First Panel:
“CERD’s Aspirations Towards Innovative National Curricula”
Layout of the Presentation

1- CERD’s functions
2- CERD’s aspirations towards developing the Lebanese curricula into Interactive curricula
3- CERD’s strategic plan for the basic phases of the curricula design project.
1- CERD’s Functions
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)
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”
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• 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 Basic Functions according to Article 4 (Adapted):
1- Research and Educational Statistics

- Carry out research and disseminate results
- Conduct educational statistics and issue results
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
3 - Curricula and Official Exams

**Study** curricula and submit relevant recommendations

**Produce** textbooks, publications and educational aids

**Approve** the types of official examinations, **coordinate** their preparation, and **attend** the meetings of the examination’s committees
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**4- Staff in all Educational Stages and Fields (Pre-university Level)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
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<tbody>
<tr>
<td>Propose</td>
<td>qualifications that have to be met by applicants for jobs in all educational stages and fields.</td>
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<tr>
<td>Prepare</td>
<td>teachers except for secondary education teachers.</td>
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<tr>
<td>Train</td>
<td>all staff in all educational stages and fields.</td>
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CERD’s Aspirations Towards New and Innovative National Curricula

Dr. Nada Oweijane CERD President
5- School Buildings and Educational Installations

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

Undertakes educational documentation tasks and organize a central educational library.
2- CERD’s Aspirations towards developing the Lebanese curricula into Interactive Curricula:

a- Curricula Framework
b- Learners’ Profile
c-Interactive Curricula Didactic Triangle
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.
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- 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.
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A- Curricula Framework
The curricula framework according to the competency based approach and backward design
Comprehension through Design

Orientation Framework
- General Principles and Vision
- Learner’s Profile

Expected Results
- General Framework for Learners’ Competencies

Final Outcomes
- General assessment framework

Approved Evidence

Learning /Teaching Strategies
- Learning Plan

Learning procedures to acquire and transfer meaning
- Learning Activities

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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)
B- The Learner’s Profile

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.
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We are looking forward to a learner who is:
- Active
- Meditated
- Communicative and Collaborative
- Investigative
- Critical Thinker
- Inquisitive

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

- 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)

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Learner Profile

- 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

- 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

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Dr. Nada Oweijane CERD President
C- The Interactive Didactic Triangle

Learner

Teacher

Teaching Materials

Panel I
Panel II
Panel III
Panel IV
Panel V
The Didactic Triangle

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.
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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
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)

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Arabic Language</th>
<th>Mathematics</th>
<th>Science</th>
<th>Economics</th>
<th>Etc.</th>
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<td>Cycles / Years</td>
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<td>Etc.</td>
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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)
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**Paper Book / Interactive Book**

- The national textbook stems from the curricula through discipline that is suitable for teaching and learning.
- Digital book is not necessarily an interactive book.
  - Digital content / interactive content
- Interactivity lies in curricula and extra-curricular activities, through communication, active teaching methods, practical exercises, joint projects and digital supporting documents.
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
The interaction lies within the learning outcomes, and the balance among the learner’s knowledge, skills, and attitudes.
The interaction of three elements of the didactic triangle and their merging within each other lead to knowledge construction: Constructivism
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)
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The Interactive Curricula

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

1 Workshops’ Phase 2015-2016 – 2017

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.

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CERD Strategic Plan for the Basic Phases of the Curricula Project

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
CERD Strategic Plan for the Basic Phases of the Curricula Project

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

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CERD Strategic Plan for the Basic Phases of the Curricula Project

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
CERD Strategic Plan for Basic Phases of Curricula Project

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

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

8- Training: training all staff at the various educational stages and fields
   • Training of Trainers
   • Training teachers, coordinators, school principals, and all employees at the educational sector.
## CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

### Ongoing phases during the project

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<th>Panel V</th>
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<tbody>
<tr>
<td><strong>Project Management</strong></td>
<td><strong>Set the general directions of the evaluation system</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Prepare assessment methods and sample templates</strong></td>
<td><strong>Prepare the content of training workshops on evaluation</strong></td>
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<td><strong>Follow Up</strong></td>
<td><strong>Follow up the work plan for curricula design project</strong></td>
<td><strong>Coordinate among subjects at different stages, and cycles</strong></td>
<td><strong>Follow up and evaluate the curricula implementation using joint action research</strong></td>
<td><strong>Prepare workshops and conferences related to the project</strong></td>
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### CERD Round Table: Lebanese Curricula, Aspirations & Perspectives

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<td>Establish the National Thesaurus</td>
<td>Prepare educational academic standards for classification and coding in order to upload it on the special e-library</td>
<td>Collect the digital interactive means available from different sources</td>
<td>Prepare special teaching / learning platforms: books and educational resources for learners, trainers and others</td>
<td>Provide interaction and networking with other CERD digital educational management systems</td>
</tr>
</tbody>
</table>

**CERD’s Aspirations Towards New and Innovative National Curricula**

Dr. Nada Oweijane CERD President
The National Thesaurus and Electronic Platform

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

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- 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
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.
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
Technology in the teaching/learning process is a means to speed up and facilitate knowledge acquisition; new line Technology is not a goal itself.
Information and Communication Technology must serve the teaching/learning process for all learners with different intelligences and learning styles and not the opposite.
Thank You for Your Attention