

The New GE Curriculum: Challenges and Concerns

Filomeno V Aguilar Jr, PhD
Professor, Department of History
Ateneo de Manila University

CMO 20, series 2013

CHED Memorandum Order No. 20, series of 2013

- General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies

To be implemented starting AY 2018–2019

CMO 20, series of 2013

- **Constitutional provisions**

“protect and promote the right of all citizens to quality education at all levels” (Art XIV, sec 1)

“establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society” (Art XIV, sec 2)

CMO 20, series of 2013

- Revised GE curriculum as a “**paradigm shift**”

Common GE for all undergrad students

HEIs to produce graduates with knowledge and competence in a field, but also well-rounded individuals

GE courses are to be **interdisciplinary**

GE vis-à-vis Major Field of Study

GE PROGRAM

- Introduces students to different ways of knowing
- Oriented toward broad or wide-ranging understandings

MAJOR PROGRAM

- Focuses on theories and methods particular to a discipline
- Directed at technical knowledge, disciplinary understandings

Goals of GE

Develop a professionally competent, humane and moral person

Prepare student for demands of 21st-century life

Enable student to locate her/himself in the community and the world and engage it meaningfully

Specific Outcomes

Appreciation of
the human
condition

Capacity to
personally interpret
the human
experience

Ability to view the
contemporary world
from both Philippine
and global perspectives

Self-assuredness
in knowing and
being Filipino

Capacity to reflect
critically on shared
concerns and think of
innovative, creative
solutions guided by
ethical standards

Aptitude in
tackling problems
methodically and
scientifically

Ability to appreciate and contribute
to aesthetics

Specific Outcomes

Understanding and respect for freedom of religion and belief in God

Ability to contribute personally and meaningfully to the country's development

Why a new GE: External Factors

No longer multiple-choice world, need for "big-picture thinking"*

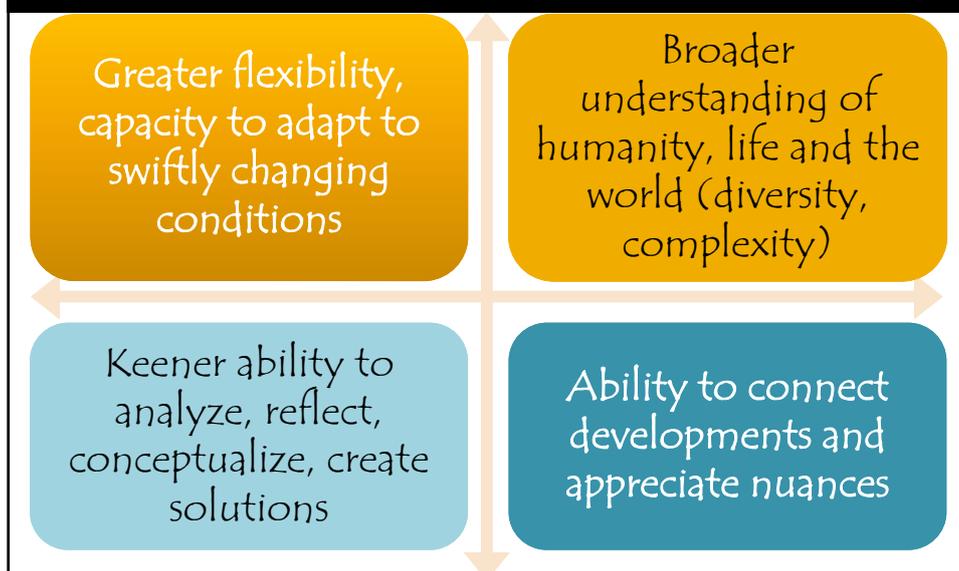
Explosion of knowledge

New globalized, technology-driven order

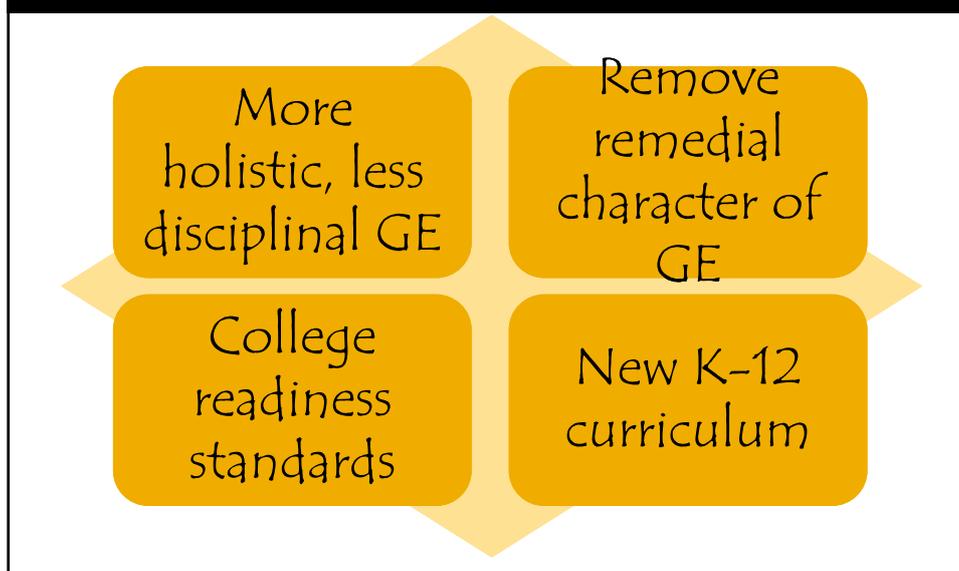
More complex, widespread problems

*Carol Geary Schneider, "In Defense of a Liberal Education," 10 Aug 2009.

Impact of External Factors



Why a new GE: Internal Factors



Rationale

Connect current segmented educational pipeline



Raise college admission potential of HS graduates



Remove remedial character of entry-level college courses



Allow HEIs to tighten focus of undergraduate curricula

Overall Foundation Standards

K-12 education should connect the individual student with local, national, and global communities, concerns, and challenges.

COLLEGE READINESS STANDARDS

Produce all forms of texts

Systematically apply knowledge, theory, and skills

Work comfortably with relevant technologies

Communicate proficiently—orally, in writing, and through new communication technologies

Interact meaningfully in a social setting

SHS Curriculum

Core Curriculum

Languages

Literature

Math

Science

Social sciences

Philosophy

Career Pathways

Business/entrepreneurship

Technical-vocational

Humanities

Science, technology & engineering

SHS Curriculum

Teaching of core subjects is contextualized within student's career option

Specialization intensifies with grade level

IMPLICATIONS FOR GEC

Gr. 11 & 12 core subjects absorbs remedial courses in present GEC

Specialized courses will exceed remedial level of current GE courses

Portions of present GE have become unnecessary or irrelevant

New GEC: From 63/51 to 36 units

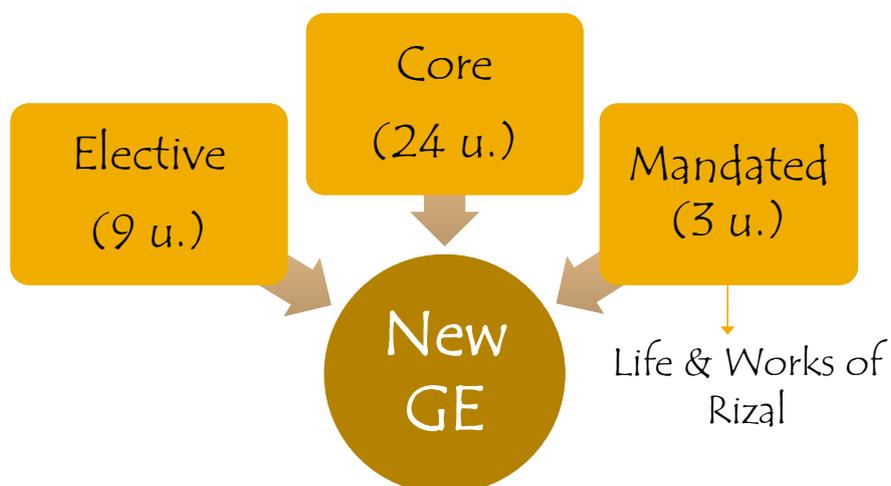
Removes remedial courses

Does not duplicate Gr 11 & 12 subjects

Cuts across domains of knowledge

- Understanding the Self
- Readings in Phil History
- The Contemporary World
- Mathematics in the Modern World
- Purposive Communication

- Ethics
- Art Appreciation
- STS



NEW GENERAL EDUCATION CURRICULUM (CMO No. 20, series 2013)		
	Courses (English Titles)	Units
Core	Art Appreciation Ethics The Contemporary World Readings in Philippine History Mathematics in the Modern World Purposive Communication Science, Technology, and Society Understanding the Self	24
Mandatory	The Life and Works of Rizal	3
Electives	Interdisciplinary courses created by HEI	9
	TOTAL	36

NEW GENERAL EDUCATION CURRICULUM (CMO No. 20, series 2013)		
	Courses (Pilipino Titles)	Units
Core	Pagpapahalaga sa Sining Etika Ang Kasalukuyang Daigdig Matematika sa Makabagong Daigdig Malayuning Komunikasyon Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas Agham, Teknolohiya, at Lipunan Pag-unawa sa Sarili	24
Mandatory	Ang Buhay at Mga Akda ni Rizal	3
Electives	Interdisciplinary courses created by HEI	9
	TOTAL	36

GE Electives

Conforms with philosophy and goals of General Education



Applies interdisciplinary perspective



Draws materials, examples from Philippine realities and not just from other countries

Summary: GE Features

Covers basic knowledge domains in core courses and treats them holistically



Removes remedial courses and others rendered irrelevant by K-12



Provides some element of choice through electives

Implementation

Courses may be taken across the years
for optimum effectiveness



GE courses may be offered in either
English or Filipino or both

Biggest challenge

Interdisciplinarity

“There are many reasons for the growth of interdisciplinarity. . . . Marilyn Boxer (2000:125) quotes a scientist explaining the rise of interdisciplinary fields like materials science as the effect of the ‘inexorable logic that the real problems of society do not come in discipline-shaped blocks. . . .”

Biggest challenge

Interdisciplinarity

“‘Why pursue interdisciplinarity? Simply put: life is interdisciplinary’ (Dezure n.d.).” –V. Sapiro, U of Wisconsin (2004)

Typology of Interdisciplinarity

1. **Multidisciplinarity** (disciplinary courses that are informed by other disciplines) The disciplinary contributions may be mutual and cumulative, but they are not considered integrated.
1. **Informed Disciplinarity** (disciplinary courses that are informed by other disciplines) Disciplinary in nature, but borrows methods, theories, concepts, or other disciplinary components.
1. **Synthetic Interdisciplinarity** (courses that link disciplines) Teaching bridges disciplines; usually applied to problem solving

Typology of Interdisciplinarity

- 4. **Transdisciplinarity** (focus is on developing an overarching synthesis) The theories, concepts, or methods transcend disciplines and are applicable to many fields. Disciplines become subordinate.
- 4. **Conceptual Interdisciplinarity** (examines issues without a compelling disciplinary basis) e.g., Cultural studies, area studies, disaster studies. Create own framework to address the issue.

Becoming Interdisciplinary

"Becoming a good interdisciplinary scholar/teacher requires rigorous study and care just as does becoming a good disciplinary scholar/teacher.

In fact, in some ways it requires more self-conscious care because of the conceptual, methodological, and practical issues involved in crossing boundaries without the kinds of guideposts provided to those who remain within a single scholarly tradition."

Becoming Interdisciplinary

"Becoming a good interdisciplinary scholar/teacher requires **rigorous study and care** just as does becoming a good disciplinary scholar/teacher.

In fact, in some ways it requires more self-conscious care because of the conceptual, methodological, and practical issues involved in crossing boundaries without the kinds of guideposts provided to those who remain within a single scholarly tradition."

Becoming Interdisciplinary

"Becoming a good interdisciplinary scholar/teacher requires **rigorous study and care** just as does becoming a good disciplinary scholar/teacher.

In fact, in some ways it requires more self-conscious care because of the conceptual, methodological, and practical issues involved in **crossing boundaries without** the kinds of **guideposts** provided to those who remain within a single scholarly tradition."

CHED Support

- Development of sample syllabi for the nine (9) GE core courses
- Translation of sample syllabi and selected course materials to Filipino c/o KWF
- Training of GE faculty
 - Trainers' Training:
Oct 2016 and Jan 2017
 - GE Faculty Training:
Apr/May and Jun/Jul 2017

Paradigm Shift

FACULTY

- Hard work
- Open mind

HEI

- Administrative support
- Library
- Other learning resources

**The new GE can work
if we support it!**

THANK YOU