

## PRAXEOLGY OF CURRICULUM MANAGEMENT

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### Abstract

*The paper outlines the general structure of managerial actions and of their efficiency conditions. The praxeology of Curriculum Management is seen as an interconnecting activity within managerial and curricula dimensions, and is presented through dominant functions of diagnosis/ conceptualization, conception/ planning, organization/ implementation, monitoring / evaluation.*

**Keywords:** *curriculum, management, conceptualization, praxeology*

Concept and praxeological specific to management curriculum is characterized by two interrelated approaches: 1) identify and implement management actions, 2) identifying and implementing the teaching / curriculum actions. Defining curriculum management as a subsystem of educational management and as an interconnected activity in managerial and curricular dimensions we identify its dominant functions: conceptualization, design / planning, implementation / deployment, monitoring / evaluation.

In accordance with the principles praxeologic the efficiency of any activity is decisively conditioned by a preliminary thorough preparation with regard to actors and conditions process. The more the action is better prepared earlier, the better solution emerges. In this context, the design in education is "a coherent set of operations and actions, norms and rules and ways of thought and action through which is conceived and conducted a process. S. Cristea believes that pedagogical design is the work of structuring activities and operations that ensure system functionality and the learning process.

Curricular design (instructional design) is a complex systemic approach to anticipate the conduct of business training. Design action may cover either the macro - the educational process as a whole or, either at the micro level - that of themes, training sequences, performed within a teaching school subjects.

In modern view, design actions, consist in thinking, anticipation and prefiguration of training, teaching strategies and technologies.

*Curricular approach of educational process involves designing interdependencies between component elements of teaching: objectives - content - methodology - evaluation. These interdependencies engage achieving a formative educational priority based entirely on resources (self-) training and (self-) education of each student.*

*Curricular design records the leap from organizational structure based on explicitly defined content ("what to learn?") organizational structure value oriented through explicit and implicit objectives and methodology ("how we learn?") with macro-structural effects*

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(education plan developed at system level) and micro-structural (curricula and textbooks developed at the trial), assumed at psychosocial scale.

Therefore, designing curriculum involves:

- general concept design;
- product design and curricular structures (syllabus, curriculum subjects, textbooks, methodological guides, etc.);
- designing the educational process itself (teaching, learning and assessment).

Curriculum design presents a complex activity that has its methodology and strategy, specific methods and procedures of elaboration. Curriculum development methodology is a set of concepts, benchmarks, action settings of a general physiological governing process of identifying, selecting and organizing the aims and content of education. It is, in other words, about the system of indicative criteria which operates the action plan of designing the actual curriculum. Curriculum design strategy is directly subordinate to the overall methodological conception and considers the preparation, planning and concrete completion of design operations. Strategy determines curriculum development in different phases of manifestations. The method presents a practical and systematic manner which is used in determining the aims, content selection and organization; each method in turn contains a number of procedures and ways of working themselves.

Schematic representation (Fig. 1) of the proposed terms hierarchy and actions designated by them

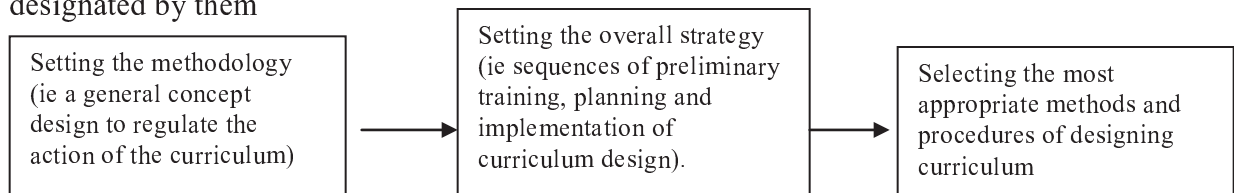


Fig. 1.

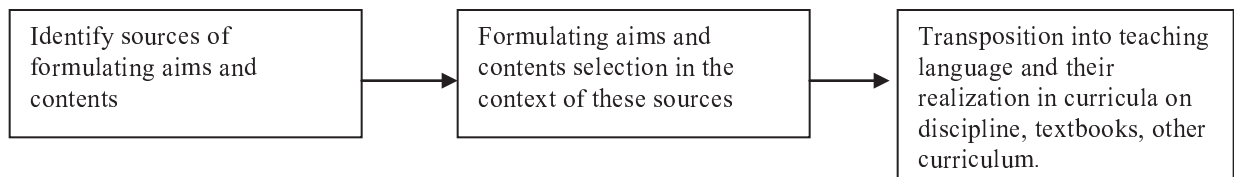


Fig. 2.

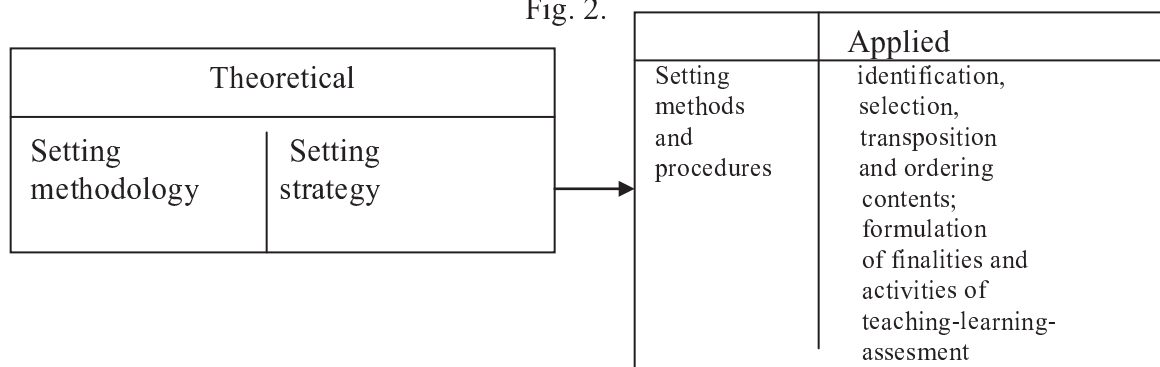


Fig. 3.

If the methodology and overall strategy has determined certain methods and procedures option becomes a purely technical operation. In essence, the methods and procedures involved only in phase to realize the general the methodology and strategy related to it, that is the following successive stages.

So, curriculum of designing concept can be presented in two aspects:

Curriculum design concept include in itself and other methodological perspectives:

- *First*, it is the overall logic of design that involves the following steps: diagnosis, conceptualization / design of curriculum, the design itself, the organization / implementation of curriculum, assessment / monitoring curriculum.

- *The second* sequence related to product design curriculum: educational standards → framework plan for education → curriculum for each subject → textbooks → methodological guides → other teaching materials.

- *The third* is the procedural realization of curriculum:

- developing long-term teaching projects;
- developing and implementing educational lessons projects focused on the learning units.

Diagnosis / initial assessment of the curriculum is another activity of curriculum management cycle quite extensive and includes activities related to the stages of development of structural components of the curriculum. Content diagnosis involves a series of actions aimed at:

- Analysis of curriculum modernization strategies, existing practices in the country and abroad;
- Elaboration of methodology for diagnosing the condition of school curriculum in secondary education;
- Making complex diagnosis of curriculum in secondary education;
- Analysis and statistical processing of data obtained under evaluation in general secondary education curriculum;
- The preparation of reports on diagnosing curricula in school subjects;
- Elaboration of recommendations for curriculum development.

Diagnosis also involves determining target groups: We have given priority:

- Students in secondary education;
- Directors of schools, teachers, parents;
- National experts in diagnosing curriculum.

The state curriculum diagnosis is made by several well-defined stages. Planning as a stage emphasizes objectives and methodology diagnosis of curricula, provide evaluative study based on an action plan that determines convergence between objectives, findings, recommendations and conclusions and conceptualizing information gathered to design curriculum development strategy.

Diagnosis methodology of curriculum status included:

- analysis of educational policy documents (including curriculum);
- analysis of curriculum as educational program, the organizational context, normative and the actors needs who generated this design;
- determining beneficiaries and evaluative study objectives;
- determining the valuation assumptions and lines of action;
- determining the conceptual framework and methodology for evaluation;

- time estimation, cost and resources required;
- determining the evaluative model, criteria, indicators and evaluative questions that may answer research hypotheses.

These actions determine the quality of the diagnostic process.

Diagnosis requires and selection of evaluation criteria that acquire meaning through qualitative assessment specifics, are appropriate to evaluation object includes clear directions, valued in the evaluation process and are a measure of quality curriculum designed by networking with indicators and evaluation questions. Indicators translate each evaluative criterion in landmarks, guide action towards curricular component that aims to be evaluated and explicitly describe the content of the assessment.

In the methodological approach of curriculum status diagnosis were included actions of:

- determining the balanced load of components level of core curriculum, in order to establish whether it provides formation of skills and acquisition of sufficient and appropriate knowledge, both in relation to the time spent, as well as with the development level of students who are targeted;
- identification of possible rupture between primary and secondary, both in terms of content as well as teaching methodology;
- identification of difficult understandable concepts for students at each discipline level;
- determination of methods of teaching specific to each subjects prevalent in didactic activity;
- determine the impact of textbooks on teaching methodology;
- determining the extent to which the curriculum uses active methods of teaching and learning;

In the process of curriculum diagnosis for a better operationalization and implementation of results, carry out the analysis of following dimensions:

- conception and her reporting of holistic approach provisions and hexagonal of curriculum;
- constituent elements and their reporting to the number needed / recommended by items;
- types of objectives / competencies and establishing the coherence / incoherence between them;
- the degree of complexity of the general objectives / frame in relation to their formative and informative potential;
- the number and typology for the benchmarks / undercompetences with content unit structure;
- frequency of benchmarks within the study of units of content;
- curriculum content in relation to existing principles;
- content units in terms of scientific approaches;
- content units in terms of their accessibility;
- curricular content in formative and educational terms;
- teaching strategies proposed in curriculum in relation to modern approaches of training;
- curriculum evaluation strategies in relation to modern approaches of assessment.

Following implementation of the state curriculum diagnostic methodology were established advantages and disadvantages of existing curricula and were formulated some conclusions and recommendations for conceptualizing/ reconceptualization of curriculum.

Conceptualization/ design of curriculum in the context of design is based on the following approaches:

1. Postmodern approach to curriculum.
2. Approach the functioning of education in postmodern society.
3. Approach globalizing dimension in the educational system.

At postmodern stage curriculum is seen as organized educational project based on principles that highlight the importance priority to assumed objectives determining the choice of certain learning experiences, organizing learning strategies, assessment tools.

The above statements are symptomatic for trends and current developments in curriculum interpretation, present synthetic work of scientific documentation. It is not difficult to see that most definitions - explicitly or implicitly - relates to the curriculum and discipline of study, as core elements of the national curriculum.

Within these approaches have emerged several conceptions of curriculum.

#### **1) Concept of systemic learning of academic subjects**

This vision is characterized by clarity and greater accuracy of the content. Definition of curriculum in this regard is as follows: “a general plan of contents or specific material of instruction, which the school provides the student”.

Disadvantages of this approach:

- The student is viewed more as an object of the educational act;
- Dominance of skills over knowledge;
- Domination of the reproductive methods over active and participative ones.

#### **2) The concept of student-centered learning**

Curriculum in the context of this approach has in the spotlight the student with particularities, needs and interests. The curriculum provided must be relevant, generator and facilitator or life experiences, building the sense through each will finds its development way.

#### **3) Concept focusing on comprehension and society improvement**

The curriculum guides the student to integrate skills training fast, efficient and creator of the student in social and professional field - the quality of the social and professional integration is a synthetic indicator of curriculum effectiveness.

#### **4) The concept focuses on development process (curriculum development)**

In this approach, curriculum design is of particular importance because, after this effort will shape the formal curriculum.

Curriculum is a “education program” to be designed in such a manner as to enable students to achieve certain learning objectives.

#### **5) The systemic - holistic concept of curriculum**

The curriculum of systemic-holistic perspective focuses on the many components of educational processes, their articulation fully achieve educational outcomes which represent the starting point that triggers a true circular reaction in the curriculum. Not lose sight and the student-subject of the educational act. Teaching is characterized by dynamism and constant and continuous interaction of constituent components.

#### **6) The concept centered on objectives**

Curriculum in this concept is based on a system of general objectives, transdisciplinary on curricular areas and disciplines (general, reference and operational).

Design of objectives is guided by a set of principles and taxonomy of objectives. The curriculum, in this context, is reflected in two documents: basic curriculum and subject curriculum. In fact, this approach to curriculum focus on "inputs" in the system and report the finalities achieved to the expected objectives.

### 7) The concept curriculum focused on competences

Within this approach, the emphasis is on the final product expressed in "form" of competence - integrate knowledge, skills, and attitudes).

Concept of curriculum centered on skills can be argued in the following:

Pedagogical – it is intended to that they fosters values that have to promote contemporary school with an opening to multi-inter-trans disciplinary content.

Psychological – aims that the manifestation of competence means adequate domestic resource mobilization and fundamental knowledge acquired, cognitive and psychomotor skills, attitudes and behaviors that teenager applies them to solve some problematic situations. Responsible action of the student is to mobilize the mind resources (knowledge, skills, abilities, action schemes etc.) in right place and time.

Teaching and learning – as a process of forming gains through a permanent acquisitions acquired gradual and permanent in concrete contexts. In the process of teaching increases teacher freedom that organizes widely used problem-solving, discovery, investigation, working on projects, scientific communications and so on, and learning becomes a clear process through action-oriented motivations.

Evaluation - becomes clear formative at each stage of training and competence is centered on final purchases of the educational process offering the students freedom in expression and use of personal intellect.

Social - competences, in their microstructural finalities, determined in response to the needs of current practice and valid to wide training process, express the social dimension of education so that graduates endowed with functional skills can successfully solve the problems of daily life.

Moving from a curriculum on objectives at one centered on skills does not mean denial of the category of objectives but on the contrary, determine clear objectives functions (input) and competence functions (outputs) within curricular.

Table 1 Objectives vs. skills: comparative analysis

<b>Educational objectives</b>	<b>Competence</b>
Represent intended educational aims/ expected / projected level macrostructure and microstructure.	Represent educational aims achieved/ attained at macrostructure and microstructure for specific skills.
It is the "input"	It is the "output"
It is defined for immediate context (operational objectives and reference) on medium and long term (curricular objectives and general)	Not defining in terms of type, usually define long-term
Express value norms and axiological manifestation of the aims	Express value rules and axiological aims of manifestation
Provide orientation of didactic activity in	The orientation function of didactic activity

the learning process: identifying methods and teaching strategies, methods change, correlation curricular components, etc.	occurs insignificant.
It is operationalized	It is not operationalized
Fulfill the evaluative function: Initial; Current; Final.	Fulfill the evaluative function: Initial; Final.
Objectives can be made / reformulated by the teacher	The skills have a standardized form.

Therefore, setting the conceptual component of the curriculum lies with the conceptors / experts in the field. The logic conceptualizing of curriculum takes into account relations between modern conceptions of curriculum, between curriculum products and between functions / approaches curriculum management.

Curriculum design requirements impose managerial and pedagogical activities located in explicit hierarchical order, decisions made in terms of reference to the specifics of each product curricular.

Core curriculum documents - standards, curriculum, curriculum on subjects textbooks - are determined by:

1. Objectives, general and specific, which directs values, pedagogical, psychological and social at the level of interdependence of the components targeted and basic content experimentally validated.

2. Organizational structure of the education system, by level / school stage, they create the achievement center during the general education (which corresponds to the common curriculum / core).

Logic of design curriculum documents takes into account interconnections that exist between educational standards - curriculum - curriculum on subjects - textbooks.

Curricular design in procedural terms concerns of two main issues:

- achieving operational staff design long and short term (of the lesson) by teachers under which is conducted directly the teaching-learning-evaluation process;
- the actual implementation of the teaching-learning-assessment in the classroom.

In this context, designing operational teaching as a part of the national curriculum has been less dealt with under management curriculum. Design education is a curricular construct that requires a consistent set of actions and operations of anticipation and preparation of educational activity in all its components: objectives, content, teaching strategies, assessment strategies, means and methods of teaching, learning and assessment.

From the perspective of management, design education is regarded as a collaborative and flexible and consistent decision making.

Micro-level algorithm teaching design includes the following methodological validated theory and practical training and which should be taken into account by the designer professor.

Praxeology of implementation and monitoring of school curriculum focuses on two dimensions: managerial and pedagogical. Managerial dimension involves: creating motivational and organizational conditions regarding the implementation and monitoring of

school curriculum, organizing training of human resources for the implementation and monitoring of school curriculum, organizing and monitoring the actual implementation of the curriculum. Pedagogical dimension involves: training of school managers and teachers in order to implement and monitoring of school curriculum, developing a system of indicators on the effectiveness of the implementation of the school curriculum and in particular the curriculum documents.

Implementation and monitoring of school curriculum are dependent on the system conditions. The first condition related to creating the motivation for all participants involved in the implementation and monitoring of the school curriculum. The second condition related to organizational aspects of the implementation process of school curriculum (G.Kelemen, 2013). This aspect is divided into three levels: national, district / municipal and institutional. The third condition with reference to the preparation of the school curriculum implementation / training of teachers and the leading staff. No less important is the condition relating to materials resources that largely determine the effectiveness of implementing the school curriculum.

Praxeology of implementation and monitoring of the school curriculum in the context of pedagogical dimension aims to answer the following questions:

- To what extent curriculum is appropriate for students?
- To what extent curriculum is effective?
- To what extent curriculum is effective?
- What improvements can be made to the curriculum in response to the above questions?

Opportunity of a curriculum is a first aspect that seeks to highlight the evaluation of curriculum management. Effectiveness of a curriculum is the second aspect followed by the praxeological model management of curriculum implementation. And finally the effectiveness of a curriculum is the third aspect of its management.

Research results have shown us that for a more accurate understanding of how the role of management in the context of changes taking place in the school curriculum must be reviewed at least three perspectives: pedagogical, social, managerial. Pedagogical perspective, establish the factors involved in proper development of educational processes, namely: detailed knowledge of school ambiance, relations in the school between protagonists of teaching, school resources, teacher-student relations, communication content etc. Particular attention should be given to professional development of teachers for their experience and training that would leave their mark on the development and quality of education.

Presenting the synthesis of the highlights of praxeological approach we can say that the general structure of management actions and their effectiveness lies in diagnostic conditions/ conceptualization, planning/ design, organization/ implementation, monitoring/ evaluation. Achieving these functions is based on the general theory of curriculum management, a set of strategies and specific methods analyzed phenomenon and identifies application of curricular teaching, managerial, social actions.

Managerial dimensions of diagnostic methodology/ conceptualization, planning/ design, organization/ implementation, monitoring/ evaluation of curriculum are focused on effective education and consist of: comparing the situation with perceptions of stakeholders in changing curriculum, balanced distribution of all components of the curriculum, organization optimal content, ensuring the conditions psychological, physiological,



functional and ergonomic to establish adequate working capacity of students, integration of structural elements of the curriculum; accumulation of proposals, solutions to improve the curriculum, organization of time required to achieve the objectives and competencies designed as a final allocation of human resources in design, etc.

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