

2019 PNG UPDATE

'Development and Diversity'

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

- Garnaurt & Namaliu
Report (2010)
Reform PNG Universities
- 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)

What?

Inputs into the system

Why?

How?

What?

Events within the system

Why?

How?

What?

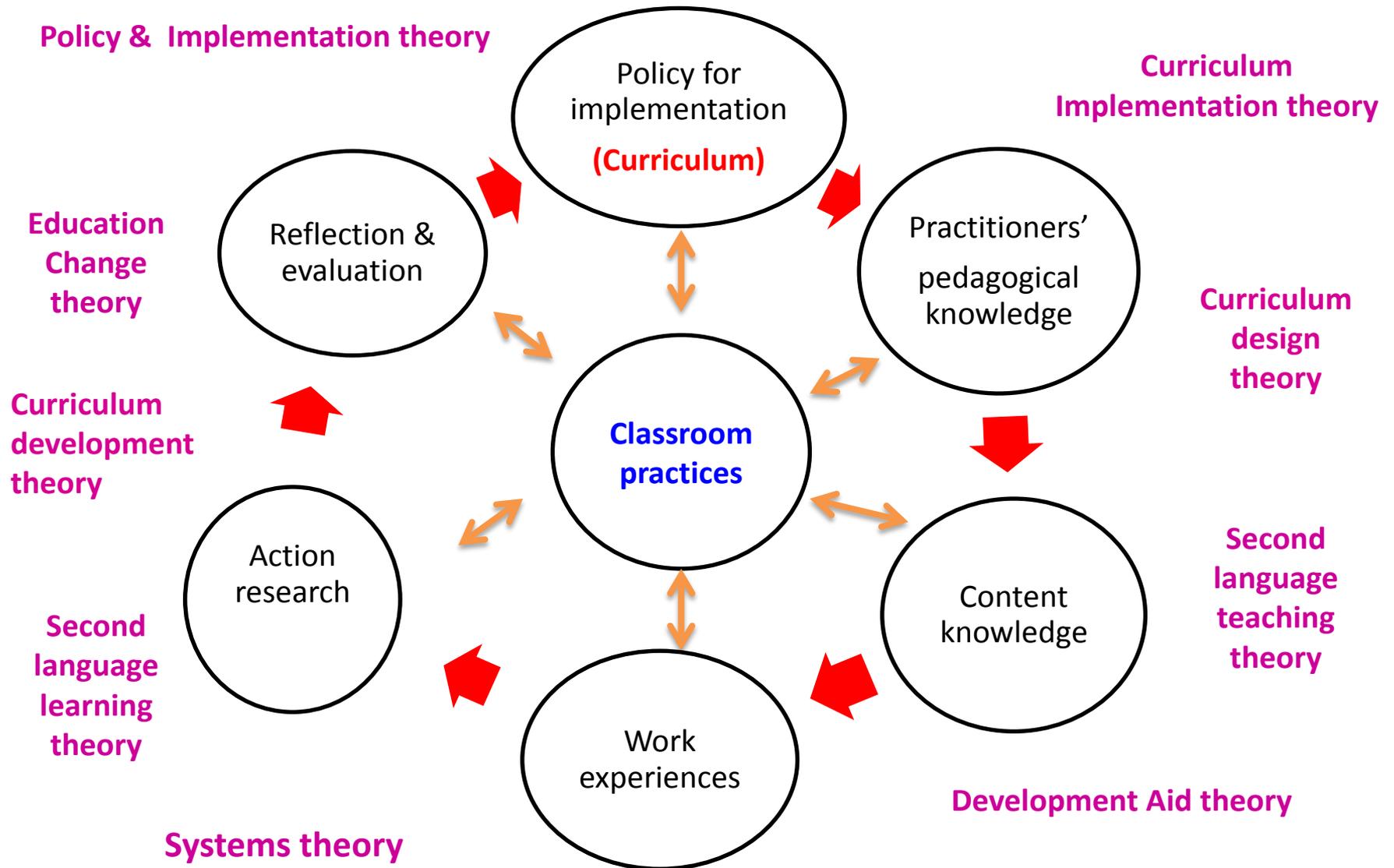
Outputs from the system

Why?

How?

University teaching, learning & research

Kibung framework (PD)



(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.

Education change begins with what teachers think and do

(Fullan, 2016)

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).

References

Biggs, J. (2012). Constructive alignment in university teaching. HERDSA Review of Higher Education, Vol 1. www.herdsa.org.au/herdsa-review-higher-education-vol1/5-22

Fullan, M. (2016). *The New Meaning of Educational Change* (5ed.). New York: Teachers College Press.

Joskin, M. A. (2013). *Investigating the implementation process of a curriculum: A case study from Papua New Guinea*. Unpublished doctoral dissertation, Victoria University, Wellington, NZ.