

ABSTRACT

21st Century Trend Analysis in Global Education Reform(Ⅱ): Creative Character Education focused on developing Non-Cognitive Skills

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The current Korean government emphasizes the importance of creativity for the new era of economic development, as Korea advances into the economy that relies heavily on cultural, service-oriented, intellectual products rather than labor-intensive manufactures. The government's labeling of such a new direction of economic development as 'creative economy' then requires the education sector to cope with new strategies to develop future workers' creativity. As developed economies may have done well in creativity education according to the government's assumption, this study is conducted to investigate certain international model cases which Korean education can refer to in establishing new educational strategy to boost students' creative abilities.

The study starts with conceptual definition of creativity as a concept that both cognitive and non-cognitive creative activities are combined and yet the non-cognitive, or character-related, parts are more influential as it is character that steers the way in which creative cognition and actions are put into practice. With the theoretical definition of creativity as 'creative character', international cases such as New Zealand, Singapore, Finland and the United States have been explored in depth. In particular, these four countries have been selected through researchers' careful consideration of the Global Creativity Index 2011 (GCI) published by Martin Prosperity Institute, Toronto, Canada, to choose countries

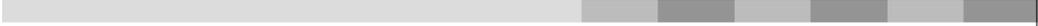


with the similar GCI's in various regions.

For the analysis of the New Zealand cases, three particular schools that are effectively implementing the government's curriculum policy – Takapuna Normal Intermediate School, Karori Normal School and Kelburn Normal School – are discussed in depth. As the New Zealand government has been pursuing the education of five key competencies with strong emphasis on creativity, it is important to see if the governmental lead is effectively being put into practice. For Singapore that pursues the education of 21st century character skills under the policy title 'Character and Citizenship Education,' the structures and strategies of pertinent educational policy are discussed.

For Finland's creativity education, it is interesting to examine that the Finnish government takes a special conceptualization of creativity not as a big-C creativity that is expected of a small number of talented population but as a small-c creativity that everybody needs for everyday needs especially in cooperation with others. Such a version of creativity is conceived of as essential in fostering entrepreneurship that Finland's 2016 national curriculum planning emphasizes. As for the implementation level, actual programs such as the Learning Bridge initiative among schools, communities and companies, interdisciplinary education called LUMATE, and My Industrial City (Yrityskyl) program for entrepreneurship education are discussed with several more references to some school cases. Many school cases on both west and east coast areas have been analyzed for the United States, of which federal Department of Education is working on educational strategy planning from now until 2018 for the development of both cognitive and non-cognitive skills including creativity.

With additional discussion of international organizations such as OECD and World Bank, the analysis of this study can be summarized as four important trends observable in these international cases. First, harmonious and balanced composition between cognitive and non-cognitive skills is emphasized in their



plans for implementing the new era's education. Second, creative character is treated as a key element in developing next generation's business-related skills such as entrepreneurship and investment. Third, creative character education is conceptualized for every citizen not only for a small group of leaders in every field. Finally, autonomy and trust are regarded as essential elements in administering educational policy for creative character building.

Seven important policy implications for Korea are worth our consideration. First, Korean education should pay more attention to the development of non-cognitive side of creativity particularly in envisioning new directions of school curriculum. Second, new types of assessment must be introduced and old types of tests that examines only narrow scope of cognitive skills such as memory and calculation should be limited only for pertinent purposes. Third, career training that emphasizes challenge and entrepreneurship should be conducted throughout every school level. Fourth, interdisciplinary education should be pursued for the development of creative character. Fifth, hardware infrastructure of school environment should be reformulated to encourage students' creative thinking, attitude and activities. Sixth, creative character should be the core element of all educational stages from a life-long educational perspective, not only for school education. Seventh, teachers' professional development programs for the education of creative character should be developed and put into practice ultimately for the empowerment of their expertise and professionalism.

□ **keyword:** non-cognitive skills, creativity, character, creative character education, global education reform