



Workshop on
Curriculum innovation and reform: policies and practices
Thessaloniki, 9-10 November 2009

QUESTIONS FOR WORKING TABLES

**TABLE 1: UNDERSTANDING LEARNING OUTCOMES AND THEIR ROLE
IN CURRICULA**

1. How do countries understand learning outcomes, competence, or skills?
 - a. Which are the main similarities and differences between countries?
 - b. Are there differences within the same country between curricula in vocational education and training, general education and higher education?
2. What is the role of learning outcomes in curricula?

**TABLE 2: DEVELOPING OUTCOME-ORIENTED CURRICULUM: METHODS
AND STAKEHOLDERS**

1. How does the development of outcome-oriented national curricula take place in different countries?
 - a. Has an outcomes orientation an impact on the curriculum development process, alongside more traditional input orientations?
 - b. Which methods, if any, are being applied to design outcome-oriented curricula?
2. Which stakeholders are involved in curriculum development and how? Has their involvement and role changed due to an outcome-oriented approach?

TABLE 3: IMPLEMENTING THE CURRICULUM: CHANGING APPROACHES AT INSTITUTIONAL LEVEL

1. How best to support curriculum change for schools, colleges and companies?
 - a. What changes may concern learning environments?
 - b. What changes may concern learning pathways? (system's flexibility, validation of non formal and informal learning, learners' progression, etc.)
2. How teacher education and training can support teachers and trainers to deliver outcome-oriented curricula?
 - a. What changes are required in their initial education and training?
 - b. What changes are required in their continuous education and training?

TABLE 4: THE CURRICULUM IN PRACTICE: INNOVATIVE APPROACHES TO PEDAGOGY AND ASSESSMENT

1. What are the implications for teachers to deliver outcome-oriented curricula in classroom and/or working environment?
 - a. What outcome-oriented curricula imply for teachers' role and qualifications?
 - b. What approaches to pedagogies, teaching methods and assessment procedures are called for?
2. What are the implications for learners?
 - a. What are the opportunities, costs and drawbacks for outcome-oriented learning?
 - b. What are the opportunities, costs and drawbacks for being assessed with a learning-outcome orientation?

Time:
30 minutes for each discussion round

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