

Professional Learning Seminar by Character and
Citizenship Education SIG

***Bildung* content facilitation steps for CCE**

4 April 2022, Monday | 2:00pm – 3:00pm (SGT) Platform:
Zoom



Speaker

Dr. Andrew Joseph Pereira

Research Scientist cum Lecturer,
Office of Education Research,
NIE, NTU, Singapore

From the German education tradition of *Bildung*, this webinar explores how the CCE curriculum can be made meaningful and significant to students through Klafki's content facilitation steps. The webinar will discuss how self-cultivation can be encouraged through the enactment of meaningful, rich, and authentic content in classrooms where students are provided with opportunities to reflect upon what is meaningful to them in relation to their current thinking and aspirational life goals.

Professional Learning Seminar is organised and curated by Character and Citizenship Education Special Interest Group and supported by OER and RPMU.

Registration deadline:
27 March 2022



OFFICE OF EDUCATION RESEARCH



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Professional Learning Seminar by Character and Citizenship Education SIG

Date: 4 April 2022
Time: 2 – 3pm (SG Time)
Venue: Interactive Webinar via Zoom



Dr. Andrew Joseph Pereira
Research Scientist cum
Lecturer, Office of Education
Research, NIE, NTU,
Singapore

This event is organised and curated by Character and Citizenship Education Special Interest Group and supported by the Research Programme Management Unit (RPMU) of Office of Education Research (OER). Please direct all enquiries to oer.rpmu@nie.edu.sg

Please click [here](#) to register for the event by 27 March 2022

Bildung content facilitation steps for CCE

Abstract

Beyond curriculum implementation, there is much worth to consider teachers as agentic curriculum makers exercising their professional expertise and judgment in interpreting and modifying the curriculum to suit the needs of students. From the German education tradition of *Bildung*, which translates as self-formation or self-cultivation, this webinar explores how the CCE curriculum can be made meaningful and significant to students through Klafki's content facilitation steps that aim to facilitate and design opportunities for fruitful encounters with educational content. The webinar will discuss how self-cultivation can be encouraged through the enactment of meaningful, rich, and authentic content in classrooms where students are provided with opportunities to reflect upon what is meaningful to them in relation to their current thinking and aspirational life goals.

Biography

Dr. Andrew Joseph Pereira is Research Scientist cum Lecturer at the Office of Education Research, National Institute of Education, Nanyang Technological University, Singapore. His research interests include teacher professional learning, emotion and affective factors in education, and discourse studies. He is the author of the book *Affective Governmentality*. His current research projects are entitled "Trialing agentic curriculum making for Character and Citizenship Education: Implications for teacher professionalism" and "Emotional Capital and Teacher Professionalism."



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Post-Event Analysis



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Bildung Content Facilitation Steps for Character and Citizenship Education

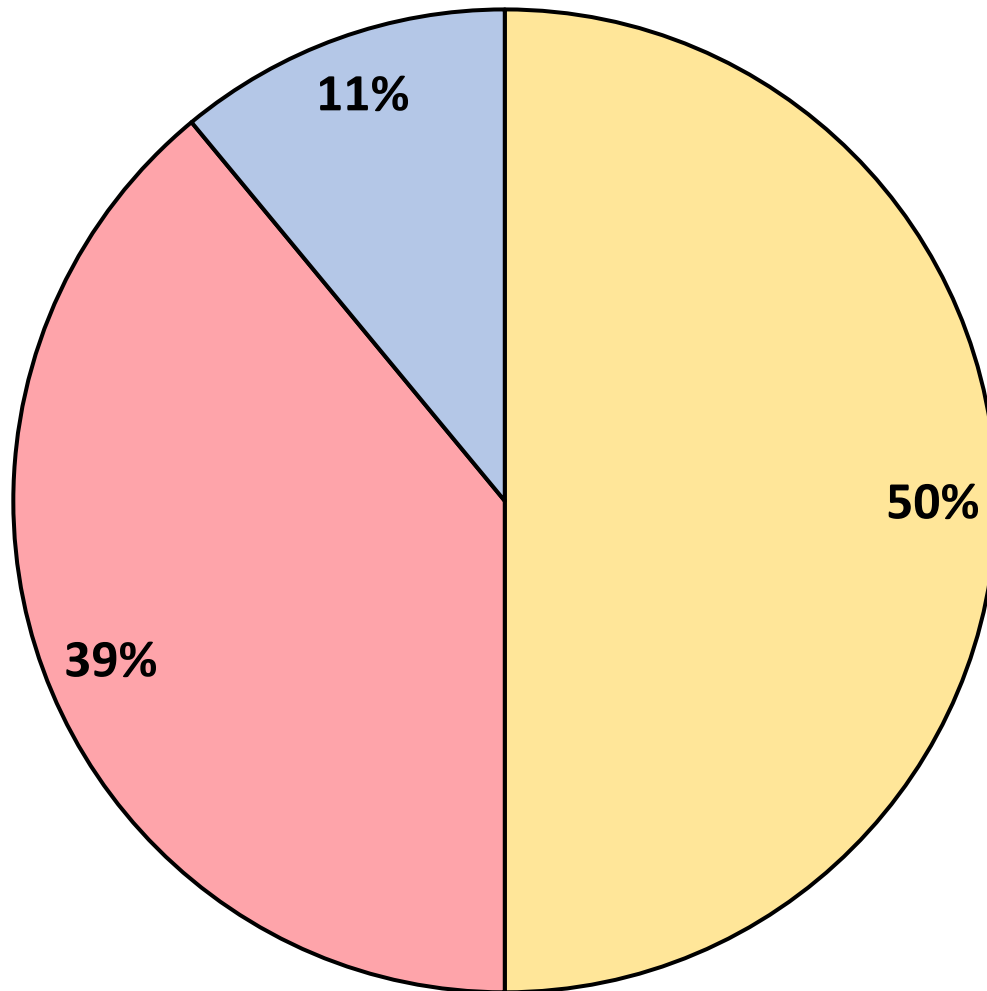
Organised and curated by Character and Citizenship Education SIG
and OER RPMU

4 April 2022, 2 – 3pm (SG Time)



Summary Profile: Organisations of Registrants

NIE/Restricted



■ MOE

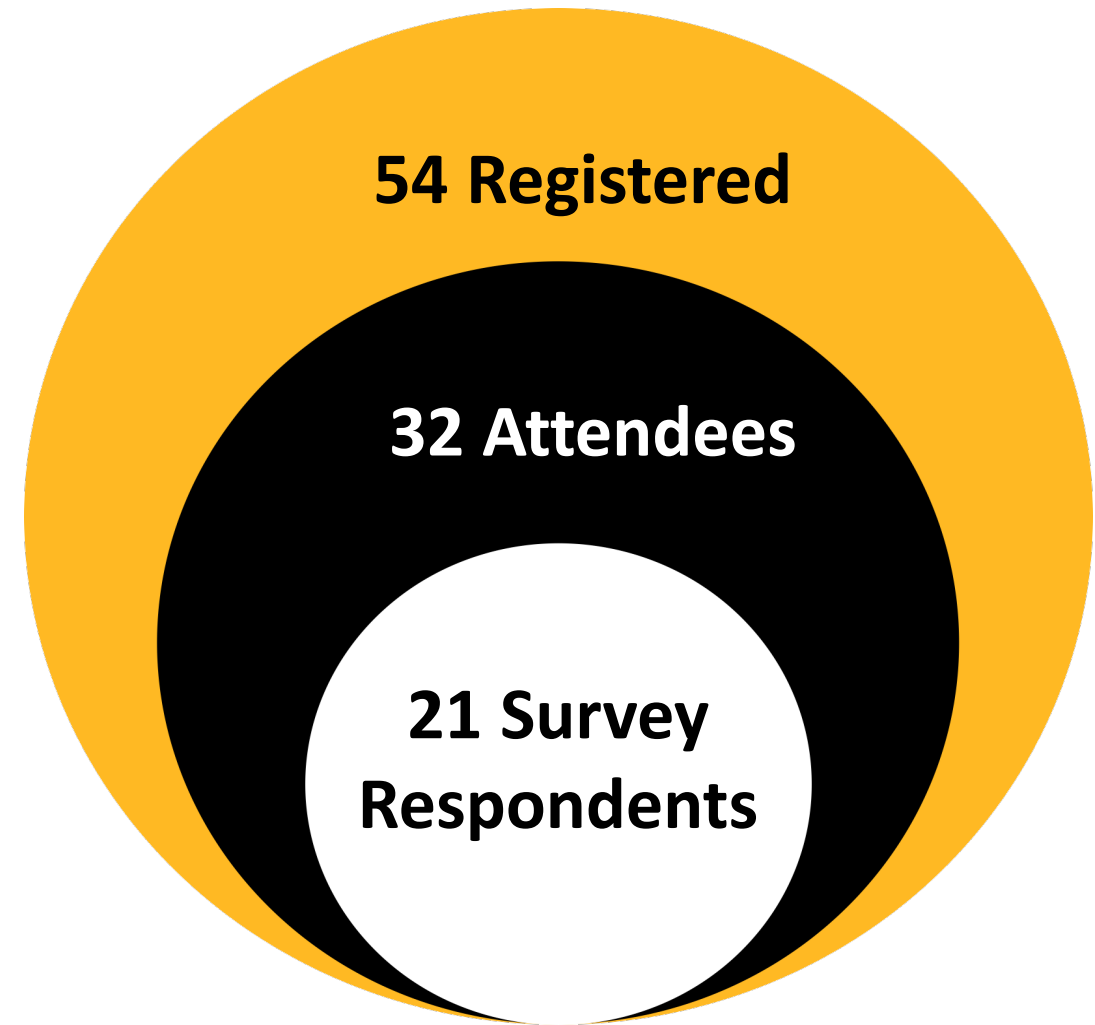
■ NIE

■ Other IHLs

No. of respondents	
MOE	27
NIE	21
Other IHLs	6

Total: 54 respondents

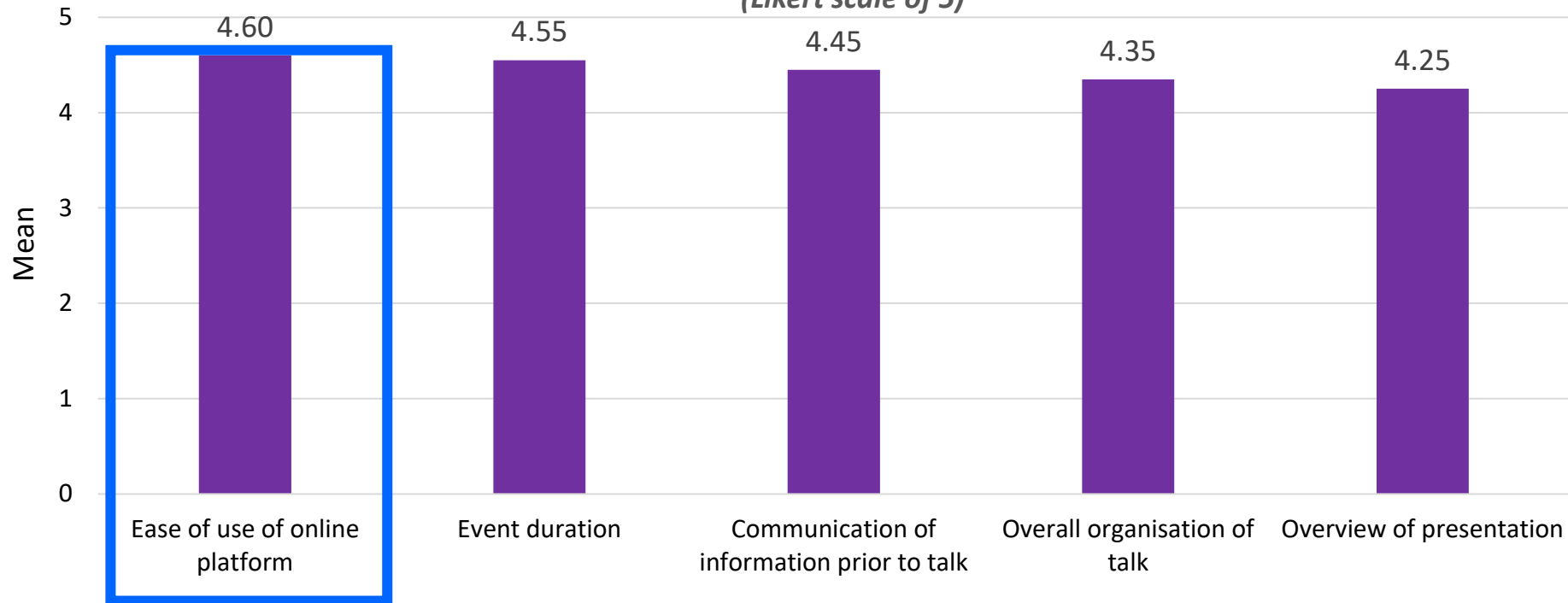
Post-event Survey Analysis



Survey: Satisfaction Levels

Q: Please indicate your level of satisfaction for the following aspects

(Likert scale of 5)



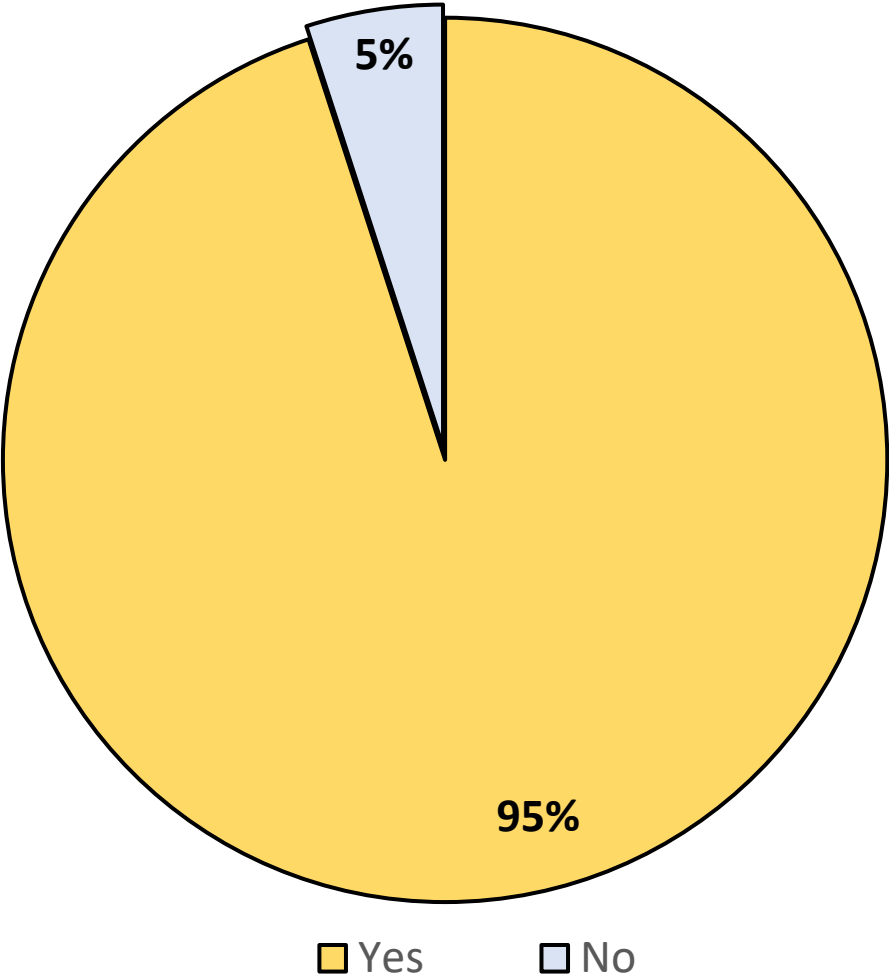
Total: 21 respondents

**Overall,
respondents
are
SATISFIED
with the
event**

Top: Respondents rated very highly for the “Ease of use of online platform” ($M=4.60$, $SD=.94$)

Survey: Overall Expectations

Q: Overall, did the presentation meet your expectations?



No. of respondents	
Yes	20
No	1

Total: 21 respondents

Survey: Enjoyable Aspects

1. Insightful sharing

- The 5 content facilitation steps for application in *Bildung*
- Insights supported by various researches and articles

2. Relevance of topic

- Topic is unique and able to resonate with it
- Practical examples using Maths were shared
- Examples and recounts of conversations with teachers and students was interesting



3. Style of Presenter

- Presenter is knowledgeable and clear in his presentation

4. Administrative and logistics

- Administrative support and timely reminders were useful
- Adequate time was dedicated for Q&A

Survey: Key Takeaways

- Teachers' agentic planning
 - To curate an enriching experience with proper planning
 - Rich material for teachers' agentic planning and decision-making in the classroom
 - Teacher has a lot of agency even when the lessons might be level wide imposed
- Significance of enacting authentic learning in classrooms
 - Making content relevant to learners by paying close attention to learning processes.
 - 3 areas of significance in enacting curriculum (Exemplary significance, Contemporary significance, Future significance)
 - Designing for student agency
- Relevance of CCE
 - Blending CCE with various subject matters
 - Most teachers would have brought in CCE learning points into their lessons or other learning experiences. Good to further develop on this study
- Concepts of *Bildung* and *Didaktik*

Survey: Areas for Improvement

NIE/Restricted



1. Provide good local examples even though speaker just began the study
2. Be more explicit on how *Bildung* content facilitation method using real examples drawn from research as well more information on research methods, key findings and limitations
3. Provide opportunity for interaction during the presentation
4. Good to have a few related pre-reading materials
5. Share more on application of approach at non-academic levels
6. Change timing of webinar to late afternoon (i.e. 4pm)



Thank You



- +
-
-

Bildung content facilitation steps for CCE

CCE Webinar 4th April 2022

Curriculum
making vs
implementation

Implications for
**teacher
professionalism**

Agentic possibilities
within centralized
curriculum

Bildung self-
formation/cultivation





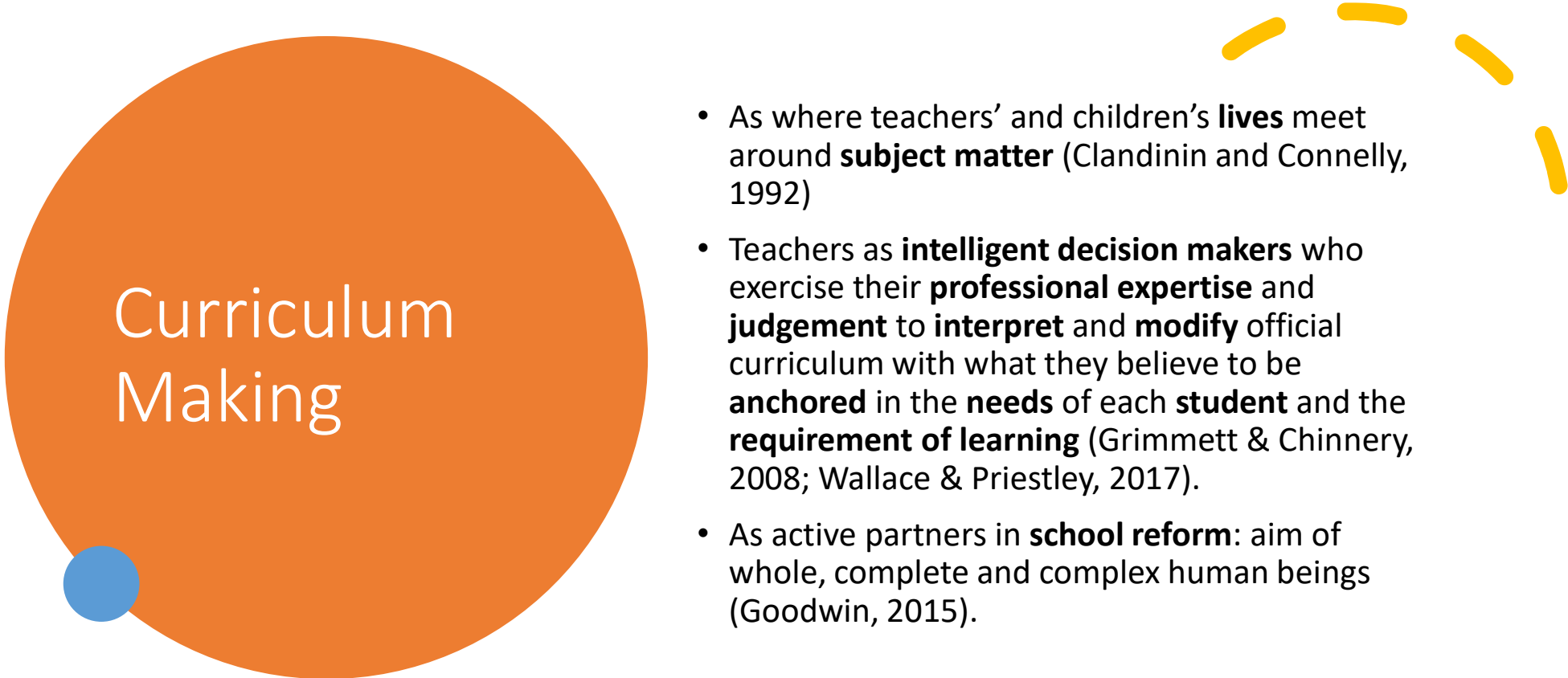
Teacher Agency

- **Agency:** teachers as pedagogical **designers** enacting **professional wisdom** in ensuring how **deep understandings** of **content** and **ideas** are **made relevant to students' lives** (Hargreaves & Moore, 2000).
- Issue of merely reproducing **pre-packaged** CCE lessons without factoring students' needs: Teacher reduced to a **technician's** role/ Form of **deskilling** (Buchanan, 2015)



Case Study (Ang & Ho, 2019)

- lesson on the topic of 'Building Bonds: Building a Strong Family',
 - “Although the lesson plans given to us by MOE is quite detailed and standard, I will tweak it if the prompting questions are sensitive. For example, ‘how do you spend time with your family?’ may be a general question, but I have students who are from single parent families, with no siblings, nobody else... so these are things that we can do to make sure we don't ostracise someone...” (teacher interview, 2014).
 - A teacher's effort in ensuring the curriculum **reflects societal realities** and preventing students from feeling left out in school/society.
 - Prompted by **feelings of care** towards the students as “dynamic ways in which emotions are **anticipated, negotiated** and **enacted** in a teacher's life” (Ang & Ho, 2019, p. 5).
-



Curriculum Making

- As where teachers' and children's **lives** meet around **subject matter** (Clandinin and Connelly, 1992)
- Teachers as **intelligent decision makers** who exercise their **professional expertise** and **judgement** to **interpret** and **modify** official curriculum with what they believe to be **anchored** in the **needs** of each **student** and the **requirement of learning** (Grimmett & Chinnery, 2008; Wallace & Priestley, 2017).
- As active partners in **school reform**: aim of whole, complete and complex human beings (Goodwin, 2015).



Not “doing
your own
thing”

- professional expertise as guarding against **pedagogical licentiousness** (Grimmett & Chinnery, 2009).
- Teacher as active professional actor who makes **conscious, considered choices** in his or her professional practice and does not simply “deliver” a curriculum or central content (Bladh, 2020)
- Professional choice and action for **defensible pedagogical decisions** (Craig, et. al., 2008).
- Pedagogical decisions **bridging curriculum and experience** could involve dealing with **real-world problems, exploration of knowledge, theorizing** from practice, and the **purposive creation** of conceptual understanding of content (Grimmett & Chinnery, 2009).

Bildung



- Translates as **self-cultivation** or **self-formation**: point of becoming an educated (*gebildet*) person.
- (Liberal version of) Bildung as process of self-formation, encompassing the development of **intellectual** and **moral powers**, the cultivation of **sensibility, self-awareness, liberty and freedom, responsibility** and **dignity** (Hopmann, 2007; Humboldt, 2000).
- Bildung is not just education but “the **world** of the **mind**, the **habits** of the young person as a whole” (Klafki, 2000, p. 152),

Why? Educational philosophical views **What?** Relevance perspectives

Global challenges

Society

School

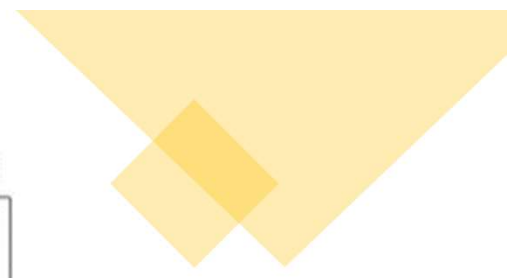
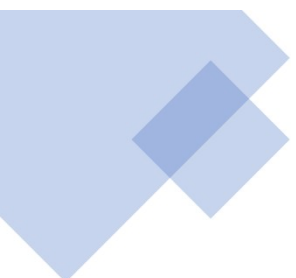
Teaching

Content

Teacher

Student

How? Pedagogy and methods



Klafki (2000)
Didaktik
analysis as
the core of
preparation

- Need to ask of the **importance** of this **content** for **significant relevance** outside of school (Klafki, 2000).
- Point to “bring out the **substance** of the objects of learning” (Willmann, 1957. p. 160)
- How content facilitation steps aim to **facilitate** and **design opportunities** for fruitful encounters with educational content.



Didaktik Content Facilitation

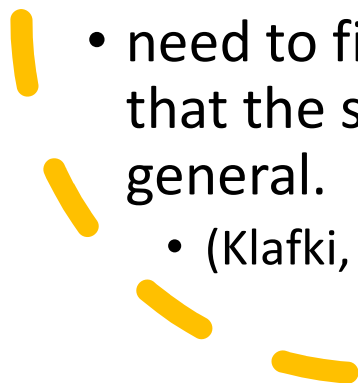
- Decisions regarding **why, what, how, and when** to teach.
- Didactic models as **critical components** and **processes** that need to be understood, critically analyzed, or taken into consideration when designing curricula, planning for instruction, or assessing educational practices
 - **relevance** (helping to address why-questions)
 - **content** (helping to address what-questions)
 - **practice** (helping to address how-questions)
 - **sequencing** (helping to address when-questions)
 - Sjöström, Eilks, and Talanquer (2020)





The Didaktik Process:

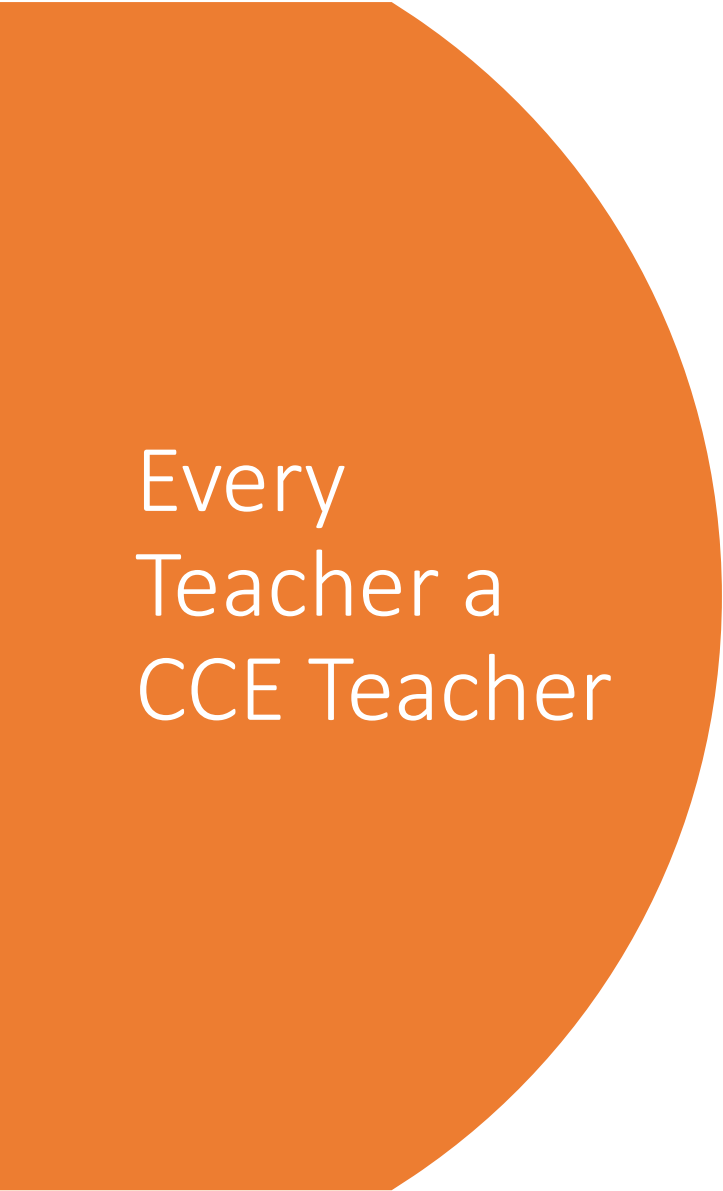
- Teachers' task not only to *teach* but to help students to *learn*.
- The students' task is not only to learn what they are taught but also to develop **self-regulation** in the learning process.
- Point of transforming **content to be taught** ('Bildungsinhalt') into **content with educational substance** ('Bildungsgehalt')
- need to find what is **elementary, fundamental, exemplary** or **basic** so that the students can **relate** the concrete content taught to 'the general'.
 - (Klafki, 2000; Meyer & Rakhkotchikine, 2018)





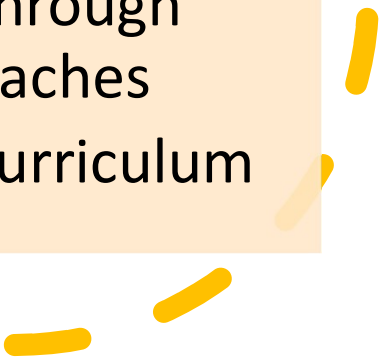
The Five Content Facilitation Steps

1. What general sense, basic phenomena or fundamental principal does this content exemplify and open up to the learner? (**Exemplary Significance**)
2. What significance does the content in question already possess in the minds of the children in my class? (**Contemporary Significance**)
3. What constitutes the topic's significance for the children's future? (**Future Significance**)
4. How is the content structured (which has been placed in a specifically pedagogical perspective by questions 1–3)? (**The Structure of the Content**)
5. What are the special cases, phenomena, situations and so forth in terms of which the structure of the content in question can become interesting, stimulating and approachable for children? (**Accessibility**)

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Every
Teacher a
CCE Teacher

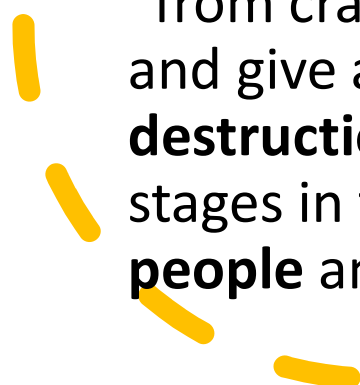
From CCE 2021 Curriculum (MOE, 2020)

- **Student-Centricity:** understand students' needs and interests... allowing students to derive personal meaning from their learning experiences
 - **Intentionality:** articulate clearly the intended learning outcomes through purposeful pedagogical approaches
 - **Coherence:** across the total curriculum
- 
- A series of yellow brushstroke-like lines in the bottom right corner of the slide.



Example of Using Facilitation Steps for Geography

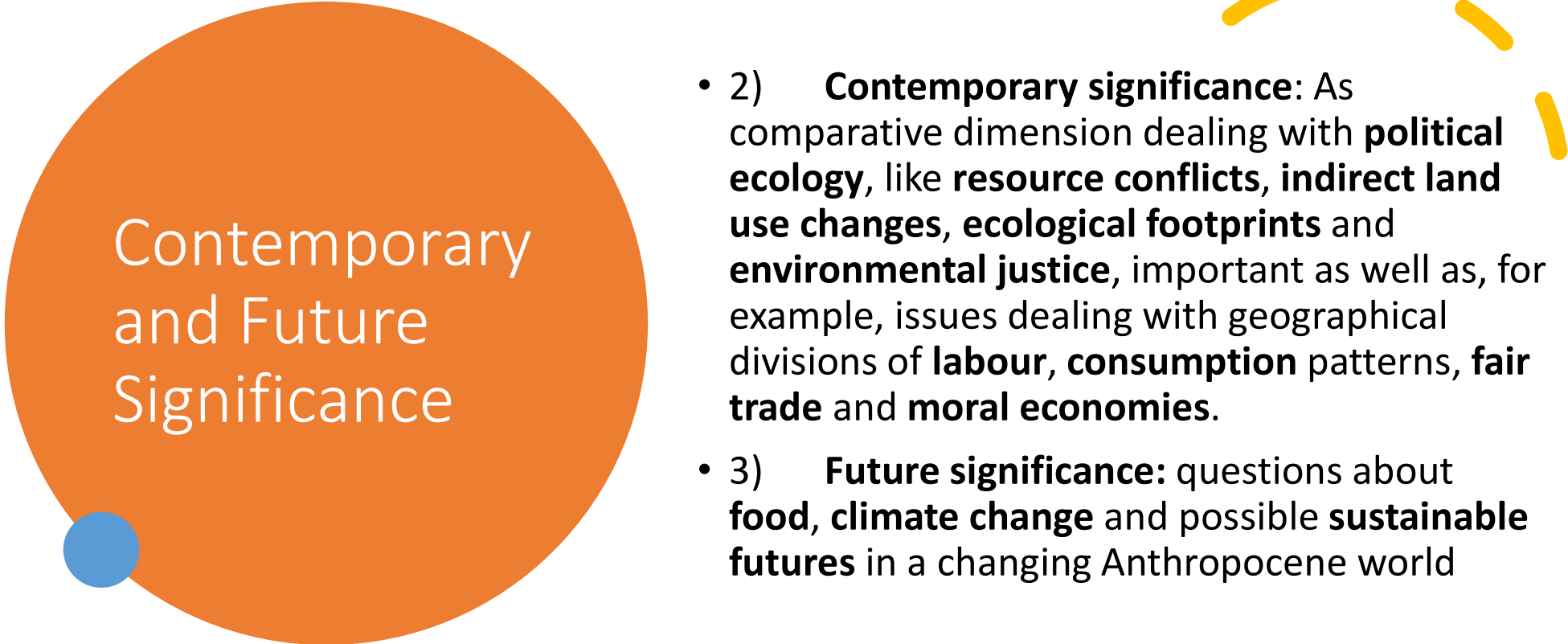
- From Bladh's (2020) **geography** lesson using the **food path** as an exemplary case using **vignettes** and **curriculum** artefacts for teachers' reflective curriculum thinking
- **Task:** Select two sorts of food from your household – one from **Sweden** and one from **outside of Europe**. Describe the food's journey "from cradle to grave" as accurately as you can. Draw its trajectory and give an overall view of the food's **production/consumption/destruction** flow. What **impacts** (direct and indirect) do the different stages in the food's life cycle have on the **landscape, environment, people** and **society**?



Lesson Type and Exemplary Significance

- Can be used for **case-studies** where **deep descriptive** and **explanatory “world knowledge”** is needed.
- Lesson type of **food geographies**: as expansion of **nature-society relations** and **environmental geography**
- 1) **Exemplary significance** of the **food path: time-geographical perspective on the landscape of material flows and processes** (Hagerstrand 1993).





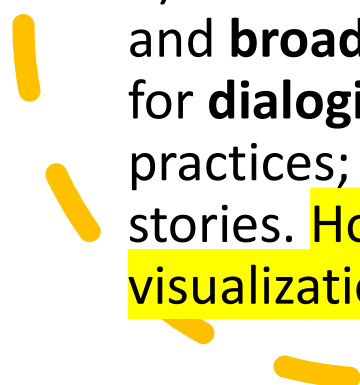
Contemporary and Future Significance

- 2) **Contemporary significance:** As comparative dimension dealing with **political ecology**, like **resource conflicts**, **indirect land use changes**, **ecological footprints** and **environmental justice**, important as well as, for example, issues dealing with geographical divisions of **labour**, **consumption** patterns, **fair trade** and **moral economies**.
- 3) **Future significance:** questions about **food**, **climate change** and possible **sustainable futures** in a changing Anthropocene world



Structure and Accessibility

- 4) **Structure of content**: involves **procedural knowledge**, which is important for geographical analysis and involves **practical tracings** of the food path, concretizing geographical literacies as **interaction** and **interrelations** through, for example, **map-reading** as well as comparison and **critique** of sources.
- 5) **Accessibility**: from students' **private repertoire** of thinking geography and **broader reservoir**; how private repertoires can be **codified** by experts for **dialogic instruction**; also access from **visual** and **descriptive** knowledge practices; using time-geographical narratives with pictures, maps and stories. **How different map applications could give an important visualization of relational thinking**





Quadratic Equation Example

Harnessing **meaning** and **significance** for CCE using Bildung
content facilitation steps

Quadratic Equations

- The equation is used to find shapes, circles, ellipses, parabolas, and more.
- The quadratic **formula**

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

- The quadratic **equation**

$$ax^2 + bx + c = 0$$

Calculating Room Areas

- to calculate the area of rooms, boxes or plots of land
- For example, if you have only 4 square feet of wood to use for the bottom of the box, with this information, you can create an equation for the area of the box using the ratio of the two sides.

Area of Garden

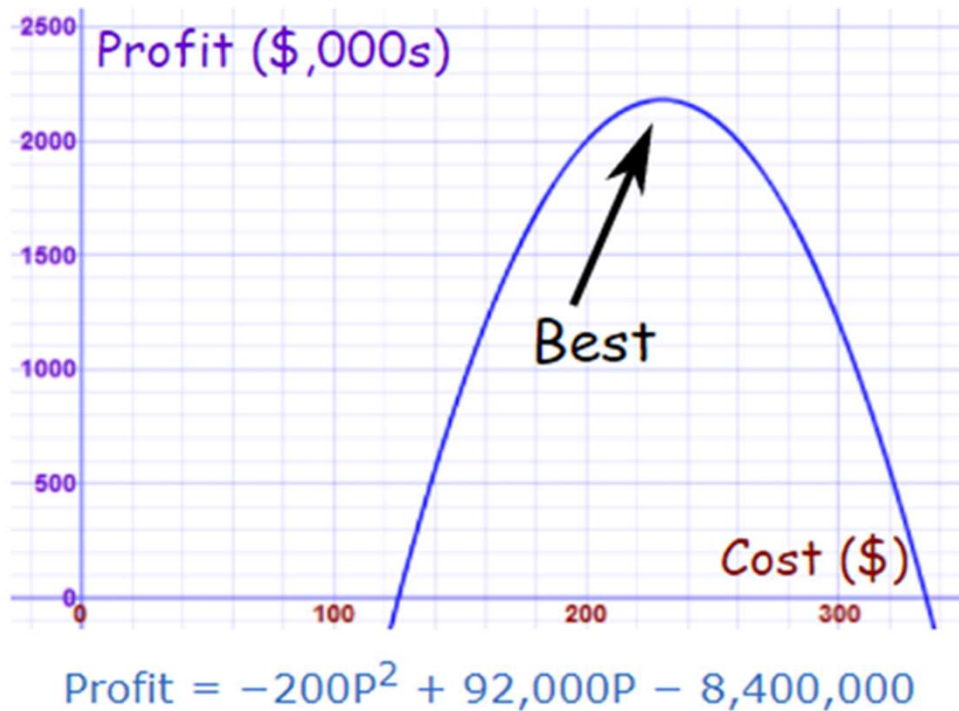
$$\text{Area} = x^2 + 2x$$

Want an Area of 35 ft.²



We need to solve the quadratic equation

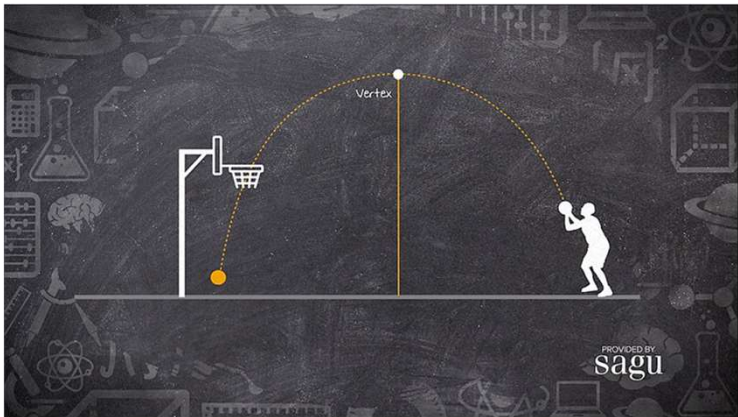
$$x^2 + 2x = 35$$



Figuring a Profit

- Deciding how many items to produce to earn a profit
- If you estimate the demand for glasses of lemonade to be at $12 - P$. Your revenue, therefore, will be the price times the number of glasses sold: P times $12 - P$, or $12P - P^2$.

Quadratics in Athletics



- Throwing a ball: using the velocity equation based on the quadratic equation: e.g. to find out the precise time a throw ball is caught.
- Or Kayaking: estimate speed when going up and down a river (finding a speed)

Car accident investigation

- to determine what velocities the cars were traveling when the collision occurred.
- who was at fault and why the vehicles were damaged the way they were.
- also used by car designers to develop an even safer care for occupants during future collisions.



Artillery

- to predict where artillery shells hit the earth or target when fired from cannons.
- To find the curve on a Cartesian grid when objects take flight through the air



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Post-Event Survey Feedback

Your feedback is important to us.
Please submit your feedback by scanning or
using the QR code/URL.

If you have any questions that were not
addressed in the Q&A segment, please email
them to oer.rpmu@nie.edu.sg and we will
follow-up.



<https://tinyurl.com/bccesurvey>