

Current Status of North Korean Teaching Method Following the Changes in Content Deployment Method in Textbooks

Oum, Hyun Suk

Center for Korean Unification Education in Seoul

Abstract

This article examines the current status of North Korean teaching method according to the changes in the content deployment in textbooks which were published after Kim Jong-un assumed power. The author examined changes in the content deployment of first-year textbooks for elementary, middle and high schools which were published after Kim Jong-un took power and analyzed how such changes affected the teaching method. For this, the article reviewed periodical publications on North Korean education which were published around 2012 to examine the evaluation of the teacher's group which is directly affected the supplementation of the teaching method.

The study focused on the changes in content deployment in textbooks as such changes require assessment on whether they require direct changes to the teaching method. The outcome of the study can be summarized as the following. Firstly, changes in the content deployment methods of textbooks are made in various forms and approaches. Secondly, the way of describing contents has deviated from historical narrative.

The change of the teaching method is inevitable as the content deployment methods are transformed to enhance readability and to shift focus from knowledge transfer to activity-oriented manner. Moreover, British English education curriculum, teaching materials, teaching aids, and English the teaching method that came from outside helped to solve the thirst for new teaching method. However, it is not an easy task to change the teaching method for the vast majority of North Korean teachers who have not been exposed to the 'global education development trend.'

Key Words: North Korea, North Korean teaching method, North Korean education method, Enlightening teaching method, North Korean textbooks

Received May 15, 2017; Revised version received August 11, 2017; Accepted September 01, 2017

1. Introduction

To foster its educational system that accords with ‘global education development trend,’ North Korea demands ‘improvement’¹⁾ in educational contents and teaching method. In structuring educational contents, North Korea orders to “break away from the conventional framework and bring about radical innovation” and “not by way of simply supplementing or modifying but overriding fundamental changes” (Park, Yŏngch’ŏl and Choi, Yŏngch’ŏl 2016, 41). ‘Improving’ the teaching method is “the most critical and desperate issue” in the ‘educational revolution’ (*Rodong Sinmun* September 3, 2014). Accordingly, the purpose of this research is to examine the present state of the teaching method upon changes in the content deployment of the textbooks published after Kim Jong-un’s assumption of power.

Since Kim Jong-un assumed power, numerous articles about interpretations of newly compiled textbooks and one’s experiences regarding teaching method are being published in North Korea’s education-related periodicals (*Kyoyuk Sinmun* April 3, 2014). This points to the fact that noticeable changes in the content deployment method of textbooks are affecting the teaching method²⁾ as well. North Korea’s interest in ‘global education development trend’ is also a noteworthy phenomenon. Since 2014, North Korea has been serially publishing³⁾ ‘global

-
- 1) The research used quotation marks (‘’) on the term improvement in the sense that it is a term commonly used in North Korea rather than an evaluation of whether the actual teaching method of North Korea has improved. Improvement means ‘to fix something that is deficient or wrong’ in a dictionary meaning. However, the improvement of the teaching method pursued by North Korea is close to the concept of complementing, by supplementing what is lacking.
 - 2) ‘Socialist education method’ is the education methodology adopted in North Korean schools and “enlightening teaching method” is the most representative teaching method in North Korea. In the broad sense of ‘socialist education methods,’ there are a variety of educational activities, such as enlightening teaching, theoretical education and practical education, the combination of education and production work, the strengthening of organizational life and social and political activities, the combination of school education and social education, organizational life, reinforcing social and political activities, the combination of school education and social education, pre-school education, school education, and adult education. These methods are stipulated in the ‘Theses on Socialist Education’ (hereinafter ‘theses’) of 1977.
 - 3) A headline titled “a new series of column ‘Global education reference’ will begin,” appeared on the third page of *Kyoyuk Sinmun* on January 23, 2014. According to this article, “the editorial desk, with the aim of helping to nurture talents required in the era of knowledge economy, will be publishing articles on the third page of *Kyoyuk Sinmun* about new forms and methods of teaching which are being researched and adopted recently in many countries, education methods for pre-school children, issues that parents should not miss in their children’s education, and methodological issues for nurturing talents by continuously building up skills. The columns will be classified into four different sections of school education, home education, pre-school education, and skills development.”

education reference' in *Kyoyuk Sinmun*, and considers embracing these changes as part of 'education system development measures' (*Rodong Sinmun* January 10, 2013). It has brought tangible changes to the structure of 'traditional' classrooms, and communications and interactions among students appear to have increased as well (Oum, Hyun Suk 2016, 137).

This research examines changes in textbook content deployments, as observed in the textbooks of the first-year students of the elementary, middle and high school that are published since Kim Jong-un took power, and analyzes how such changes may have brought meaningful changes in the teaching method. Moreover, the research will review periodical publications on North Korean education which were published around 2012 to examine the evaluation of the teacher's group which is directly affected by the supplementation of the teaching method. The research delves into periodical publications such as *Inmin Kyoyuk*, *Kyoyuk Sinmun*, *Kyowon Sonjon Suchop*, *Rodong Sinmun*, *Choson Sinbo* and other North Korean publications such as *Kwangmyong Encyclopedia*, *Chosŏndaebaekkwajŏn*, *Chosŏnmaltaesajŏn*, *Tagugŏdaesajŏn*. Also, when citing North Korean materials, this research followed notations and spacing of the original reference. Quotation marks (‘’) were applied for any North Korean jargons that are worth underlining.

This research did not analyze every North Korean textbook but compared and analyzed selected subjects or selected parts of textbooks that most well characterize the 'improvement' in the teaching method. Hence, the comparative analysis of textbooks and the teaching method in the article do not represent the entire North Korean textbooks.

2. Changes in the Textbook Content Deployment

This study takes notice of the changes in the textbook content deployment as it requires an assessment to understand if they directly induce changes in the teaching method.

In September 2012, North Korea proclaimed the legislation of '12-year compulsory general education.' Upon this change, every first-year student of all

schools “began to receive education with new textbooks that are compliant with the 12-year compulsory education code” from April 1st, 2014 (*Choson Sinbo* October 7, 2013). Upon implementation of the new education system, some curriculums and subjects were either added, canceled, or combined and class hours were adjusted. Such changes are deemed to have affected textbooks in following four aspects (Cho, Jeong-ah 2015). First, the system applied spiral curriculums to focus on securing articulation in educational contents between grade levels and between school levels. Second, the integrated curriculum was partially introduced. Third, the curriculums were designed to foster not only specific knowledge and skill sets but also to develop general intellectual capabilities such as thinking, inquiry abilities, creativity as well as knowledge utilization capabilities. Fourth, content deployment and external aspect of the textbooks were improved to avoid unilateral knowledge delivery and to encourage students to actively participate in class. This research focuses on the fourth aspect as content deployment and external aspect of the textbooks are important variables among factors which compose teaching methods that represent the relationship between teachers and students.

Firstly, changes in the textbook content deployment involve various formats and methods. Changes in teaching structures are typical examples. In North Korea, conventional teaching structures consisted of formats such as ‘giving new knowledge,’ ‘emulating,’ ‘experiencing,’ ‘recreating,’ or ‘reinforcing.’ However, newly adopted teaching structures include diverse forms like ‘inquiring,’ ‘giving new knowledge,’ ‘emulating,’ ‘experiencing,’ ‘debating,’ and ‘playing.’ Another change is additional pictures in the teaching materials which helped children to easily approach learning. “Textbooks are revised to become more familiar (Chang, Yunsun 2014, 19; *Choson Sinbo* March 11, 2015),” is a common recognition in the new textbook reviews by education-focused North Korean periodicals.

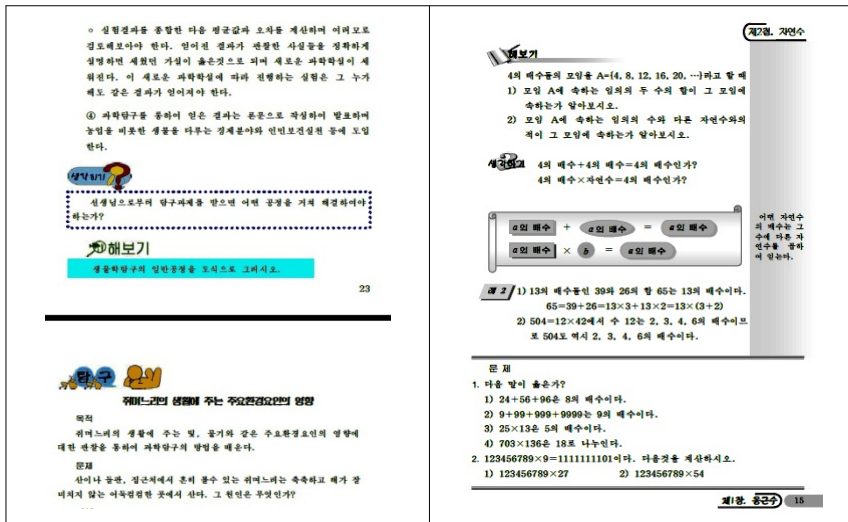
Teachers’ perception of the revised ‘curriculum program’ is well described in the following quotation.

“A characteristic of the 12-year compulsory general education system is a changed student-faculty relationship as students become more actively engaged in learning.

(...) Unlike the past, the new textbooks allow students to develop their knowledge to recognize needs for learning and experiencing new knowledge, and to gradually deepen their knowledge and to develop thinking skills through ‘experiencing,’ ‘debating,’ and ‘thinking’ (Chŏn, Hyesŏn 2017, 50).

According to the quotation, revised ‘curriculum program’ demands learners’ active participation. Also, it underlines that the new textbooks deploy contents to help students freely research and also to build critical thinking skills. Figure 1 below shows content deployment of first-year middle school ‘biology’ textbook which was revised in 2013 and that of first-year middle school ‘mathematics’ textbook (right).

Figure 1. Changes in Teaching Structure in Textbooks



These noticeable changes are the result of newly amended ‘curriculum program’ which is in conformity with the 12-year compulsory general education program. ‘Curriculum program’ is equivalent to ‘curriculum framework’ of South Korea which stipulates curriculum organization, class hours and entire semester schedule.

Secondly, contents describing approach has deviated from the previous historical narrative format which begins the first sentence with the necessity, and the implications and achievements. It is noticeable that the new textbooks are structured by dividing the main contents into a number of topics to structure each part and that episodes and historical stories related to the theme of the text are deployed here and there to attract students' attention. On top of that, questions and learning activities are presented between contents. One thing is clear: the official knowledge selected by the state goes through the process of rearrangement to reflect the internal and external environment of North Korea. Nevertheless, the fundamentals of the contents remain unchanged. This is the reason why North Korea still underscores that "the party's consistent policy in formatting educational contents is to base political ideology educations and to especially strengthen science and technology educations." (*Inmin Kyoyuk* 2014, 7) Therefore, the author focuses on the changes of the delivery style of the education contents rather than to focus on the changes of the contents.

Figure 2. Changes in Content Deployment Method in Textbooks

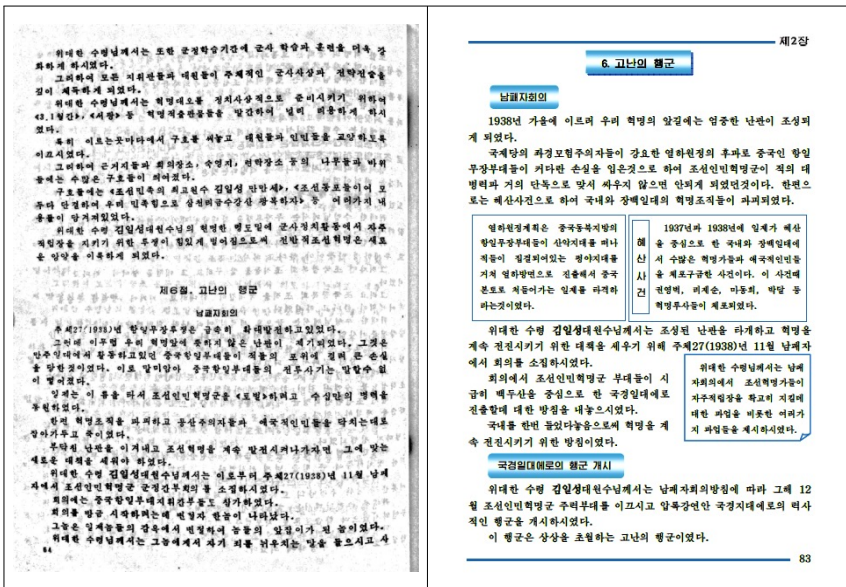


Figure 2 above describes the contents of ‘The arduous march’ in the textbook of “The revolution history of the Great Leader Marshal Kim Il-sung.” The image on the left is a textbook for the fourth grade of the advanced middle school published in 1999, 4th edition, and the image on the right is a textbook for the first grade of the high-level middle school published in 2013.

Based on the comparison of the two textbooks, it is evident that the new textbook shows changes in the formation of the knowledge and the content deployment. The textbook published in 2013 integrates anecdotes and data in multi-dimensional ways, unlike delivering the knowledge only by words, thereby proves changes in the content deployment. One observation from the changes in the content deployment of textbooks is that in general, the textbook adopted the use of colors widely. Such changes help stimulate students to “gain interests (in educational contents) and to improve readability.” (Cho, Jeong-ah et al. 2015, 81) Also, it leads students to participate actively in classes, thereby modifying its unilateral knowledge delivering style. The table below shows the list of items that changed as a result of the reorganization of the school system.

Table 1. Changes in the content deployment method in textbooks

Classification		11-year compulsory general education		12-year compulsory general education
Teaching and learning process	Purpose	Socialist builders, educate to nurture patriots	Communitistic new human with intelligence, morality and physical strength	Creative talent, Juche-type new human
	Contents	Knowledge delivery oriented, logic, systematicity, sequentiality		Simplified description method based on learners' interests and levels
	Teaching method	Story, discourse, debate and discussion, interrogatory teaching method, bangsiksanghak (learning from model), textbooks, demonstration, observation, experiments	Observation skills, memory, thinking skills, imagination, rapid reading skills	Discovery method, problem teaching method, actual example based teaching method, order-based teaching method, self-learning method
	Role	Teacher oriented		Learner oriented
	Environment	Conventional educational medium	Multimedia medium	Multi-functional classroom

According to the table, the contents and roles of the education appear to have changed the most. It is noteworthy that such changes in the textbook's content deployment method appear to reflect transformations in the education, what used to function merely as means to transform humans by pursuing only changes in learners' behaviors, to also accept the current social demand to raise creative talents that are also 'Juche type new human.'

Since the rise of Kim Jong-un, the definition of 'creativity' in North Korea became "getting rid of something banal and ceaselessly creating something new!" (Chollima 2014, 36) 'Creativity' is described as a propulsion that allows "moving forward by transforming old ones into new ones as if draining stagnant water, just as it is a project that literally creates new things." (Rodong Sinmun May 17, 2014) North Korea has been focusing on the textbook as a means to fundamentally

eradicate cramming education style in the era of rapid development. After Kim Jong-un pointed out the need to boldly break the old education systems and diagrammatic frameworks that had been stiffened for a long time, the textbook has become one of the most noticeable changes. The huge changes in the textbook's content deployment are triggering a significant amount of changes in the teaching method.

3. Transformational Search of the Teaching Method Paradigm

Changes in the teaching method are inevitable as the textbook's content deployment method changes to improve readability and also transforms from knowledge-transferring to activities-centric. Since the introduction of 'enlightening teaching method' in the mid-1960s, and as long as North Korea's 11-year compulsory education system was in place, North Korean education consisted of textbooks-driven and teachers-centric classes. Now, North Korea's education is changing after the proclamation of the 12-year compulsory education system. Such changes are impacting the teaching method in one way or another.

In the past, the basic teaching method was a combination of a teacher's explanations for knowledge transferring, supplementary visual aids, and questions. The debates about teaching methods were focused on whether the method could successfully educate students. Therefore, a large amount of emphasis was given to the teachers' narrative ability and technique, but little on considerations for the learners. The teaching and learning processes are "thoroughly and systematically standardized beforehand" (Lee, Sungho 2006, 48) to homogenize teaching method in all schools in North Korea. North Korea's definition of 'enlightening teaching method' is 'the teaching method to allow students, by themselves, to easily understand and learn the fundamentals of objects and phenomenon' (*Chosǒndaebaekkwajǒn* 2001-2005). 'Enlightening teaching method' is a teaching method introduced in the mid-1960s. 'Enlightening teaching,' according to the dictionary definition, means the teaching style that enlightens the knowledge one by one for object individuals to understand. North Korea's *Choyǒngsajǒn*

defines ‘enlightening teaching method’ to be ‘the heuristic method of teaching’ (*Tagugōdaesajōn* 2005). ‘Heuristic,’ a pedagogy term, means finding order or principles from structured and out-of-context situations or the learning method which leads students to play main roles in the education. However, ‘enlightening teaching method,’ similar to ‘the heuristic method of teaching’ by conceptual definition, is, in fact, a teaching method that is goals-driven and teachers-centric (Oum, Hyun Suk 2015, 1087). Teaching method should be contemplated in the holistic processes consisted of teaching and learning. The process of teaching and learning consists of six elements; who, by what materials, to whom, how, under what conditions to teach and learn according to certain objectives. The process of teaching and learning is necessarily related to these six elements (objective, content, method, instructor, learner, and environment) (Lee, Sungho 2006, 37). In North Korea, teachers are obligated to abide by the education code, and the education contents and teaching method are completely controlled through pre-inspection of teaching plans. This has been the practice since the liberation, where North Korea has been directly involved in the selection and the delivery of the knowledge and also systemically managing the teachers who are the knowledge deliverers (Oum, Hyun Suk 2016, 3). Consequently, North Korea’s focus has been weighted towards what had been taught and learned through such process. As collaboration and social activities between teachers and students and among students themselves have become increasingly common, however, the teaching method came to emphasize the students’ perspectives. The quote below well depicts such phenomenon.

“Today, in the era of information, more teachers are actively engaged in the research to revolutionarily improve teaching methods. But what is lacking in such effort is negligence of studies about students’ learning method. (...) Teaching plans in the past are mostly well prepared in terms of the knowledge but rarely contemplates about students’ acceptance of the knowledge, and therefore the plans only consist of lessons plans and knowledge contents.” (*Inmin Kyoyuk* 2008, 10)

The quote above is notable to the point that North Korea is precisely aware

of limitations of its textbooks-driven and teachers-centric education.

Also, “increasing the proportion of exercises and reviews substantially to reduce teaching density than before” (*Inmin Kyoyuk* 2014, 20) is forcing teaching method to be transformed. As for the extent of the transformation, Park, Sŏnghak (*Inmin Kyoyuk* 2014, 25) said, “students’ self-directed learning activities take a lot of portion in comparison with teacher’s explanation.” This can be interpreted as a willingness to encourage the interaction between teachers and students or among students and to attract students’ voluntary participation by moving away from the existing knowledge-intensive education. These are unprecedented educational attempts which were triggered by Kim Jong-un’s pointing out the need to boldly break away from formalized frameworks (Oum, Hyun Suk 2016, 134).

Such attempts include structural changes like space rearrangements and are expanding to details of teaching. Following list of teaching styles are suggested to be suitable for ‘the era of knowledge economy;’ changes of spatiotemporal structures for teaching, stronger connections between teachers and learners through changes in bilateral and multi-directional communication systems, smaller class size, enhanced teaching efficiency through changes in seating arrangements, setting teaching hours based on students’ psychological conditions, bolstering groups teaching and individuals teachings, organizing groups based on students’ competencies, ability grouping, teaching cooperations by and among teachers, and computer-aided teaching, etc. British English courses, textbooks, teachings aids and materials and English teaching method that are imported from the outer world (Bae, Jei 2015, 100) were helping teachers to access new teaching methods. According to Bae, Jei (2015, 101), English education and teachers led the ‘improvement’ in the teaching method. Since 2000, with the support from the British Council, North Korea has been training its English teachers. Also, English education in North Korea became the engine behind the globalization of the country thanks to the native English speaking teachers who were dispatched to North Korea.

However, it is not an easy task to change the teaching method for the vast majority of North Korean teachers who have not been exposed to the ‘global education development trend.’ A conflicting act of adopting and fostering global education development trends and exemplary cases to be adapted to North Korea’s

situation while “firmly maintaining foundations of socialistic education” (*Inmin Kyoyuk* 2014, 5) comes off as challenges on the way to change the teaching method. North Korean teachers are the group of resources trained through institutionalized education. These are the people who have already received homogeneous education from the state. Therefore, conditions to homogenize education is given to them and there is a habitus already established to self-control any measures that are heterogeneous or heretical that harm homogeneity of educational work even if they are given the flexibility to utilize various educational means in the process of their education work (Lee, Kun-Man 2009, 99). Teachers with longer years of teaching experiences are actually found to be less capable of coping with new knowledge in the new era. North Korea’s education authorities are well aware of these problems.

“It is in fact quite a challenge for teachers to discard their old teaching styles of delivering knowledge and to adopt new teaching styles that lead students to actively identify the essence of problems and actively acquire knowledge.” (*Rodong Sinmun* August 7, 2014)

Furthermore, emulation, which was institutionally encouraged, are paradoxically hindering creativity. ‘Demonstration-based teaching’ and ‘bangsiksanghak (learning from the model)’ are the typical examples (*Chosŏnmalsajŏn* 2010, 611). The objective of both methods is to disseminate advanced educational experiences in a short period of time. Yet, the methods have now become something to be criticized as North Korea aims to change its teaching method. Critical view toward emulation can be found in multiple materials. Cited below are two articles that have different perspectives about emulations.

“Scheduled class observations were relatively good, yet, unscheduled class observations displayed poor teaching qualities. Even the teachers whose classes were considered to be well taught had adopted the teaching method that was rather “emulations” of others. (*Kyoyuk Sinmun* April 8, 2010)

“I first observed classes of teachers who had ample experiences to learn their

teaching method. But it eventually led me to emulate a great deal of teaching styles from them. In the end, without sufficient contemplation and exploration, teachers became fixed without anything new or of their own.” (*Kyoyuk Sinmun* May 27, 2010)

The first quote reflects the perspective of an education worker and the latter represents teachers’ perspective. The first quote acknowledges that even prepared classes have dual aspects. However, the latter shows the recognition that emulating others hinders one’s chance to develop creativity.

Oum, Hyun Suk (2016, 173) underlines that the reason North Korea introduced ‘global education reference’ through a series of columns in *Kyoyuk Sinmun* in 2014 was to let teachers who were locked in the framework of ‘enlightening teaching method’ think outside the box. Furthermore, such measures come down to the institutional level rather than the level or quality of individual teachers. The control over external information and encouraging superiority of ‘enlightening teaching method’ from inside have been the rooted practice of the teaching method and have raised problems. In addition, the unified and uniform cramming education style led by the predecessors hinders the development of the current system. The rigid and abnormal education structure was no longer feasible to pursue ‘ability education’ and use creativity.

4. Conclusion

This article examines the current status of North Korean teaching method according to the changes in the content deployment in textbooks which were published after Kim Jong-un assumed power. As informatization was promoted throughout North Korea, the teaching method in North Korean curriculum came to require fundamental changes. In the late 2000s, North Korea partially developed the electronic textbooks and tried to provide a basis for informatization education in which students learned theories and learned computers while studying practical

skills. Therefore, there is a consensus on the issue that the education quality of the new century cannot be guaranteed without departing from the current framework and customs. Consequently, it probably is a necessary process in the Kim Jong-un era to attempt to escape from the rigid and inflexible ‘unified teaching method’ which focuses on knowledge transfer.

The author examined changes in the content deployment of first-year textbooks for elementary, middle and high schools which were published after Kim Jong-un took power and analyzed how such changes affected the teaching method. For this, the article reviewed periodical publications on North Korean education which were published around 2012 to examine the evaluation of the teacher’s group which is directly affected by the supplementation of the teaching method.

The study focused on the changes in content deployment in textbooks as such changes require assessment on whether they directly induce changes to the teaching method. The outcome of the study can be summarized as the following. Firstly, changes in the content deployment methods of textbooks are made in various forms and approaches. The change in teaching structures is the key example. Also, newly published textbooks deploy contents to encourage students to freely research and to think critically on their own. Secondly, contents describing approach has deviated from the previous historical narrative format which begins the first sentence with the necessity, followed by structured content and implications and achievements. It is noteworthy that the official knowledge selected by the state does not change according to the changes in the educational contents. Still, North Korea underlines that “the party’s consistent policy in formatting educational contents is to base political ideology educations and to especially strengthen science and technology educations.” It is noteworthy that new changes in the textbook’s content deployment method appear to reflect transformations in the education, what used to function merely as means to transform humans by pursuing only changes in learners’ behaviors, to also accept the current social demand to raise creative talents that are also ‘Juche type new person.’

Changes in the teaching method are inevitable as the textbook’s content deployment method changes to improve readability and also transforms from knowledge-transferring to activities-centric. Since the introduction of ‘enlightening

teaching method' in the mid-1960s, and as long as North Korea's 11-year compulsory education system was in place, North Korean education consisted of textbooks-driven and teachers-centric classes. Now, North Korea's education is changing after the proclamation of the 12-year compulsory education system. Such changes are impacting the teaching method in one way or another. Moreover, British English education curriculum, teaching materials, teaching aids, and English teaching method that came from outside helped solve the thirst for new teaching method. However, it was an easy task to change the teaching method for the vast majority of North Korean teachers who have not been exposed to the 'global education development trend.'

The reason North Korea introduced 'global education reference' through a series of columns in *Kyoyuk Sinmun* in 2014 was to let teachers who were locked in the framework of 'enlightening teaching method' think outside the box. Furthermore, such measures come down to the institutional level rather than the level or quality of individual teachers. The control over external information and encouraging superiority of 'enlightening teaching method' from inside have been the rooted practice of the teaching method and have raised problems.

This study analyzed North Korean textbooks to learn about the changes in the teaching method since Kim Jong-un's assumption of power. Yet, not every textbook was analyzed for the research. The following research shall consider characteristics of each subject and deepen its analysis to research specific changes in the teaching method.

Works Cited

- Bae, Jei. "A Study on the North Korean English Language Education of the Year 2000s." PhD diss., University of North Korean Studies, 2015.
- Chang, Yunsun. "With new textbooks in hands." *Inmin Kyoyuk*, 3 (2014).
- Cho, Jeong-ah, et al. *Education Policy, Education Curriculum, and Textbooks in the Kim Jong-un Era*. Seoul: Korea Institute for National Unification, 2015.
- Chŏn, Hyesŏn. "A few issues arising in the process of understanding and utilizing new textbooks." *Inmin Kyoyuk*, 1 (2014).
- Editorial. "Let's highly promote the superiority and vitality of 12-year compulsory general education under the leadership of the Dear Respected Comrade Kim Jong-un." *Kyoyuk Sinmun*, April 3, 2014.
- Han, Yŏngch'ŏl. "New teaching methods are born from constant contemplation: Yŏnggungyŏnggwang Middle school in Yŏnggwang district." *Kyoyuk Sinmun*, May 27, 2010.
- In-house reporter. "Ceaselessly create new things." *Chollima* 8 (2014).
- _____. "The Dear Respected Comrade Kim Jong-un has sent a historical letter titled 'Let's open a new era of Juche-type literature and art to meet the demands of the time and revolutionary developments' to the participants of the 9th National Artist Convention." *Rodong Sinmun*, May 17, 2014.
- Kang, Jinhyŏng. "Because of these educators, the future of our Strong State is bright: on the project of the 1st Kim Jong Suk Middle School Principal comrade and distinguished teacher Lee Yŏngch'ŏl." *Rodong Sinmun*, August 7, 2014.
- Lee, Kŏnil. "The efforts of various countries for their educational development." *Rodong Sinmun*, January 10, 2013.
- Lee, Kun-Man. *Theories and Issues of Marxist Educational Sociology*. Seoul: Jipmundang, 2009.
- Lee, Sungho. *Teaching Methodology*. Seoul: Hakjisa, 2006.
- Lee, Yŏngsu. "Where should the baseline of teaching be." *Inmin Kyoyuk* 6 (2008).
- Oum, Hyun Suk. "Changes of Understanding for Teachers' Role in North Korea." Paper presented at the World Conference on North Korean Studies, 2015.
- _____. "A Study on Teaching Methods in North Korea: 1960-2015." PhD diss., University of North Korean Studies, 2016.

- Park, Sŏnghak. "Characteristics of the new teaching structure." *Inmin Kyoyuk* 5 (2014).
- Park, Sundŏk. "Successfully achieving stage goals of 12-year compulsory education." *Choson Sinbo*, October 7, 2013.
- Park, Yangguk. "Class observations and their effect: from the project of Kŭmgol Middle school in the city of Tanch'ŏn." *Kyoyuk Sinmun*, April 8, 2010.
- Park, Yŏngch'ŏl, and Choi, Yŏngch'ŏl. "Basic thinking requirements for utilization, integration, and modernization of educational contents." *Kyowon Sonjon Suchop* 1 (2016).
- Ryang, Inok. "Characteristics of revolutionary activities textbook of anti-Japanese war hero and mother Kim Jong Suk during the childhood period of the Great Leader and Great Marshal Kim Jong-il." *Inmin Kyoyuk* 6 (2014).
- Samilpo Information Center. *Chosŏndaebaekkwasaajŏn*. Pyongyang: Encyclopedia Publishing House, 2001-2005.
- _____. *Tagugŏdaesajŏn*. Pyongyang: Samilpo Information Center, 2005.
- Science Encyclopedia Publishing House. *Chosŏnmaltaesajŏn*. Pyongyang: Science Encyclopedia Publishing House, 2010.
- "The Dear Respected Comrade Kim Jong-un's immortal laborious masterpiece 'Let's call for the education revolution of the new century to build our nation as a nation of education and talents,' was delivered to the participants of the 13th National Education Worker's Convention." *Inmin Kyoyuk* 5 (2014).
- "Improving teaching method and the quality of education." *Rodong Sinmun*, September 3, 2014.
- "Teaching material exhibition prior to the beginning of a new semester." *Choson Sinbo*, April 9, 2014.
- "Changed the school system considering the actualities." *Choson Sinbo*, May 11, 2015.
- Seoul National University Education Research Institute. *The Dictionary of Educational Terms*. Seoul: Haudongseol, 1995.