AGENDA

Kenya Institute of Curriculum Development (KICD)
Ministry of Education, Science and Technology
UNESCO Nairobi Office and IBE UNESCO

PROPOSED CURRICULUM WORKSHOP - NAIROBI, KENYA
THOMAS COBB & LILI JI
4-8 JUL 2016

Background

The process for curriculum reform in Kenya has been initiated and draft tools for needs assessment finalized. However, there is a need now to bring teacher trainers and teachers on board for this reform through a discussion of what the reform means, what it will cost them, why they should invest in it, and how it will affect them and their existing practices. It will be different from the workshop of November 2015 in being more practical, more participant oriented, and more focused on contrasts between existing and target practice. Key concepts to be explored will be competence vs objectives or knowledge based approaches to curriculum development; the assessment of competence; how a competence approach functions in different regions, at different age levels, and in different domains; hands-on teaching methods and teaching materials that are compatible with a competence approach; the relationship between a competence based curriculum and constructivist learning theory; and the special roles within the competence approach for problem solving and information technology.

Objectives

The objectives of this workshop are basically a continuation of those of November but with less educational jargon and clearer relevance to practitioners. Specifically, participants will leave the workshop able to perform the following competencies:

  i.   Think clearly and usefully about educational goals and problems within their environments in a common competence framework.
  ii.   Participate in the development of guidelines for the conception and implementation of competence based curriculum reform.
  iii. Develop concrete learning, teaching, and testing materials within a common competence framework;

Groups will demonstrate these competences in a Day 5 presentation of 20 minutes with accompanying document (Powerpoint or overhead transparencies) of their application, costs, and benefits of the proposed reforms in their own regional and/or disciplinary contexts. To be included are identification and description of a target competence within the participants' contexts, a description of this context, with sample learning materials and assessment materials and an overall rationale. Following feedback and revision these documents will be submitted to the KICD.

Participants

Participants will include curriculum developers and specialists, teachers trainers and teachers in several content domains, and publishers/authors on both curriculum reform and learning materials.

Workshop Agenda

Day 1 – July 4

Focus: Core concepts in a competence based curriculum

8.30 - 9.00	**Registration of participants**

9.00 – 10.30	**Opening ceremony:** introductory words by KICD

Opening remarks on behalf of the Director UNESCO -Regional office for Eastern Africa by Mr. Abdul Lamin

Presentation of the workshop agenda and materials by the team of facilitators:
Thomas Cobb & Lili Ji

Meeting the participants:

> Professional profile
>   By region
>   By discipline
>   By learner age
>
> Initial formation of discussion groups (8x15) and rotating role composition
>   Secretary
>   Spokesman
>   Critic

First discussions

> Discussion 1: Expectations about the workshop
> Discussion 2: What needs reforming in Kenyan education?

 Feedback from facilitators to participant's expectations

10.30 - 11.00	Tea / coffee break

11.00 – 13.00	**Presentation**

What is a competence approach? Why do we need it? Competence as opposed to…?

Thomas Cobb & Lili Ji

Plenary discussion

13.00 – 14.00	Lunch

14.00- 16.30	**Presentation**
	Main aspects of a competence approach (CA): Overview
	CA by region, discipline, age and ability group
	CA and assessment
	CA and teaching strategies, methods, learning materials
	CA and problem solving
	CA and information technology
	CA and constructivist learning theory
	CA and distance education
	Introduction of Day-5 Assignment
	Thomas Cobb & Lili Ji
	Group work and reporting in plenary
	Readings (for discussion Day 4):
	Cobb, T. (1999) Applying constructivism: A test for the learner-as-scientist. Educational Technology Research & Development, 47 (3), 15-33. [LINK]
	Cobb, T. (2006) Internet and literacy in the developing world: Delivering the teacher with the text. Educational Technology Research & Development, International Review section 54(6), 627-645. [LINK]
	Wrap up by facilitators
16.30 – 17.00	Tea / coffee break

Day 2 – July 5

Focus: (1) CA by region, discipline, age group; (2) CA and assessment

8.45 – 9.00	Arrival of participants
9.00 – 10.30	**Recap by participants**
	Presentation
	CA by region, discipline, age, and ability level
	Thomas Cobb & Lili Ji
	CA only for city schools?
	CA only for science subjects?
	CA only for older or gifted learners?
	CA only for intact classrooms?

	Group work and reporting in plenary
10.30 - 11.00	Tea / coffee break

Presentation

CA and assessment

Thomas Cobb & Lili Ji

11.00 – 13.00

The role of assessment in CA
How can a competence be demonstrated?
  Examples of competence based testing
Formative vs summative assessment
Absorbing 'failure' within CA – a Mastery Learning sub-framework
Rewriting knowledge-based tests as competence-based tests

13.00 – 14.00	Lunch

Presentation

CA and teaching strategies, methods, materials

Thomas Cobb & Lili Ji

14.00- 16.30

What is a CA teaching method?
What sort of manuals are needed for CA?
Are manuals actually needed?
The alternative to manuals
  Adapting manuals
Key role for the activated learner
  Effective preparation for group discussion and reporting

Group work and reporting in plenary
Plenary Discussion
Wrap up by facilitators

16.30 – 17.00	Tea / coffee break

Day 3 – July 6

Focus: (1) CA and problem solving; (2) CA and information technology

8.45 – 9.00	Arrival of participants
9.00 – 10.30	**Recap by participants**

	Presentation
	CA and a key role for problem solving
	Thomas Cobb & Lili Ji
	Problem solving skills vs knowledge of fixed content Why problem solving? Problem solving in different disciplines Examples of problem solving activities Problem solving and knowledge acquisition in complex domains Issues in assessing the success of problem solving Problem solving and workplace preparation Problem solving and economic development
	Group work: Develop or adapt a problem solving activity within your domain
10.30 - 11.00	**Tea / coffee break**
11.00 – 13.00	**Finish group work and make 10-minute report between groups, one to be presented in plenary**
13.00 – 14.00	Lunch
14.00- 16.30	**Presentation** *CA and information technology* Thomas Cobb & Lili Ji The role of IT in learning IT as extra or as essence of CA? Tutorial vs. exploratory uses of IT IT and learning in complex domains IT and workplace preparation IT and economic development The cost of IT: when is it worth it? **Group work and reporting in plenary** **Plenary Discussion** **Wrap up by facilitators**
16.30 – 17.00	Tea / coffee break

Day 4 – July 7

Focus: (1) CA and constructivism; (2) CA and distance learning

8.45 – 9.00	Arrival of participants

9.00 – 10.30	**Recap by participants**
	
	Presentation
	
	CA and constructivist learning theory
	
	Thomas Cobb & Lili Ji
	
	    What and why constructivism?
	    Constructivism as opposed to…?
	    Constructivism and Competence Approach
	    Constructivism and problem solving
	    Constructivism and IT
	    Discussion of Reading 1 (Cobb, 1999)
	    IT and workplace preparation
	    IT and economic development
	
	Group work and reporting in plenary
	Plenary Discussion
	Wrap up by facilitators

10.30 - 11.00	**Tea / coffee break**

11.00 – 13.00	**Presentation**
	
	CA and Distance Learning (DE)
	
	Thomas Cobb & Lili Ji
	
	    The importance of DE in Africa
	    CA + IT + DE = A good fit
	    Discussion of Reading 2 (Cobb, 2006)
	    Challenge of DE
	
	Group work and reporting in plenary
	Plenary Discussion

13.00 – 14.00	Lunch
14.00- 16.30	**WORK ON PRESENTATIONS WITH ASSISTANCE FROM FACILIATORS**
16.30 – 17.00	Tea / coffee break

Day 5 – July 8

Focus: Participant feedback and presentations

| 8.45 – 9.00 | Arrival of participants |

| 9.00 – 10.30 | **Participant-Centred Day**

Group discussion:
  Half the groups discuss this: The main three things we have learned
  Half the groups discuss this: The main three things we must do next

Then with new groups within each half
  Renegotiate: The main three things we have learned.
  Renegotiate: The main three things we must do next.

Each group reports to plenary

Wrap up by facilitators |

| 10.30 - 11.00 | **Tea / coffee break** |

| 11.00 – 13.00 | **Final presentations 1 (x 4)**

  20 minute presentation, 10 minutes feedback and discussion

Wrap up by facilitators |

| 13.00 – 14.00 | Lunch |

| 14.00- 16.00 | **Final presentations 2 (x 4)**

  20 minute presentation, 10 minutes feedback and discussion

Wrap up by facilitators |

| 16.00 – 16.30 | Closing ceremonies? |
| 16.30 – 17.00 | Tea / coffee break |

END