Re-Thinking Classroom Practices with the ‘Kibung Framework’

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Setting the context

“Tomorrow is deeply rooted in yesterday and today is half yesterday and half tomorrow. The events of the past, however they began, have a profound impact on human development in the future” (Narokobi, 1983, p. 20)

Outline

• Introduction
• Literature Review & Methodology
• Implementation framework
• Discussions (KF)
• Conclusion
• Way forward
Aim

• Generate discussions on scholarships of teaching learning & research.

• Test theoretical framework (UPNG context)

• Welcome constructive feedback.

Literature Review


• UNESCO (2009) Sustainable Education

• Fullan (2016) Change Theory

• Biggs (2012) Constructive alignment in University teaching
Significance of presentation

Contributes to knowledge creation

- Inform educators, public, policy makers, etc...
  i. Curriculum implementation processes.
  ii. Curriculum design/models.
  iii. General education teaching & learning theories.
  iv. Tertiary levels of teaching, learning & research.

Contributes to developing theories

- Education change (transferable findings)
- Development studies (Educational Aid projects)
- Policy & Implementation (monitoring & evaluation)
Methodology

- Qualitative case study in two sites.
- Multiple data collection methods.
  (focus gr discussions, interviews, classroom observations, field notes, document analysis)
- Grounded Theory (inductive approach).
- Deductive approach.
- Content, thematic, document & discourse analyses
- Triangulation (cross case analysis).
Implementation framework (Joskin, 2013)

- **Inputs into the system**
  - What?
  - Why?
  - How?

- **Events within the system**
  - What?
  - Why?
  - How?

- **Outputs from the system**
  - What?
  - Why?
  - How?

*University teaching, learning & research*
Kibung framework (PD)

Policy & Implementation theory

Education Change theory

Curriculum development theory

Second language learning theory

Systems theory

Policy for implementation (Curriculum)

Practitioners’ pedagogical knowledge

Content knowledge

Work experiences

Classroom practices

Reflection & evaluation

Action research

Curriculum implementation theory

Curriculum design theory

Second language teaching theory

Development Aid theory

(Joskin, 2013)
Conclusion

Irrespective of qualifications, academics teaching at university levels would need to be competently grounded in theoretical knowledge and skills that underpin the content, the pedagogical, and the research knowledge in their areas of subject specifications.

Way forward

• Co-construction approach between stakeholders for purposes of classroom implementation.

• Academics’ training and development to be a priority for UPNG for purposes of achieving educational goals aligned with national & global requirements.

• Action research – inform educational practice, needs to be evidenced based rather than assumption based (Fullan, 2016, Biggs, 2012).

Education change begins with what teachers think and do

(Fullan, 2016)
