



Panel I

Panel II

Panel III

Panel IV

Panel V

**First Panel:
“CERD’s Aspirations Towards
Innovative National Curricula”**

Layout of the Presentation

Panel I

1- CERD's functions

Panel II

2- CERD's aspirations towards developing the Lebanese curricula into Interactive curricula

Panel III

3- CERD's strategic plan for the basic phases of the curricula design project.

Panel IV

Panel V



Panel I

Panel II

Panel III

Panel IV

Panel V

1- CERD's Functions



Panel I

According to the provision of its establishment and applicable decrees of this law

(Law no. 2356 dated 10/12/1971 + Decree no. 3087 dated 11/4/1972 + Decree no. 4517 dated 13/12/1972)

Panel II

Panel III

Panel IV

Panel V



CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

- The Center is a public institution with a juristic personality enjoying administrative and financial autonomy.
- Furthermore, it is a general law entity independent from the state and municipalities.
- A budget issued by its name within the general budget of the Ministry of Education and deposited in a special account at the “Central Bank of Lebanon”
- A budget issued by its name within the general budget of the Ministry of Education and Higher Education and deposited in a special account at the “Central Bank of Lebanon”.

Panel I

Panel II

Panel III

Panel IV

Panel V

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

- The Board of Specialists headed by the President of the Center has the authority to make decisions. Some of the decisions are not effective unless approved and ratified from the authority of custody (Council of Ministers or Minister of Education)
- Law issued for public administrations and municipalities are not applicable on CERD unless a special decree is issued pursuant to the law.
- There is censorship on the Board of Specialists decision until they are issued: late censorship.

CERD's Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President

1/4



Panel I

Panel II

Panel III

Panel IV

Panel V



Panel I

Panel II

Panel III

Panel IV

Panel V

CERD's Basic Functions according to Article 4 (Adapted):

1- Research and Educational Statistics

Panel I

Carry out research and disseminate results

Panel II

Conduct educational statistics and issue results

Panel III

Panel IV

Panel V

2- Educational plans and committees working in the planning field (for different types of general education, stages and specializations) upon initiative or at the request of the Minister.

Prepare, review and monitor the implementation of educational projects

Advise the Minister of Education on projects for establishment /expansion /modification or abolishment of any public educational institution.

Participate ipso facto in the membership of committees in general planning



Panel I

Panel II

Panel III

Panel IV

Panel V

3 - Curricula and Official Exams

Panel I

Study curricula and submit relevant recommendations

Panel II

Produce textbooks, publications and educational aids

Panel III

Approve the types of official examinations, coordinate their preparation, and attend the meetings of the examination's committees

Panel IV

Panel V

4- Staff in all Educational Stages and Fields (Pre-university Level)

Panel I

Panel II

Panel III

Panel IV

Panel V

Propose qualifications that have to be met by applicants for jobs in all educational stages and fields.

Prepare teachers except for secondary education teachers.

Train all staff in all educational stages and fields.



5- School Buildings and Educational Installations

Panel I

Panel II

Panel III

Panel IV

Panel V

Propose technical and health conditions that have to be met in school buildings and educational equipments.



6- Educational Documentation

Panel I

Panel II

Panel III

Panel IV

Panel V

Undertakes educational documentation tasks and
organize a central educational library



Panel I

Panel II

Panel III

Panel IV

Panel V

2- CERD's Aspirations towards developing the Lebanese curricula into Interactive Curricula:

a- Curricula Framework

b- Learners' Profile

c-Interactive Curricula Didactic Triangle



Panel I

Panel II

Panel III

Panel IV

Panel V

As it is impossible to keep implementing the 1997 curricula; thus, necessitating the design of new curricula that are consistent with the current century requirements. There was a need to:

- 🎓 form an intellectual individual who is creative and talented in solving problems and has acquired ICT skills that enable him/her to deal with information to produce knowledge,
- 🎓 enable a citizen to become knowledgeable, and has an initiative thus enabling him/her to have effective self-management and enjoy a fully satisfactory life.

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

- 📖 encourage all citizens to actively participate in society in order to influence the decisions that affect their lives,
- 📖 promote mutual understanding among cultures to reinforce peaceful conflict resolution (UNESCO 2011)

There was a necessity for a project plan to develop the curricula into innovative interactive curricula which meet these requirements and align with quality standards.

Panel I

Panel II

Panel III

Panel IV

Panel V

A- Curricula Framework

The curricula framework according to the competency based approach and backward design

Comprehension through Design

Panel I

Orientation Framework

General Principles and Vision

Panel II

Expected Results

Learner's Profile

Panel III

Final Outcomes

General Framework for Learners' Competencies

Panel IV

Approved Evidence

General assessment framework

Panel V

Learning /Teaching Strategies

Learning Plan

Learning procedures to acquire
and transfer meaning

Learning Activities



Curriculum Components

Curriculum=

- Objectives (related to knowledge, skills, and attitudes)
- Content (general ideas)
- Teaching /Learning Strategies (methods and materials)
- Activities (that contribute to achievement of objectives)
- Assessment principles (expected learners' outcomes)

Panel I

Panel II

Panel III

Panel IV

Panel V



B- The Learner's Profile

Panel I

Panel II

Panel III

Panel IV

Panel V

The future learner belongs to the information age and digital interaction platforms, so the learner's profile fits the era of communication, openness and globalization. Our thinking stems from shaping the global profile of the learner who possesses the twenty-first century skills while preserving tradition and national values, paving the way for analysis, experimentation, and lifelong learning.

We are looking forward to a learner

who is:

- Active
- Meditated
- Communicative and Collaborative
- Investigative
- Critical Thinker
- Inquisitive
- Aware of own personal behavior
- Aware of his/her civil responsibilities
- Aware of the technological and global concerns
- Subtle communicator and treating others
- Lifelong learner (constantly developing and changing)

**We are looking forward to an active citizen
proud of his/her national affiliation**

CERD's Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President

1/4



Panel I

Panel II

Panel III

Panel IV

Panel V

Learner Profile

Panel I

- respects family and family ties.

- respects laws and regulations

- respects moral and general human principles.

- Stands against corruption, violence and ignorance by upholding ethical standards

- Respects personal and public freedom

Panel II

Panel III

Panel IV

Panel V

- is a lifelong learner

- is able to acquire, use and transfer knowledge

- has critical and creative thinking skills

- is a reflective researcher

- is able to make decisions

- has a balanced character

- inquirer

- capable of positive communication and accepting differences

- opts for a partnership approach and open minded

- adopts the concepts of sustainability

- proficient in the Arabic language and in two foreign languages proficient in ICT

- aware of the basic concepts in the management of public money

- committed to allegiance to his/her identity

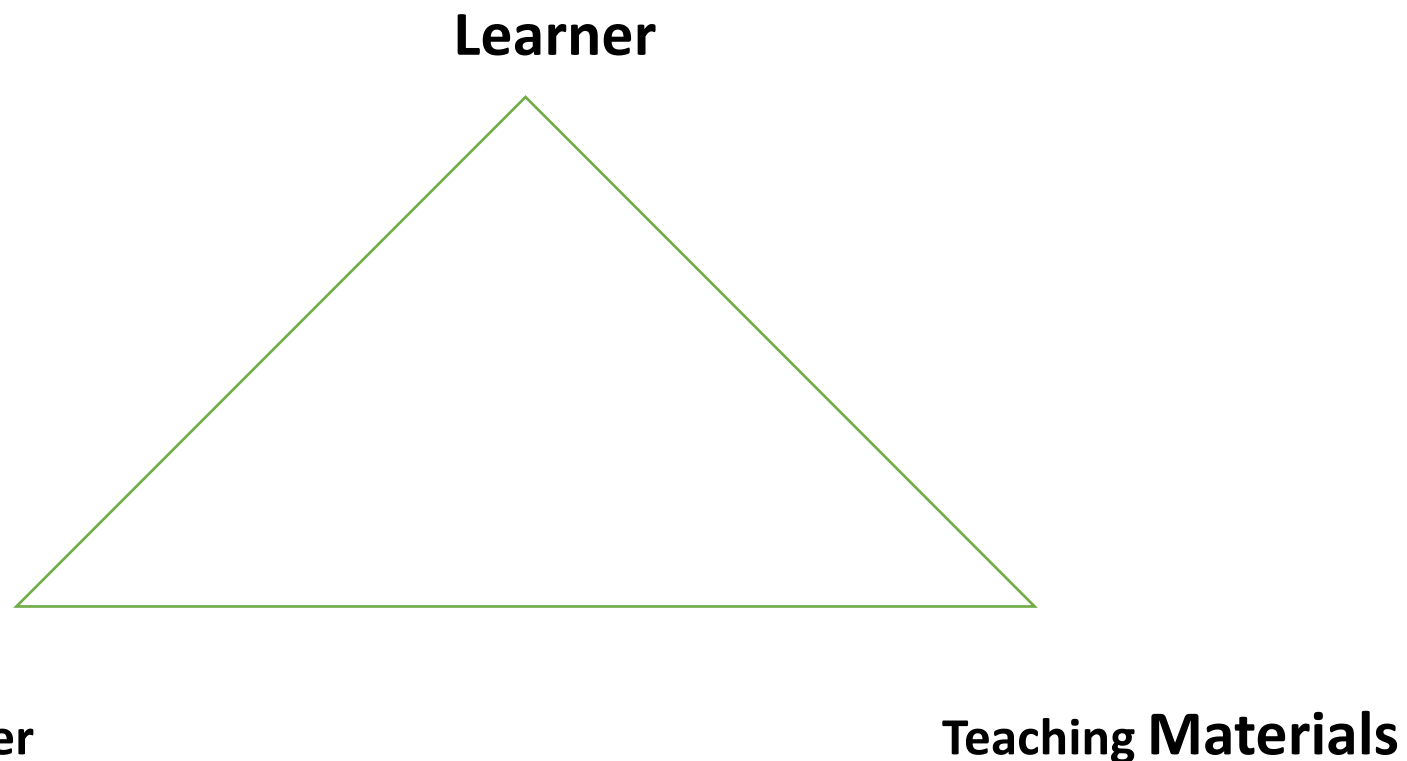
- conservative of the collective memory and national heritage

- is conscious of his/her duties and defending his/her own rights

- a practitioner of the rules of co-existence

- a practitioner of the appropriate health rules that lead to healthy growth

C- The Interactive Didactic Triangle



Panel I

Panel II

Panel III

Panel IV

Panel V



The Didactic Triangle

Panel I

The interaction of the Didactic Triangle elements:

- Through the logical horizontal and vertical interaction among the teaching materials, objectives, and competence overlap, CERD education experts are preparing studies on the developmental needs and working on specifying the learners' profile that align with the 21st century educational competencies that suit the Lebanese Society in its pluralistic nature

Panel II

Panel III

Panel IV

Panel V

The Didactic Triangle Interactive Elements

Through:

- 📖 Interaction among teachers and staff in the educational sector.
- 📖 Cooperative work dynamics which CERD is seeking to achieve through activating platforms, meetings, and workshops.
- 📖 Developing curricula through specifying the adopted approach for curricula design
- 📖 Unifying the related terminology whilst opting for a collaborative method in the field of general education
- 📖 Training all stakeholders in curricula development on the adopted curricula design and the related terminology

Panel I

Panel II

Panel III

Panel IV

Panel V

The Didactic Triangle – Across Disciplines

- Vertical and horizontal interaction + integration among disciplines
- In addition to objectives, competencies, and curricular /extra curricular activities
- Introducing certain pedagogical approaches (e.g. Project Based Learning)

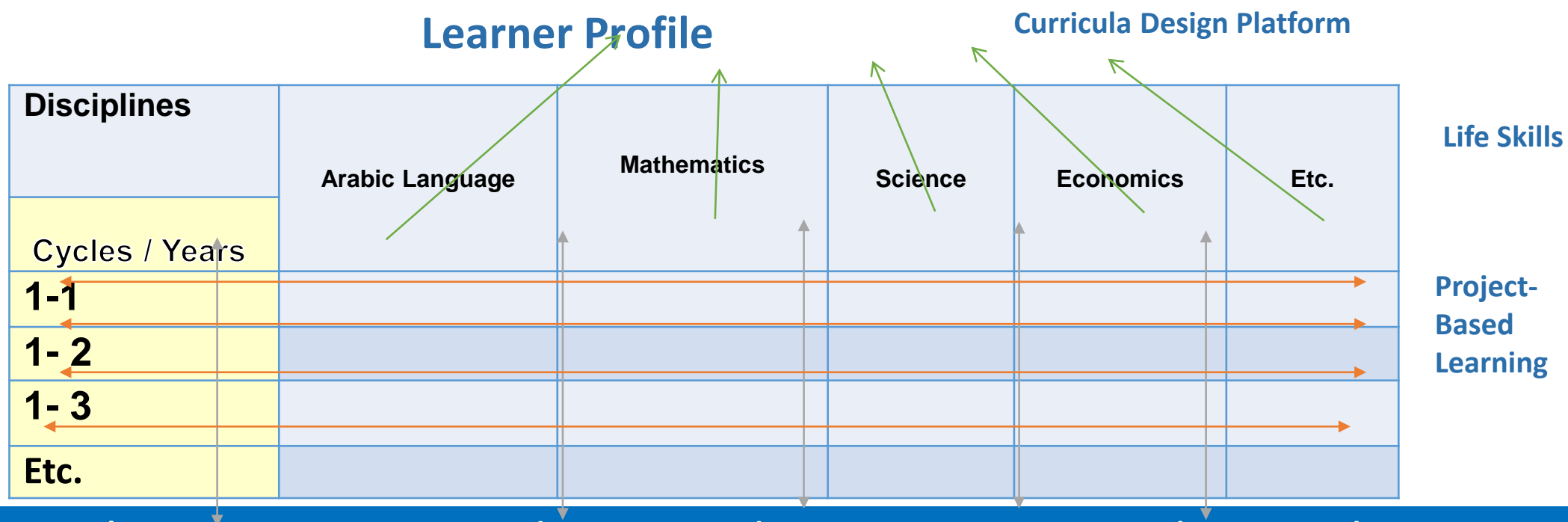
Panel I

Panel II

Panel III

Panel IV

Panel V



CERD's Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President

The Didactic Triangle – The Teacher

Teacher Interaction among:

- teacher/teachers and other staff in the educational sector
- teachers of the same subject or teachers of different subjects
- coordinators among each other
- trainers among each other
- counselors among each other
- school principals among each other
- educational inspection
- faculties of education –basic preparation

Interaction among all educational staff through meetings, platforms, experience and knowledge exchange, educational meetings and others, digital meetings, networks of vocational training (PLN)

CERD's Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President

1/4



Panel I

Panel II

Panel III

Panel IV

Panel V



Paper Book / Interactive Book

Panel I

- The national textbook stems from the curricula through discipline that is suitable for teaching and learning

Panel II

- Paper book: the traditional paper book / paper-interactive supported /not supported by interactive electronic materials.

Panel III

- Digital book is not necessarily an interactive book.

Digital content / interactive content

Panel IV

- Interactivity lies in curricula and extra-curricular activities, through communication, active teaching methods, practical exercises, joint projects and digital supporting documents.

Panel V

The Didactic Triangle – The Learner

Learner Interaction:

- 📖 This interactive collaborative approach is reflected on the learner's individual interaction through the process of knowledge acquisition and interaction with peers and society both inside and outside the classroom. It will contribute to the learner's acquisition of the expected competencies enabling him/her to invest these competencies in various academic and real-life situations.
- 📖 Auto Interaction of the learner: prior knowledge + newly acquired knowledge
- 📖 Learner interaction with other learners inside and outside the classroom.
- 📖 Interaction among the different groups of learners



Panel I

Panel II

Panel III

Panel IV

Panel V



Panel I

The interaction lies within the learning outcomes, and the balance among the learner's knowledge, skills, and attitudes

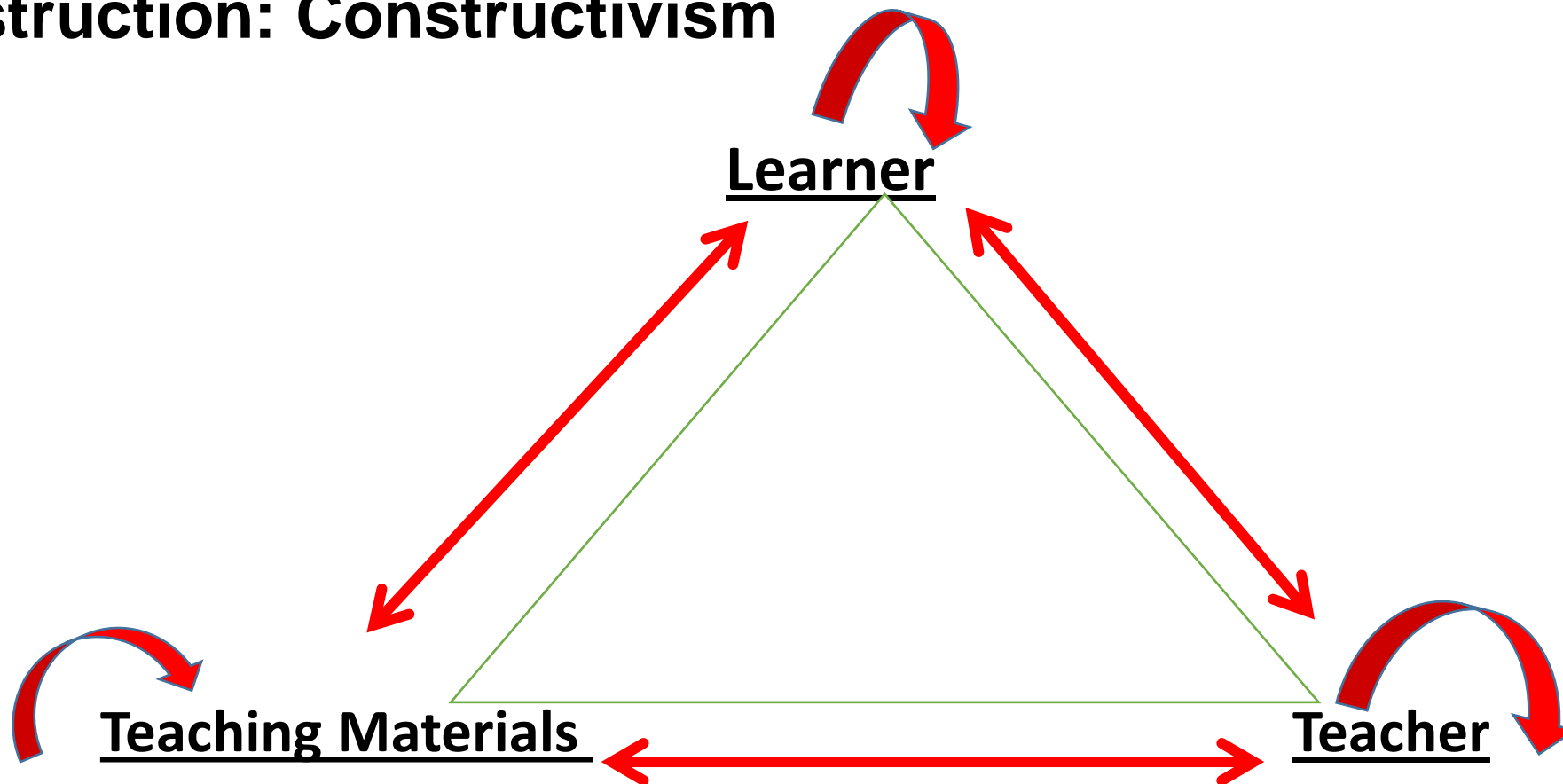
Panel II

Panel III

Panel IV

Panel V

The interaction of three elements of the didactic triangle and their merging within each other lead to knowledge construction: Constructivism



Panel I

Panel II

Panel III

Panel IV

Panel V

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

In addition, the interaction of these elements (the learner - the educational material – the teacher) with:

- The learning environment, equipment, and the educational material inside and outside the classroom
- Parents and their role in their children's learning process
- Institutional project
- The educational institutions' interaction (schools and others) including how they interact with each other in several aspects (small areas - educational region – the country and internationally)

Panel I

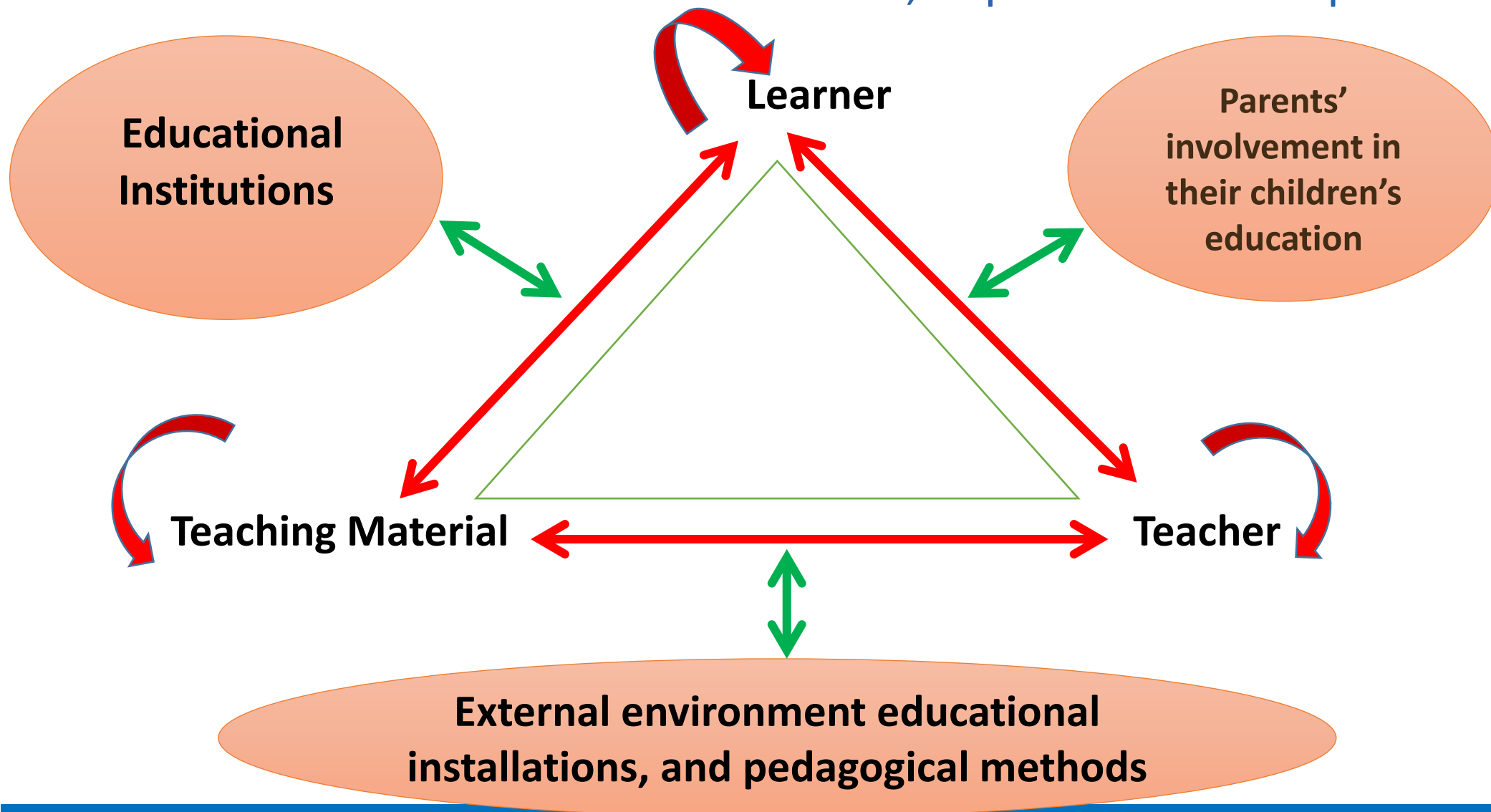
Panel II

Panel III

Panel IV

Panel V

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives



Panel I

Panel II

Panel III

Panel IV

Panel V

The Interactive Curricula

Panel I

CERD encourages adopting different methodological approaches and using modern technology appropriately considering what follows:

- Achieving the educational goal
- And financial capabilities of the educational institution
- Making Information and Communication Technology in the service of the teaching /learning process for all learners with different intelligences and learning styles: not the opposite

Panel II

Panel III

Panel IV

Panel V



The Interactive Curricula

Interactive curricula requirements:

- 📖 Encouraging the learners' engagement in the teaching /learning process: Effective participation in individual or group work
- 📖 Offering teachers a coherent set of materials tools and methods in order to improve classroom work
- 📖 highlighting the basic role of scientific research in the ongoing educational development efforts
- 📖 Abiding by quality standards.

Panel I

Panel II

Panel III

Panel IV

Panel V



Panel I

Panel II

Panel III

Panel IV

Panel V

3- CERD Strategic Plan for the Basic Phases of the Curricula Project



Panel I

Panel II

Panel III

Panel IV

Panel V

1- The Lebanese Constitution

- **The general policy in Lebanon whereby the educational policy is an integral part (administration, budget, curricula, strategies preparation and educational plans and others)**

2- The general strategy of curricula

CERD's Strategic Plan for the Basic Phases of the Curricula Project

Panel I

1 Workshops' Phase 2015-20 16 –20 17

2 Laying the Foundations Phase:

- Review /specify general competencies /learner's profile
- Set the framework and evaluation system
- Revise /specify goals of framework reference and general objectives / the expected outcomes
- The approach to be adopted for curricula design in accordance with the results of the workshops
- Teaching / learning approaches intended to be adopted as we are close to the suggested curricula design approach: "Competency Based Approach" and "Backward Design" according to Understanding by Design.

Panel II

Panel III

Panel IV

Panel V

CERD Strategic Plan for the Basic Phases of the Curricula Project

Panel I

3- The stage of forming the work committees: selecting all working committees for the project

- Defining and unifying the terms related to the approach adopted for curricula design
- Setting an electronic platform to manage design and facilitate horizontal and vertical cooperation among parties, materials, and stages.
- Train the curricula committee facilitators

Panel II

Panel III

Panel IV

Panel V



CERD Strategic Plan for the Basic Phases of the Curricula Project

Panel I

4- Curricula Design

- Prepare detailed curricula for grade levels across cycles and stages :
- The competencies / general and specific objectives /content/activities / methodology / evaluation bases
- Identify the needs and required equipment and installations for the project (initial identification)
- Publish the curricula

Panel II

Panel III

Panel IV

Panel V

CERD Strategic Plan for the Basic Phases of the Curricula Project

Panel I

5- Prepare paper/interactive e-Book

- Train authors of paper books/ interactive e-Books
- Authoring of paper books and related interactive digital aids
- Producing, printing and downloading books
- Preparation related interactive/digital aids

Panel II

Panel III

Panel IV

Panel V

CERD Strategic Plan for Basic Phases of Curricula Project

Panel I

6- Determine required school equipment and the specifications of needed school buildings for the project's success

Panel II

7- Prepare pedagogical interactive/digital teaching aids to support curricula.

Panel III

8- Training: training all staff at the various educational stages and fields

Panel IV

- Training of Trainers
- Training teachers, coordinators , school principals, and all employees at the educational sector.

Panel V

CERD's Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President

1/4

Ongoing phases during the project

Panel I	Project Management	Set the general directions of the <u>evaluation system</u>
Panel II	Assessment	Prepare <u>assessment methods and sample templates</u> Prepare the content of <u>training workshops on evaluation</u>
Panel III	Follow Up	Follow up the work plan for curricula design project <u>Coordinate among subjects at different stages , and cycles</u>
Panel IV		Follow up and evaluate the curricula implementation using <u>joint action research</u>
Panel V		<u>Prepare workshops and conferences</u> related to the project

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives



Panel I

Establish the National Thesaurus

Prepare educational academic standards for classification and coding in order to upload it on the special e-library

Panel II

Prepare Digital Teaching Aids

Collect the digital interactive means available from different sources

Panel III

**Management System
A technology teaching environment supporting learning and self learning as well as collective interactive learning**

Prepare special teaching / learning platforms: books and educational resources for learners, trainers and others
Provide interaction and networking with other CERD digital educational management systems

Panel IV

Panel V

The National Thesaurus and Electronic Platform

Panel I

Panel II

Panel III

Panel IV

Panel V

Senior Staff

Experts

School Principals

Trainers and Teachers

Students

Parents

The National Thesaurus is completed by:

- Students
- Teachers
- Trainers
- Principals
- University Professors

- Training Materials
- Digital Teaching Aids
- Pedagogical Materials
- Model Interactive Lessons
- Official Examinations
- Model Educational Activities and Others

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives



Panel I

- Which enables using discussion forums,
- Develops distance projects
- And enables teachers and students at schools and universities to communicate and share their learning through a professional, safe and specified user friendly platform

Panel II

Panel III

Panel IV

Panel V



The Interactive Curricula

Interactive curricula requirements:

- 📖 Encouraging the learners' engagement in the teaching /learning process: Effective participation in individual or group work
- 📖 Offering teachers a coherent set of materials tools and methods in order to improve classroom work
- 📖 highlighting the basic role of scientific research in the ongoing educational development efforts
- 📖 Abiding by quality standards.

Panel I

Panel II

Panel III

Panel IV

Panel V

CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

Developing the digital interactive content of the Lebanese curricula will form basic factor in improving education in private and public schools due to the fact that:

- it develops self-learning
- it is an interactive supportive teaching tool in class
- it frees the teacher from repetitions
- it provides a wider scope for the application of modern learning processes based on differentiated learning /teaching according to different intelligences, special needs and others

Panel I

Panel II

Panel III

Panel IV

Panel V



Panel I

Panel II

Panel III

Panel IV

Panel V

Technology in the teaching/ learning process is a means to speed up and facilitate knowledge acquisition; new line Technology is not a goal itself



Panel I

Information and Communication Technology must serve the teaching/learning process for all learners with **different intelligences and learning styles** and not the opposite

Panel II

Panel III

Panel IV

Panel V



Panel I

Panel II

Panel III

Panel IV

Panel V

Thank You for Your Attention