



2nd International Workshop on
CURRICULUM INNOVATION AND REFORM
AN INCLUSIVE VIEW TO CURRICULUM CHANGE



20-21.01.2011
THESSALONIKI
THE MET Hotel

Highlights on Cedefop research findings

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Research questions

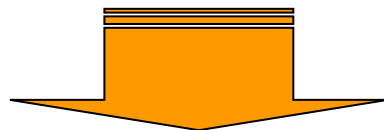
To what extent have LO approaches used in VET curricula?



Which are the implications for developing outcome-oriented curricula?



Which are the implications for delivering outcome-oriented curricula?



To what extent new curricula contribute to learner-centeredness in teaching and learning?

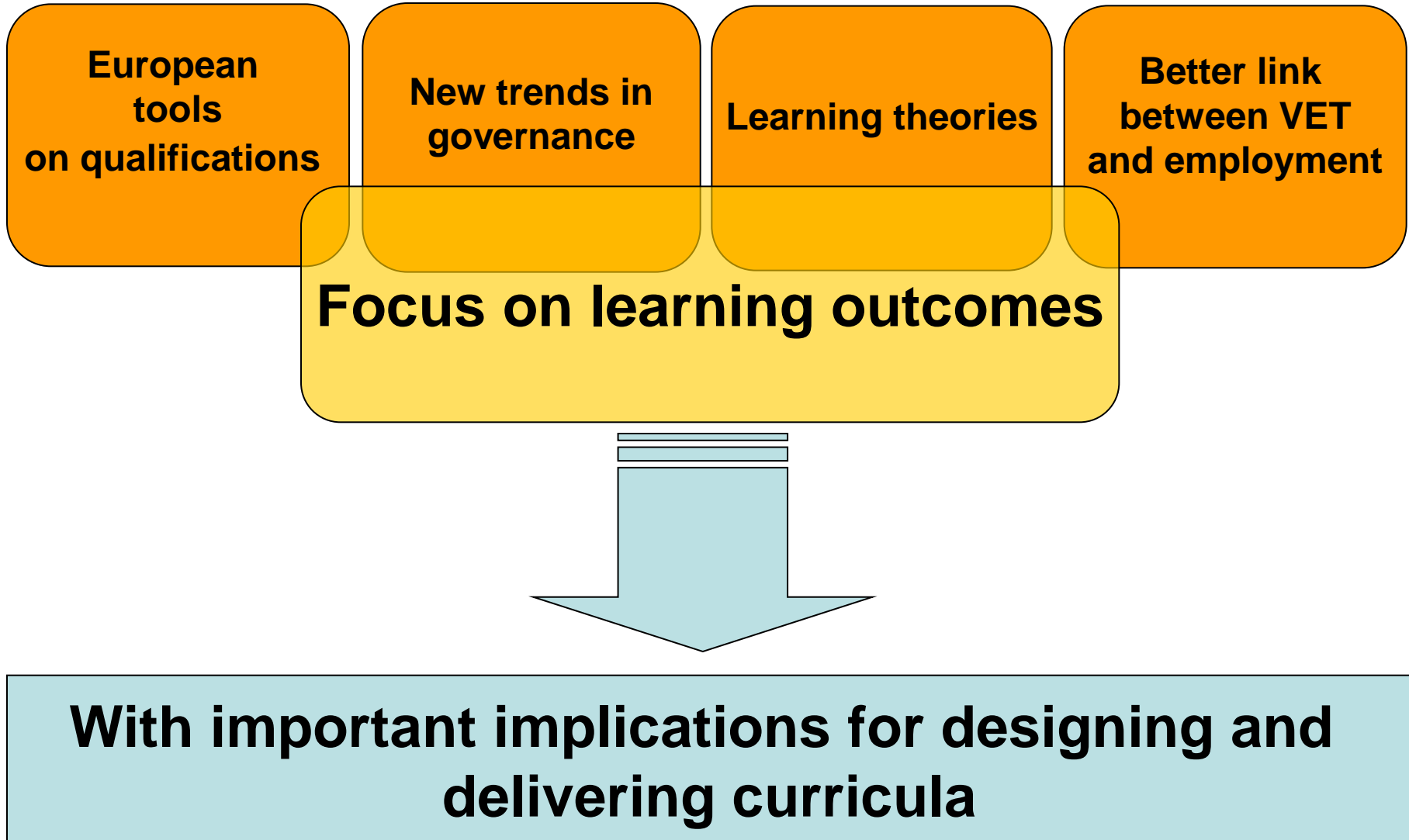


Scope and methodology

- ❑ 9 countries: France, Germany, Ireland, Netherlands, Poland, Romania, Slovenia, Spain and UK -Scotland
- ❑ 1 Curriculum area: IVET curricula in Logistics
- ❑ 2 Study visits: in Germany and the Netherlands



Drivers for curriculum change



National responses to European influences

- Introducing Key competences in curricula and legislation
- Modularising curricula (more flexible learning pathways)
- Developing dual curricula (link school based and work place learning)
- Increasing curriculum flexibility and interdisciplinarity
- Decentralising curriculum development giving to school and teachers more autonomy
- Developing learning outcome-based curricula



Similar but different national approaches

- The way countries understand and introduce learning outcomes and key competences in curricula varies
- Some countries have a long tradition of outcome-oriented education and training, while for others, is a more recent development





Different names and understandings of learning outcomes in VET curricula

- *aims*
- *Lernergebnisse*
- *performance criteria*
- *standards*
- *goals*
- *objectives*
- *kwalfikacja*
- *experiences and outcomes*
- *capacidades*
- *compétences*
- *Kenntnisse und Fertigkeiten*

Different roles of LO in VET curricula

Overarching goals of VET

LO formulated in broad terms

Broad training regulations

Defining specific units of education and training

LO defined by specific skills and knowledge

Units as parts of the curriculum

- These two roles are not mutually exclusive but can often be complementary...

Different functions of LO in VET curricula

Didactical function

Steering the learning processes in schools and companies

Influencing teaching and learning by broader or more narrow LO

Regulatory function

Ensuring minimum standards of quality across a country

Ensuring cooperation between school-based and work-based learning

- These two functions are not mutually exclusive but can often be complementary...



Differences and similarities between GE, VET and HE curricula

GE

- Transfer of knowledge / Avoiding tacit knowledge
- LO predominantly are derived from traditional subjects
- Less involvement of social partners

VET

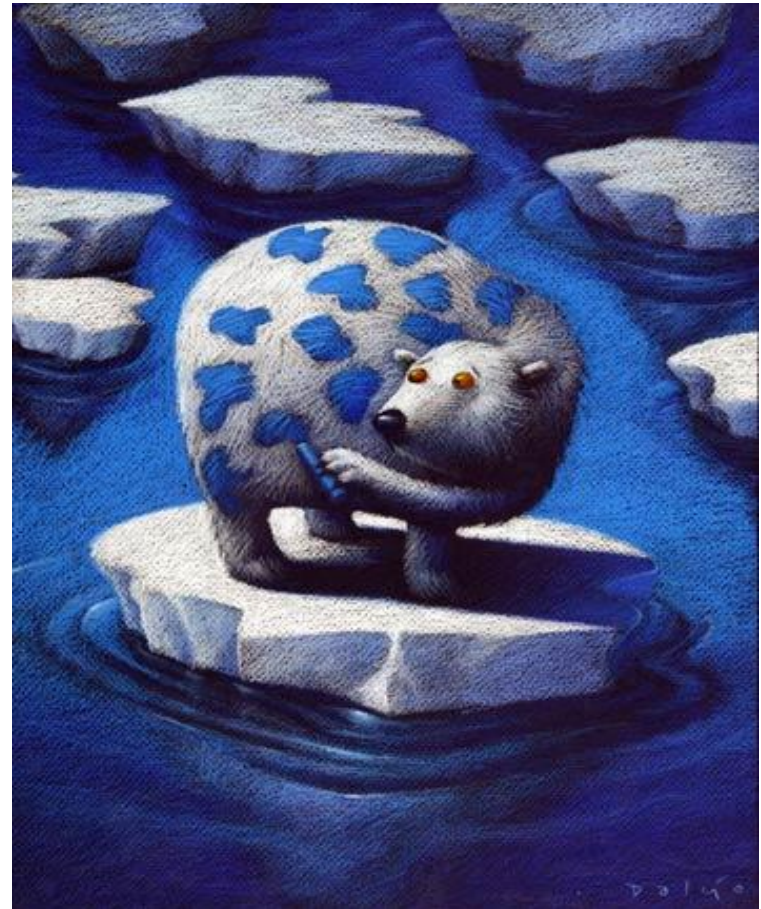
- Strong influence of the context of work
- LO predominantly derived from areas of occupations
- Strong involvement of social partners

HE

- Increasing relevance of LO
- Very different practises in developing new curricula on the basis of LO
- Still strong opposition ...

Concluding remarks (a)

- **Important efforts have been made by MS**
 - To bring curricula closer to the needs of the labour market
 - To adapt curriculum to the needs of the individuals



Concluding remarks (b)

- **Despite these developments**
 - Outcome-oriented and flexible curriculum is **only** one of the factors facilitating learner-centeredness in teaching processes
 - There is a need for accompanying measures at all levels of education and training systems
 - Which are the implications of the learning outcomes approach for the **lifelong learners**?

