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Meeting the Challenges of ASEAN 2015: The Philippine Normal University Social Science Teacher Education Curriculum Initiatives

ABSTRACT: ASEAN (Association of South East Asian Nations), as a single trade entity, has the potential to strongly influence world affairs through its trade strength. It is clearly known that ASEAN countries are rich in culture, diverse in language and religion, but have one common goal, to be united as one. Education, as a fundamental human right, is considered as an important and strategic in developing the human resources. The right to education imposes an obligation upon countries to ensure all children and citizens should have opportunities to meet their basic learning needs. The Philippine Normal University (PNU) can help in meeting the challenges of ASEAN 2015. The PNU's Social Science Curriculum, for example, uses an expanding environment approach. It allows the students to acquire the KVS (Knowledge, Values & Skills) appropriate for each environment. The Filipino identity is best fostered as it is experienced in every level of environment within the pupil's experience. Comprehending the local, national, and global forces across timelines forms the foundation of competent action required. The desire of each member state in the preservation of its national identity and cultural diversity should be reflected in its educational systems.

KEY WORD: Meeting the challenges, ASEAN 2015, Philippine Normal University, curriculum of teacher education, national identity, and educational system.

INTISARI: "Memenuhi Tantangan ASEAN 2015: Inisiatif Kurikulum Pendidikan Guru Ilmu-ilmu Sosial di Universitas Pendidikan Filipina". ASEAN (Perhimpunan Bangsa-bangsa Asia Tenggara), sebagai entitas perdagangan tunggal, memiliki potensi yang sangat berpengaruh dalam masalah-masalah dunia melalui kekuatan perdagangan. Hal ini diketahui dengan jelas bahwa negara-negara ASEAN adalah kaya akan budaya, beragam bahasa dan agama, tetapi memiliki satu tujuan bersama, yakni menjadi kekuatan tunggal. Pendidikan, sebagai hak asasi manusia, dianggap penting dan strategis dalam mengembangkan sumber daya manusia. Hak atas pendidikan menekankan kewajiban kepada negara untuk memastikan semua anak dan warga negara harus memiliki kesempatan untuk memenuhi kebutuhan utama mereka dalam belajar. Universitas Pendidikan Filipina (PNU) dapat membantu dalam memenuhi tantangan ASEAN 2015. Kurikulum Ilmu-ilmu Sosial di PNU, misalnya, menggunakan pendekatan pengembangan lingkungan. Hal ini memungkinkan siswa untuk memperoleh KVS (Pengetahuan, Nilai & Keterampilan) yang sesuai untuk setiap lingkungan. Identitas bangsa Filipina adalah hasil pemupukan terbaik seperti yang dialami di setiap tingkatan lingkungan dalam pengalaman peserta didik. Memahami kekuatan lokal, nasional, dan global dalam rentang garis waktu membentuk dasar dari tindakan kompeten yang diperlukan. Keinginan setiap warga negara dalam pelestarian identitas nasional dan keragaman budaya harus tercermin dalam sistem pendidikannya.

KATA KUNCI: Memenuhi tantangan, ASEAN 2015, Universitas Pendidikan Filipina, kurikulum pendidikan guru, identitas nasional, dan sistem pendidikan.

INTRODUCTION

The ASEAN (Association of South East Asian Nations) region is one of the most interesting growth markets in the world.

ASEAN, as a single trade entity, has the potential to strongly influence world affairs through its trade strength. It is clearly known that ASEAN countries are rich in

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culture, diverse in language and religion, but have one common goal, *to be united as one* (cf Messner, 2008; Tocci & Engelhard, 2008; Eitzen & Sage, 2009; and Naim Yaakub, 2015).

Language barrier has always been a constant problem among the people of the member nations. A great challenge for ASEAN community is to further increase programs on how to address the said issue. There is an increase of usage of English language as one of the focal point that needs to be considered. Even though, among the member nations they share a similar emphasis on human resource development as a key in developing the whole nation to enter in the knowledge-based economy and global environment.

We are about to realize that we are moving fast forward the situation, in which all nations operate in a global market environment. No country can grow in isolation. We are now facing up recent changes and challenges, brought up by the convergent impacts of globalization, increasing importance of knowledge as a principal driver of growth and the ICT (Information and Communication Technology) revolution.

Education, as a fundamental human right, is considered as an important and strategic in developing the human resources. The right to education imposes an obligation upon countries to ensure all children and citizens should have opportunities to meet their basic learning needs. The promotion of quality and equity in education is a common policy for countries in Southeast Asian region regardless of their different levels of development (Naim Yaakub, 2015).¹

Transformation of 10 member countries of ASEAN into a "borderless" region, where there is a free movement of capital, investment, goods, services, and skilled labor, is still the primer aim of the said organization. Thus, a broader objective of ensuring the "integration of education" as priorities into ASEAN's development is

focus on creating a knowledge-based society; achieving universal access to primary education; promoting early child care and development; and enhancing awareness of ASEAN youths through education and activities to build an ASEAN identity based on friendship and cooperation. The aim of promoting education networking in various levels of educational institutions and continuous university networking enhance and support student and staff exchanges as well as professional interactions including creating research clusters among ASEAN institutions of higher learning (Iskandar, 2009).

Actions as to strengthen the collaboration with other regional and international education organizations are needed to emphasize the quality of education in the region. Promoting education as a major engine of economic development; however, state governments can no longer keep up with the demands of the 21st century and provide for a free education. Common higher education challenges in Southeast Asia focused in furthering the studies of students as for post graduate courses; lack of qualified faculty staff; declining academic community; limited experience of quality assurance processes; lack of equitable access for all students; lack of infrastructures; geographic spread and diversities of universities; facility of the usage of English; and limited research expertise.

As with the current debate on what is the right path or track of the Asian version of the Bologna process is still focus on the issue of harmonization versus standardization of higher education frameworks.

Harmonization requires the comparability of the diverse systems. As with the idea of standardization it implies subscription to a single set of frameworks.

This is a more viable path towards the creation of a higher education space as it will take a considerably much longer imposition of a uniform standard on tertiary educational institute in every country. The desire of each member state in the preservation of its national identity and cultural diversity should be reflected in its

¹See also "Preparation for the ASEAN Community in 2015" in *Thai Higher Education Review*, Vol.X, No.33 [July-September 2010].

educational systems. This desire will pose a great challenge for the complete reform of its systems.

EMERGING TRENDS AND STATE OF HIGHER EDUCATION IN ASIAN COUNTRIES

The Philippines Experience. In the Philippines context and experience, we can define the status of Higher Education with large college population and with diverse program of college offerings. In order to attain productivity, focused in national direction, alignment of objectives, harmonization of procedures and approaches, as well as to have a coherent financing arrangement, the Philippine government should put primacy on the efficient use of resources. It can be done through the collaboration of local, regional, national, and international stakeholders.²

With the initiatives of the Philippine Commission on Higher Education, it takes the lead in rationalizing the country's existing quality assurance process and procedures for higher education on program and institution; increase access to quality of higher education; improvement and expansion of government assistance to students and teachers in private education, Alternative Learning System (ALS); Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP); and Ladderized Education Program (LEP).

Thailand Experience. In the Kingdom of Thailand, Higher Education focuses on high competencies in workforce which provide venues for students to ensure that they will stay competitive in the international market place. As best examples for this major aim in education are programs related to: Cooperative Education and Work Integrated Learning for New Generation Workforce that foster links between higher education and the world of work. It as well provides scholarship to aid human power development and capacity building.

The Regional Hub in Higher Education as the latest development in Higher

Education is undergoing the Second Decade of the National Education Reform with the aspiration towards Quality of Good Education.

Singapore Experience. In Singapore, it prepares a generation of thinking and committed citizens who are capable of contributing towards Singapore's continued growth and prosperity. The curriculum ensures that the skills and knowledge taught in schools meet the challenges of the 21st century. It provides students with a holistic and broad-based education.

Given the multi-cultural and multi-racial characteristics of Singapore, the bilingual policy is a key feature of the Singapore education system. Under the bilingual policy, every student learns English which is the common working language. Students also learn their mother tongue language (Chinese, Malay, or Tamil), to help them retain their ethnic identity, culture, heritage and values.

There are eight core skills and values learned by the students such as: (1) Character Development; (2) Self-Management Skills; (3) Social and Cooperative Skills; (4) Literacy and Numeracy; (5) Communication Skills; (6) Information Skills; (7) Thinking Skills and Creativity; and (8) Knowledge Application Skills.

Hongkong Experience. In Hongkong, the curriculum is defined in terms of the five essential learning experiences, i.e. moral and civic education, intellectual development, community service, physical and aesthetic development, and career-related experiences for lifelong learning and whole-person development of students. It develops an open, coherent, and flexible curriculum framework that enables students to meet the challenges of a knowledge-based society.

The framework is composed of three interconnected components: Key Learning Areas, Generic Skills, Values and Attitudes. The Key Learning Areas serve as the major knowledge domain of subjects providing contexts for the development of generic skills and values and attitudes.

²See, for example, "Chelo Banal Formoso" in *Philippine Daily Inquirer*, Manila, the Philippines: February 25, 2013.

EDUCATION INITIATIVES TOWARDS ASEAN COMMUNITY FOR 2015

The ASEAN (Association of South East Asian Nations) Community should provide strategies on how to deal with this challenge in Higher Education among ASEAN nations. This can be seen thru: (1) Regional Accreditation; (2) Unified Education Framework; (3) Improve Quality of Education; (4) Scholarship for Students/Faculty Exchange; (5) Regional Skills Competition; (6) Increase Usage of English Language; and (7) E-Learning/Online learning/Distance Learning/Open learning.

Regional Accreditation as in forming of certification or grant of formal status by a recognized and authorized accrediting agency to an educational institution. The said standard of quality will be set as minimum requirement by the government per se.

Unified Education Framework as in the establishment of ASEAN standards for HEI (Higher Education Institution)'s that includes the curriculum. A unified curriculum in the ASEAN region is needed in order to achieve the desired goal of one community.

Improve Quality of Education as graduates should possess skills needed in today's rapidly changing workplace.

Scholarship for Students/Faculty Exchange is needed to provide opportunities for the young people of ASEAN countries to develop their potentials and equip them with skills to enable them to step in an enlarged community. Faculty and school administrators should be knowledgeable, innovative, strongly motivated as well. Initiatives for faster promotion and awards should be introduced and raising the image and morale of the profession.

Regional Skills Competition is to foster participation of higher education institutions in ASEAN skills competition in order to support workforce development and achieve regional standards of competency.

Increase Usage of English Language as to enable member countries of ASEAN to communicate in English and serve as an important tool for the realization of ASEAN Community 2015.

E-Learning/Online learning/Distance Learning/Open learning that will serve as an open learning system for university and serve as teacher training programs.

The initiatives from the Philippine Normal University. The PNU (Philippine Normal University), as defined in its charter primarily, provides for higher professional and special instruction, promoting research and extension services, advance studies, and progressive leadership in education and teacher education. The University's function is considerably broadened to serve as the country's primary generator of knowledge and information in the field of teacher education, which can be used for national educational policy formulation. The expanded mandate requires the University to embark on a comprehensive organizational change and development process to transform the system that will better equip and prepare it to fulfill its broadened, expanded, and comprehensive mandate.

The great desire of the University is to become globally competitive as well as to remain responsive to the educational needs and social development requirements of its main stakeholder, i.e. the Philippine society. The K to 12 basic education program will not succeed without competent teachers that it needs for the program. The PNU has assume its leadership role in ensuring that there is a critical mass of teachers who can competently teach the enhanced New Curriculum from Kindergarten to grade 12. Therefore, it will be the vital service provider in the implementation of the New Basic Education Program.

As the major challenge to maximize the role of the National Center for Teacher Education and to meet the demands for highly qualified teachers, it seeks to: have innovative curricular programs and delivery systems; continuous professional education of teachers and educational leaders; need in developing standards in teacher education; and policy research for educational development and legislations.

PNU's Vision is articulated in its aspirations for the next ten years as "Internationally recognized and nationally

responsive Teacher Education University". Then, the new mission fostered and stressed in "nurturing innovative teachers". With changing contexts of education and with corresponding educational reforms that are taking place not only in the Philippines but worldwide, it requires the reconceptualization of the roles of the Teachers and the kind of Teacher Education programs provided to them.

These changing contexts include among others: (1) the growing internationalization of education which requires harmonization of standards and policies for evaluation, assessment standards, teacher training, curriculum, instruction, and testing between and among countries; (2) the scientific and technological developments which are revolutionizing the teaching-learning processes; (3) the imperatives of an education for sustainable development which will promote sustainable living and improving the capacity of people to address the environment and development issues; (4) the impact of globalization which challenges us to address both specificity of culture and tolerance of cultural diversity between and among groups in borderless world and at the national level; and (5) the restructuring of Basic Education anchored on lifelong learning and Education for All which requires a new set of competencies for teachers (*cf* Amott & Mattahaei, 2008; and Bowles & Gintis, 2009).

With these contexts, it is imperative to develop a more *responsive, relevant, innovative, and empowering* teacher education curriculum. The New Teacher Education Curriculum (NTEC) model of PNU (Philippine Normal University) aims to develop teachers who are strong in content, grounded in their discipline, and possess the pedagogical knowledge to produce and construct knowledge, reflect, and make meaningful connections, solve problems, and locate opportunities for strategic actions. Likewise, the NTEC model ensures strong philosophical and conceptual foundations for the teacher education programs, which are responsive to the changing needs and demands of our society. Thus, the NTEC

model seeks to respond to the imperatives of the new K-12 Basic Education Curriculum, the growing internationalization of education as evidenced by Bologna Accord in Europe, or the challenges to Teacher Education by ASEAN (Association of South East Asian Nations) in 2015, among others.

The New Teacher Education Curriculum (NTEC) Model: Program Description. The NTEC Model offers the following degree programs, namely: (1) Bachelor in Early Childhood Education; and (2) Bachelor in any of the following content specialization with Certificate in Elementary Education [1-6], Junior Secondary Education [7-10], and Senior Secondary Education [11-12] : [3+ 1].

First, Bachelor in Early Childhood Education. This is a three-year degree program designed to meet the needs of professional teachers for K-3 primary level. The BECED (Bachelor in Early Childhood Education) provides students with a comprehensive overview and application of the education of young children (from birth through age 8 or 3rd grade) that will blend theory about childhood development with a hands-on application of the principles.

The program aims to deepen prospective teachers' understanding of the physical, cognitive, social, and emotional needs of children; and help them develop the necessary knowledge and skills to plan and carry out programs, which optimize individual development of young children. Likewise, the program aims to equip prospective teachers with knowledge, dispositions, and skills necessary to manage high-quality early childhood education programs in public and private schools (*cf* Patajo-Legasto, 2005; Graci, 2008; and Frankel & Lloyd, 2009).

Second, Bachelor in any of the following content specialization with Certificate in Elementary Education (1-6), Junior Secondary Education (7-10), and Senior Secondary Education (11-12) : (3+ 1). This is a three year intensive content specialization plus one year training/certificate program for pedagogy in the various levels Elementary (1-6), Junior Secondary (7-

10), and Senior Secondary (11-12) designed to develop prospective teachers, who are steeped and grounded in specific specialist/content knowledge of a discipline; and, at the same time, posses pedagogical knowledge (professional education) to teach in any of the levels in Basic Education (*cf*Shulman, 1987; and Schlester, 2009).

The students, who will graduate from this program, have undergone adequate preparation to pursue a career in their area of specialization and can teach this subject in the K-12 curriculum. The program allows students to be certified to teach their area of specialization in the level of their choice (i.e. primary, intermediate, secondary). This degree program is structured in such a way that content specialization and not their pedagogical orientation alone will determine their preparedness to teach in either the primary, intermediate, or secondary level. See the figure 1.

The NTEC (New Teacher Education Curriculum) framework is committed to the development of an innovative and empowered teacher responsive the demands and requirements of the Basic Education Curriculum and the on-going reforms in education locally and internationally. The NTEC framework illustrates the solid connectivity between the Philosophy of Education, the desired learning outcomes for teacher education graduates, and the three dimensions (tripod) of Teacher Education Curriculum amidst the changing socio-cultural-political contexts of education. The curriculum puts premium on the holistic development of the teacher as an educated person, a reflective practitioner and a discipline grounded, responsive specialist, all of which are embodied in what we call the tripod of Teacher Education (PNU, 2013b).

The outer circle represents the expanding environment and context of the teacher, beginning from the self, home, school,

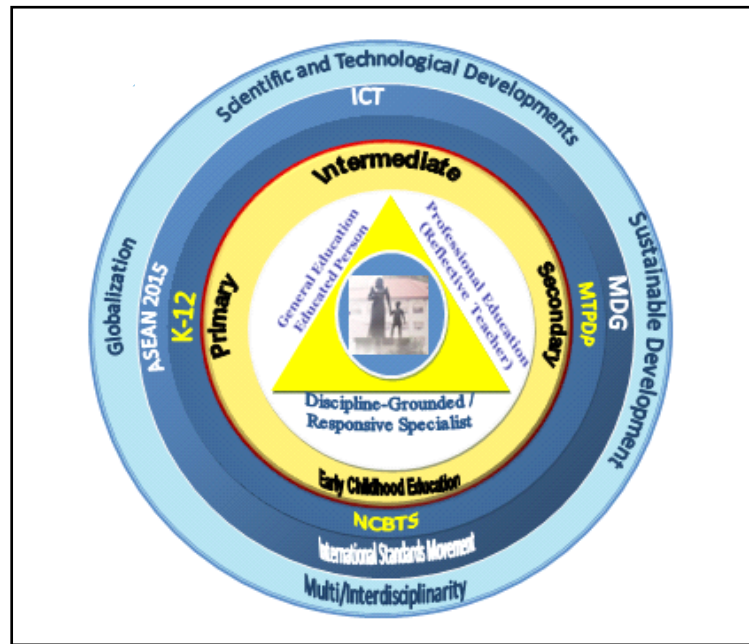


Figure 1:
The NTEC (New Teacher Education Curriculum) Framework

and society. The framework stresses the importance of a teacher, who is first and foremost conscious of his/her inner self and aware of how his/her inner and outer world interact and affect each other. The teacher's personal well being and growth is essential before he/she can help others understand their immediate world and transform their society. The NTEC promotes the development of teachers who have the capacity to effectively navigate the expanding environments from the home to the larger society for themselves, and to educate Filipino learners to understand the changes that are taking place in their environment so as to effect constructive actions.³

The inner circle features the three major areas of study, namely: General Education, Professional Education, and the Specialization Courses. Each of these areas creates a distinct orientation that defines the direction and thrusts of the courses each offers. See figure 2.

Specialization: Development of a Discipline – Grounded and Responsive Specialist. The base of the

³See also "SEAMEO INNOTECH to Launch Philippine Basic Education Curriculum Study". *Unpublished Report* [March 2013].

triangle represents the teacher as a specialist in his/her own discipline. First and foremost, the proposed curriculum believes that teacher must have a strong specialist content knowledge of his/her field of specialization. The prospective teacher must have both the breadth and depth of understanding necessary to teach a particular subject or discipline across levels, whether it is primary, intermediate, or secondary level. To teach a particular subject or course, a prospective teacher must start with a strong mastery of the content areas that students will be exploring with him/her. This includes disciplinary content, theories, methods of inquiry, and applied knowledge of the discipline (*cf* Morgen, 2009; and Wessleyley, 2009).

It is said that at the heart of effective content teaching is the teacher's Pedagogical Content Knowledge (PCK) – the teacher's interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. Studies reveal that when teaching subject matter, teacher's actions will be determined to a large extent by the depth of their pedagogical content knowledge. It is on this frame, how the curricular programs for Teacher Education are viewed. See figure 3.

**On the General Education:
The Development of an
Educated Person.** While first

and foremost the prospective teachers must have strong disciplinal and pedagogical content knowledge, it is also important that the curriculum includes General Education courses which provides students the broad intellectual experience which will develop the habits of the mind and heart by exposing them to different

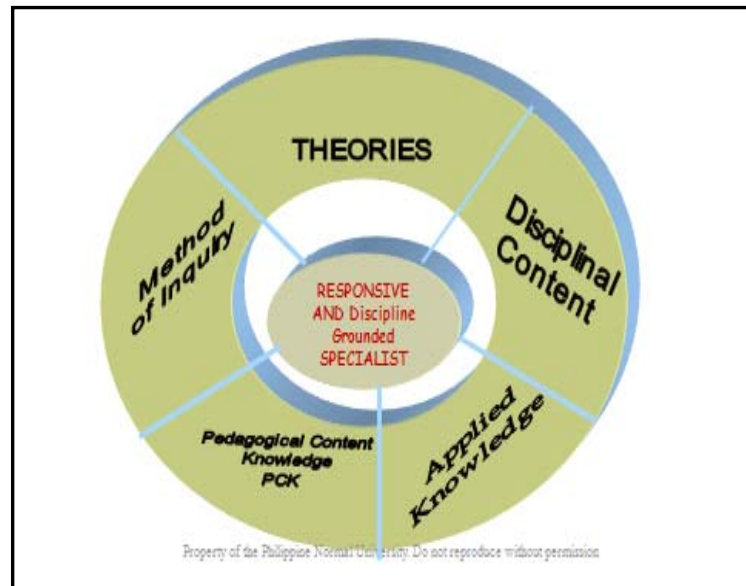


Figure 2:
Framework for Content Specialization

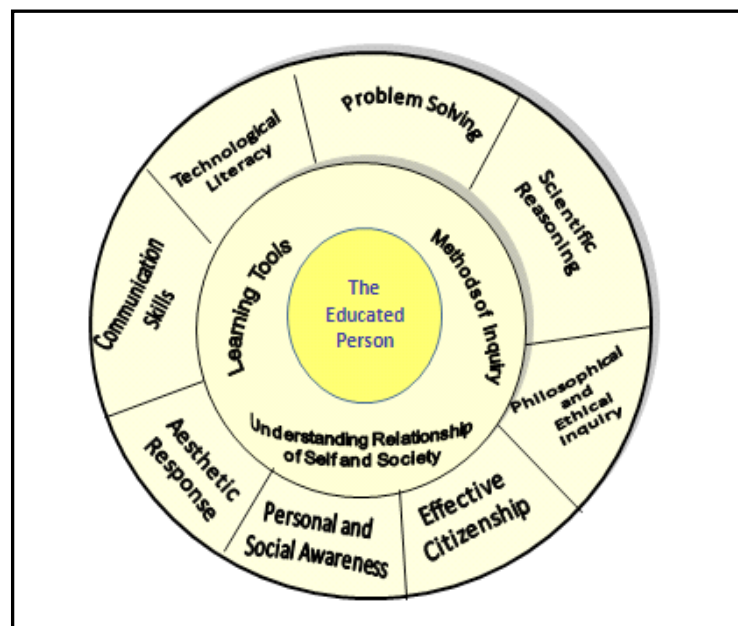


Figure 3:
The General Education: The Development of an Educated Person

structured and systematic ways of knowing and organizing knowledge.

General Education covers specific knowledge that every educated person should have for *lifelong learning*. The General Education Curriculum for the TEC (Teacher Education Curriculum) takes

into considerations the developments in the K-12 Basic Education Curriculum and its implications to Teacher Education. For one, it requires the new General Education to develop the following competencies: (1) Lifelong learner, or life and career competencies; (2) Productive and competent, or creativity and innovation; (3) With strong sense of ethical and moral values; (4) Can co-exist in harmony with the community, or strong sense of self and of community; (5) Autonomous critical thinker, or critical thinking and problem solving; (6) Ability to transform others and one self; and (7) National and global oriented-ness.

The General Education curriculum is anchored on the General Education Curriculum by the CHED (Commission on Higher Education) Technical Panel and is benchmarked with General Education curriculum of other universities locally and internationally (*cf* Monk, Betteridge & Newhall, 2007; Curran & Renzetti, 2008; Guerrero, 2008; and Lorber, 2008).

The Professional Education Component of the Proposed-TEC (Teacher Education Curriculum). The Professional Education component is the area in the PNU-TEC (Philippine Normal University – Teacher Education Curriculum) that develops in the students an orientation to the teaching profession and education as a field of discipline to enable them to become reflective teachers. Benchmarked with the National Competency Based Teacher Standards (NCBTS) of the Department of Education and with the Professional Education Standards of other countries, the new PNU Professional Education framework aims to develop the qualities of competent, innovative, and reflective teachers for change.

About the Teacher Education Curriculum, related to competency standards, graduates of the Bachelor in Early Childhood Education are teachers who demonstrate the following competence: (1) Instructional competence; (2) Cultural and global competence; (3) Competence in research and evidenced-based practice; (4) Leadership and advocacy; and (5) Personal competence.

Graduates of the Bachelor in the different content courses with certification/specialization in primary, intermediate, and secondary education manifest the following competencies: (1) Theories in the discipline; (2) Disciplinary content; (3) Method of inquiry; (4) Pedagogical content knowledge; and (5) Applied knowledge

Graduates in the different certification/specialization levels manifest the following competencies appropriate to primary, intermediate, and secondary levels: (1) Teaching philosophy; (2) Pedagogy and andragogy; (3) Ethics and relevant laws; (4) Curriculum development; (5) Social responsiveness and community engagement; (6) Materials development and learning technologies; (7) Assessment of teaching and learning; (8) Educational leadership and innovation; and (9) Knowledge creation and continuing education.

Therefore, how did the Social Science/Social Studies Specialization Program in the New Teacher Education Curriculum (NTEC) address the challenges of ASEAN (Association of South East Asian Natin) 2015? The main goal of Social Studies in Philippine Basic Education is to develop among students *civic competence* to function responsively as Filipino citizens in a *globalizing world*.

Civic competence means: (1) Manifests pride in the Filipino identity; (2) Comprehends the historical, social, cultural, and political contexts that shaped Filipino identity; (3) Actively participates in nation building; (4) Exhibits commitment to democratic values and practices; (5) Grasps the complexities of national situation and global trends and takes advantage of the opportunities for Philippine leadership; and (6) Demonstrates responsible citizenship at the local, national, and global levels (PNU, 2013a).

The Social Science Curriculum uses an *expanding environment approach*. It allows the students to acquire the KVS (Knowledge, Values & Skills) appropriate for each environment. This approach is particularly given emphasis in Elementary Social Studies. The Filipino identity is best fostered as it is

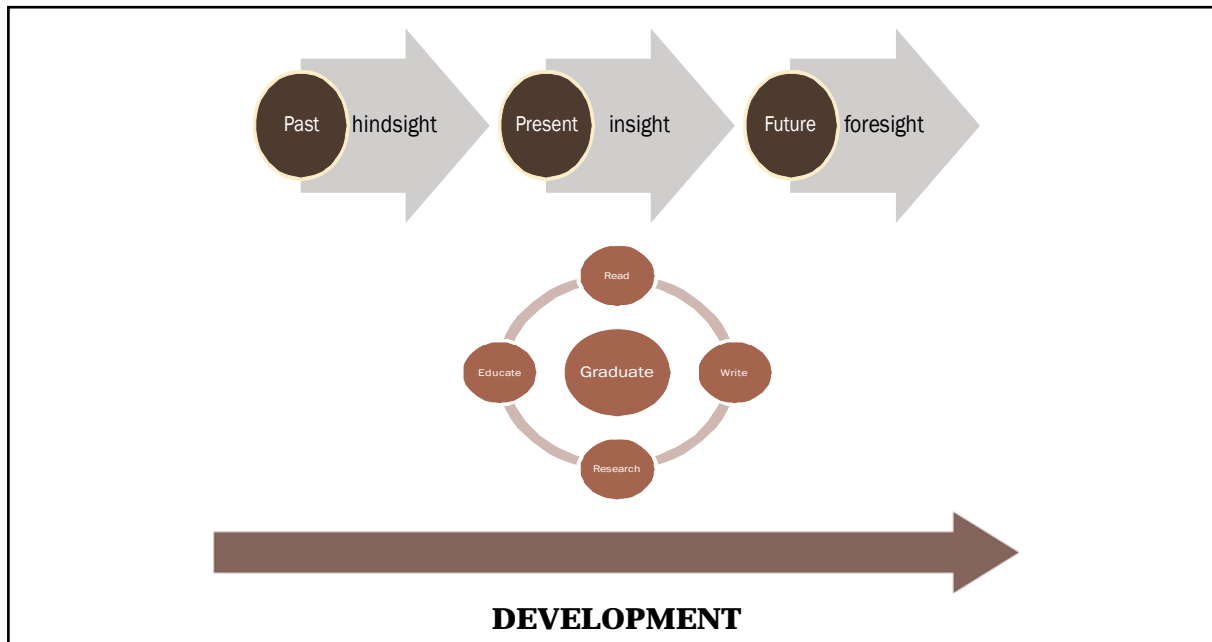


Figure 4:
Framework of the Program

experienced in every level of environment within the pupil's experience. The self, family, community, and country need not be in contradiction. Each level can be reconciled with the other levels.

The Secondary Social Studies is more tilted towards the increasing complexity of action that must be undertaken to exhibit civic competence. Comprehending the local, national, and global forces across timelines forms the foundation of competent action required. The unique feature of the curriculum is the elevation of time and intersection of time and space as a significant factor to be considered in the inquiry.

The interconnectedness of the past, present, and future in each of the environments, the students will be able to study what is articulated in a more pronounced way in the proposed curriculum. The present is the result of our past. The future will be determined by how well we will live our present. Therefore, it is envisioned that a Social Science curriculum is (1) Comparable with AB Social Science program; (2) Comparable with BEEd, *Bachelor of Elementary Education*, and BSE, *Bachelor of Science Education*, in Social Studies/

Social Science; (3) Develop teachers who are strong in both content and pedagogy; (4) Prepare graduates to be educators and researchers in social science, social studies, and social science education; (5) Prepare graduates to be practitioners in the field; and (6) Equip graduates to be development – oriented educators and/or development workers.

Thus, the Social Science Specialization Program seeks to respond to the imperatives for the new K-12 Basic Education Curriculum, the growing internationalization of education as evidenced by Bologna Accord in Europe and the challenges to Teacher Education by ASEAN 2015.

Description of the Program. The Social Science Specialization Program is interdisciplinary in perspective, development oriented in vision, integrative in approach, and service oriented in practice. The program is BACHELOR OF SOCIAL SCIENCE EDUCATION with Certificate in Elementary Education and Secondary Education for Junior and Senior Levels. Followings are the description related to the program, namely: (1) Proponent of the Program; (2) Framework of the Program;

(3) Desired Common Learning Outcomes and General Competencies; (4) Target Client; and (5) Course Content.

First, Proponent of the Program. The proponent of the Social Science Specialization Program is the Department of Social Sciences and the College of Arts and Social Sciences and now the Faculty of Behavioral and Social Sciences under the College of Teacher Education.

Second, Framework of the Program. The Social Science Specialization Program is aligned with the overall framework of the NTEC (New Teacher Education Curriculum) framework approved by the Academic Council in 2010. Its Learning Outcome Structure is as in the figure 4.

Third, Desired Common Learning Outcomes and General Competencies. The program aims to develop Social Science teachers, who have the ability to anticipate future trends, take action to improve present day social condition, utilize the past to shed light on the present and future trends, and educate learners effectively to acquire the knowledge, values, and skills necessary to transform society.

Specifically, it endeavors that: (1) Students will possess a strong social science foundation with an understanding of how the past, present, and future developments shape and affect human values and institutions; (2) Students will exhibit thinking skills based on the ability to draw hindsight, insight, and foresight from data and knowledge generated in/by the discipline; (3) Students will demonstrate an understanding of basic social science research methods using quantitative and qualitative tools; (4) Students will demonstrate that they are conversant, i.e. possess a basic grasp, in the disciplines subsumed under the “social sciences”; (5) Students will demonstrate competency in analytic and theoretical tools required to make social analysis with depth,

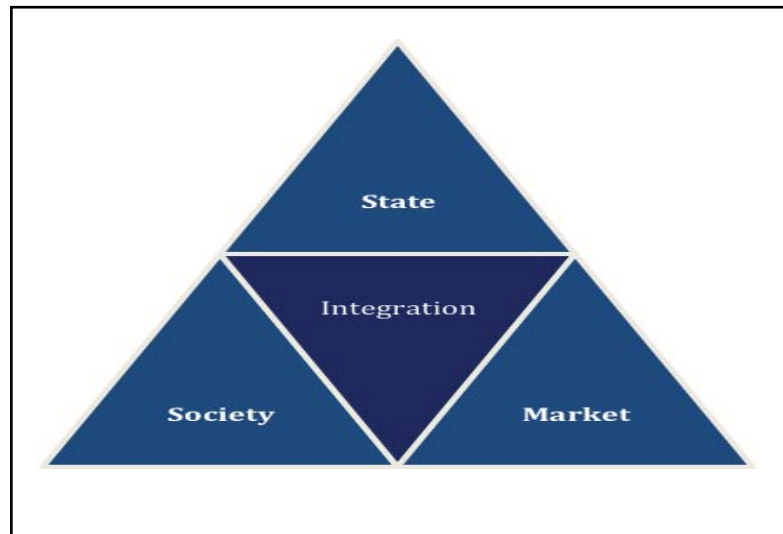


Figure 5:
Course Content

breadth, and coherence; (6) Students will demonstrate they possess the cognitive competencies and study skills to succeed in advanced/graduate studies in any of the specific fields in the social sciences; (7) Students will demonstrate that they have the competencies needed to function competently as a social science teacher and as a social science professional; (8) Students will demonstrate competency in written and oral communication; and (9) Students develop commitment to the social science praxis of reconciling theory and practice through continuous reflection and action (*cf*Tujan, 2008; and UN, 2010).

Fourth, Target Client. The students of the program are Elementary and Secondary School Teachers in Social Science/Social Studies, Social Science curriculum planners, Human rights/women studies practitioners, Non Governmental Organizations practitioners, and Social Science researchers.

Fifth, Course Content. The content courses are grouped around understanding the dynamics of the STATE, SOCIETY, and the MARKET with integration courses to facilitate students' ability to connect; how these three main components of the field of social science are affecting each other and impacting individuals in the society. The structure of the content courses is as in the figure 5.

CONCLUSION

With the above innovation in PNU (Philippine Normal University)'s Social Science/Studies Curriculum, it, therefore, seeks to develop a Social Science/Social Studies teacher who have the ability to *anticipate future trends, take action to improve present day social condition, utilize the past to shed light on the present and future trends*, and educate learners effectively to acquire the knowledge, values, and skills necessary to transform society. It will be a challenging task for future Social Science/Studies teacher to reflect and act now. This will be for the preparation of the future generation to think, react, reflect, and put things into action and work for the betterment of the Philippine Society towards the ASEAN (Association of South East Asian Nations) and the world as a whole.

In the present approach, which was utilized in the New Curriculum of the PNU, it offered a Trimestral approach in order to suffice the said innovations. It started this School Year 2014 – 2015, wherein selected faculty members were given a one hour and forty five minutes in teaching their subjects. They were given the leeway to create as well as used additional approaches in teaching as in utilizing the internet for the students' home study.⁴

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⁴**Statement:** I wish to make an assurance that my paper is an original work by my own self, it is not a product of plagiarism and as well as not submitted and published in other scholarly journal.

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