially active learning and other pedagogical methods. In addition, Thai and English are the main tools that teachers need to use to maximise their teaching and they are expected to master their teaching by doing the practicum at a qualified school for one year (no less than 30 weeks).

Teacher skills of the TASE refer to the teacher's soft skills necessary to ensure harmonious classroom, school, and community relations. These soft skills also complement the teacher's mastery of both content and pedagogy. Similar to Thailand Professional Standards for Teachers, teacher skills in this domain focus on teacher performance. This second domain consists of three aspects including performance of duties, learning management for student learning, and parent and community engagement. Parent and community is separated as one of the sub-domains of the Thailand Professional Standards for Teachers indicating that teachers must be able to know and closely work with communities.

The third domain highlights the affect aspect of Teacher Education. Teachers have an inherent moral ascendancy over their students and are therefore expected to be good role models. It is therefore important that Teacher Education gives equal emphasis to teachers' ethics, morality and values, as well as commitment to the profession, to ensure continuous positive personal and professional growth. There is a slight difference in the third domain of the Thailand Professional Standards for Teachers, since it clearly identifies the professional ethical conduct in five areas including personal, professional, client-centred, collegial and societal ethics.

Overall, the Art education programme's Meta-Profile, which is based on the Thailand Professional Standard for Teachers, shares the common aspects of teacher education with the TASE Meta-Profile. However, the details the TASE Meta-Profile do not overlap with it. For example, the attitudes and dispositions domain, which is the third domain in the TASE, clearly illustrates the major elements including ethics, commitment to the profession, morality and values. In contrast, moral and ethical value, which is the major element of the third domain of the art education programme, is also mentioned in the second domain of the Standards of performance (Teacher skills).

**The structure of the art education programme of the Faculty of Education, Prince of Songkla University is as follows:**

### Example of Unit Courses of the Art Education Programme

No.	Course Names	Course Learning Outcomes	Learning and Teaching	Assessment Strategies
<b>Examples of teacher education courses</b>				
261-101	Teaching Profession and Teachership	Possess and uphold moralities and ethics, including criticism and ethical reasoning; solve ethical problems; ethics of the teaching profession according to the requirements suggested by the Teachers' Council of Thailand; teacher organisation, teachership, teacher maturity, strong citizenship and citizen cultivation; learning enhancement, motivate and inspire creativity and innovative thinking elevation; lifelong learning, self-development in working and continual learning to become knowledgeable; trendy and up-to-date; organisational structure, administrative structure, administration of academic personnel, general and budget affairs, strategic planning, education quality development in schools	Active learning, pair work, group work, workshop, exhibition, problem-based learning, dialectics, case study	Formative/summative, observation/project work, classroom attendance
262-411	Teaching Practicum in Schools (TPS) IV Prerequisite (TPS) 1-3	Practice teaching in the position of teacher in a school, teaching practice in specific area, curriculum development and design of learning management plan, learning management to develop learners and innovators, application of digital technology and creating innovation to develop learning management or solve problems for learners, conducting research to develop learners, including building creative teamwork, developing projects and/or academic projects, lesson learned presentation, knowledge sharing, observation record and report writing on operation relating to theory	Work-integrated, phenomenon-based approach	Supervision/observation/Exhibition, ubiquitous supervision

No.	Course Names	Course Learning Outcomes	Learning and Teaching	Assessment Strategies
<b>Example of art education courses</b>				
277-101	Drawing	Demonstrate understanding of theories and practices of still life and landscape drawing, show skills in drawing still life and landscape	Active learning, project work, workshop	Observation, individual feedback, exhibition, classroom attendance
277-102	Art Appreciation	Demonstrate in-depth understanding of definition and evolution of art; aesthetic principles; appreciate art values	Active learning, fieldtrip, individual work, project-based learning workshop	Formative/summative, observation/written tests, classroom attendance
277-205	Batik	Demonstrate understanding of theories of making batik; making souvenirs from batik, design and make souvenirs from batik	Active learning, workshop, project work	Project work evaluation, observation, feedback,
277-209	Islamic Art	Gain knowledge and understanding of Islamic art, its originality and evolution; write and draw Islamic alphabet and patterns of Islamic art; describe unique characteristics between Islamic and Thai art from past to present	Demonstration, case studies, project-based learning	Project work evaluation, observation, feedback

## Example of Curriculum Mapping of the Art Education Programme Based on the Thailand Professional Standards for Teachers

- Core responsibility
- Minor responsibility

Courses	Programme Expected Learning Outcomes: (PLOs)																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
<b>Examples of professional teacher education courses (10 courses/34 credits)</b>																									
261-101 Teaching Profession and Teachership	●	●	●	●	●	○	○	●	○	●	○	○	○	○	●	●	○	○	○	○	○	○	○	○	○
262-411 Teaching Practicum in School (TPS) IV	●	●	●	●	●	○	○	●	○	○	●	●	○	○	●	●	○	○	○	○	○	○	○	○	○
Prerequisite (TPS) 1-3																									
<b>Example of art education courses (The total courses are 72 credits)</b>																									
277-101 Drawing	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-103 History of Art	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-104 Psychology of Art Education	●	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-105 Composition of Art	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-106 Introduction to Thai Art	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-204 Introduction to Design	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-205 Batik	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-303 Introduction to Computer Graphics	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-308 Research in Art Education	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●
277-209 Islamic Art	○	●	●	○	●	●	○	●		●	○	○	○	○	●	●		●	○		○				●

**Programme overall consistency:** Based on the national standard, all courses of teacher education in the country must be aligned with the Thailand Professional Standards for Teachers (Revision 2019), including: 1) Standards of professional knowledge and experience, 2) Standards of performance, and 3) Standards of ethical conduct which consist of a total of 24 programme learning outcomes, as shown in the curriculum mapping. The analysis of linking the degree with the Meta-Profile (TASE) and art education programme shows that, overall, the key aspects of teacher education share similar domains, but there are small details of each domain that overlap each other. Overall, the total courses of the art programme, especially professional teacher education courses which consist of 34 credits, and the art education courses contribute to the achievement of the programme level. Also, all of the programme-level learning outcomes (PLOs) are covered in all courses of the programme. It is obvious that each course of the programme will focus on different core and minor responsibilities, depending on the nature of the course.

**Internal quality control/Enhancement:** The art education programme will be proceeded by many steps until the programme is approved which shows the scrutiny and complexities of the programme's development. The following steps show the internal quality control:

- The art education section proposes the art education programme to the curriculum committees and it must be approved before sending to the academic committee of the Faculty of Education.
- The academic committees appointed by the Faculty of Education approve the programme and propose it to the faculty meeting, which is the top executive board of the Faculty of Education.
- The faculty meeting committee approves the programme with comments (if any).
- The programme committees revise it within the timeline and bring it before the academic committee of the campus.
- The academic committee, consisting of professional faculty of the campus, approves the programme with comments (if any).
- The revised programme is then sent to the executive board of the campus for approval and comments.
- After the approval of the executive board of the campus, the programme committee must revise it within the allowed

timeline and submit it to the university board, which consists of honorary committees.

- After the approval of the university board, the programme is sent to the Office of Higher Education (OHE) to recheck if the programme meets the requirement of the OHE. The OHE will recheck the qualification of the faculty in the programme to ascertain whether their work (paper publications, books, articles) meet the regulations. If the programme is approved, it is stamped and sent back to the university. If there are any comments, the programme must be revised within the allowed timeline.
- After the Office of Higher Education approves the programme, the university must present it to the Teachers' Council of Thailand to recheck if all courses, course descriptions, and expected learning outcomes meet the requirements of the Teachers' Council of Thailand on Professional Standards, B.E. 2556 (2013), which covers the relevant standards, including: a) standards of professional knowledge and experience, b) standards of performance, and c) standards of self-conduct "Standards of professional knowledge".

The programme can be opened after the approval of the Teachers' Council of Thailand. The mentioned processes indicate that Thailand is extremely diligent in terms of internal quality control. If the programme fails to comply with the regulations or rules, it will be shut down and will not be guaranteed by the Office of Higher Education. The name of the rejected programme will be made public.

Programmes are reviewed every year. Prince of Songkla University has implemented AUN QA for three years. Every year, the programme reports on progress and achievement, based on the following criteria:

- Expected Learning Outcomes
- Programme Specifications
- Programme Structure and Content
- Teaching and Learning Approach
- Student Assessment
- Academic Staff Quality
- Support Staff Quality
- Student Quality and Support

- Facilities and Infrastructure
- Quality Enhancement
- Output

In addition, once every 5 years of programme operation, the Teacher Council of Thailand visits and carries out amicable supervision for programme development.

#### 4.1.3. Universitas Pendidikan Indonesia

**Name of the programme:** Bachelor's degree in Primary School Teacher Education, Faculty of Education, UPI.

**Length and level of the programme:** 128 weeks over 8 semesters, 72 courses.

**Revised programme:** According to the Teacher Law of 2005 of the Republic of Indonesia, all new teachers are required to hold a four-year higher education degree (diploma or bachelor's) by 2015. To be professional teachers, they are required to have a teacher certification by attending 2 semesters of a professional teacher programme. This new regulation led the Ministry of Education and Culture and the Ministry of Research, Higher Education and Technology to redesign pre-service Teacher Education Institutions (TEIs) by providing a new professional teacher programme (PPG) designed to prepare future primary school teachers.

TASE consultation on generic and subject-specific competencies has demonstrated a need to revise this programme. As a teaching university, it can be stated that UPI has made some efforts, as follows: First, it must comply with Law Number 14, Year 2005, regarding schoolteachers and faculty, which confirms that teaching is a professional job. Second, it is imperative to improve teacher quality through the enhancement of teachers' content knowledge and pedagogic knowledge, and through the support of teaching practices in authentic settings. The UPI programme is basically based on the philosophical beliefs that the objective to achieve through education is the way in which learners cultivate their potentials. In this way, university teaching philosophy is based on the beliefs that UPI students as prospective teachers should be facilitated and guided in such a way that their learning knowledge and skills are developed through learning by doing, implementing, and reflecting. In this case, the teaching-learning process in UPI is based on the activity of humanising individuals in engaging themselves in civilisation and to be politically integrated in productive and constructive reasoning.

Professional education for teachers served by UPI is also based on the beliefs that the teaching-learning process in UPI emphasises content-based and content-specific pedagogy to prepare future teachers to teach in multicultural learner contexts. The entire programme is prepared to support teachers to be able to reflect on their learning, collaborate with other teachers to seek to solve problems in learning. The mission of UPI has been determined as follows: 1) running educational programmes to prepare professional teachers and other educational professions with highly global competitiveness, 2) developing with innovative theories of education and other disciplines and their implementation to be the base of stating national policy in education, 3) providing services to communities in professional ways in terms of helping solve existing problems in a national scope, either in the field of education or other fields, such as politics, economy, social related matters and cultures, and 4) generating internationalisation of education through development and networking and, partnership at national, regional and international levels.

Considering the TASE programme, the generic and subject-specific competencies have demonstrated a need to revise the programme Meta-Profiles, having agreed on the following:

**Knowledge.** S1. Have a meaningful and comprehensive knowledge of the subject matter they will teach; S4. Ability to comprehend concepts of testing, assessment and evaluation of learning; S5. Ability to understand the curriculum development process, its structure, content, and learning Outcomes; S8. Demonstrate understanding of theories of multi-culture and learning.

**Pedagogy.** S2. Ability to understand educational philosophy; S3. Ability to understand pedagogy and learning approaches; S6. Ability to understand the difference of learners' characterisation; S9. Demonstrate understanding of different theories.

**Skills.** Classroom management. S14. Use of appropriate strategies for managing student behaviours; S15. Ensure a safe and conducive learning environment.

**Professional Skills.** S7. Ability to use research findings; S10. Ability to select teaching methods; S11. Ability to implement curricula; S12. Ability to facilitate learners' potential development; S13. Ability to appropriately use information; S16. Ability to use appropriate assessment; S17. Ability to use assessment.

**Networking.** S26. Ability to engage fellow teachers and other professionals to enhance teaching; S27. Ability to initiate and maintain mutual beneficial linkages.

**Attitude, Ethics, Morals.** S21. Willingness to apply innovations to the teaching-learning process; S22. Ability to respect diversity in working with students, colleagues, communities; S23. Willingness to learn from students, colleagues and other professionals.

The core principle is that teaching is a “profession”. The requirement that all teachers must meet a minimum standard of a four-year degree before being certified and that all teachers should be formally certified after the four-year degree has being attained.

The Primary schoolteacher Professional Teacher Programme (PPG) is implemented and run by selected Teacher Education Institutions (TEIs), which are managed directly by the Minister of Research, Technology and Higher Education. Currently, there are 49 state and private Teacher Education Institutions (TEIs) spread throughout the nation, assigned to establish PPG programmes for pre-service teachers. In this case, some revisions to the programme are required, including developing a new module or revising or adding an additional chapter on existing modules that have been provided by the Faculty.

**Occupation of Graduates:** The graduate profile is to become professional teachers in primary schools. Meanwhile the Learning Outcomes are as follows:

- 1) Having skills and the ability to make the right professional decisions based on the results of analyses of information and data, and ability to choose various solutions independently in order to solve students’ learning problems and develop services for them in the context of obtaining the best learning outcomes.
- 2) Mastering knowledge about religion, Pancasila (five principles), citizenship, Indonesian language and character.
- 3) Mastering in-depth principles and theories of education in developing curricula, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources, especially in the field of study at primary school level.
- 4) Mastering the development characteristics of students in primary school, in terms of physical, psychological, social and moral development.

- 5) Mastering and developing curricula, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources, especially in the field of study at primary school level.

**Description of the degree profile of the revised programme in terms of generic and/or subject-specific competencies:**

Competency	Type of Competency	Learning
a. Having skills and ability to develop high order thinking skills (HOTS)	Generic Competency	Graduates are able to create and develop proper methods of planning, developing, and applying high order thinking skills for students in primary schools.
b. Mastering the development of student characteristics in primary school	Generic Competency	Graduates are able to design and develop instruments to identify student characteristics in primary schools.
c. Mastering the curriculum development process, its structure, content, and learning outcomes	Generic skills	Graduates are able to design and develop syllabi and lesson plans by describing core competencies, basic competencies and indicators in accordance with regulations such as the Curriculum 2013 guidelines.
d. Having skills and Smart literacy in implementing Information and Communication Technology (ICT)	Generic skills	Graduates are able to design and develop simple models as well as learning materials for enriching students' abilities in using computers and smartphones for educational purposes.
e. Having capability in developing critical skills and problem-solving skills in teaching-learning content in a classroom setting.	Generic skills	Graduates are able to design and develop programmes that can motivate and guide primary school students in implementing critical skills and problem-solving skills, such as by developing 4C programmes: communicating, creating, collaborating, and creativity through simple and motivating programmes by games and simulations.

## 1. Develop a new Module for improving HOTs, improving ICT implementation in learning.

Stages of Creative Problem-Solving	HOTs	Steps of Learning
Problem Classification	Provide the widest opportunity for students to explore the information needed.	<ol style="list-style-type: none"> <li>a. Providing guide questions, displaying examples of subject concepts that will be studied in the form of images, videos or stories, and asking students to explore as much information as can be taken from the problems displayed by the teacher.</li> <li>b. Explain the objectives and learning activities that will be carried out that are relevant to the subjects that will be studied by students.</li> </ol>
Brainstorming/ Disclosure of Opinions	Does not limit students in presenting allegations, ideas, or opinions through inquiry or making conjectures. There is no objection in expressing ideas with each other.	<ol style="list-style-type: none"> <li>1. Giving a problem (should the problem taken be a problem or problems with 2 or more different ways of solving) that requires students to make observations, experiments, analysis, and discussion to obtain direct experience according to instructions and direction.</li> <li>2. Encourage students to express the idea of solving the problem or problems starting from what is known or asked and following through to plan completion.</li> </ol>
Evaluation and Election	Asks students to find various alternative answers and solutions. Students discuss which strategies are suitable, effective, and efficient to solve problems.	<ol style="list-style-type: none"> <li>1. Each group formed presents the solution obtained from the results of the group discussion in front of the class. The other group compares the solution they obtain.</li> <li>2. Various ways of solving are analysed by all students in the class to evaluate which resolution strategies are suitable, effective, and efficient to solve the problem or problems.</li> </ol>
Implementation	Asks students to provide conclusions with their own creativity and use strategies taken to solve other problems.	<ol style="list-style-type: none"> <li>1. Analyse unique settlement strategies and discuss the truth of the strategy.</li> <li>2. Making a problem or a similar problem with the questions given by the teacher as well as the truly different ones along with the resolution strategies in accordance with the creativity of each student.</li> <li>3. Determining conclusions not only on concepts that are being explored or studied, but also other subject concepts involved.</li> </ol>

## 2. Develop a Module on improving 4C 21<sup>st</sup> century skills (collaboration, communication, critical thinking, creativity).

4 C 21 <sup>st</sup> century skills		
No.	Four Cs	Students skills
1.	Creativity and innovation	<ul style="list-style-type: none"> <li>a. Demonstrate originality in innovation.</li> <li>b. Develop, implement and communicate new ideas.</li> <li>c. Be open and responsive to the perspective of others.</li> <li>d. Be able to act and react to creative ideas.</li> </ul>
2.	Critical thinking & being able to solve problems	<ul style="list-style-type: none"> <li>a. Convey and accept opinions.</li> <li>b. Make complex choices and decisions.</li> <li>c. Understand interconnection between systems.</li> <li>d. Be able to identify relationships between various different points of view.</li> <li>e. Express critical questions for a better solution.</li> <li>f. Analyse and synthesise information to solve a problem.</li> </ul>
3	Communication	<ul style="list-style-type: none"> <li>a. Articulate thoughts and ideas clearly and effectively through oral communication.</li> <li>b. Articulate thoughts and ideas clearly and effectively through written communication.</li> </ul>
	Collaboration	<ul style="list-style-type: none"> <li>a. Demonstrate the ability to work effectively with a team/several team members.</li> <li>b. Be flexible and always willing to help the team achieve common goals.</li> <li>c. Share responsibility at work collaboratively, not selfishly.</li> </ul>

Information, Media, and Technology skills		
No	Literacy	Students skills
1.	Information Literacy	<ul style="list-style-type: none"> <li>a. Access information effectively and efficiently.</li> <li>b. Evaluate information critically and use information accurately.</li> <li>c. Have a good understanding of the legal and ethical aspects in the use of information.</li> </ul>
2.	Media Literacy	<ul style="list-style-type: none"> <li>a. Understand how media messages are made/assembled, as well as the purpose, medium, and characteristics of the message.</li> <li>b. Understand how others interpret messages differently and know how messages are valued differently by each individual.</li> <li>c. Have a good understanding of the legal and ethical aspects of the use of multimedia messages.</li> </ul>
3	ICT Literacy (Information and Communication Technology)	<ul style="list-style-type: none"> <li>a. Use digital technology to access, collect, process, evaluate and create accurate and efficient information.</li> <li>b. Use technology as a device to research, manage, evaluate and communicate information.</li> <li>c. Have a good understanding of the legal and ethical aspects of the use of information as a digital technology product.</li> </ul>

Information, Media, and Technology skills		
No	Literacy	Students skills
4	Life & Career Skills	<ol style="list-style-type: none"> <li>1. Flexibility and Adaptability               <ol style="list-style-type: none"> <li>a. Able to adapt to various roles and responsibilities.</li> <li>b. Work effectively in a full climate with ambiguous and intense changes in priorities.</li> </ol> </li> </ol>
		<ol style="list-style-type: none"> <li>2. Self-Initiative and Control               <ol style="list-style-type: none"> <li>a. Understand learning needs and self-understanding.</li> <li>b. Actively explore expanding expertise.</li> <li>c. Demonstrate improving initiatives skills to a higher level.</li> <li>d. Able to define, prioritise and complete inherent unsupervised tasks.</li> <li>e. Use time efficiently and manage workload properly.</li> <li>f. Show commitment to lifelong learning.</li> </ol> </li> <li>3. Inter-Cultural Social Skills               <ol style="list-style-type: none"> <li>a. Work productively and well with other people.</li> <li>a. Use the collective intelligence of the group when the time is right.</li> <li>b. Achieve cultural and capable differences using a different perspective to improve innovation and quality of work.</li> </ol> </li> <li>4. Productivity and Accountability               <ol style="list-style-type: none"> <li>a. Attain high standards of achievement in tasks.</li> <li>b. Have perseverance and a positive work ethic.</li> </ol> </li> </ol>

### 3. Redesign curricula by having more space and a chance for earlier exposure programmes in school environments and cultures.

**Link of the competencies with the agreed Meta-Profile:** Elements of the Meta-Profile are included in the degree profile.

- Knowledge. Having meaningful and comprehensive knowledge of the subject matter as classroom teacher as well as subject teacher at a primary school; Understand and have the ability to develop pedagogical content around technological knowledge; Ability to facilitate learners' potential development skills. Use of appropriate strategies for managing student behaviours; Ensure a safe and conducive learning environment. Professional Skills. Ability to facilitate learners' potential development; Ability to use appropriate assessment techniques.
- Skills. Mastering, developing, and implementing curricula, approaches, strategies, models, methods, techniques, teach-

ing materials, media and learning resources, in real practice at school level.

- Attitude, Morals: Ability to respect diversity in working with students, colleagues, communities; Willingness to learn from students, colleagues and other professionals, in local settings such as teachers' working groups (KKG) as well at provincial and national level with other teaching professionals.

**Short description of the methodology at programme level:**

The implementation of the programme is in the area of learning, teaching and assessment strategies for achieving the programme-level learning outcomes.

- Learning strategies:
  - a) Individual learning
  - b) Learning in groups and dialogues
  - c) Team-based learning
  - d) Earlier exposure programme on education in schools
  - e) Practice real teaching in schools
- Teaching strategies:
  - a) Problem-based learning and teaching
  - b) Discussion on hot issues in education
  - c) Case study on teaching-learning problems in primary schools.
- Assessment strategies:
  - a. Portfolio
  - b. Meta-cognition
  - c. Test and No test

**Internal Quality Control/Enhancement:** The following are the units and activities for making sure that a high quality of education is achieved.

- a) Head of Study programme develops instruments as quality control
- b) Feedback is obtained every semester from students and faculty members

- c) Developing internal quality assurance by individual efforts, such as internal assessment

#### 4.1.4. University of San Agustin (Philippines)

**Name of the Programme:** Bachelor of Special Needs Education – Elementary School Teaching (Bsned-Est). The *Bachelor of Special Needs Education – Elementary School Teaching (BSNEd-EST)*<sup>1</sup> is an undergraduate degree programme which specialises in special needs education specifically in elementary school teaching. This programme will prepare students to receive certification/licensure for teachers of students with disabilities in self-contained or inclusive classroom settings. This is a new outcome-based programme in response to the 21<sup>st</sup> Century Philippine Teacher Education framework and anchored in the salient features of the “Enhanced Basic Education Act of 2013” (RA 10533), the Philippine Qualifications Framework (EO 83 s. 2012), and the Philippine Professional Standards for Teachers (DO 42 s. 2017)<sup>2</sup>. In the context of the Tuning Methodology implementation, the programme is considered as a *new* programme since the cohort that will take the programmes are the first graduates who have undergone the K to 12 reforms.

**Length and Level of the Programme:** The Bachelor of Special Needs Education – Elementary School Teaching (BSNEd-EST) is a 4-year baccalaureate degree undergraduate programme offering, with the following required summary of units/credits: General Education Courses (36 units); Professional Education Courses (42 units); Special Needs Education Courses (27 units); Specialisation Courses (54 units); and Mandated Courses (14 units), with a total of 173 units. Graduates of this programme can proceed to a master’s level pursuing the same discipline (SPED/Inclusive Education) or related disciplines in the University of San Agustin or in other universities.

**Social Need of the Revised Programme:** The United Nations Sustainable Development Goals, specifically Goal #4: Ensure inclusive and quality education for all and promote lifelong learning, states that there has been major progress towards increasing access to education at all levels and increasing enrolment rates in schools<sup>3</sup>. This

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<sup>1</sup> Republic of the Philippines. Commission on Higher Education. *CMO 77 s. 2017*. Diliman, Quezon City: CHED. 2017. <https://ched.gov.ph/cmo-77-s-2017/>

<sup>2</sup> Republic of the Philippines. Commission on Higher Education, *CMO, 1*

<sup>3</sup> United Nations. *Sustainable Development Goals 4 Quality Education*. NY: New York. 2015. <https://www.un.org/sustainabledevelopment/education/>

means that inclusion is providing all learners with equal access to education as well as those students who have impairments or learners seen as 'having special educational needs'<sup>4</sup>.

Moreover, the Department of Education (DepED) includes special and inclusive education as key programmes and educational philosophies. Specifically, inclusive education in the department was emphasised as policies in the "Institutionalisation of SPED Programs in All Schools"<sup>5</sup> and "Inclusive Education as Strategy for Increasing Participation Rate of Children"<sup>6</sup> which cemented the need for including learners with disabilities within the regular school system.

**Future Fields, Sectors of Employment/Occupation of Graduates:** Completing a bachelor-level study programme in Bachelor of Special Needs Education – Elementary School Teaching (BSNEd-EST) qualifies graduates for admission to master-level study programmes in special education, education or the equivalent. Graduates may work in regular elementary classrooms and self-contained/resource rooms. The study programme is also relevant for employment in various positions in the healthcare and social welfare sector as well as in other employment and welfare agencies.

## **Degree Programme Learning Outcomes in Relation to the Generic and Specific Competencies:**

### **Generic Competencies**

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<sup>4</sup> Republic of the Philippines. National Council on Disability Affairs. *Republic Act 7277*. Diliman: Quezon City. 2009 – 2012. <http://www.ncda.gov.ph/disability-laws/republic-acts/republic-act-7277/>

<sup>5</sup> Republic of the Philippines. Department of Education. *DO 26, S. 1997 – Institutionalization of Sped Programs In All Schools*. Pasig: PH. March 7, 1997. <http://www.deped.gov.ph/1997/03/07/do-26-s-1997-institutionalization-of-sped-programs-in-all-schools/>

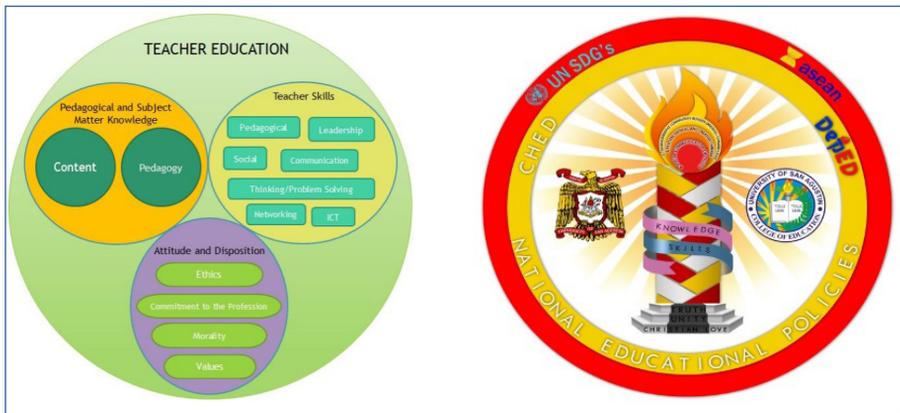
<sup>6</sup> Republic of the Philippines. Department of Education. *DO 72, s. 2009 – Inclusive Education as Strategy for Increasing Participation Rate of Children*. Pasig: PH. July 6, 2009. <http://www.deped.gov.ph/2009/07/06/do-72-s-2009-inclusive-education-as-strategy-for-increasing-participation-rate-of-children/>

COMPETENCIES						
TUNING Asia-South East (TA-SE): Generic Competencies						
GENERIC COMPETENCIES vis-à-vis Programme Learning Outcomes	<p><i>G1. Ability to work collaboratively and effectively in diverse contexts.</i></p> <p>G4. Ability to demonstrate responsibility and accountability towards society and the environment</p>	<p><i>G7. Ability to understand, value, and respect diversity and multiculturalism</i></p> <p>G3. Ability to uphold professional, moral and ethical values.</p> <p>G8. Ability to carry out lifelong learning and continuous professional development.</p> <p>G13. Ability to apply knowledge into practice</p>	<p><i>G9. Demonstration of problem-solving abilities.</i></p> <p>G6. Ability to think critically, reflectively and innovatively.</p> <p>G10. Ability to initiate, plan, organise, implement and evaluate courses of action</p>	<p><i>G11. Ability to conduct research</i></p> <p>G2. Ability to use information and communication technology purposefully and responsibly</p>	<p><i>G12. Ability to demonstrate leadership attributes</i></p> <p>G5. Ability to communicate clearly and effectively</p>	
	Outcomes Based on CMO 77 s. 2017 (BACHELOR OF SPECIAL NEEDS EDUCATION)					
	6.3.a. Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families.	6.3.b. Respond effectively to educational needs of students with additional needs.	6.3.c. Create safe, inclusive, culturally responsive learning environments for students with additional needs. 6.3.g. Demonstrate reflective thinking and professional self-direction.	6.3.e. Use evidence-based instructional strategies to maximise learning opportunities for students with additional needs. 6.3.f. Use multiple methods of assessment and multiple data-sources to make sound educational decisions for students with additional needs.	6.3.d. Use knowledge of general and specialised curricula to individualised learning for students with additional needs.	

## Specific Competencies

		COMPETENCIES				
		TUNING Asia-South East (TA-SE): Teacher Education Specific Competencies				
SPECIFIC COMPETENCIES vis-à-vis Programme Learning Outcomes	<p><i>S3. Ability to understand pedagogy and learning approaches related to a specific specialisation</i></p> <p>S1. Have a meaningful and comprehensive knowledge of the subject matter they will teach</p> <p>S15. Ensure a safe and conducive learning environment</p> <p>S18. Ability to demonstrate commitment to develop students to reach their potential</p> <p>S21. Willingness to apply innovations to the teaching and learning process</p> <p>S23. Willingness to learn from students, colleagues, and other professionals</p>	<p><i>S8. Demonstrate understanding of theory of multiculturalism and learning</i></p> <p>S2. Ability to understand educational philosophy</p> <p>S6. Ability to understand the different characteristics of learners</p> <p>S9. Demonstrate understanding of different theories on the learner's developmental process</p> <p>S1. Utilise appropriate strategies for managing student behaviour</p>	<p><i>S10. Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson</i></p> <p>S5. Ability to understand the curriculum development process, its structure, content and expected learning outcomes</p> <p>S11. Ability to implement curricula related to assigned fields of study</p> <p>S19. Ability to demonstrate self-evaluation and use the results for improvement</p> <p>S2. Ability to demonstrate integrity and professionalism</p> <p>S24. Ability to demonstrate commitment to the teaching profession</p> <p>S25. Ability to practice reflective thinking to improve teaching practices</p>	<p><i>S27. Ability to initiate and maintain mutually-beneficial linkages and networks</i></p> <p>S12. Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship</p> <p>S22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders</p> <p>S26. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process</p>	<p><i>S28. Ability to conduct action research</i></p> <p>S4. Ability to comprehend concepts of testing, assessment and evaluation of learning</p> <p>S7. Ability to use research findings to improve teaching and learning</p> <p>S13. Ability to appropriately use information and communication technologies to support teaching/ learning activities</p> <p>S16. Ability to use appropriate assessment tools and methods to assess, and evaluate learning processes and outcomes</p> <p>S17. Ability to use assessment data to improve the teaching-learning process</p>	
	Outcomes Based on CMO 77 s. 2017 (BACHELOR OF SPECIAL NEEDS EDUCATION)					
	6.3.a	6.3.b	6.3.d 6.3.g	6.3.a 6.3.c	6.3.e 6.3.f	

## Link of the Degree with the Meta-Profile:



The Meta-Profile of the Teacher Education – BSNEd programme of the University of San Agustin is anchored in the Augustinian core values of Christian love, Unity and Truth. These core values will then be translated into the image of an ideal Augustinian Graduate, an Augustinian who has a firm foundation with regard to the three Augustinian Graduate Attributes (AGA): a. Augustinian graduates must be transformative community builders oriented towards God, b. They should be critical and creative thinkers, and lastly, c. Augustinian graduates are expected to be social communicators of Truth. Although, aside from only being knowledgeable and having a strong background of the Augustinian Graduate Attributes, the journey to becoming the ideal Augustinian Graduate under the BSNEd programme would require the student to have strong foundations of Augustinian values, as well as both the skills and the knowledge to apply teaching in cognizance with these values, which is essential for an Augustinian pre-service teacher to be prepared to address the world of education outside the four walls of the University – that is Inclusive and Equitable. Furthermore, the programme navigates within the context of national and international agencies’ policies and principles which help and guide the programme to be in place and grounded to the needs of our current and dynamic societal needs, specifically to our 21<sup>st</sup> century learners.

Creating the Meta-Profile of the BSNEd underwent a collaborative process that required the acute participation of people belonging to the academe, such as professionals in the field of Special Needs Education, as well as representatives from the many stakeholders

which will also be affected by the genesis of this Meta-Profile, and eventually, the curriculum. The primary purpose of gathering together these selected people is to discuss the new PSG's with respect to how it can be inculcated in Augustinian Education. The last step that the Meta-Profile will undergo is for it to be critiqued. The critiquing stage will also undergo various steps and strategies employed in each stage which will include selected students, alumni and employers.

The Augustinian teacher education (BSNEd) programme Meta-Profile differs from the TA-SE teacher education Meta-Profile in that there are major elements such as, attitudes, skills and knowledge that do not overlap with each other. But with the ATE-BSNEd programme Meta-Profile, the Augustinian Graduate must forge a strong foundation of the core Augustinian values first, namely the values of Truth, Christian Love and Charity manifested by the intertwining of the Augustinian graduate attributes (AGA) while concurrently honing Skills and Knowledge in teacher education leading them to become the ideal 21<sup>st</sup> century Augustinian teachers. Another distinction between the two is the presence of the major national and international influences that affect teacher education. These very influential agencies in the Meta-Profile would help streamline and hasten the pre-service Augustinian teacher education nationally and internationally.

### Structure of the Programme (Sample):

BSNEd Course	Course Outcomes	Teaching Strategies	Assessment
Prof Ed 4/SNEd 1 Foundations of Special and Inclusive Education	Gain knowledge and skills in identifying children who are called "exceptional" as children first, who have differing abilities and learning characteristics; explore strategies to help them succeed in inclusive educational settings; and analyse the values, attitudes, and policies that influence the quality of their lives.	Individual and group work. There are lectures, seminars, group work, assignment writing, independent study and other forms of training.	Written individual examination, individual and group term papers, portfolio assignments, performance tasks.

**Programme Overall Consistency:** The programme outcomes are aligned with preparation standards for special educators by the

council for Exceptional Children, an international professional organisation of educators of students with exceptionalities or additional needs. Since some of the courses are foundation courses, the level of attainment of the programme learning outcomes may vary as *Introductory (I)* or introduced concepts/principles, *Practiced (P)* with supervision, *Demonstrated (D)* across different settings with minimal supervision<sup>7</sup>.

### Sample Curriculum Map: Generic Competencies

Course	Course Learning Outcomes	GENERIC COMPETENCIES vis-à-vis Programme Learning Outcomes				
		G1, G4	G7, G3, G8, G13	G9, G6, G10	G11, G2	G12, G5
		6.3.a	6.3.b	6.3.c, 6.3.g	6.3.e, 6.3.f	6.3.d
Prof Ed 4/SNEd 1	CLO1. Describe the general characteristics of students with varying abilities.	I	I			
	CLO2. Exhibit a general understanding of Individualised Education Programme (IEP); and Multi-factored/Informal Evaluation Team Report.			I		I
	CLO3. Identify the roles, responsibilities, and best practices for LRE; Continuum of Services; Related Services; Assistive Technology; BIP; FBA; and IAP.		I	I		
	CLO4. Analyse the general and learning characteristics and possible causes of students with varying abilities.				P	D
	CLO5. Evaluate various issues of programming and service delivery options for abilities in regular classroom/school settings.			D		I
	CLO6. Explore challenges of individuals who may face specific needs across their lifespan in the educational settings.				D	
	CLO7. Create meaningful and appropriate learning experiences/strategies for students with special needs in regular settings based on their LREs.				D	P

<sup>7</sup> Republic of the Philippines. Commission on Higher Education, *CMO*, 1

## Specific Competencies

Course	Course Learning Outcomes	SPECIFIC COMPETENCIES vis-à-vis Programme Learning Outcomes				
		S <sub>3</sub> S <sub>1</sub> S <sub>15</sub> S <sub>18</sub> S <sub>21</sub> S <sub>23</sub>	S <sub>8</sub> S <sub>2</sub> S <sub>6</sub> S <sub>9</sub> S <sub>14</sub>	S <sub>10</sub> S <sub>5</sub> S <sub>11</sub> S <sub>19</sub> S <sub>20</sub> S <sub>24</sub> S <sub>25</sub>	S <sub>27</sub> S <sub>12</sub> S <sub>22</sub> S <sub>26</sub>	S <sub>28</sub> S <sub>4</sub> S <sub>7</sub> S <sub>13</sub> S <sub>16</sub> S <sub>17</sub>
		6.3.a.	6.3.b.	6.3.d 6.3.g	6.3.a 6.3.c	6.3.e 6.3.f
Prof Ed 4/ SNEd 1	CLO1	I	I			
	CLO2		D	I	I	I
	CLO3			D	D	D
	CLO4	I	P		P	
	CLO5				D	P
	CLO6				P	P
	CLO7			D	D	P

**Internal Quality Control/Enhancement:** The programme will be monitored by the participating teachers/faculty through frequent feedback meetings during the pre, peri and post implementation of the project. An Ad hoc committee must be created to determine if the project has sustained the objectives in implementing and measuring programme outcomes. This will guide the university in effectively implementing its documented system/project and identify areas for improvement.

**Other Relevant Aspects:** The following are the significant factors identified for successful project implementation and sustainability: Project orientation to the implementing College in the university; CHED monitoring; Department of Education and Philippine Professional Standards for Teachers; Accreditation bodies (PAASCU, ISA and ISO); Teachers' qualification/PRC for the Licensure; Capacity building for teacher-participants; Documentation and Project update monitoring/reporting to Tuning Academy and University of Deusto; and Resource Management: materials, financial, and human resources.

### 4.1.5. UNIVERSITY OF SAN CARLOS (PHILIPPINES)

**Name of the Programme:** Bachelor of Special Needs Education in Early Childhood Education – Montessori Education (BSNEd-ECED-MontEd). Prior to the recent educational reform brought about by the

Enhanced Basic Education Act (RA 10533 s. 2013) mandating the implementation of universal kindergarten and the additional two years in high school, and the morphing of the Philippine Higher Education landscape as a result of the Commission on Higher Education's (CHED) memorandum on Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcome-based and Typology-based QA (CMO 46, s. 2012), the degree programme has already been extant and was labelled as Bachelor of Education in Special Education. Currently, CMO 77 s. 2017 or the Policies, Standards and Guidelines for the Bachelor of Special Needs Education (BSNEd) identify two distinct strands, namely BSNEd (generalist) and BSNEd with specific specialisation in one of the following: (a) Early Childhood Education, (b) Teaching Learners with Visual Impairment, (c) Teaching Deaf and Hard-of-Hearing Learners, and (d) Elementary School Teaching. The specific programme in which the design process will be anchored is the Bachelor of Special Needs Education – generalist. This programme will technically be considered as a new programme in the context of the TASE Project since the first cohort of students will essentially commence this academic year 2018-2019.

**Length and Level of the Programme:** BSNEd is a four-year teacher-preparation undergraduate programme. The programme requires completion of Year 12 Basic Education or Senior High School prior to admission, the completion of which places the graduate at Level-8 of the Philippine Qualification Framework (baccalaureate). The programme course distribution may be essentially divided into four distinct parts, namely: the mandatory General Education Courses (GE), Specialisation Courses, Professional Education Courses, and the Experiential Learning Components that may be comprised of field studies and teaching practicum. The entire programme has an average of 160 credit units as minimum requirements but could go as high as 180 depending on the additional courses that Teacher Education Institutions (TEI's) may add on the minimum degree requirements as identified by CHED. Graduates of the course are still required to pass the Licensure Examination for Teachers (LET), duly administered by the Professional Regulation Commission (PRC) of the Philippines, to be considered as a bona fide teacher. Graduates of this programme are eligible to pursue higher degrees (e.g. Master of Arts in Education).

**Social Need of the Revised Programme:** The programme was designed to produce graduates who can teach in lower levels of Basic Education (Pre-elementary to Grade 6), but with emphasis on early childhood education. As a new programme, the minimum standards

set by CHED will be considered for both quality assurance and accreditation purposes. As an autonomous university, additional courses as deemed necessary, enhancing, and consistent with the thrust and identity of the university, will be added to the minimum courses required. The timely rollout of this new curricular programme will also incorporate the Philippine Qualification Framework, Asian Qualification Reference Framework, as well as valuable data gathered and deliberated upon within the TASE Project. Furthermore, the new programme will likewise consider the projected requirements of PRC in preparation for the graduates' LET. Lastly, the development of this programme will be relatively advantageous as it merges the two distinct areas of Special Education and Montessori Education – a change that can leverage the international relevance and competitiveness of graduates of this programme, most especially in the ASEAN region.

**Future Fields, Sectors of Employment/Occupation of Graduates:**

The programme explicitly indicates future employment opportunities that include working in special education centres or clinics as special education teachers, therapists or clinicians. Graduates of the BSNEd programme can also be employed as learning support staff or regular teachers in both inclusive and non-inclusive public or private schools. Moreover, graduates of the programme may also practice in centre/home/community-based educational settings as intervention specialists, job/behaviour coaches or tutors (CMO 77 s. 2017). Graduate programmes in several areas of education including but not limited to special education, curriculum and instruction, management and basic education domain-based teaching are also available for graduates of BSNEd-ECed-MontEd to pursue, subject to the admission policies of the delivering TEI's. Graduates of the programme with relevant advanced degree and/or considerable experience could also work in both government and non-government educational organisations with functions ranging from grassroots implementation to policy crafting and programme development.

**Degree Programme Learning Outcomes in Relation to the Generic and Specific Competencies:** The University of San Carlos has recently shifted its academic calendar from the erstwhile June – March to August – May arrangement. In the new academic year, the first semester commences in August and terminates in December, followed by the second semester which commences in January and ends in May. June and July are considered 'summer' terms in which students can generally enrol but with fewer numbers of academic units than the regular semester. Some degree programmes have courses distinctively scheduled to be taken during summer terms. The table maps

out the Programme Outcomes with respect to both the Generic and Specific Competencies of the TASE Project together with some *examples* of courses in which such outcomes will most likely be addressed. The table provides TWO *specific examples* (except for d) for FIVE specific types of programme outcomes, namely:

- a. Outcomes common to all programmes in all types of schools,
  - Articulate and discuss the latest developments in the specific field of practice
  - Effectively communicate orally and in writing using both English and Filipino
- b. Outcomes common to all disciplines of Teacher Education,
  - Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts
  - Demonstrate mastery of subject matter/discipline
- c. Outcomes specific to the programme of Special Needs Education,
  - Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families
  - Respond effectively to specific educational needs of students with additional needs
- d. Outcomes common to horizontal typologies, in this case, as a university,
  - Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects
- e. Outcomes specific to graduates of the University of San Carlos BSNEd-ECed-MontEd
  - Select, implement and evaluate appropriate and contextualised pedagogical frameworks based on diverse perspectives, current and relevant research-based practices, national and institutional standards, professional ethics and theoretical foundations of a learner-centred teaching and learning process
  - Practice and advocate moral and ethical standards in the teaching profession through Scientia(know)- Virtus(as-

ness) –Devotion(commit) which develop the personal and professional capacity for self-direction, and moral responsibility which ensures teacher professionalism

### Programme Outcomes Alignment to TASE Generic and Specific Competencies with Sample Courses

Programme Outcomes	TASE Generic Competencies	TASE Subject-Specific Competencies	Sample Courses
Articulate and discuss the latest developments in the specific field of practice Effectively communicate orally and in writing using both English and Filipino	#5. Ability to communicate clearly and effectively	#7. Ability to use research findings to improve teaching and learning #13. Ability to appropriately use information and communication technologies to support teaching and learning	Early Childhood Inclusive Education Purposeful Communication Literacy and Communication for Teachers
Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts Demonstrate mastery of subject matter/discipline	#7. Ability to understand, value, and respect diversity and multiculturalism	#2. Ability to understand educational philosophy #8. Demonstrate understanding of the theory of multiculturalism and learning #1. Have a meaningful and comprehensive knowledge of the subject matter they will teach	The Teaching Profession Foundation of Special and Inclusive Education Foundations of Early Childhood Education Literacy Development (Montessori Language)
Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families Respond effectively to educational needs of students with additional needs	#10. Ability to initiate, plan, organise, implement, and evaluate courses of action #13. Ability to apply knowledge into practice	#3. Understand pedagogy and learning approaches related to a specific specialisation #15. Ensure a safe and conducive learning environment #6. Understand the different characteristics of learners #9. Demonstrate understanding of different theories in a learner's developmental process	Instructional Adaptations for Teaching the Content Areas The Teacher and the Community, School Culture and Organisational Leadership Play and Developmentally Appropriate Practices in Early Childhood Education Gifted and Talented Learners

Programme Outcomes	TASE Generic Competencies	TASE Subject-Specific Competencies	Sample Courses
Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects	#11. Ability to conduct research #8. Ability to carry out lifelong learning and continuous professional development	#21. Willingness to apply innovations to the teaching and learning process #28. Ability to conduct action research	Research in Special Needs and Inclusive Education
Select, implement and evaluate appropriate and contextualised pedagogical frameworks based on diverse perspectives, current and relevant research-based practices, national and institutional standards, professional ethics and theoretical foundations of a learner-centred teaching and learning process Practice and advocate for moral and ethical standards in the teaching profession through Scientia(know)- Virtus(assess)-devotion(commit) which develop the personal and professional capacity for self-direction, and moral responsibility which ensures teacher professionalism	#13. Ability to apply knowledge into practice #3. Ability to uphold professional, moral, and ethical values #4. Ability to demonstrate responsibility and accountability towards society and the environment	#3. Comprehend concepts of testing, assessment, and evaluation of learning #4. Understand the curriculum development process, its structure, content and expected learning outcomes #10. Ability to select teaching methods, learning activities, instructional materials or resources appropriate to learners and aligned to the objectives of the lesson #22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders #24. Ability to demonstrate commitment to the teaching profession	The Teacher and the School Curriculum Curriculum and Pedagogy in Inclusive Education Behaviour Management and Modification Development of Individualised Educational Plans Ethics Education with a Mission

**Link of the Degree with the Meta-Profile:** The Teacher Education Meta-Profile for Southeast Asia has three distinct areas, namely: (1) Pedagogical and Subject Matter Knowledge, (2) Teacher Skills, and (3) Attitude and Disposition, as shown in Figure 1. Based on the approved contents and sequence of courses, the three identified areas have the following corresponding courses (non-exhaustive list):

- Pedagogical and Subject Matter Knowledge: The Child and Adolescent Learner and Learning Principles, Foundation of Early Childhood Education, Foundation of Special and Inclusive Education, Early Childhood Inclusive Education, Literacy Development (Montessori Language), Numeracy Development (Montessori Mathematics, Instructional Adaptations for Teaching for Content Areas (Science, Mathematics, Language, Social Science, Humanities), Curriculum, Pedagogy in Inclusive Education, Assessment, etc.
- Teacher Skills: The Teacher and the Community, School Culture and Organisational Leadership, Technology for Teaching and Learning 1 & 2, Purposive Communication with overlaps from some of the professional education courses identified in the programme
- Attitude and Disposition: Ethics, Education with a Mission 1 & 2, National Service Training for Teachers 1 & 2, The Teaching Profession 1 & 2

While the courses within the programme may have specific and distinct characteristics and target outcomes, it is highly plausible that the overlaps between and among the different closely related courses may constitute direct alignment with one or more areas in the developed teacher education Meta-Profile, as well as with the identified generic and specific competencies. Moreover, the immersive and experiential learning component of the programme composed of Field Studies 1 (Observation of Teaching-Learning in Actual School Environment) and 2 (Participation and Teaching Assistantship), and Teaching Internship, are collectively and directly targeting the entire Meta-Profile as it provides an environment and opportunity for teacher education students enrolled in the programme to actually teach and perform the duties and responsibilities of a teacher.

The areas of Pedagogical and Subject Matter Knowledge as well as that of Teacher Skills have identified targeting courses that are included in the minimum programme requirements as identified by CHED. For the third area on Attitude and Disposition, courses on Education with a Mission 1 & 2 are institutionally-specific for the University of San Carlos. This may be treated as a programme-enhancement course that is likewise targeting a specific area within the generated teacher education Meta-Profile.

**Structure of the Programme:** The Bachelor in Special Needs Education in Early Childhood Education – Montessori Education

(BSNEd-ECED-MontEd) Programme is a four-year teacher education programme. The entire programme is composed of 179 academic credit units. Each regular course is given an equivalent of three academic unit credits with a contact time of three hours per week. The laboratory component has a ratio of 3 contact hours per week for each academic credit unit. Overall, the programme has a total of 164 lecture-based credits and 15 laboratory-based units. The distribution of course credit units per semester follows the sequence 26, 29, 29, 29, 27, 24, 9 and 6. The last two semesters are generally dedicated to an experiential learning component, with the 7<sup>th</sup> semester having one lecture-based course, one field study course and a research course, while the final semester (8<sup>th</sup>) has only the teaching practicum component. In terms of course type distribution, the programme has 9 General Education courses constituting 27 academic credit units, 3 Experiential Learning courses constituting 12 academic credit units, 6 constitutionally required courses (Physical Education and Filipino) constituting 20 academic credits, and 2 University Enhancement courses constituting 6 academic credit units. All in all, 65 academic credits are allotted for non-curriculum specific courses and the remaining 114 academic credit units are systematically dispersed to both specialised and integrated areas of Professional Education, Montessori Education, and Special & Inclusive Education. Table 2 shows the sequence of courses with the corresponding academic credits and allotted number of hours per week for the 4<sup>th</sup> semester of the programme and Table 3 provides an example of the structure of outcomes, planned teaching strategies, and intended assessment methods for the course Assessment of Learning 1.

### Course Sequence for Semester 4 (Year 2, second semester) of the BSNEd-ECEd-MontEd Programme

Course Code	Course Title	Academic Credit Units	Hours per Week		Pre-Reqs	Co-Reqs	
			Lec	Lab			
GE – RPH	Readings in Philippine History	3	3				
FILI 2N	Panitikan ng Pilipinas	3	3		FILI 1N		
EDM – 2	Education with a Mission 2	3	3				
EDUC 2202	Assessment of Learning 1	3	3		EDUC 2101		
ECEd 2201	Play and Developmentally Appropriate Practice in Early Childhood Education	3	3				
ECEd 2202	Numeracy Development (Montessori Mathematics)	3	3		ECEd 1101, ECEd 2103		
SNEd 2201	Learners with Sensory and Physical Disabilities	3	3		SNEd 1101		
SNEd 2202	Learners with Emotional, Behavioural, Language and Communication Disabilities	3	3		SNEd 1101		
SNEd 2203	Gifted and Talented Learners	3	3		SNEd 1101		
PE 2204	Physical Activities Towards Health and Fitness II	2	2		PE 1101, PE 1202		
<b>TOTAL ACADEMIC CREDIT UNITS</b>		<b>29</b>					

**Table 3.** Sample structure of Course Outcomes, Strategies and Assessment Scheme

Course	Course Outcomes	Teaching Strategies	Assessment
Assessment of Learning 1	Demonstrate mastery of the basic concepts and principles of assessment	Class Lecture and Video Presentation of Good and Poor Assessment	Paper and pencil tests both formative and summative
	Construct a pedagogically sound assessment plan based on well written learning objectives Critique standardised and non-standardised test items	Collaborative tasks (Discussion with peers, critiquing, cooperative learning)	Instructional objective formulation and strategy selection
		Creative assessment task on Test item analysis	
	Develop different types of classroom tests observing appropriate guidelines and sound assessment practices	Case analysis of published research on assessment as learning	Case presentation
		Perform complete item analysis on teacher-made tests for improvement	Feedback and Feedforward activity on formative and summative assessments
		Actual lesson-based test construction	Self and Peer rating Reflection Paper

**Programme Overall Consistency:** The original BSNEd with specialisation in Early Childhood Education has a total of 20 programme outcomes comprised of 5 outcomes that are common to all programmes in all types of schools, 7 outcomes common to teacher education, 7 outcomes specific to the discipline and 1 outcome common to the typology of the institution, in this case, as a university. While the university has taken all of these outcomes into account, additional programme outcomes consistent with the identity and thrust of the USC have been added. In the attainment of these programme outcomes, the BSNEd-ECed-MontEd programme has a specific curriculum map whereby the contribution of each course in the programme is plotted against the identified programme outcome. The contribution of a specific course to the attainment of the programme outcome considers the content and nature of the course as well as its level (introductory or advanced). In the case of USC, the programme outcome may be *Introduced* (I), *Reinforced* (R), or *Assessed* (A) on a specific course. The use of the IRA mnemonics or coding is used in the development of the curriculum map (currently in the process of being developed).

The different identified outcomes comprising the 20 programme outcomes of the BSNEd programme may be related to the groupings of courses. For instance, the General Education Courses essentially cover the outcomes common to all disciplines. The same is true with professional and content courses covering outcomes that are common to the teacher education programme as well as those identified as specific to the discipline. Collectively therefore, the course in the programme may be technically grouped to target outcomes specific to the types as enumerated in CMO 77 s. 2017.

**Internal Quality Control/Enhancement:** The new programme will undergo multiple evaluation, validation and quality assurance reviews albeit done *in situ* since no actual cohort of graduates, with which the programme outcomes may be evaluated against, exists as of yet. At department level, peer critiquing and validation will be performed. The same process will take place at the school/college level. Furthermore, the university has an existing mechanism for both programme and institutional level quality assurance, monitoring and evaluation and the new programme will definitely be included. Additional layers of monitoring and evaluations will also be conducted in line with the universities external accreditation initiatives, such as the accreditation level provided by the Philippine Association of Accredited Schools, Colleges, and Universities (PAASCU), CHED's Institutional Sustainability Assessment (ISA) Framework, and CHED's selection criteria for Centres of Excellence (COE) and Centres of Development (COD), among others.

**Other Relevant Aspects:** Because of the recent nature of the programme, the Philippine Professional Regulation Commission (PRC) will most likely alter or revise the items for the Licensure Examination. Usually, PRC releases an official Table of Specification (TOS) that enumerates the topics to be included. Once released, this will also be considered and consequently checked against the developed programme to account for equivalency, consistency and correspondence. Other developments from the Department of Education (DepEd) will also be incorporated *in situ*. Additional courses are also expected to be included with formal correspondence to CHED since the university has an autonomous status. Lastly, the Philippine Professional Standards for Teachers (PPST) will also be considered in both the progression and sequencing of the courses within the programme.

#### 4.1.6. Universiti Sains Malaysia (Malaysia)

**Name of the programme:** Bachelor of Education (TESOL) with Honours degree programme (BEd. TESOL). The name of the programme

reflects its aims and purpose. It is a bachelor's degree tailored for the teaching of English as a second language in Malaysian secondary schools and other countries with English as a second language.

**Length and level of the programme:** The Bachelor of Education (TESOL) with Honours degree programme is a four-year professional programme aimed at producing English teachers to teach English as a Second Language in Malaysian secondary schools. In this programme, the professional and pedagogical components are under the School of Educational Studies, while the subject-matter component is under the School of Humanities. The students take multimedia courses as their minor. These are offered by the Centre for Instructional Technology and Multimedia. It is a bachelor's degree programme and graduates from this programme can pursue the master's degree at the same university or any other local and foreign universities –notably British, Australian, New Zealand and other British Commonwealth countries.

To access this programme, potential local students must possess a sound high school (sixth form qualification), matriculation, foundation or a diploma). In addition, local students must have attained a Band 4 in the MUET (Malaysian University English Test). For foreign students, a high school certificate or its equivalent with a TOEFL score of 550 or IELTS band 6 or any other equivalent English test score is required.

**The social need for the programme revision proposed:** There is a clear need for this programme in Malaysia as English is the official second language of the nation. Most international trade in Malaysia is conducted in English. As Malaysia is a small country that depends on international trade and services, the government is preparing its citizens to meet international standards in English communication.

It is essential that the programme be revised from time to time as the main aim of the Bachelor of Education (TESOL) Programme is to provide teachers who are professional, dedicated, innovative and critical thinkers. They should also be able to practice the concept of sustainability and collaboration; possess broad and comprehensive perspectives on research as well as having an in-depth knowledge in the process of teaching and learning. They should also be equipped with flexible and adaptable teaching skills suited to different changing situations. With the current demands of technology, the students are also required to take up Instructional Media and Technology as their minor subject so that they are well equipped to teach the breed of students in the school system.

**Future fields, sectors of employment/occupation of graduates:** The description of the programme gives a clear indication as to where their services will be needed, i.e. in Malaysian public schools as public universities are required to service the government schools. In this respect the potential graduates are supposedly equipped with the following skills to match with their future job fields:

- Good personality with leadership skills and an understanding of what is required in the teaching profession;
- Good leadership skills, innovative, positive thinking and effective communication and interpersonal skills;
- Good handle on the curriculum, syllabus and the English Language subject;
- Good pedagogical skills with knowledge about blended education and hybrid learning skills and subsequently ability to manage teaching effectively;
- Ability to communicate socially and sustain lifelong learning; and
- Ability to master ICTs and use ICTs in teaching and learning.

In addition, based on past experience; many of our students obtained employment in other sectors such as journalism, broadcasting, private schools, and other industries and organisations that require a strong command of the English Language. Our students have a clear and realistic idea of future sectors of employment and have adequate information regarding further study opportunities available at USM and elsewhere. The languages of the programme booklet and website were Malay (official language) and English. Therefore, potential students should have no problem in accessing the right information. The Programme Objectives clearly state: *“The Bachelor of Education (TESOL) programme aims to develop potential teachers as well education officers who are professionals, dedicated and critical minded people. They are expected to adhere to the concept of sustainability and collaboration ... in addition to several other kinds of knowledge so that they can be all rounded in nature”*. Due to the vast experience students received during their undergraduate years, many have found and opted to work in other fields and many of our new students are aware of the opportunities that are available to them in the future.

**Description of the degree profile of the new programme or a revised programme in terms of generic and/or subject-specific competencies:** The revision to the programme was carried out to en-

hance areas in the generic and specific competencies that needed to be improved further, such as:

- (i) Generic competencies such as: 1. Ability to work collaboratively and effectively in diverse contexts, and 2. Ability to use information and communication technology purposefully and responsibly
- (ii) Specific Competencies such as: 1. Ability to demonstrate integrity and professionalism, 2. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process, and 3. Ability to practice reflective thinking to improve their teaching practices.

Consistent revisions were done, primarily in the lecturers’ Instructional Plan (IP). Lecturers can manage changes of up to 30% of their respective IP. As such, the programme is dynamic in nature and will consistently go through changes and adhere to the needs and demands of both students, academic staff and other stakeholders, for example the Ministry of Education, State Education Department and Schools. The following is a brief description of the Competencies, Types of Competency, Definitions, and Learning Outcomes at programme level.

Competencies	Type of Competency	Definition	Learning outcomes (at programme level)
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 communicate clearly and effectively 5. Ability to carry out lifelong learning and continuous professional development 6. Ability to initiate, plan, organise, implement and evaluate courses of action 7. Ability to demonstrate leadership attributes	GENERIC	Specified in the Programme Outcome (PO) and Learning Outcome (LO) as well as the programme objectives	Traces of the competencies are observable at programme outcomes level, however, not all of the LOs are indicative at programme level as many of the LOs are present (embedded) at course level.

Competencies	Type of Competency	Definition	Learning outcomes (at programme level)
1. Have a meaningful and comprehensive knowledge of the subject matter they will teach 2. Understand pedagogy and learning approaches related to a specific specialisation 3. Understand the different characteristics of learners 4. Ability to use research findings to improve teaching and learning 5. Ability to appropriately use information and communication technologies to support teaching/learning activities	SPECIFIC	Specified in the Programme Outcome (PO) and Learning Outcome (LO) as well as the programme objectives	Traces of the competencies are observable at the programme outcomes level, however, not all of the LOs are indicative at programme level as many of the LOs are present (embedded) at course level.

**Link of the competencies with the agreed Meta-Profile:** Most of the elements are clearly stated in the programme aims, objectives and synopses, such as (and not limited to the following):

- (i) producing educators who are equipped with positive attitudes towards schools, education and society;
- (ii) providing professional training in the field of education, the programme is structured to give emphasis to specialisation in academic fields; and
- (iii) exposure to some of the other academic disciplines is aimed at providing the students with more comprehensive knowledge of education;

Many other competencies were embedded in the individual courses and stipulated in the IP distributed to students at the onset of each course in the Bachelor of Education (TESOL) Programme.

**Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies:** The students have to accumulate a minimum of 130 units before they can graduate. Below is a list of the courses and units that make up the programme.

COURSES	UNITS
Core Courses (School of Education)	12 units
Core Courses (School of Education Specialisations)	29 units
Core Courses (School of Humanities Specialisations)	34 units
Minor Courses	20 units
Elective Courses	15 units
University/Options	20 units
<b>Total</b>	<b>130 units</b>

- (i) Information regarding the intended learning outcomes and teaching, learning and assessment strategies are provided in each of the respective courses;
- (ii) Generally, if the teacher/educator and students follow the suggested learning activities it should be appropriate to meet the learning outcomes of each course;
- (iii) Apparently, only 3 main types of assessment are popular: written assignments, test/quizzes and a final written exam. However, some courses provide for product-based assessment. There are possibilities that some of these assessment methods can promote and measure the achievement of all the unit learning outcomes;
- (iv) The realignment of course level learning outcomes, teaching and learning activities and assessment tasks are ongoing as needs arise;
- (v) There are overlaps in the content of the courses and assessment but it is generally balanced (no excessive repetition nor excessive variety found) in teaching, learning and assessment strategies across the different programme units;
- (vi) Fortunately, many of the LOs and POs can be achieved through the one-semester-long Teaching Practice (students teach, implement assessment, conduct action research, demonstrate leadership qualities, volunteer, and assimilate with the school community, performing the necessary tasks related to the teaching profession) at the end of the programme (i.e. during the 8<sup>th</sup> semester); and
- (vii) In addition, the mandatory co-curriculum packages required to be taken by students are of great help to students' overall development. The co-curriculum packages, such as: the military corps, police, scout, and the like were extremely helpful to build students' resiliency levels as well as leadership qualities.

**Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies:** Specifically there are lists of courses and units specified and tables of courses are well constructed for students to follow. Though this is the case, students have the opportunity to capitalise on the opportunities available on campus with the school system; they can take a variety of additional courses, take foreign languages offered by the School of Languages, Literacies and Translation to further enhance their marketability prospects.

Generally, the course contributes to the achievement of the programme-level learning outcomes. This is primarily achieved through the Outcome-Based Education (OBE) model. The constructive alignment strategy is supposed to be applied. Beginning from the Programme Mission (Philosophy); Programme Outcome; Course Outcome and finally Learning Outcome. All the instructions, tutorials, activities and assessments by right should be aligned constructively (as recommended by Biggs, 1996).

There is a progression and coordination of unit learning outcomes towards the development of each programme-level learning outcome for the competencies of the graduate profile and this is in progress as the programme is currently embarking on the utilisation of the OBE model. Each programme-level learning outcome is to be achieved by students as guided by the OBE principle. The appropriateness of the learning outcome (LO) of each course is to be strictly abided and followed by the course coordinator and teaching staff members of the programme.

The assessment methods used were multiple, ranging from the quizzes; assignments provided normally, ranging from individual to group work and, subsequently, the final examination. By right, the assessment must be constructively aligned.

The lessons, tutorials and other learning activities conducted are all geared towards achieving the logical learning outcomes specified at the onset of the course. Students were generally aware of what is required and were thoroughly explained during the first week of the class schedule. The e-learning platform at USM is mandatory and all Instructional Planning documents are displayed and the respective information provided, i.e. the LO, teaching and learning activities and the expected assessment tasks. In essence, if the OBE model is followed strictly; the issue of non-compliance to alignment is rare.

Basically, as the Instructional Planning (IP) was displayed to students via the e-learning platform. In addition, one week prior to the

start of a new semester, all IPs were sent to the Deputy Dean's Office for endorsement; there is room for the Deputy Dean to check and verify the alignment trail introspectively to avoid cases of excessive repetition or excessive variety in teaching, learning and assessment strategies across the different programme units.

**Overall consistency of the programme:** Normally, Programme Level Learning Outcomes (PO) are primarily an assessment to be conducted after the students have graduated and when they are in the workplace. Literally, it means that they have to be audited at least after a few years in the workplace to reflect back on whether the programme they took has benefited them, or otherwise, in any way.

Though it is specified in the PO, however, the effectiveness of the PO is yet to be determined depending on the students' placement whether or not they are in public school or a variety of other places. Therefore, the PO is somewhat subjective and entirely dependent on the job and tasks that the students are required to perform.

Apparently, at the moment there are no specific efforts on the part of the programme provider to gauge or assess the competence of each graduate or to keep a profile to track students' achievements a few years after graduation. However, a generic process of confirmation among the students who were posted in government schools can be a sort of check and balance towards the quality of our programme, whereby the students go through an interview and performance evaluation at their respective workplaces prior to their confirmation. Normally, the confirmation process will look into their content knowledge capacity, their pedagogical skills and other professional related matters pertaining to their teaching ability. The confirmation process in the Malaysian Education Service generally takes place within one to three years after the students were admitted to the teaching service.

Whether or not the PO is sufficient to cater for the students job placement needs is a somewhat difficult task to address as the teaching profession is not static but dynamic in nature. The continuous professional development efforts by the school, education department and ministry of education may have impacted the students ability in one way or another.

**Internal Quality Control/Enhancement:** In reference to quality matters, feedback may come from the industry through our industrial panel members, from the stakeholders such as the Teacher Training Division of the MOE, schools, and teachers, in addition to the confirmation process as stated earlier.

Specifically the Dean, Deputy Dean (Academic and Student Affairs), TESOL Programme Coordinator, TESOL Lecturers, Assistant Registrar (in charge of academic matters) are directly involved in matters related to quality of the Bachelor of Education (TESOL) with Honours degree programme. The process of change may happen in the following manner:

- (i) minor curriculum changes were made from time to time to fix and make necessary alignments (generally below 30% change during curriculum board meetings at the school level and later on reported to the university senate for recording purposes); and
- (ii) major changes –this approach requires more work and several stages of board approval, namely the school curriculum board, the school main board, the university curriculum board and finally the university senate.

Basically, coordination is at the Programme Chair level and among lecturers in the TESOL section. Queries and concerns based on lecturers' feedback, students' feedback and the coordinated industrial advisory panel members' feedback will be thoroughly reviewed and the necessary changes addressed and made accordingly.

Currently, our programmes are scrutinised by the MQA –there is a stringent process and coordination must be followed. New programmes or fully revised programmes will take time to gain approval as each programme has to go through a stringent vetting process coordinated by the university Quality Division, Higher Education Department and finally presented to the MQA for approval.

Typically, MQA or the Malaysian Qualification Agency from 2007 onwards: MQA's accreditation is perpetual unless otherwise stated. All accredited qualifications are subject to periodic maintenance audits to ensure continuous improvement. If the accreditation of a qualification is revoked, the cessation date will be displayed in the Malaysian Qualifications Register. Qualifications accredited under the MQA have a validity period of 5 years. This information is displayed on the website as a reference to graduates of the validity period of their qualifications. Therefore, programmes that have been running for over 5 years need to undergo maintenance checks and necessary finetuning as well as changes of over 30% that must be performed to suit the needs and changes in the industry or the receiving end of our graduates.

**Other relevant aspects:** To the best of the authors' knowledge all the aspects have been covered thus far. As discussed, a thorough outline has been set out from the course outcome right up to the programme outcome. In case of the Bachelor of Education (TESOL) with Honours degree programme at the school level, the section lecturers, Programme Chairperson and the Deputy Dean of Academics are the relevant parties that will from time to time assess the need to refine the programme. In addition, the school committee for curriculum and, subsequently, the university curriculum board and the senate are involved in the change process. The ministry of Higher Education Unit and the last arbitrator, i.e. the MQA, will act as the gatekeeper to ensure this programme has a sound standing in terms of quality and marketability.

#### 4.1.7. Universiti Teknologi Malaysia

**Name of the Revised Programme:** Name of programme: Bachelor of Technology with Education (Mechanical Engineering). The degree awarded is Bachelor of Technology with Education (Mechanical Engineering) and the Statutory Body of Accreditation is the Ministry of Education & Malaysian Quality Agency. The language of instruction is English. This is a revised programme for teacher education specialised in technical and engineering education. The programme is used to prepare technical and engineering teachers for technical and vocational secondary schools only. However, starting this academic year, the programme is required to prepare technical and engineering teachers to be assigned for all types of secondary schools, which are going to offer several basic related engineering courses, in addition to the existing technical and vocational schools. The current name of the programme reflects the aims and purpose of the programme. The name of the programme was handed down to UTM by the Ministry of Education which assigned jobs to the teachers. This name is registered under the Malaysian Qualifications Registrar.

**Length and Level of Programme:** This is a 4-year (48 months) Bachelor level programme of study. The programme is run two semesters a year. Each semester is comprised of 14 weeks of teaching and learning, and 3 weeks for final examinations. One week in between teaching and learning and the final examinations is allocated as a study week. Upon completion of this programme, the graduates can pursue their studies up to PhD level should they fulfil all the requirements for postgraduate studies. Graduates with a minimum CPA of

3.70 can apply to proceed directly to PhD studies after completing and fulfilling the requirements of conversion from the master's to the PhD level of study. The programme follows the framework of quality standards set by the Malaysian Quality Agency, which states the following requirements for undergraduate admission:

University Basic Requirements:

- A pass with credit in Malay Language in the Malaysian Certificate of Education (SPM) level or equivalent.
- A pass in Malaysian Matriculation Certificate or recognised IPTA Foundation Course with a minimum CGPA of 2.80.
- Attainment of a minimum Band 2 in Malaysian University English Test (MUET).

Specific Requirements of Programme:

- A pass with at least Grade B (a grade point average of 3.00) in any TWO (2) of the following subjects: Mathematics, Physics, Chemistry, Engineering Mathematics.
- A pass in Advanced Mathematics.
- A credit in Mathematics at SPM level or equivalent.
- A good pass in the MEDSI test and interview.

**Social Need of the Revised Programme:** The justifications and social needs for revising the programme are set forth as follows:

The revised programme will produce technical and engineering teachers for all types of secondary schools that offer engineering related courses, not only for technical and vocational secondary schools, as it used to be. This is in line with the directive of the Ministry of Education to popularise STEM education among students. The revised programme intends to prepare technical and engineering education teachers for secondary schools in other countries (Transnational Education).

The revised programme considers the influx of international students and families coming to schools in Malaysia, which requires more emphasis on multicultural and learning by taking into consideration the perspective of international students. In this regard, the revised programme can ensure that multiculturalism and learning are strongly addressed.

The revised programme tries to balance the emphasis of generic and specific teacher education competencies for each course. Prior to

this revision and by using the Tuning methodology, it was found that there was imbalance regarding the emphasis of each competency addressed by each course. For example, Foundation Education courses such as educational philosophy and fundamental pedagogy addressed too many specific competencies, yet the credit given for those courses was still the same, i.e. two credits. This situation unintentionally put great pressure to the faculty members teaching those courses. Because of the small number of credits allocated, not all specific competencies are measured in each course. Additionally, the amount of workload assigned to students for learning is not really reflected in the number of credit hours. In contrast, from the TASE project, it was shown that the generic competency “ability to conduct research (G11)”, and the specific competency “ability to conduct action research (S28)”, are addressed by only one course: “SPPP 3042 Research Methods in Education”, while other competencies are addressed by more than one course. The revised programme adds more courses to address both types of competencies.

The revised programme also focuses on mobility and will have more room for flexibility to allow exchange programmes to be held. With a strong government agenda to make Malaysia a hub of education, students and teachers must have the opportunity to get involved in exchange programme. Thus, the revised programme becomes more aligned with the new Meta-Profile.

**Future Fields, Sectors of Employment/Occupation of Graduates:** The existing programme caters only to students assigned to UTM by the ministry. The existing students are guaranteed by the ministry to work as engineering education teachers at technical and vocational secondary schools, vocational colleges, and public national secondary schools that offer engineering-related courses. The revised programme which will be delivered in English and Malay will allow graduates to work as engineering education teachers in secondary schools, technical and vocational schools, vocational colleges, community colleges, matriculation centres, and industrial training centres. They will be qualified to teach engineering related courses in any of these educational institutions and training centres. They can also be employed as instructors, teaching assistants, tutors, and research assistants of engineering education fields in higher education institutions.

**Description of the degree profile for the revised programme:** The learning outcomes of the revised programme are more aligned with the generic and specific competencies, as shown

below. Table 1 below should be read in conjunction with the list of generic and subject-specific competencies stated in chapter 2 of this publication.

### Matrix of Competencies, Type of Competency, Definition, and Learning Outcomes

Competencies	Type of competency	Definition	Programme Learning Outcomes (PO)
G11, G13 So1, So3, So4, So5, So7, S10, S11, S15, S16, S21, S25	Generic Specific	Knowledge and application for Mechanical Engineering field	PO1 Ability to relate and manipulate knowledge and applications of the Mechanical Engineering principles related with the teaching & learning (T&L) of Mechanical Engineering.
So2, So3, So4, So5, So6, So8, So9, S10, S11, S12, S14, S15, S16, S17, S19, S21, S23, S25, S28	Specific	Knowledge and application related to teacher skills	PO2 Ability to integrate and demonstrate knowledge and skills of pedagogy, psychology, philosophy, assessment and other learning-related areas in the T&L.
Go2 S13	Generic Specific	ICT Skills	PO3 Ability to apply and demonstrate knowledge and skills in ICT and multimedia creatively, innovatively and effectively to produce effective T&L and education-related activities.
Go5	Generic	Communication skills	PO4 Ability to demonstrate skills and competencies in communicating knowledge, theories, concepts and practices of Mechanical Engineering Education in written and oral to various contexts and stakeholders.
Go6, Go9	Generic	Thinking skills	PO5 Demonstrate the ability to think and solve problems critically, creatively and innovatively.
Go1	Generic	Teamwork skills	PO6 Work collaboratively as part of a team undertaking a range of different team roles.
Go8	Generic	Adaptability	PO7 Ability to respond and adapt readily to changing situations and to continue learning independently in the acquisition of new knowledge and skills.
G10	Generic	Entrepreneurial skills	PO8 Ability to explore the basics of business and job opportunities.
G12 S19, S26, S27	Generic Specific	Leadership skills	PO9 Demonstrate exemplary leadership skills as educator and leader of community.
Go3 S18, S20, S24	Generic	Ethical Professional	PO10 Practice high ethics and integrity.
Go4, Go7 So8, S22	Generic Specific	Social Skills	PO11 Demonstrate knowledge and skills related to humanities and other fields that are essential for the development of a holistic educator.

**Link of the competencies with the agreed Meta-Profile:** The competencies required for this revised programme matched with Meta-Profile and programme learning outcomes as recorded below. Please refer to chapter 2 of this publication for the actual labels and complete list of generic and subject-specific competencies.

### Matrix of Competencies, Meta-Profile, and Programme Learning Outcomes

Competencies	Meta-Profile	Programme Learning Outcomes (PO)
G11, G13 So1, So3, So4, So5, So7, S10, S11, S15, S16, S21, S25	Pedagogical and subject-matter knowledge	PO1 Ability to relate and manipulate knowledge and applications of the Mechanical Engineering principles related with the teaching & learning (T&L) of Mechanical Engineering.
Go1, Go2, Go4, Go5, Go6, Go7, Go9, G10, G12 So1, So2, So3, So4, So5, So6, So8, So9, S10, S11, S12, S13, S14, S15, S16, S17, S19, S21, S22, S23, S25, S26, S27, S28	Teacher skills	PO2 Ability to integrate and demonstrate knowledge and skills of pedagogy, psychology, philosophy, assessment and other learning-related areas in the T&L of Mechanical Engineering. PO3 Ability to apply and demonstrate knowledge and skills in ICT and multimedia creatively, innovatively and effectively to produce effective T&L and education-related activities. PO4 Ability to demonstrate skills and competencies in communicating knowledge, theories, concepts and practices of Mechanical Engineering Education in written and oral to various contexts and stakeholders. PO5 Demonstrate the ability to think and solve problems critically, creatively and innovatively. PO6 Work collaboratively as part of a team undertaking a range of different team roles. PO8 Ability to explore the basics of business and job opportunities. PO9 Demonstrate exemplary leadership skills as educator and leader of the community. PO11 Demonstrate knowledge and skills related to humanities and other fields that are essential for the development of a holistic educator.
Go3, Go8 S18, S20, S24	Attitude and disposition	PO7 Ability to respond and adapt readily to changing situations and to continue learning independently in the acquisition of new knowledge and skills. PO10 Practice high ethics and integrity.

**Structure of the programme: courses with their learning outcomes and learning, teaching and assessment strategies.** The programme requires students to accumulate at least 130 credits before they can apply for graduation. The courses are divided into 6 categories, as listed below.

## Division of Courses and Credits

Division of Courses	Number of Courses	Credits
General University (known as General Education)	11	22
Core Engineering Course	18	43
Elective Course I (Core Engineering courses for Major)	10	21
Elective Course II (Engineering courses for Minor)	5	10
Professional Practice Courses	3	12
Educational Foundation Courses (Core Course for Education)	11	23
Total of Courses and Credits	58	130

Table 4 below shows the structure of the programme for only two courses that have been revised to address the generic and subject-specific competencies as stated in Section C of this publication. The subject-specific competencies of S03, S10 and S25 from SPPP 2002 Fundamental Pedagogy were re-assigned to SPPE 2012 Teaching Methods in Technical and Vocational Education.

Course	Learning Outcomes (at course level)	Learning, teaching and assessment strategies
SPPP 1002 Educational Philosophy	Discuss the philosophy, concepts and functions of education for the development of students and progress of the country	Lectures, group discussions, directed reading, group projects Presentations, research reports, examinations
SPPE 2022 Fundamentals of Technical and Vocational Education	Discuss the philosophy, concepts and functions of Technical & Vocational Education in providing manpower for the development and progress of the industry	Lectures, seminars, directed reading, research projects Presentations, research reports, examinations
SPPP 2002 Fundamental Pedagogy	Apply the general knowledge and skill of pedagogy to improve student learning outcomes	Microteaching, lectures, tutorials, directed reading, independent research, problem-based learning Presentations, research reports, examinations
SPPE2012 Teaching Methods in Technical and Vocational Education	Apply the specific knowledge and skill of pedagogy to improve student learning outcomes in vocational education	Microteaching, lectures, tutorials, directed reading, independent research, problem-based learning Presentations, research reports, examinations

**Description of the methodology for achieving the programme-level learning outcomes:** The revised programme linked nicely with the intended learning outcomes, teaching and learning methods, and the assessment of intended learning outcomes. Below is the matrix of intended learning outcomes together with generic and specific competencies, teaching and learning methods to address the intended competencies, and the assessment tools to assess the attainment of the stated competencies and learning outcomes.

### Description of the Methodology for Achieving Programme Learning Outcomes

Intended Learning Outcomes	Teaching and Learning Methods	Assessment Tools
PO1 Ability to relate and manipulate knowledge and applications of the Mechanical Engineering principles related with the teaching & learning (T&L) of Mechanical Engineering.	Lectures, tutorials, seminars, laboratory work, directed reading, independent research, problem-based learning.	Examinations, tests, quizzes, reports, presentations, observations, research reports, assignments, practicum, industrial training, portfolio.
PO2 Ability to integrate and demonstrate knowledge and skills of pedagogy, psychology, philosophy, assessment and other learning-related areas in the T&L of Mechanical Engineering.	Microteaching, teaching practicum, lectures, tutorials, seminars, laboratory work, directed reading, independent research, problem-based learning.	Presentations, teaching practicum, examinations, tests, quizzes, laboratory reports, problem-based exercises, individual/group projects/assignments.
PO3 Ability to apply and demonstrate knowledge and skills in ICT and multimedia creatively, innovatively and effectively to produce effective T&L and education-related activities.	Lectures, seminars, laboratory work, independent research, problem-based learning	Examinations, tests, quizzes, laboratory reports, presentations, individual/group projects/assignments.
PO4 Ability to demonstrate skills and competencies in communicating knowledge, theories, concepts and practices of Mechanical Engineering Education in written and oral to various contexts and stakeholders.	Discussions, project work, seminars, dialogues, independent research, group projects.	Oral presentations, group reports, learning logs/diaries, teaching assessments, assignments, laboratory/research reports.
PO5 Demonstrate the ability to think and solve problems critically, creatively and innovatively.	Independent research projects, group research projects, discussions, teaching practices	Lesson plans, teaching portfolios, individual/group projects/assignments.
PO6 Work collaboratively as part of a team undertaking a range of different team roles.	Project works and group discussions	Group projects/assignments, presentations and reports

Intended Learning Outcomes	Teaching and Learning Methods	Assessment Tools
PO7 Ability to respond and adapt readily to changing situations and to continue learning independently in the acquisition of new knowledge and skills.	Tutorials, laboratory work, group assignments	Group reports, learning logs/diaries
PO8 Ability to explore the basics of business and job opportunities.	Project-based learning, presentations, seminars	Product competition, project reports, project presentations
PO9 Demonstrate exemplary leadership skills as educators and leaders of the community.	Laboratory work, group assignments, tutorials	Peer evaluation, learning logs, individual/group reports
PO10 Practice high ethics and integrity.	Independent research, group projects, practicum, micro-teaching	Lesson plans, project reports, learning portfolios, presentations, peer evaluations
PO11 Demonstrate knowledge and skills related to humanities and other fields that are essential for the development of a holistic educator.	Lectures, discussions, seminars, presentations, independent research, group projects.	Presentations, examinations, individual/group projects/ assignments.

**Internal Quality Control/Enhancement:** Since this review is a partial programme review (course level) involving several changes in emphasis and content knowledge in a few courses and the amount of changes required is less than 30 percent of the total programme content, the final approval will reside at the Faculty Academic Committee only while a report of review will be submitted to the University Quality Management Centre. Only a full cycle of the programme review involving various stakeholders requires approval from the Senate of the University and a final report on that review will be submitted to the Ministry of Education.

**Other relevant aspects:** Since this is partial programme review that requires changes be made on the emphasis of specific-subject competencies for few courses, training will be provided to the related faculty members before the revised programme is implemented.

#### 4.1.8. Yangon University of Education (Myanmar)

**Name of the revised programme:** Bachelor of Education (B.Ed.) programme (Pre-service training programme). Teacher education in Myanmar is delivered through three types of institution such as Universities of Education, Education Colleges and University of Development of National Races (UDNR). Yangon University of Education (YUOE) is the leading university in the teacher education sector in Myanmar, with a history of 87 years of formation and development, taking prime responsibility in producing high school teachers and chairing the Academic

Board of Studies of three education universities and 25 education colleges. Yangon University of Education is also a unique place that can produce good, efficient and qualified secondary school teachers, teacher educators and experts in education for the whole country. Yangon University of Education provides a five-year B.Ed. degree (Bachelor of Education). This is the pre-service training programme.

**Length and level of the programme:** The Bachelor of Education offers three core courses, eight elective courses, non-examination courses and co-curricular activities. In addition, 'Aspects of Myanmar' is a special course for 1<sup>st</sup> year students. The Bachelor of Education is a 5-year undergraduate programme. Each academic year has two semesters. The duration of each semester is 4 months. Thus, the total length of the BEd programme is 40 months. If a student passes with at least a cumulative grade point average of 4.00 (Letter grade B), he/she is eligible to sit the entrance examination to attend the two-year Master of Education programme. If a student passes with less than (CGPA 4) a cumulative grade point average of 4.00 (Letter grade C), he/she is eligible to sit the entrance examination to attend the one-year MEd (Q). After completing the MEd programme, students are eligible to pursue the PhD Programme.

**Explain the social need of the revised programme:** The Myanmar government is trying to commit to expanding access to quality education for preschool-age children and kindergarten education, which covers early childhood care and development (ECCD), as an integral part of major ongoing social sector reforms and expanded national economic development. Researchers reported ECCD services as one of the most important social and economic investments in a country. The National Education Law (2014) states that early childhood education would promote the holistic development of children from birth to age eight, while preschool teachers are preparing children aged three to five years to develop their physical, intellectual, moral, social and psychological skills and prepare them for continuing into primary education. In recent years significant progress has been made in expanding access to ECCD services by the Ministry of Education, Ministry of Social Welfare, Relief and Resettlement (MoSWRR), partner Ministries, national and international NGOs, and community-based organisations (CBOs). However, many young children who have the greatest need for quality ECCD services, such as children and families living in remote rural and ethnic minority areas, are unable to access ECCD services. Multisectoral ECCD Policy, which was approved by the Republic of the Union of Myanmar on 6 February 2014, outlines major national initiatives across subsectors to support education for children aged 0 to 8 years. In order to fulfil the

aforementioned gap, in-service and pre-service teacher training programmes for pre-schoolers are urgently necessary to initiate in Yangon University of Education. According to the Guidelines of the National Education Strategic plan of the Ministry of Education, which align with the Myanmar Teacher Competency Standard Framework, Early Childhood Education and Special Education need to be included in the Teacher Education and Teacher Training curricula.

**Future fields, sectors of employment/occupation of graduates:**

Students who successfully complete the B.Ed degree can be employed as Secondary School Teachers in Government Schools and Private Schools under the Ministry of Education, and in International Schools.

**Description of the degree profile of a revised programme in terms of generic and/or subject-specific competencies:** In recent years, the development of the Teacher Competency Standard Framework (TCSF) for Myanmar Teachers has moved considerable momentum. At the same time, generic and subject-specific teacher education competencies for the Southeast Asia region have been developed by the TA-SE project. Based on the Tuning (TA-SE) framework and Myanmar teacher education competencies, Yangon University of Education tried to formulate a degree profile and learning outcomes for the BEd programme.

**Some Sample learning outcomes for the BEd programme**

Unit/Course/ Module	Learning Outcomes (at unit/course/module level)
Epsy 3101 Educational Psychology	<ul style="list-style-type: none"> <li>▪ Ability to understand and apply developmental psychology of adolescents in the educating process and their personal growth.</li> <li>▪ Ability to explore the key theoretical frameworks for individual and group development in adolescence and their implications for therapeutic practices.</li> <li>▪ Ability to explore how children's social and emotional well-being can be developed.</li> </ul>
ECE 3101 Child Development in Ecological Contexts	<ul style="list-style-type: none"> <li>▪ Ability to understand and apply developmental psychology of children in the educating process and their personal growth.</li> <li>▪ Ability to explore the key theoretical frameworks for individual and group development of children and their implications for therapeutic practices.</li> <li>▪ Ability to explore how children's social and emotional well-being can be developed.</li> </ul>
Epsy 4202 Chapter 1, Action Research	<ul style="list-style-type: none"> <li>▪ After going through this chapters, student teachers will be able to:               <ul style="list-style-type: none"> <li>○ identify the concept of Action Research</li> <li>○ study the types of action research</li> <li>○ apply the concept of action research in real-life settings</li> </ul> </li> </ul>
Epsy 5202 Alternative Assessment in the Classroom	<ul style="list-style-type: none"> <li>▪ After going through this chapter, student teachers will be able to:               <ul style="list-style-type: none"> <li>○ understand tests, assessments and evaluations,</li> <li>○ apply three variations of alternative assessment in real-life situations.</li> </ul> </li> </ul>

**Link of the competencies with the agreed Meta-Profile:** The elements of the Meta-Profile that are included in the degree profile are the Meta-Profile elements included but limited in the degree profile, namely Leadership Skills and Cultural/Traditional requirements. The coincidences and differences between the Tuning Meta-Profile for Teacher Education and the YUOE's Degree Profile of Bachelor of Education are shown below.

YUOE aims to produce Upper Secondary Teachers who possess the following Competencies:

Unit/Course/Module	Minimum requirements of YUOE	Tuning Academy TA-SE Meta-Profile for Teacher Education
Educational Psychology	A1.1 Demonstrate understanding of different theories of how students learn relevant to their age	S9 Demonstrate understanding of different theories on learners' development S8 Demonstrate understanding of different theories on the learner development process
Teaching Methodology	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	S6 Ability to understand the different characteristics of learners G7 Ability to understand, value, and respect diversity and multiculturalism
Teaching Methodology	A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources	G9 Demonstration of problem-solving abilities
Teaching Methodology	A2.2 Demonstrate appropriate use of Information Communication Technology (ICT) in teaching and learning	S13 Ability to appropriately use information and communication technologies to support teaching/ learning activities G2 Ability to use information and communication technology purposefully and responsibly
Educational Management	A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar	S18 Ability to demonstrate commitment to develop students to reach their potential Ability to demonstrate leadership attributes
Special Education	A3.2 Demonstrate understanding of the social, linguistic and cultural diversity of the students and their communities	G7 Ability to understand, value and respect diversity and multiculturalism
Educational Theory Educational Test and Measurement	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	S5 Ability to understand the curriculum development process, its structure, content and expected learning outcomes G10 Ability to initiate, plan, organise, implement and evaluate courses of action
		S4 Ability to comprehend concepts of testing, assessment and evaluation of learning

Unit/Course/ Module	Minimum requirements of YUOE	Tuning Academy TA-SE Meta-Profile for Teacher Education
Elective Courses	A5.1 Demonstrate understanding of the subject matter to teach the subject(s) at the specified grade level/s	S1 Have a meaningful and comprehensive knowledge of the subject matter they will teach G13 Ability to apply knowledge into practice
Teaching Methodology	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	S3 Ability to understand pedagogy and learning approaches related to a specific specialisation
Elective Courses Educational Psychology	B1.1 Demonstrate capacity to teach the curriculum-related subject concepts and content	S11 Ability to implement curricula related to assigned fields of study S12 Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship
Teaching Methodology	B1.2 Demonstrate capacity to apply different strategies for teaching and learning	S10 Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson
Teaching Methodology	B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	G5 Ability to communicate clearly and effectively
Educational test and Measurement	B2.1 Demonstrate capacity to monitor and assess student learning	S16 Ability to use appropriate assessment tools and methods to assess and evaluate learning processes and outcomes S17 Ability to use assessment data to improve the teaching-learning process
Educational test and Measurement	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	S16 Ability to use appropriate assessment tools and methods to assess, and evaluate learning processes and outcomes S17 Ability to use assessment data to improve the teaching learning process
Life Skill/School Health	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	S15 Ensure a safe and conducive learning environment
Educational Management/ Special Education	B3.2. Demonstrate strategies for managing student behaviour	S14 Use of appropriate strategies for managing student behaviours
Early Childhood Education/ Special Education/ Educational management	B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	S27 Ability to initiate and maintain mutually-beneficial linkages and networks G5 Ability to communicate clearly and effectively

Unit/Course/Module	Minimum requirements of YUOE	Tuning Academy TA-SE Meta-Profile for Teacher Education
Educational Theory	C1.1 Demonstrate values and attitudes consistent with Myanmar's traditional image of teachers as role models	S2o Ability to demonstrate integrity and professionalism S24 Ability to demonstrate commitment to the teaching profession G1 Ability to work collaboratively and effectively in diverse contexts
Educational Theory	C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher	S2 Ability to understand educational philosophy S21 Willingness to apply innovations to the teaching and learning process
Educational Management/ Early Childhood Education	C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	S22 Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders
Educational Management	C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	G4 Ability to demonstrate responsibility and accountability towards society and the environment S26 Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process
Educational Theory/ Life Skill	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	S12 Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship

Unit/Course/Module	Minimum requirements of YUOE	Tuning Academy TA-SE Meta-Profile for Teacher Education
Action Research	D1.1 Use evidence of students' learning to reflect on own teaching practice	S19 Ability to demonstrate self-evaluation and use the results for improvement S23 Willingness to learn from students, colleagues, and other professionals S25 Ability to practice reflective thinking to improve their teaching practices
Practicum	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	S23 Willingness to learn from students, colleagues, and other professionals G6 Ability to think critically, reflectively and innovatively
Action research	D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	G8 Ability to carry out lifelong learning and continuous professional development S7 Ability to use research findings to improve teaching and learning G11 Ability to conduct research S27 Ability to conduct action research

It was found that the Tuning Academy TA-SE Meta-Profile for Teacher Education and YUOE's Degree Profile for the Bachelor of Education coincide almost completely. Content and pedagogy in Pedagogical and Subject Matter Knowledge, Pedagogical, Social, Communication, Thinking and Problem-Solving, Networking and ICT are in Teaching Skills. Leadership Skills are the only item not explicitly mentioned in YUOE's Profile even though it is delivered within the subject of Educational Management. Finally, the cultural/traditional requirements are missing in the TA-SE Meta-Profile.

**Structure of the programme:** units/courses/modules with their learning outcomes and learning, teaching and assessment strategies:

- There is a list of the courses/modules that make up the programme.
- Information about intended learning outcomes and teaching, learning and assessment strategies is provided for each programme unit.
- Teaching and learning activities are appropriate for the learning outcomes of each unit/course/module.
- The assessment methods can be used in each unit/module/course to promote and measure the achievement of all the unit learning outcomes.
- Unit-level learning outcomes, teaching and learning activities and assessment tasks are aligned logically.
- There is a general balance (no excessive repetition or excessive variety) in teaching, learning and assessment strategies across the different programme units.

**Short description of the methodology at programme level:** learning, teaching and assessment strategies for achieving the programme-level learning outcomes.

- Learning strategies:
  - Lecture with clicker questions
  - Case-based learning
  - Team-based learning
  - Bloc teaching and Peer group teaching
  - Practice at Basic Education Schools.
- Teaching strategies:
  - Critical thinking
  - Individual work (Assignment)

- Group work (Assignment)
- Project-Based Learning
- Assessment strategies:
  - Formative Assessment
  - Summative Assessment
  - Alternative Assessment (Performance-based Assessment, Authentic Assessment)
  - Tutorials, Laboratory Practical Examinations

**Internal Quality Control/Enhancement:** The following activities are conducted to ensure the quality control of Yangon University of Education.

- Feedback is obtained every semester from stakeholders such as undergrad (B.Ed.) students, Postgrad (Master’s) students and faculty members.
- Tracer studies are conducted.
- Academic Boards for respective subjects involve analysing feedback and deciding on improvements.
- Such improvements are implemented and their success monitored by feedback from undergraduate students, graduate students and faculty members, and the learning results of the students.
- Internal unit and programme level quality control procedures are coordinated.

**Other relevant aspects:** In addition to the nine aspects listed above, Yangon University of Education is preparing the accreditation body requirements for a programme redesign proposal to be considered for approval. In addition to this, our university tries to align with the TA-SE Teacher Education Competencies, the Myanmar Teacher Competency Standard Framework and the current needs of our country. Early Childhood Education and Special Education need to be included in the Teacher Education and Teacher Training curricula.

These two new areas of the study will emphasise aspects such as Child Development in Eco-Cultural Contexts, Learning through Play and Materials Development, School Readiness, Inclusion and Transitions and Science of Early Childhood Development, Approaches to Early Childhood Care and Development and Special Education. It must be ensured that the education of students with disabilities is guaranteed in an inclusive, rights-based and barrier-free environ-

ment. Teachers need to develop conceptual understanding of education provisions and skills for working with children with various disabilities in special and inclusive settings, and teachers should possess knowledge & skills regarding the nature and educational needs of children with specific disabilities.

## 4.2. STUDENT WORKLOAD ANALYSIS

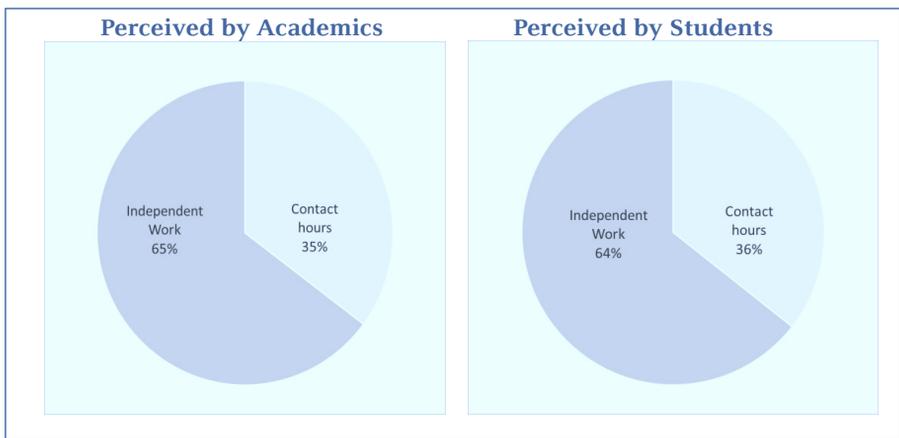
Vis-à-vis the programme (Re)Design process, a student workload survey was also conducted to provide a robust basis and metrics for ensuring that the programme is sufficiently loaded in content as well as reasonably time-bound. The definition of the student workload can be perceived differently by different institutions. In general, however, student workload is based on a credit system which entails the number of hours spent on academic study both inside and outside of the class. This concept may differ from country to country. For example, in Indonesia, 1 credit means three hours, comprising one contact hour, one structured assignment, and one independent assignment. The survey result shows the mean value of the contact hours to complete course units in one semester. The mean value perceived by academics is 454.88 hours and 363.52 hours by students. In reality, the students should learn in class (contact hours) around 5–6 hours per day from Monday to Friday in around 16 weeks. The different views from academics and students may be caused by different understandings of the definition of contact hours as the “act” of a real learning process, as explained previously. Some other factors can be deemed responsible for the difference of the above mean values:

1. Students and academics may tend to answer the questionnaire differently based on various factors (e.g. context, interpretation of questions, etc.). For example, they may actually include their consultation time (mandatory office during hours) in counting the total contact hours.
2. Within the semester, some institutions have mid-semester tests which last for two weeks. This can be the source of the incongruent views among academics and students.
3. Students rate it lower because they might subtract the number of hours spent outside the class despite using the ‘contact hours’.

From the survey data, it is obvious that there is a considerable gap in the findings between opinions of students and academics on

the workload. For example, 96.67% of the academics said 'Yes' to the statement that the workload for independent work is necessarily planned, but only 78.79% of the students are aware of the number of hours planned for their independent work. The findings suggest that academics should orient students for the planned number of hours for independent work early in the semester.

Although there is somewhat of a discrepancy regarding the perceived contact hours, both academics and students agree that the hours spent for students' independent work are more than the contact hours carried out by the lecturers in class. Below is the percentage of contact hours in comparison to independent work:



From the above pie charts, it can be concluded that students spend around 65% of their time on independent work, as opposed to their learning in class. This can mean that on average students spend another 420 hours on independent learning in one semester, or another 6 hours outside of the class. In total, the students work on average for 12 hours for both learning in class (contact hours) and outside of the class independently.

The calculation can be even slightly higher if students take 7 courses with 3 credits and are asked for 3 hours per week of independent work for each course. With this illustration, the total contact hours and independent work amounts to 63 hours per week of study, or 12.4 hours of daily study. Regardless of the survey limitation, the data on study load apparently seems to be rather excessive for students, considering that they have their own social/extracurricular activities which are equally important. Although academics claim the inclusion of independent work (96.67%) as an integral part of their

lectures, students still end up requiring more time to complete the requirements. Apart from the students' individual problems, a number of students apparently also claim that they do not have sufficient time to complete all academic tasks. This phenomenon should be given serious attention by all faculty members. Academics need to consider all of the courses that students take in the semester in order to balance course requirements.

With respect to independent work, it seems that teacher education has more "other categorised" hours compared to other faculties (*cf.* Medicine and Engineering). The different interpretation of the independent work definition could mean that academics and students may find it difficult to pinpoint and categorise their definition clearly. However, it can also mean that understanding the gap in the total time spent on independent work may suggest an implicit rather than explicit instruction from the academics to their students. Despite the diverse interpretation of students' independent work, the categories of independent work may not be entirely suitable for teacher education (e.g. fieldwork, laboratory work). This could also mean that the education faculty has more diverse approaches or activities to define the independent work.

It should also be taken into account that overall combined contact and independent hours could suggest that there is less consideration for the number of hours spent on student independent work and tasks which are generally designed using contact hours. This understanding relates to the fact that when the summed-up value (contact hours + independent work) and the total (combined) are compared, there is more or less an inflation of 100%. It seems that academics and students tend to exhibit a considerable overlap in identifying contact and non-contact hours resulting in an increased value. However, if the value of hours is counted per week, the aggregate seems to exhibit larger inflation, which could be an indicator that the contact hours and independent work combined are a relatively heavy workload. Precaution should be stated here, however, as students may be thinking of their busiest week when filling in their survey.

### **4.3. IMPLICATION OF THE SURVEY DATA**

The data is still limited for interpretation as it does not display the results for one individual university in particular, therefore, it is difficult to draw an accurate assessment. Perhaps contact hours of individual universities should have been given, together with the stand-

ard deviation. Besides, the data does not include a description of issues on cultural bias specific to particular universities. Without an understanding of the cultural bias, the relationship between the different variables, e.g. contact hours and other independent variables, cannot be comprehensively demonstrated.

In order to make the survey data more useful, more surveys could be done to go a step further and perform triangulation to validate the data and make it more reliable. For example, individual institutions could do some case studies on workload, which would presumably also be beneficial to re-designing the whole curriculum programme.

Nevertheless, this information could lead to a new common unit of analysis away from credit hours and units for courses. Perhaps AUN could come out with a new common unit of measurement for courses. This could make transfer of credit and credit exemption between AUN institutions much clearer and increase mobility for ASEAN students.



## CHAPTER 5: Experiences of Implementing Universities

There are 10 participating universities in the Teacher Education Subject Area Group. Two universities, namely Sanata Dharma University of Indonesia and West Visayas State University of the Philippines, are implementing the project plans. The other universities are developing project plans without necessarily implementing the programmes. The project plans are presented in chapter 4. This chapter presents the project reports of the two implementing universities.

The first implementing university is Sanata Dharma University in Indonesia. The title of the project is “Revitalising the Critical Reading and Writing Class”. The purpose of the project is to revitalise the English Education Department by introducing some competencies related to critical thinking skills in certain subjects.

The second implementing university is West Visayas State University in the Philippines. The title of the project is “Re-sequencing of courses in the Bachelor of Elementary Education programme”. The purpose of the programme is to develop a new curriculum for an undergraduate programme which prepares students to become elementary school teachers in the Philippines. The development of a new curriculum is necessary because the Philippines government is changing the education system by introducing a K-12 system to replace the K-10 system. The curriculum development project in West Visayas State University comes at the perfect time.

This chapter provides a detailed description of the Tuning project plans, implementations and results. Different and unique contexts of the two implementing universities provide rich perspectives that will hopefully be helpful for those interested in developing a new curriculum or revitalising an existing curriculum.

## **5.1. REVITALISING THE CRITICAL READING AND WRITING 1 (CRW1) MODULE AT THE ENGLISH LANGUAGE EDUCATION DEPARTMENT OF SANATA DHARMA UNIVERSITY**

### **5.1.1. English Education Department of Sanata Dharma University**

The English Language Education Study Programme (ELESP) is a four-year bachelor of English education programme. It prepares students to become English teachers in high or secondary school. To earn the degree, students need to finish 144 credits and write a 40-page thesis in English. This programme has been accredited with status A since 2004. The National Accreditation Board of Indonesia assesses the study programme every four years. It publishes an English journal that has also been accredited by the Indonesian Ministry of Research and Higher Education. Every year ELESP accepts approximately 160 new students. There are 29 lecturers in the department.

The profile for an English Education Department graduate is defined as: an Educator in the field of English who is intelligent, humanist, creative, caring, generous, dignified and has strong character with respect for diversity. The jobs that graduates can opt for include:

1. English teacher in a high school
2. English teacher in a non-formal school
3. English instructor in a company
4. Translator
5. Interpreter
6. Journalist
7. Human resource development (HRD)
8. Hospitality industry, and
9. Other occupations where English is needed.

### **5.1.2. The Curriculum of the English Education Department**

The curriculum of ELESP consists of 59 compulsory courses and 15 elective courses. Based on regulations from the Ministry of Education, in order to earn a Bachelor of English Education students have to finish 144 credits. One credit equals one hour of class work, one hour of structured work, and one hour of independent work for the students. The following table lists all the courses at ELESP:

## Courses at the English Education Department, Sanata Dharma University

No.	Course Names	Course Learning Outcomes
1.	Religion Education	Students demonstrate proper understanding of their religions or beliefs in God, critical and open attitude to dialogue and tolerance with others having different religions and beliefs.
2.	Moral Philosophy	Students demonstrate proper moral integrity, freedom and responsibility, proper understanding of social, political, work ethics, and respect themselves and others.
3.	Pancasila Education	Students demonstrate proper understanding of <i>Pancasila</i> , historically and philosophically/rationally and are able to implement <i>Pancasila</i> in their daily lives.
4.	Civics Education	Students have comprehensive knowledge and an integral approach to solving problems, either social, economics, politics, defence or culture.
5.	Bahasa Indonesia	Students are able to write coherent and cohesive Indonesian academic papers using proper text structure and language or lexico-grammatical features.
6.	Fieldwork	Students acquire good characteristics through their interaction with society and promote the well-being of society.
7.	Introduction to Education	Students demonstrate proper understanding of education concepts and principles and manifest their well-informed beliefs in their lives, particularly as future professional educators.
8.	Psychology of Learning and Teaching	Students are able to demonstrate proper understanding of what happens inside a student when learning, i.e. the cognitive processes in students when learning and the conditions that encourage the learning processes to take place.
9.	Foundation of Guidance and Counselling	Students demonstrate proper understanding of adolescents, their potentials, opportunities, and challenges as well as the roles and tasks counsellors are responsible for.
10.	School Management	Students understand what school management is, what its functions are, and the related government regulations.
11.	Basic Listening	Students are able to recognise meaningful English sounds and elements and comprehend simple utterances
12.	Speaking I	Students are able to initiate and maintain predictable face-to-face conversations and satisfy limited social demand. Speech largely consists of a series of short, discrete and or rehearsed utterances.
13.	Basic Reading I	Students are able to understand the main points of reading texts at the intermediate level on familiar matters.
14.	Basic Writing	Students are able to compose coherent, cohesive and contextually appropriate paragraphs with grammatically and semantically acceptable sentences, meeting the minimum requirements.
15.	Book Report	Students are able to demonstrate basic understanding of reading abridged and unabridged novels and their interest and enjoyment of reading literary works, in particular novels, as indicated in the book report for each novel they read, including the information about the book, setting of place and time, characters' names and descriptions, conflict, theme, summary, and personal opinion about the novel.

No.	Course Names	Course Learning Outcomes
16.	Intermediate Listening	On completing the course, students are able to employ strategic skills to comprehend, paraphrase, and summarise simple extended discourse.
17.	Speaking II	On completing this course, students are able to express their own personal feelings and opinions using appropriate dictions in line with the context of the situation.
18.	Basic Reading II	Students are able to a. apply various reading strategies such as previewing, skimming, scanning, identifying main ideas, summarising English texts, and b. respond to the ideas or issues presented in texts of intermediate level.
19.	Paragraph Writing	The students are able to compose coherent and cohesive paragraphs with a clear topic and supporting sentences.
20.	Critical Listening and Speaking I	Students will be able to employ strategic skills to comprehend spoken intermediate extended discourse, critically respond to claims and evidences, take notes and summarise intermediate extended discourse such as news reports, narratives, and expository passages. Afterwards, the students will be able to give oral critical responses and reflection based on the given topics in the form of a short individual/group presentation.
21.	Critical Reading and Writing I	Critical Reading and Writing 1 is designed to give students practice writing responses critically based on the given texts or passages. The texts are related to argumentative, persuasive and expository genres. They are trained to apply logical principles, careful standards of evidence and reasoning to the analysis and discussion of claims, beliefs and issues. On completing the course, students are able to: a. Comprehend the passage given, b. Write their responses critically.
22.	Critical Listening & Speaking II	On completing the course, students will be able to employ strategic skills, to comprehend advanced, extended discourse such as news reports, narratives, expository passages; paraphrase, take notes and summarise advanced extended discourse such as news reports, narratives, and expository passages. Afterwards, students will be able to give oral critical responses and reflection based on the given topics in the form of a short individual/group presentation.
23.	Critical Reading & Writing II	Critical Reading and Writing 2 is designed as a project-based class to facilitate students' access to a large amount of reading through which students acquire information, which thus enhances the progress of their knowledge and the development of their critical reading and writing skills. In this course, students choose a topic they are interested in and voluntarily choose readings that will serve the exploration of the topic; then students organise the acquired information in accordance with the planning and steps necessary to produce a synthesis. In doing so, students develop a personal method for intellectual work. This personal method involves the skill to plan the building up of information, the skills of mind mapping, note

No.	Course Names	Course Learning Outcomes
		<p>taking, summary making, and synthesising. The project will result in a published magazine, which is primarily a synthesis of the materials the students have read, but also a report on their reading activities and a creative expression related to the topic they have explored.</p> <p>On completing the course, the students are:</p> <ol style="list-style-type: none"> <li>able to have a set of knowledge on the decided topic,</li> <li>able to master the skill of planning and organising readings based on the studied topic,</li> <li>able to develop a skill to make a mind map, a summary, a synthesis and a presentation,</li> <li>able to acquire a level of perseverance and honesty necessary for an intellectual work.</li> </ol> <p>This course is offered in Semester 4. To be eligible to take this course, students need to pass Critical Reading and Writing 1.</p>
24.	Academic Writing	<p>Academic Essay Writing is designed to introduce students to the underlying principles of academic writing. It is projected to help students be able to analyse the characteristics of academic essay and write good academic essays. On completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>understand academic writing conventions</li> <li>write academic essays on language, language teaching, and literature</li> </ol>
25.	Pronunciation Practice I	<p>This course provides students with the knowledge of English speech sound systems, speech mechanisms, and phonetic transcription. On completing the course, students are able to understand the organs of speech involved in producing speech sounds and how to produce the sounds.</p> <p>Furthermore, students are trained to pronounce English words, phrases, and sentences with correct stress and intonation. In addition, they are required to write English words, phrases and sentences in phonetic transcription as well as Pronunciation Practice II.</p>
26.	Pronunciation Practice II	<p>This course is designed to assist students in enhancing their speaking skills in general and their pronunciation in particular. In general, the course is divided into two parts. In the first part, the practice focuses on the stress at word and sentence level. In the second part, the focus is on rhythm and intonation. In class, students listen and repeat after the model. Corrections are provided as feedback to the students' pronunciation problems and students are asked to repeat either individually or in chorus so as to make them internalise the correct pronunciation, stress, rhythm, and intonation.</p>
27.	Vocabulary	<p>The course is one of the elective courses offered in the English Language Education Study Programme. Through various activities students are exposed to the meaning of 3000 words and their Indonesian equivalence. In addition, students are exposed to the principles of word formation and contextual use. They are also required to apply vocabulary enrichment techniques independently and use dictionaries to enrich vocabularies.</p>

No.	Course Names	Course Learning Outcomes
28.	Grammar I	The course enables students to gain a better understanding of basic English sentence patterns, of English phrase structures, and of English tenses. On completing the course, students are able to use the knowledge to produce grammatically simple sentences.
29.	Grammar II	This course equips students with a deeper understanding of English tenses, particularly the past perfect tense, past perfect progressive tense, future simple tense, future progressive, and future perfect tense. In addition, the course also discusses modals and similar expressions and the passive voice. Furthermore, it also covers gerunds and infinitives.
30.	Grammar III	This course deals with the types of English sentences. It equips students with the knowledge to produce simple sentences, expand the sentences into compound and complex ones, and condense complex sentences by means of non-finite constructions.
31.	Grammar IV	This course provides students with opportunities to foster their ability to produce grammatically correct sentences with various patterns and elements based on the previous Structure courses. These include passive construction, sentences with sub-clauses of various kinds, and sentences with non-finite elements. The activities include text-analysis, rewriting a given sentence from one pattern to another, and translating Indonesian expressions or sentences into English.
32.	Grammar V	This course provides students with opportunities to foster their ability to produce grammatically correct sentences with various patterns and elements based on the previous Structure courses. These include passive construction, sentences with sub-clauses of various kinds, and sentences with non-finite elements. The activities include text-analysis, rewriting a given sentence from one pattern to another, and translating Indonesian expressions or sentences into English.
33.	Grammar VI	This course provides students with opportunities to foster their ability to produce grammatically correct sentences with various patterns and elements based on the previous Structure courses. These include passive construction, sentences with sub-clauses of various kinds, and sentences with non-finite elements. The activities include text-analysis, rewriting a given sentence from one pattern to another, and translating Indonesian expressions or sentences into English.
34.	Approaches, Methods, and Techniques	In this course, students are to develop creative and innovative learning activities that meet the learning purposes, learners' characteristics and learning styles, available sources and resources, and learning conditions. In order to have such ability, students are to explore knowledge of the established approaches, methods, and techniques, strategies in teaching language skills and elements, and some classroom management principles. Students are also to develop simulated teaching procedures based on the learned approaches, methods, techniques and strategies.

No.	Course Names	Course Learning Outcomes
35.	Language Teaching Media	This course aims at developing students' ability to creatively and innovatively develop and use varieties of media to facilitate language teaching. In the initial process of learning, students are to explore knowledge of the concepts, nature or characteristics, and purposes of media in general and media for language teaching. Having sufficient theoretical foundations, students are expected to creatively and innovatively develop media for language teaching in the following categories: conventional media, word processing, digital audio production, digital video production, and some internet facilities for learning.
36.	Language Learning Assessment	Language Learning Assessment is designed to introduce students to underlying principles of language testing and assessment and to provide hands-on experiences in developing English as a foreign language classroom tests and assessment materials. Students will be trained to design sets of assessments for assessing English language learning and to evaluate existing assessment tools to be used in their context. In this course, students will learn some topics, i.e. testing, assessing and teaching, test specification; test types/kinds of tests and testing, principles of language assessment, designing classroom language tests, testing and assessing language elements and other kinds of testing, testing and assessing the four language skills (listening, speaking, reading, writing), alternatives in assessment, scoring, grading, result analysis and interpretation. This is a two-credit course which requires students to be in class for two hours each week and spend at least four hours in preparation on the course per week on their own. Students are to read the assigned texts and prepare themselves with the information so they will be ready to perform the work accordingly.
37.	Learning Programme Design	This course gives students insights into the concept of curriculum, its programme design and implementation. In this course, students are introduced to the concept of curriculum in general and also to the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Furthermore, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practice to develop teaching materials for grade-schools based on the current curriculum used. As the final product, students are expected to generate a set of lesson planning documents.
38.	Micro Teaching	The main objective of the micro teaching course is to provide the learners with an environment for practice-based teaching to encourage self-evaluative skills on their teaching competence and performance. Self-evaluative skills involve thinking about teaching styles as well as content mastery and provide learners with specific suggestions regarding how their teaching styles and content mastery are perceived by others.

No.	Course Names	Course Learning Outcomes
39.	Magang Manajemen Sekolah	Students are able to demonstrate their understanding of school management, for example administration, school regulations and counselling with the guidance of the schoolteachers on site.
40.	Magang Perencanaan Pembelajaran	Students are able to demonstrate their understanding of designing lesson plans and learning evaluations with the guidance of the schoolteachers on site.
41.	Magang Pengelolaan Pembelajaran	Students are able to demonstrate their understanding of implementing classroom management with the guidance of the schoolteachers in real classrooms.
42.	Service Programme Design	Students are able to design business plans in relation to English teaching and implement the design in real situations outside of the class (entrepreneurship).
43.	Introduction to Literature	This course introduces students to three main kinds of literary genres, namely prose, poetry, and drama by various authors of different periods and nationalities to develop understanding and ability in appreciating literary works in elementary level. Students are equipped with basic theories and apply these to their literary appreciation in weekly reading assignments and reflective responses to the works read and discussed. By reading and appreciating literary works, students are able to develop empathetic understanding of others and develop personal maturity.
44.	Prose in ELT	This course is aimed to develop students' ability to appreciate prose fiction by reading and analysing world short stories and novels. In this course, students will read at least five (5) short stories, one (1) novella as intermediary between the short story and the novel, and (2) two novels. It is expected that students will be able to write a critical analysis of the literary works read by using literary theories. Students will also give responses, such as in the form of reflective writings or art works, that aim to encourage students to be more emphatic, sensitive, and mature.
45.	Drama	The drama course is designed as an experiential learning class to facilitate students to understand the elements of drama scripts, the technique of play directing, and the organisation of a play production (which thus prepares students for a play performance in the following semesters). In this course, students read, analyse, and interpret three drama scripts from three eras, namely ancient Greek drama, medieval British drama, and British/American modern drama. Students also write a short script, propose a drama programme for children, and perform it at the end of the semester. Students are advised to get involved in a play production or attend at least at one play performance outside the class.
46.	Play Performance	Play Performance is a performance course that offers students an opportunity to perform or be on a crew for one or more productions. Their performance may include musicals, plays for children, contemporary and/or classical dramas and comedies. Non-acting opportunities include costuming, set construction, lights, sound, wardrobe, stage make-up, props, box office work, assistant directing or management, and stage management.

No.	Course Names	Course Learning Outcomes
47.	Theories and Practices of Translation	Translation is designed to introduce knowledge of the definition, principles, problems, and process of translation. Students are exposed to the hands-on experiences of translating various text types. Students are introduced to the concept of cultural transfer, naturalisation, coherence, unity and flow. Students are to identify syntactic, semantic, and pragmatic problems in translating letters, news, editorials, leaflets, abstracts, and journals.
48.	Consecutive Interpreting	Interpreting is designed to introduce students to the modes and principles of interpreting. During the course, students practice interpreting English utterances into Indonesian and vice versa. On completing the course, students are able to spontaneously interpret a spoken/recorded communication in English into Indonesian and vice versa.
49.	Public Speaking	Public Speaking is designed to introduce students to the underlying principles of speaking in public and to provide opportunities and hands-on experiences to students in developing various types of speaking skills in formal situations. On completing this course, students will be able to develop various kinds of skills in order to enable them to speak in public successfully.
50.	Introduction to Linguistics	The course acquaints students with the fundamental aspects of linguistics. As a prerequisite to all other linguistic courses, this course provides an overview of major branches of linguistics. Upon completion, students are able to understand the concepts of language and primary issues in Linguistics. Besides, they are expected to understand the importance of linguistic knowledge and theories of teaching English as well as to use the knowledge to analyse linguistic aspects.
51.	Introduction to English Phonetics and Phonology	This course is intended to provide students with a sufficient understanding of Phonetics and English Phonology. The course starts with segmental phonology, discussing how speech sounds are produced and how they are classified in terms of the way they are produced. The second part discusses units larger than segments, namely syllables and words, stress, and intonation. The last part discusses the common phonological processes in English. During this course, students often have to compare the phonology of English with that of their mother tongues. As teacher candidates, they will need such understanding of the differences to enable them to diagnose any pronunciation problems and suggest ways of helping learners overcome these problems.
52.	Introduction to Sociolinguistics	The course is designed to introduce students to fundamental concepts of sociolinguistics. It elaborates underlying principles that come into play in describing language use and society. Furthermore, it deals with various issues in sociolinguistics. The topics addressed among others are language varieties, language choice, language change and politeness. The course also discusses the importance of sociolinguistics for language teaching.

No.	Course Names	Course Learning Outcomes
53.	Introduction to English Morpho-Syntax	The course is aimed at familiarising students with English Morphology and Syntax. In Morphology, the system of categories and rules involved in word formation and interpretation is discussed. In syntax, students learn grammatical concepts and terminology. By using this knowledge, students should be able to identify syntactic patterns and explain syntactic constructions. Furthermore, the system of rules and categories that underlie sentence formation is dealt with using a simple version of transformational syntax.
54.	Research Methods	The course is aimed at familiarising students with the different research methods and traditions they will need to conduct research for their thesis.
55.	Research Proposal	The Proposal Seminar is designed to introduce students to the underlying principles of writing and presenting research reports based on questionnaires, interviews and library studies. Upon completion of the course, students are expected to be able to conduct minor research and write reports on the research. Students will be able to: <ul style="list-style-type: none"> <li>a. Conduct a minor field research using a questionnaire and interviews as the instruments</li> <li>b. Analyse research reports based on questionnaires and interviews</li> <li>c. Write research reports based on questionnaires and interviews</li> <li>d. Conduct a minor library research</li> <li>e. Analyse research reports based on a library study</li> <li>f. Write research reports based on a library study</li> <li>g. Present one of the research reports in a class seminar</li> </ul>
56.	Statistics in ELT	Students will learn to demonstrate basic understanding of statistics, descriptive and inferential. Given or based on collected data, students will manage and analyse the data using descriptive statistics such as mean scores, standard deviation and what they mean (descriptive statistics) and infer conclusions, e.g. correlation or relation, difference or prediction, based on the data using statistical tests (inferential statistics).
57.	Thesis	Thesis is designed to introduce students to the underlying principles of writing and presenting research reports based on questionnaires, interviews and library studies. Upon completion of the course, students are expected to be able to conduct minor research and write reports on the research. Students will be able to: <ul style="list-style-type: none"> <li>a. Conduct a minor field research using questionnaires and interviews as the instruments.</li> <li>b. Analyse research reports based on questionnaires and interviews.</li> <li>c. Write research reports based on questionnaires and interviews.</li> <li>d. Conduct a minor library research.</li> <li>e. Analyse research reports based on a library study.</li> <li>f. Write research reports based on a library study.</li> <li>g. Present one of the research reports in a class seminar.</li> </ul>

No.	Course Names	Course Learning Outcomes
58.	Research Paper	In this course the students are expected to write a research paper and use their logical and critical thinking to write a scientific paper consisting of around 15 pages.
59.	Cross-Cultural Understanding	This course explores numerous questions and analyses cultural similarities and differences with regard to Eastern [such as Indonesian] and Western [such as American and British] cultures.
<b>Elective Courses</b>		
60.	Business Writing	Upon completing the course, students are to produce a variety of effective formal English correspondence. In the learning process, students are to explore knowledge of the standard styles, content, and language from various models of business correspondence. Having been provided with effective models and analysis of these models, students are to make an attempt to produce similar effective formal business letters. Furthermore, catching up with the advance of information technology, students are also provided with opportunities to learn and produce business correspondence through online communication.
61.	Creative Writing	This course will introduce students to the process and techniques of creative writing. It takes a student-centred approach to creative writing, offering a range of strategies to help students develop as a writer. The emphasis is highly practical, with exercises and activities designed to ignite and sustain the writing impulse. The course starts by showing ways of using memory and experience and building a daily discipline. This is followed by demonstration and practice of the three most popular forms – writing fiction, writing poetry, and life writing (biography and autobiography) through exercises, namely haiku, blind/deaf experience, three-minute writing cycles, exterior/interior boxes, extended fables, Bulwer-Lytton Sentences, six sentence paragraph, four visitors, voices in the dark, obfuscatory sentences, character cycle, journal, letter to grandchild, writing a story for children. The concluding part aims to help students experience the editing and publication process. 2 credits: 14 meeting hours.
62.	Introduction to BIPA (Indonesian for Foreigners)	The aim of the course is to introduce students to the principles of learning Indonesian as a Foreign Language and to the knowledge of teaching Indonesian as a Foreign Language. In this course, students will design BIPA syllabi based on learners' needs and develop BIPA materials and media.
63.	English for Young Learners	English for Young Learners is designed to introduce students to the fundamental concept of teaching English to young learners. It elaborates a number of important issues in the area of second language learning, especially for children. It discusses myths and misconceptions about children's characteristics in learning, together with their implications for classroom teachers, the developmental characteristics of children learning a language, some appropriate methods and techniques of teaching young learners, especially learning or activity centres that create opportunities for both first and

No.	Course Names	Course Learning Outcomes
		second language development. It also digs out some strategies that can be used to evaluate students' progress in the English classroom. At the end of the course students are assigned to observe certain primary schools and come up with any ideas to help the school, e.g. producing teaching media or suggesting teaching techniques.
64.	Computer-Assisted Language Learning	Computer-Based Language Learning (or Computer-Assisted Language Learning) is designed to introduce students to the underlying principles of computer-assisted language learning and Web 2.0 tools and how to implement them in language classrooms. This course will also show students how to search, select, and evaluate a body of internet-based (or web-based/online/electronic) materials and to provide hands-on experiences in developing computer-based or web-based materials and learning activities. Therefore, this course is both theoretical and practical in nature. The prerequisite courses for Computer-Based Language Learning are Instructional Design, Approaches, Methods and Techniques, Curriculum and Material Development and Language Learning Assessment. The students will be able to understand the underlying principles of computer-assisted language learning, search, select, and evaluate a body of internet-based materials (or Internet resources), and effectively integrate these materials into language teaching and learning programmes, know-how to use Web 2.0 tools in their classrooms and create simple electronic materials themselves.
65.	English for Specific Purposes	This course is aimed at introducing basic concepts and principles of English for Specific Purposes/ESP programmes before providing students opportunities to design various ESP programmes. In the course, students search for different examples of ESP programmes to be discussed in class, identify the elements of the programmes, compare the elements with the theories of ESP learned, and finally, design their own ESP programmes. On completing the course, students are able to understand ESP theories, adapt or develop elements of ESP such as Needs Analyses, syllabi, learning materials and evaluation for their own ESP programmes.
66.	Mass Media Communication	This elective course is aimed to help students understand the nature of journalism in general and news and feature writing in particular. Having been exposed to the concept of journalism, including newsgathering, students are able to write articles for many different desks in many different mass media. Upon course completion, students have at least the experience of having sent their articles [work] to some mass media.
67.	Semantics-Pragmatics	The course enables students to explore fundamental aspects of semantics. It discusses the concepts of semantics, and its relationship with pragmatics. Upon completion, the students are able to understand the concepts of semantics, the relationship between semantics and pragmatics, and apply the knowledge and theories in tackling semantic issues in English teaching and learning.

No.	Course Names	Course Learning Outcomes
68.	Poetry	In this course, students will analyse the intrinsic elements of a poem, which include rhythm, imitation, style and tone, pleasure and/or truth, technique of verse. Students are also able to show their understanding and ability to analyse a poem by making use of literary theories. The values of finding realities of life depicted in the works may encourage students to be more emphatic, sensitive, and mature.
69.	Introduction to Literary Criticism	This course aims to introduce the students to [an overview of] some literary theories such as psychoanalytic criticism, feminist criticism, queer theory, Marxist criticism, new historicism, post-colonialism criticism, and ecocriticism. In this course, students are also introduced to 'Theory before Theory'. Recognising the overview of some literary theories, students will be able to make use of those theories to interpret the meaning of a literary work.
70.	Bahasa Mandarin	This course equips students with basic Asian language skills (Mandarin) and knowledge of the cultural aspects of the language. In the course, they will learn and practice the language elements and skills facilitated by native speaker teachers or non-natives but competent teachers in classroom activities and cultural activities outside the classroom.
71.	Bahasa Korea	This course equips students with basic Asian language skills (Korean) and knowledge of cultural aspects of the language. In the course, they will learn and practice the language elements and skills facilitated by native speaker teachers or non-native but competent teachers in classroom activities and cultural activities outside the classroom.
72.	Simultaneous Interpreting	Simultaneous Interpreting is designed to introduce students to advanced and extended modes of interpreting and principles of interpreting. During the course, the students are given practice to interpret English utterances into Indonesian and vice versa. On completing the course, students are able to spontaneously interpret a spoken/ recorded communication in English into Indonesian and vice versa.
73.	Register Translation	Register Translation is designed to provide extended practice on the process of translation. On completion of this course, students are able to translate manual books, literary works, and legal documents.
74.	Standardised Test	The students are able to: <ol style="list-style-type: none"> <li>1. Increase their proficiency test grades and achieve a TOEFL score of 500 and above.</li> <li>2. Implement strategies to complete the TOEFL test.</li> </ol>

### 5.1.3. Competencies Alignment of the English Education Department and Tuning TASE Meta-Profiles

After agreeing on the common competencies among the members of the Teacher Education Subject Area Group in Southeast Asia, the English Education Department of Sanata Dharma University conducted a needs analysis, which was a bottom-up process, on the reasons and necessity of redefining its curriculum. Comparing the competencies of the TASE Teacher Education SAG, the team and the consulted faculty members determined that the modules of Critical Reading and Writing (CRW) 1 and 2 need to be revised for several reasons:

1. “Leadership” and “networking” are not stated explicitly in the English Education Department profile.
2. “Critical Thinking and Problem-Solving” are not stated explicitly in the English Education Department profile. There are some subjects that adopt the name of critical such as Critical Listening and Speaking (CLS) and Critical Reading and Writing but the subjects have not yet adopted the principles of critical thinking and critical pedagogy.
3. “Commitment to profession” is not stated explicitly in the English Education Department profile and is not in any subjects or specific subjects taught, either.

The critical thinking of the student needs to be improved as, culturally, Indonesian students tend to be passive. It is historically rooted in the education culture that students are supposed to be silent learners and listen to the teacher. The education system in Indonesia has long been characterised by the fact that students are often considered as the passive recipients of knowledge. Students need to develop their cultural capital through understanding and critically responding to texts or information as well as creating well thought out texts, particularly with their academic lives and the flood of information in social media.

Critical thinking is an urgent necessity for students as it will determine the course of action in their lives. Critical thinking in turn will contribute to the region, particularly in Southeast Asia, becoming the producer of knowledge (as opposed to merely becoming the consumers). Generally, the knowledge the students learn is often borrowed from external culture (e.g. Western perspectives). With the advancement of IT, students are flooded with information which is not always valid to the local cultures. Consequently, students need to have

critical thinking skills to be able to filter, digest, and make sound judgments about the existing information.

#### 5.1.4. Revitalising the English Education Department through Module Enhancement and Classroom Action Research

The four groups of competencies in the English Education Meta-Profile are characterised by 29 specific competencies. In the TASE teacher education SAG, there are 3 groups of Meta-Profile with 28 specific competencies. Most of the specific competencies are similar. However, there are some elements or details that are different.

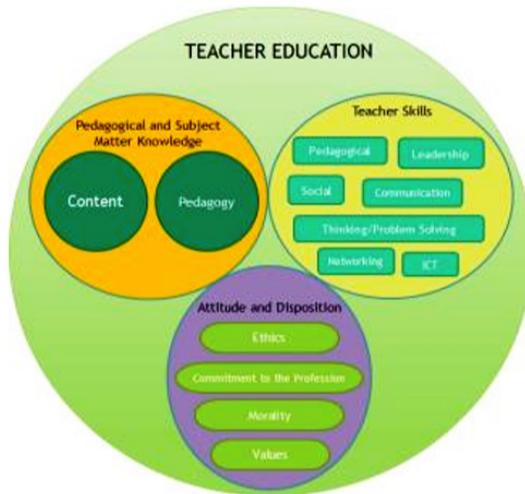
##### Comparison between Southeast Asian and Indonesian Teacher Meta-Profile

Meta-Profile (TASE: Teacher Ed. SAG)	SDU English Education Department Profile
Pedagogical and Subject Matter Knowledge (2 competencies)	Content Subject areas (5 competencies)
Skills (7 competencies)	Professional skills (6 competencies)
	Managerial skills (6 competencies)
Disposition and Attitude (4 competencies)	Attitudes and Values (12 competencies)
28 specific competencies	29 specific competencies

The comparison of the teacher education SAG of TASE Meta-Profile and the English Education Department profile helped the researchers to redesign the programme to enhance the CWR 1 module. The **first step** was to evaluate the existing module of CRW 1. It was done from February to March 2018. Focus group discussion was conducted with the chairperson, vice chairperson, and lecturers of ELESP.

After the FGD, **the second step** was the development of the module for CRW 1 class. The development of the module was done from April to July 2018. The researchers reviewed the existing curriculum and aligned it to TASE Teacher-Education Meta-Profile. The Teacher-Education Meta-Profile in Southeast Asia is the abstraction of different competency profiles from different universities in Southeast Asia. It is an agreed profile of competencies that teachers in Southeast Asia should possess. The module for the class was then developed based on the Meta-Profile and the needs of the department.

## Southeast Asia Teacher Education Meta-Profile



The **third step** was to implement the revised module in class by means of classroom action research. The purpose of the classroom action research was to observe the revised module in practice as well as to improve CRW 1 class interaction to promote critical thinking among the students. Pre and post perceptions by the students and the lecturers were observed to further develop the programme.

The **fourth step** was to measure the effectiveness of the implementation. The project was not entirely completed. The result from the classroom action research is still being analysed for the final report. The detailed item analysis and qualitative data analysis have not been developed.

A survey has been distributed to the students and lecturers. It observes students' and lecturers' perceptions on the revitalisation of the module. It specifically observes whether the teaching materials and the learning activities promote critical thinking skill developments. There are 6 questions related to whether the learning materials promote students' critical thinking. And there are another 6 sets of questions related to learning activities. The questions cover six areas, namely:

1. Finding and using evidence
2. Categorising lines of thinking
3. Asking questions
4. Relating theory to practice

5. Evaluating arguments in texts
6. Finding links between arguments

The data is still developing at the moment. Nevertheless, the current average value of students' perceptions on the learning materials is 4.1 out of 5. The average value of students' perceptions on the learning activities is 4 out of 5. As for the lecturers, the average value of lecturers' perceptions on the learning materials and on the learning activities are 4.1 and 4.0, respectively.

### 5.1.5. Conclusion and Reflection

The implementation of the TUNING Methodology in the TASE project at the English Language Education Study Programme of Sanata Dharma University had been successful. The revitalisation of Critical Reading and Writing 1 module improved the quality of learning and classroom interaction. The result of the survey showed that both students and lecturers had positive perceptions on the implementation of the revised module. They both agreed that the materials and learning activities had promoted critical thinking significantly.

The four-year project created deeper understanding among member universities, especially the education subject area group, that there are commonalities of competencies in the Southeast Asian region. These commonalities of competencies or Meta-Profile of competencies were successfully aligned with the national as well as the individual universities' competencies. By aligning the Meta-Profile of competencies of the region with the local or national competencies of each member university, mobility of students and graduates is made possible. The programme outcomes of a university in one particular country will be acknowledged or recognised in other countries in the region.

However, the implementation was not without challenges. The challenges came from the implementation of the whole programme as well as in the phase of revitalising the module. Firstly, the alignment of the Meta-Profile of Southeast Asia and the individual university was a complicated task. Each country and university already had certain frameworks of reference for competence. Some countries were stricter in regulating the higher education institutions to comply with the framework while some others were less rigorous. The English Language Education Study Programme of Sanata Dharma University is an established programme and therefore implementing a major

change in the curriculum was a challenging task. The competencies offered by the Meta-Profile had long existed but had not been well taken care of. Therefore, the proposal of conducting a classroom action research to improve one of the modules was received well by the department.

The purpose of the classroom action research was to better the promotion of critical thinking among the students. The challenges of promoting critical thinking through reading and writing were language, content, and culture. The students taking the class were still in the lower to intermediate level of English. Therefore, understanding the content of the texts was often a struggle, moreover, to engage with the text critically. Another challenge is culture. Having been a monarchy for centuries and then being colonised by the European countries, Indonesian people were submissive in a way. In the past, questioning things, especially related to authority, could cost someone their life. This situation was often transferred to classrooms up to now. Encouraging students to ask questions could be a daunting task. However, the project was perceived as successful by students and lecturers. Therefore, implementing other projects and research to promote critical thinking skills among students is deemed necessary.

## **5.2. HARMONISING THE RE-DESIGNED TEACHER EDUCATION PROGRAMME OF WEST VISAYAS STATE UNIVERSITY WITH NATIONAL REFORMS IN THE PHILIPPINES**

### **5.2.1. The National Context in the Philippines**

The educational reform brought about by the Enhanced Basic Education Act (RA 10533 s.2013), mandating the implementation of universal kindergarten and the additional two years in high school in the Philippines, necessitated the formation of new curricular content and the re-sequencing of courses in all Programmes. As a state-owned institution, West Visayas State University (WVSU) adheres to the mandates of the Commission on Higher Education. The content of the Programme is ensured to be statutorily acceptable and requiring Teacher Education Institutions to meet at least the minimum requirements in the Policies, Standards and Guidelines of the Programme, but are not limited to these.

The Tuning Asia-Southeast (TA-SE) Project came at the opportune time when implementation of the enhanced Teacher Education Programmes was in its initial phase in the country. This facilitated the

compatibility of the TA-SE-crafted generic and subject-specific competencies as captured in the Meta-Profile with the Programme outcomes of the Bachelor of Elementary Education (BEEd) based on the Commission on Higher Education Memorandum Order (CMO 74, s. 2017). These became reference points in the design and consequent implementation of the Programme that can be guaranteed to be acceptable and equivalent with similar Programme offerings to its ASEAN neighbours.

The Bachelor of Elementary Education (BEEd) Programme (CMO 74, s. 2017) is an undergraduate offering with the end goal of producing graduates who are able to teach in the basic education levels in the Philippine educational system, specifically Grades 1 to 6. It trains prospective basic education teachers both in learner-centred pedagogies and in the content of general subject areas. It is a four-year baccalaureate degree with an embedded experiential learning component (teaching observation) and one-semester student internship.

In the local context, the BEEd Programme, which has been an existing offering in the university, is considered as an enhanced teacher education Programme given by CHED, anchored on the Philippine Qualifications Framework (PQF) and the ASEAN Qualifications Reference Framework (AQRf). Another additional calibration of the competencies of the re-designed Programme is the Philippine Professional Standards for Teachers (PPST) instituted by the Department of Education. This ensures that the graduates of the enhanced Programme are equipped with the competencies expected of a beginner teacher.

### **5.2.2. Meaning Making through Mapping the TA-SE Competencies with CMO No. 74 s. 2017 BEEd Programme Outcomes**

The mapping shows an apparent corresponding connection between the BEEd Programme Outcomes and the TA-SE generated generic and specific competencies. This is indicative of the compatibility in the teacher's Meta-Profile. However, one BEEd Programme outcome, which is [PO 6.1.E] Preserve and promote "*Filipino historical and cultural heritage*" (RA 7722), is not explicitly covered in any of the TA-SE generic or specific competencies. In the Philippines, having a diverse cultural, linguistic and religious milieu, a strong indication of integrating the value of patriotism in the curriculum in both basic education and higher education levels is evident.

The process of comparability does not necessitate a one-to-one correspondence but rather attempts to determine compatibility while allowing aspects unique to the Programme in the institution to remain. The re-designing of the Programme instead uses commonalities agreed upon in the TA-SE project as reference points.

Mapping these Programme outcomes with TA-SE crafted competencies provides a bigger picture of the comparability, as shown in the following table.

### Mapped out TA-SE competencies with the BEED Programme Outcomes

	BEED Programme Outcomes	TA-SE Competencies
PO 6.1A	Articulate and discuss the latest developments in the specific field of experience. (PQF Level 6 Descriptor).	G1. Ability to work collaboratively and effectively in diverse contexts.
PO 6.1B	Effectively communicate in English and Filipino, both orally and in writing.	G5. Ability to communicate clearly and effectively.
PO 6.1C	Work effectively and collaboratively with a substantial degree of independence in multi-disciplinary teams. (PQF Level 6 Descriptor).	G1. Ability to work collaboratively and effectively in diverse contexts.
		S22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders.
		S26. Ability to engage with fellow teachers and other professionals to enhance the teaching-learning process.
		S27. Ability to initiate and maintain mutually-beneficial linkages and networks.
PO 6.1D	Act in recognition of professional, social, and ethical responsibility.	G3. Ability to uphold professional, moral and ethical values.
		S20. Ability to demonstrate integrity and professionalism.
PO 6.1E	Preserve and promote “ <i>Filipino historical and cultural heritage</i> ” (based on RA. 7722).	
PO 6.2A	Articulate the rootedness of education in philosophical, social-cultural, historical, psychological, and political contexts.	S2. Ability to understand educational philosophy.
PO 6.2B	Demonstrate mastery of subject matter/discipline.	S1. Have a meaningful and comprehensive knowledge of the subject matter they will teach.
		S3. Ability to understand pedagogy and learning approaches related to a specific specialisation.

	BEED Programme Outcomes	TA-SE Competencies
PO 6.2C	Facilitate Learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environment.	G12. Ability to demonstrate leadership attributes.
		S10. Ability to select teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson.
		S12. Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship.
PO 6.2D	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.	S11. Ability to implement curricula related to assigned fields of study.
		S21. Willingness to apply innovations to the teaching and learning process.
PO 6.2E	Apply skills in the development and utilisation of ICT to promote quality, relevant, and sustainable educational practices.	G2. Ability to use information and communication technology purposefully and responsibly.
		S13. Ability to appropriately use information and communication technologies to support teaching/learning activities
PO 6.2F	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.	G9. Demonstration of problem-solving abilities.
		G10. Ability to initiate, plan, organise, implement and evaluate courses of action.
		S4. Ability to comprehend concepts of testing, assessment and evaluation of learning.
		S5. Ability to understand the curriculum development process, its structure, content and expected learning outcomes.
		S6. Ability to understand the different characteristics of learners.
		S9. Demonstrate understanding of different theories on learner's developmental process.
		S25. Ability to practice reflective thinking to improve their teaching practices.
PO 6.2G	Practice professional and ethical teaching standards sensitive to the local, national, and global realities.	G3. Ability to uphold professional, moral and ethical values.
		G4. Ability to demonstrate responsibility and accountability towards society and the environment.

	BEED Programme Outcomes	TA-SE Competencies
		G7. Ability to understand, value, and respect diversity and multiculturalism.
		S18. Ability to demonstrate commitment to develop students to reach their potential.
		S20. Ability to demonstrate integrity and professionalism.
		S24. Ability to demonstrate commitment to the teaching profession.
PO 6.2H	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.	G8. Ability to carry out lifelong learning and continuous professional development.
		S25. Ability to practice reflective thinking to improve their teaching practices.
PO 6.3A	Demonstrate in-depth understanding of the diversity of learners in various learning areas.	G7. Ability to understand, value, and respect diversity and multiculturalism.
		S6. Ability to understand the different characteristics of learners.
		S7. Ability to use research findings to improve teaching and learning.
		S8. Demonstrate understanding of theory of multiculturalism and learning.
		S9. Demonstrate understanding of different theories on learner's developmental process.
		S12. Ability to facilitate learners' potential development to actualise their various potentials and build students' understanding of different cultures and global citizenship.
		S15. Ensure a safe and conducive learning environment.
PO 6.3B	Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas.	G13. Ability to apply knowledge into practice.
		S14. Use of appropriate strategies for managing student behaviour.
PO 6.3C	Utilise appropriate assessment and evaluation tools to measure learning outcomes	S16. Ability to use appropriate assessment tools and methods to assess and evaluate learning processes and outcomes.
		S17. Ability to use assessment data to improve the teaching-learning process.

	BEED Programme Outcomes	TA-SE Competencies
PO 6.3D	Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.	G2. Ability to use information and communication technology purposefully and responsibly.
		G5. Ability to communicate clearly and effectively.
		G6. Ability to think critically, reflectively and innovatively.
		G9. Demonstration of problem-solving abilities.
		G10. Ability to initiate, plan, organise, implement and evaluate courses of action.
		G11. Ability to conduct research.
		G13. Ability to apply knowledge into practice.
		S13. Ability to appropriately use information and communication technologies to support teaching/learning activities.
		S17. Ability to use assessment data to improve the teaching-learning process.
		S28. Ability to conduct action research.
PO 6.3E	Demonstrate positive attributes of a model teacher, both as an individual and as a professional.	G4. Ability to demonstrate responsibility and accountability towards society and the environment.
		S18. Ability to demonstrate commitment to develop students to reach their potential.
		S19. Ability to demonstrate self-evaluation and use the results for improvement.
		S20. Ability to demonstrate integrity and professionalism.
		S21. Willingness to apply innovations to the teaching and learning process.
		S22. Ability to respect diversity in working with students, colleagues, families, community members and other stakeholders.
		S23. Willingness to learn from students, colleagues, and other professionals.
		S25. Ability to practice reflective thinking to improve their teaching practices.
PO 6.3F	Manifest a desire to continuously pursue personal and professional development.	S25. Ability to practice reflective thinking to improve their teaching practices.

### 5.2.3. Horizontal and Vertical Alignment in the Partial Implementation

Each course in this BEEd Programme is given three (3) unit credits requiring a total of 54 hours of class time within one semester. Three content areas, namely: Professional Education courses, Specialisation courses, and General Education courses, are spread throughout the four years of the degree Programme.

The partial implementation in the TA-SE re-designed Programme focused on the professional education courses. Two are included in the semester offering, and four are courses identified in the implementation plan of the TA-SE Project, considering the project's timeline.

These professional education courses in the BEEd Programme that are part of the TA-SE project ensured the horizontal alignment of competencies. This reflects the congruence of the learning outcomes at course level to the teaching and learning strategies used and the assessment of the expected learning outcomes.

The following table shows examples of the process in ensuring the horizontal alignment of the competencies with the teaching and learning activities and the assessment used in the courses included in the partial implementation.

**Horizontal alignment of competencies with the learning and assessment activities**

Desired Learning Outcome (DLO)	Outcome-Based Teaching and Learning Activities (OBTL)	Assessment of Learning Outcome (ALO)
Conduct a self-assessment of the 21 <sup>st</sup> Century Literacies (ED206: Building & Enhancing New Literacies in the 21 <sup>st</sup> Century)	Class Discussion	An Action Plan based on the self-assessment of the 21 <sup>st</sup> Century Literacies
Apply knowledge of principles and theories of late childhood development in understanding learners' needs (ED203: Child and Adolescent Learner and Learning Principles) and uniqueness	Children's Forum " <i>Talking Bulilit</i> "	Journal Reflections observing the given reference points (i.e. Gibb's model of reflective thinking)

Desired Learning Outcome (DLO)	Outcome-Based Teaching and Learning Activities (OBTL)	Assessment of Learning Outcome (ALO)
Demonstrate in-depth understanding of what a teacher should be like as a person, a professional teacher, community and global leader (ED201: The Teaching Profession)	Brief Lecture Small-group discussion on a representation of what a teacher is based on students' views	Presentation of agreed views through any of the following: (a) Infographic (b) Digital Storytelling (c) Panel discussion/Invited Resource Person Note: with appropriate accompanying rating sheet/rubric
Discuss roles of school leaders (ED202: The Teacher and the Community, School, Culture and Leadership)	Conducting a survey on School Leadership Behaviour Interviewing School Heads and sharing their insights before the class	An extended essay on leadership, standards, values and practice

The partial implementation determined the overall consistency of the professional courses. Based on the Commission on Higher Education Memorandum Order (CMO 74, s. 2017), the BEEd Programme has 19 Programme Outcomes. Of these, five are generic to all types of schools, six are common to all Teacher Education Programmes and eight outcomes are distinct to the Bachelor of Elementary Education Programme. In addition, the Philippine Professional Standards for Teachers (PPST) are also incorporated. The PPST is comprised of seven domains, namely:

- Domain 1: Content Knowledge and Pedagogy
- Domain 2: Learning Environment
- Domain 3: Diversity of Learners
- Domain 4: Curriculum and Planning
- Domain 5: Assessment and Reporting
- Domain 6: Community Linkages and Professional Engagement
- Domain 7: Personal Growth and Professional Development.

This is to countercheck that the Programme outcomes address the competencies expected of a beginning teacher, based on the PPST

to ensure alignment. All of these are mapped with the TA-SE crafted generic and subject-specific competencies.

An example is given in Table 3, showing how the course *The Teaching Profession* is mapped, detailing the spread of the generic and specific competencies in relation to the Programme outcomes (CMO 74 s. 2017) and PPST.

The following codes are used:

**PO Com a:** PO 6.1 Common to all Programmes in all types of school: Articulate and discuss the latest developments in the specific fields of practice (PQF Level 6 descriptor)

**TEd a:** PO 6.2 Common to the discipline (Teacher Education): Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.

**BEd a:** PO 6.3 Specific to the Bachelor of Elementary Education Programme Demonstrate in-depth understanding of the diversity of learners in various learning areas

**G #:** TA-SE crafted Generic Competency

**S #:** TA-SE crafted Specific Competency (SAG: Teacher Education)

**D #:** Philippine Professional Standards for Teachers (PPST): The number represents the seven Domains, using the Beginning Teacher Standards expected of a graduate before induction to the service.

**Section of the curriculum map indicating the Programme’s overall consistency based on the Generic Competencies and the BEED Programme Outcomes of the Professional Education Courses**

TA-SE Generic Competencies	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13
CHED Programme Outcomes (CMO 74 s.2017)	PO Com a; PO Com c	TEde; BEEd d; BEEd a	PO Com d; TEde g; BEEd b; BEEd e	TEde g; BEEd e	D1.6; D5.3; D5.4	D1.5; D7.4	D6.1; D7.2	D6.1; D7.2	D4.4; D7.5	D5.1	BEEd.d; BEEd.f	TEd.c; BEEd 3	BEEd d; BEEd b
PPST	D4.4; D7.3	D1.3; D4.5	D6.3; D7.2	D6.2; D6.3; D6.4	D1.6; D5.3; D5.4	D1.5; D7.4	D6.1; D7.2	D4.4; D7.5	D5.1	D4.1; D4.3; D5.1; D5.2	D1.2; D5.2	D6.3; D6.4	D1.1; D6.3
<i>The Teaching Profession</i>			*	*		*		*		*		*	

An example is *The Teaching Profession*, one of the Professional Education courses in the BEEd Programme that aims to uphold pro-

fessional, moral and ethical values of a professional teacher in the practice of the teaching profession. This course outcome is similar to the TA-SE Generic competency (G3) of having the ability to uphold professional, moral and ethical values. It is also comparable to the CMO Programme Outcome (PO6.1d) of acting in recognition of professional, social and ethical responsibility, and that of PPST D6.3 which states that the competency is being able to demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.

A similar mapping of Professional Education course competencies was done considering the TA-SE Specific competencies, CMO Programme Outcomes, PPST. Table 4 presents an example of how the competencies were mapped.

Section of the curriculum map indicating the Programme's overall consistency based on the Specific Competencies and the BEEd Programme Outcomes of the Professional Education Courses

TA-SE Specific Competencies	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	
CHED Programme Outcomes (CMO 74 s.2017)	TEd b; BEd b	TEd a; BEd a	TEd b; BEd a	TEd f; BEd c	TEd f; BEd a	TEd f; BEd a	TEd a; BEd d	TEd a; BEd a	TEd f; BEd a	TEd c; BEd a	TEd d; BEd a	TEd c; BEd d	TEd e; BEd a	TEd e; BEd a	TEd b; BEd a	TEd c; BEd c	TEd c; BEd c	BEd c; BEd d	TEd c; BEd e	TEd g; BEd e	TEd d; BEd e	TEd d; BEd e	PO- Com c; BEd e	PO- Com c; BEd e	TEd g; BEd d; BEd f	TEd f; TEd h; BEd f	PO- Com c; BEd f	PO- Com d; BEd e	BEd d; BEd f
PPST	D1.1	D7.1	D1.4; D1.7; D4.1; D4.3; D4.5	D5.1; D5.2; D5.4; D5.5	D4.1; D4.2; D4.3	D3.1; D3.2; D3.4	D1.2; D5.2	D4.2; D3.4; D3.5	D3.1	D1.7; D2.3; D3.1; D3.3; D3.5; D4.5	TEd d; BEd c	TEd c; BEd d	TEd e; BEd a	TEd b; BEd a	TEd c; BEd c	TEd c; BEd c	BEd c; BEd d	TEd c; BEd e	TEd g; BEd e	TEd d; BEd e	TEd d; BEd e	PO- Com c; BEd e	PO- Com c; BEd e	TEd g; BEd d; BEd f	TEd f; TEd h; BEd f	PO- Com c; BEd f	PO- Com d; BEd f	BEd d; BEd f	
The Teaching Profession	*							*				*								*	*	*	*	*	*	*	*	*	

The curriculum map indicates the Programme's consistency based on the Specific Competencies, the BEEd Programme Outcomes of the Professional Education courses and PPST. The vertical alignment of all the courses or module competencies were mapped to determine the overall consistency based on the TA-SE generated competencies, the CHED Programme Outcomes of BEED, and the PPST.

#### **5.2.4. Lessons Learned and Incidental Opportunities**

The course outcomes in the BEEd Programme are fundamentally based on the mandate of the Commission on Higher Education for Teacher Education. These are vertically aligned to the TA-SE crafted Generic and Specific Competencies as well as to the Philippine Professional Standards for Beginning Teachers (PPST). The series of curriculum reviews is deemed necessary to ensure relevant and comparable competency standards, especially among participating institutions in the project.

##### *Continuing Conversations*

In the course of the implementation, continuous collegial feedback on Programme alignment, content and delivery, as well as alignment checks, had to be performed. This can also be further enhanced with stakeholders' reviews on the re-designed curriculum also being accounted for. When steps on internal quality assurance are in place, any re-designed Programme or proposed one can go through the process and be implemented.

In addition, with the consideration of student workload, it necessitates a constant conversation among academic staff on a collaborative understanding of how each module can contribute to the accomplishment of the overall desired competencies. This ensures that learners will not be overburdened with the expected outputs, some of which may be duplications of the competency assessed.

##### *Seeking Approval from Top Management*

The support of the top management of the academic institution has to be solicited in the implementation of the re-designed Programme. Any proposed academic offering or delivery in a chartered school needs to be endorsed by the designated councils, hence the significance of ensuring their understanding of the re-design process that

makes the Programme comparable and compatible with those of other institutions in the region. Seeking the approval of the administrative body to implement the enhanced curriculum is deemed positively effective.

### *On Curricular Assessment*

The partial implementation of the re-designed Programme based on the two courses led to insightful gains that can further inform the continuing implementation. It is the intention of the institution to continue the implementation even beyond the duration of the project.

The pre-service teachers who were exposed to the re-designed Programme verbalised that although they have acquired desired competencies in the partial implementation, their understanding, skills, and attitudes learned in the courses can still be further honed as they progress through the Programme. They view the complete teacher education Programme as composed of modules and experiences from which they will master the desired Programme outcomes.

They highlighted the significance of the varied pedagogies employed by their professors in their Professional Education courses. A good number of pre-service teachers attributed the development of the competencies to varied pedagogies employed in facilitating their learning, their access to ICT, and the provision of collaborative work.

Further, the pre-service teachers gave priority to the enhancement of their competencies due to the exemplification of their professors who modelled professionalism and commitment to the service. As a result, they observed lived experiences that motivated them to pursue similar directions in working to hone their attitudes, work ethics, dedication, or even style of delivery.

Plans to conduct an intermediate assessment by the institution have been scheduled. This will be done after two years and eventually a terminal assessment after four years of implementation when the learners graduate from the Programme.

As a method, the Tuning methodology of crafting comparable and compatible competency-based standards in education is an approach that allows the synergy between or among higher education institutions. When curricular standards are established across institutions, quality is ensured and mobility of learners and academic staff can be realised. This can be employed as a strategy in working harmoniously to implement the new teacher education Programme correct-

ly, effectively and efficiently. The effect of the TA-SE project brings the possibility of pursuing directions in research. Furthermore, it leads to the chance of collaborative work and a continued strengthening of networking among participating teacher education institutions, not only in the Philippines but also across Southeast Asia and even in Europe.







