Didactics and Futurology

Didactic Communication and the Curriculum

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Abstract: The hypothesis which we assume is that the management of the curriculum is a coherent and unified whole of principles, functions, strategies, criteria designed, integrated and contextualized in such way that it would determine the achievement of the aims of quality standards of various degrees of generality. In our approach, we propose as basis the constructivism, a theory of scientific knowledge, which is applied to learning problems, characterized by the following key ideas: our mind is real; the essence of the study represents the mental events; knowledge is dynamic activity; learning represents a natural consequence of performance; teaching is a process of negotiated construction of meaning; the knowledge process core represent soling problems. What we want to prove is that a competency-based curriculum is appropriate for achieving the aims of education.

Keywords: curriculum; competence; communication; learner

1. Introduction

In Anglo-Saxon acceptation, the curriculum defines a concept, an organization, a programming of teaching - learning activities, as an educational journey, with evaluation methods of the achievements as behaviors and practices formed in a particular educational reality, in a particular context, with subsequent revaluation in different contexts. The diversity of theoretical research and practical aspects of the curriculum is given by analytical, philosophical, historical, scientific, ethnographic, hermeneutic, evaluative, integrative, interdisciplinary axiological, praxiological, managerial, sociological, psychological, demographic, etc. research.

Optimization of an educational curriculum and building a new curriculum are always public activities they are always public activities and they must be carried out in conditions of maximum transparency. Curricular changes affect diverse

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population groups, that require their involvement in curriculum development process. (Negreţ Dobridor, 2008, p. 207) Conveyed meanings of the concept, from the general sense to the strictly practical purpose use, in descending order: concept, theory→ designing methodology → educational project → all that it is taught in school → system of educational process in school → system of profile activities → documents focused on presentation → methodologies of projecting activities → projects of general objectives of specific learning → activities on disciplines, on classes → documents on decentralized activity → projects of concrete activities → curricular concrete facts. (Joiţa, 2008, p. 61)

2. Significant Approaches in the Evolution of the Curriculum

Traditionalist paradigm (classical one) is the basis of designing and implementing a curriculum focused on acquiring information content. Its first representation defines it as the study material for transmitting culture accumulated by previous generations, organized by disciplines and courses / subjects, the prevalence of the texts to learn, presented in sets of support materials data, with a clarification in the plans and programs that should be completed, stating the terminal objectives, providing functionality to the specific institution.

The built model on the behaviorist conception, based on operational objectives (cognitive, affective, psychomotor) as referential, completed in observable measurable, rigorous controlled behavior. The postmodern paradigm proposes reconfiguring the curriculum by infusing these features in its components: objectives; content; organization; methodology; evaluation; management-leadership; qualitative research priority; Introduction of multicultural education and other "new education"; professional development of teachers for this new paradigm; taking into account the views of the educated in evaluating the problems of the real expected curriculum. (Joiţa, 2010, pp. 77-80)

2.1. The Curriculum Focused on Competences

The paradigm of the curriculum built on competences promotes foreground the pedagogy of integration, that supports the construction of curricula oriented towards further socio-professional efficiency, expressed by the concept of "terminal objective of integration" that determines a true paradigm shift in the approach way of the curriculum and formative practice. The proposal of problem-

130

situations becomes essential for achieving this methodology integration, in the given context, of the relationships between the involved elements, overcoming obstacles by mobilizing the acquired resources, undertaking concrete actions to solve the problems given as tasks. Solving in the collective of students such problem-situations, as an expression of the integration of acquisitions, they become tools for practicing various capacities, competences also required by such real situations, becoming target situations in the curriculum design and implementation, in practicing competences.

The curriculum focused on competences is based on instructional theory based on competences developed by KP Torshen (apud Negrete Dobridor, 2008, p. 225) The central concept of the module, *competence* is defined as the sum of "*capacities*", which in turn consist of several abilities.

Torshen's training program consists of five steps:

1. *defining objectives* – the objectives are interpreted as "competence indicators" and identified with "capacities" and "skills";
2. *initial assessment* - for determining the "level of competence";
3. *effective training of the educated*;
4. *diagnostic assessment* - synonymous with "formative assessment" or "progress evaluation";
5. *requirements* - designed to adapt the pedagogical treatment to the educational situations encountered by "repetition", "adjustments" and "enrichment" of learning content.

The stages of the designing the curriculum approach focused on competencies are:

- Purpose limitation represented by the profile of formation of the educated and of the specific objectives as a referential of competences, which is the picture construct of the roles and competences;
- Identifying and modeling the involved competences in adapting specific programs as a product - construct that integrates different learning experiences;
- Identifying and engaging elements of the context of achieving conditions that are informational, organizational, temporal, relational, applicative, attitudinal, behavioral and methodology, by which there are promoted the active methods, tools and construction;
- Outlining the evaluation criteria according to objectives-competences, the assessment procedure, the system of methods and tools;

- Designing the construct-model of didactic portfolio of certificated evaluation, final and providing support in its progressive and critical composition;
- Designing, developing and distributing the support materials and tools for individual independent and in group activity.

Competences express aims of the training program that is what the graduates can do in the end, as integration of different knowledge, skills, attitudes, trained experience, with instrumental value in performing the various complex and real situations;

Pedagogy for competences marks the "sunset of romantic apprenticeship" and an opening towards the era of education in formation for the in performance socio-professional insertion;

Therefore, the curriculum must make a new balance between the elements leading to the integration of what is learned and building experiences in competences' formation. From the new perspective, it will shift from focusing on knowledge to the integration of elements such as objectives, contents, resources, strategies, methods of assessment, management. The curriculum will be an integrating concept, as a modeling process, as a tool, designed according to its practical functionality, in models or alternative and complementary types of curriculum integration.

The term "curriculum through competencies" contains a range of different realities. Therefore, they started to diversify and rethink the real practices, by going through cognitive and constructivism, with their consequences on the learner, the educated. How to actually build a curriculum that would meet the effective application of the skills training paradigm, according to the new requirements and expectations?

One practical solution for skills formation can be assumed as the design of a unitary curriculum for all schooling, built on longitudinal logics and the transversal one of the progressive development of skills, by providing circumstances, opportunities for their effective development.

In the didactic approach of skills development it is also important that a competence does not develop linearly, but moves in a spiral shape, with returns to basic, significant concepts, with new associations of situations and contexts in which the educated are put into. They provide a basis for socio-professional insertion efficiency, and the syllabus should be constructed on-base competence,

also known as integration skills, with specific derivatives, to which are provided also situations, actions for practicing.

The curriculum designed in terms of competence formation is a complex and evolving system of rules, mentioning the structuring of pedagogic development of education or of training at different levels of transposition into social reality. These structures include:

- finalities, under the form of general objectives of action and under the form of expected effects after achievement;
- the contents regard the subjects, specific objectives, capacities and competencies that need to be developed;
- active teaching methods;
- ways of managing processes and ways of connecting;
- developing relationships with the whole organized context;
- methods of evaluating performance.

2.2. Model for defining curriculum as Roegiers X.

X. Roegiers researched comparatively the training and education projects in terms of real effective practice. In this context, the specialist participated in elaborating a defining model of the curriculum on the following coordinates (apud Joiţa, 2010, pp. 83-84):

- the Matrix – a necessary tool that explicitly specifies two entries:

- horizontally: the axis of competences reveal what actions student should do in a real activity;
- vertically: the contents to analyze under the form of major themes or selected essential subchapters; a disciplinary or interdisciplinary syllabus will include a series of such matrices, to which it adds the practical, methodological side;
- the situation axis, of the contexts, meanings, of the performance that should be achieved.

- This matrix - tool will be crossed by an "axis of complexity" that would indicate all objectives included and combined in it; so it expresses the sense of the whole provision context, execution and completion of the basic competences and their sub-competencies.

- Over these objectives specifically mentioned, the transversal competences overlap: reasoning capabilities, the arrangement of text, interpretive writing, and making a summary, using of graphic elements, output analysis and synthesis, comparison, observation, coordination of actions, etc.; they are also valid for other objectives taken together, they are unified in real more general situations and achievable in a longer period of time.

- The transversal competences are not tied to a certain single objective, specifically, but they stand for the their essential accessory, necessary to solve a concrete situation, they cannot be confused with behavioral operational objectives, they are not cut or concrete strictly identifiable, but it concerns a set of possible actions applied to them and they give an orientation to a broader scope.

- Thus it is shaped an axis of generality, joining the objectives from particular to general, it is similar to those of transversality and it precedes the development of all derived objectives. In this way we can balance the amount of objectives of a curriculum on cycles, per year, per areas, per subjects, it can be tracked the progress in training and showing progress in maturing for the real life during schooling. For this reason, a curriculum will be developed practically unitary during the agreed path of training and it will be focused on competences, starting from the basic and to the derived ones, then by tracking the progress in stages, through programs organized in spiral.

- Diversification of objectives – the competences of a curriculum thus redesigned it modifies similarly the evaluation issues (the aspect retaken in the Chapter affected by the paradigm shift in evaluation). Firstly, however, from the categories of competences it results and the evaluation principles: the current evaluation on simple objectives of different types, the evaluation on different axes specified above in defining the categories of objectives, to summative final evaluation. But the evaluation will remain dependent on the level of the objective, the task, the content, of their position in the matrix of defining the curriculum, hence the changes in methodology design, implementation and its valuing.

- In the construction of such a curriculum it can identified more paradigms particularized from the general one, depending on the privileged areas for groups of objectives, according to certain criteria of specific training domain (only the declarative knowledge or only transversal competences or relational or the combined competences). When the concrete curricular programs it can choose

some or by the combination or progressive tracking and so on, but ultimately to be a comprehensive competence of initially proposed curriculum.

As stated X. Roegiers in 2005, choosing one of these specific paradigms derived from the basic competences depend on the following (apud Joiţa, 2012, p. 85):

- identifying the basic purpose over the curriculum, necessary for further integration;
- clarifying the issues raised by the specific education system, the policy design, tradition;
- defining the conditions of transition from one cycle to another;
- affirming de desire to maintain the educated autonomy, of the teaching and learning relationship, centering on the educated;
- affirming de desire to maintain the autonomy of the teacher and at any level;
- reporting to the size of the teams of students to allow the focus on education, by the creation of opportunities to practice the competences in various situations by means of compensation;
- knowledge of the general level of education, to choose contexts and monitoring progress in stages;
- accessibility and understanding of reason, of how to develop and implement the curriculum for teachers in finding appropriate methodological solutions;

It is also designed the progress of competences per years, per cycles to finish, with the appropriate evaluations for correction. Then, there are given the competences, by determining those components of a profile with sub-competences to follow as progress. But there are stated and its assessment parameters: the complexity level of the requested task, the level of autonomy in fulfilling, what steps are necessary to solve the problem.

These competencies required can be achieved through a distribution then their spheres of activity in an area or type of activity. It is necessary that the attention is directed towards the identification of the resources for each competence, resource delineation for the categories of knowledge:

- *declarative knowledge*, as significant data, information, concepts;
- *procedural knowledge*, of application, specifying the cause of an event, of transformation of an affirmative phrase in one interrogative sentence;

- *knowledge of communication and collaboration* as knowing how to be, listening a speaker, send a message.

2.3. Methodological Requirements in Building the Curriculum Focused on Competences

Elena Joiţa in *Metodologia educaţiei/The Methodology of Education* volume. The paradigm shifts, has achieved a synthesis on the methodological requirements of building the curriculum focused on competences, based on criteria, principles and consequences. (Joiţa, 2010, pp. 86-88):

Criteria: *Particularities of target education*

Principles and consequences in approaching the curriculum focused on competences:

What is the profile of the educated in the twenty-first century? What kind of institutions could shape him? How to be specified the curriculum in the consultation with the social determinant factors? What constraints and preferences occur and how are they included?

Criteria: *Learning goals, objectives*

Principles and consequences in approaching the curriculum centered on competences:

How to echelon the objectives throughout the entire development of the educated? What to be for the institutional curriculum? The educated understands these objectives to be properly motivated? Does it understand of areas of expertise? Does it understand how they are organized and transformed into processes and programs to train responsibly, to see the place of each learning unit, see the various links between them?

Criteria: *Models of Learning*

Principles and consequences in approaching the curriculum focused on competences:

Which models are supported, understood, chosen and what activities? Alone or in combination? How does the educator make them known, if he has not practiced it either? Each model must have a value for a certain educated, it should be included if possible.

Criteria: *Theories and methods of learning*

Principles and consequences by approaching the curriculum focused on competences

What theories do better capture the characteristics and the actual expectations? What methods are closer to the approaching way of the curriculum? Which should focus on every educated? How to contact to the real educational methodology? Can it result alternative curricula may result, based on the general one, and educated jointly select the educator.

Criteria: *The architecture of the curriculum*

Principles and consequences in approaching the curriculum focused on competences:

The curriculum architecture describes the style, designing methods, building foundations, components, modules, courses, derived programs, combining or development elements, implementation and evaluation criteria. It results different ways of conception and presentation, which is reflected in the formalized curricula, which are subsequently institutionalized.

Criteria: *Configuration ways of the curriculum*

Principles and consequences in approaching the curriculum focused on competences:

The general curriculum is reflected in particular forms, according to options, then its elements develop, for its designing in certain situations, context, depending on the types of students, on experiences etc.

Criteria: *Ensured Appropriate Support*

Principles and consequences in approaching the curriculum focused on competences:

Conventional necessary resources of learning, different psycho-pedagogical services for success (counseling, facilitation, motivation, critical evaluation), social services (communication, collaboration). Along with classic elements, these elements should be provided in the curriculum (Joiţa, 2010, pp. 86-88).

What is the correlation between the new paradigm of curriculum and its implementation, what is the relationship with the actual practice of the educators,

to prove its effectiveness, quality, according to the principles upon which it was rebuilt?

Its development and resolution is either by developing the personalized curricular documents from processing and adaptation of the official ones or through activities directly designed and implemented. And even if its reflection is present, the practitioner will not understand and apply without explicit organized redesigning, its methodological training.

Basically, such a curriculum would be represented by a table with four columns: competence statement, basic knowledge, procedural knowledge, attitudes into the curricula. Then the classical contents are transformed into specific objectives by building and inserting such tasks, not just their traditional enunciation, transmission and reproduction. Which allows that, after the summarized theoretical support to be given shares derived tasks that are now resources, tools and training achievement. Finally, it proposes and evaluation situations for each jurisdiction, specifying criteria, indicators for at least two significant situations that competence with a clear presentation.

But is practice ready for new methodological paradigm of the Curriculum, with all its elements? Also:

• how strong is the transformation or just a hypothesis, a fashion?

 • how democratic is its application?

 • how to change attitudes, education, parents (from knowledge to skills)?

 • how to create the conditions for a background experience and competence-based curriculum?

 • how to move from training paradigm to the learning in the classroom?

 • motivation to learn how to change if everyone expects immediate results?

• how are conditions to form or to exploit different learning experiences (previous, on non-formal, informal discipline)?

 • how to create the conditions for transfer in various other contexts for power, performance and motivation?

• how to balance education with training, training school?

Evolution of the concept of curriculum and alternative paradigms generated private microparadigme called, but the principles in program design disciplines, with diverse consequences for the application. They are not used pure, but different combinations proportionate to the criteria of efficiency and effectiveness chosen format.

Identify, first, the classical approach through content that reveals the structure of matter as concepts, skills and knowledge, ordered by logical scientific knowledge.

In this case, the paradigm of education is centered environment where the information, concepts, facts which are transmitted by the teacher, by classical methods, and it endorses student with teacher support.

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Objective approach pedagogy is derived from the general objectives, specific and operational structuring of the curriculum after this hierarchy, together with their evaluation. Currently working in the educational paradigm which is used as a context develops learning experience.

In actuality, it is stated more strongly integrated approach to skills or as a mobilization of various sizes and formats become effective actions further resources - knowledge, skills, abilities, skills, motivations, attitudes, through various disciplines, with knowledge location in actual experience, explaining and close formation in various contexts created by stimulating opportunities. This approach corresponds paradigm for environmental education, with a curriculum Reconstruction prevailing social science, centering learning of problem solving and research, bringing to the fore the values, attitudes, knowledge competencies involving environmental practice, with an interdisciplinary approach.

3. The Paradigm of Learner-Centered Curriculum

The paradigm of learner-centered curriculum, on the competences resulting from the changes in socio-professional need for further efficient affirmation of the

educated, from the need to solve problems that were not approached in classical learning, for integration into life, for the strategies of new realities after school.

This statement has at least two consequences:

a) bringing to the fore the peculiarities of the educated that learns (as experiences, perspectives, interests, skills, goals, hereditary data, accumulations, metacognition, self-control, level of culture), to obtain performance on these dimensions, resulting in the creation of a specific context, a curriculum in the first place;

b) changing the central role of the classical educator to convey knowledge, through its own interpretation, the learner understands in terms of its competence to teach.

It is therefore necessary that the teacher:

- to amend the relations with the finalities, curriculum, with the educated, with the training and educational methodology;
- to assume new roles at the level of leadership;
- to anchor the training in various contexts by focusing on learning through independent exploration or through interactivity;
- to process the given content after learning effectiveness of each educated;
- to report on the application of theory in various problems, effective practical situations;
- carry out checks in complex situations, that would mobilize and integrate the learned acquisitions, in order to prove fulfillment of forming the competences.

Reporting to the curriculum as a fundamental element of the pedagogical context facilitator for learner centering, it shows the priority role of learning experiences by using a given content, the opportunities to include methodological alternatives to support them as they are (Joiţa, 2010, p. 109):

- deepening the diagnosis objectives at the differentiation level;
- responsibility in solving tasks;
- organizing learning sequences on optimal units and on average time;
- facilitating direct knowledge of multiple activities, independent, through research;
- training every educated to design effectively, responsible for its own activity;

- providing small group activities in the classroom or outside, or the provision of activities in pairs;
- designing competitive games;
- designing problematized tasks;
- assuming different roles;
- using various procedures, techniques for discovery;
- looking for comparisons, classifications, generalizations, configurations;
- applying them in different situations;
- enriching the lecture on interdisciplinary theme enlarging the understanding;
- going for multimedia presentations;
- free presentation of the results by the students;
- appealing to Socratic dialogue in the classroom or outside;
- writing the results using different languages;
- organizing information and results in thematic, coded structures for organizing their accumulation and reuse them in other subsequent contexts (portfolio composition);
- formulating questions, reflections, hypotheses on the process and the learning outcomes.

4. Conclusions

Compared to achieving the classical curriculum (content centered on teaching and transmission), the teacher, as a sign of understanding the new paradigm, assumes new methodological roles and then he is interested in what types of activities to design, what climate he should create in the classroom, how to support learning, how to relate to the class, how to define his style.

These methodological changes can refocus the educator in training the educated for focusing on learning as follows: provide variants of classical curriculum elements to be approached by various educated; organize various processes and appropriate situations for understanding; provide alternatives of content and methodology for each objective proposed in the curriculum; develop evaluation models based on different criteria according to the objectives and features; provide diverse and differentiated applications; rethink the architecture of the curriculum for different approaches of achievement (summarized configuration according to features or expectations experiential areas varied on objectives).

Change function can be related to curriculum content processing, adaptation to every educated understanding, learning and understanding the development of cognitive skills by learning affirming the educated.

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