

Tallinn Summer School
Curriculum: Past Trajectories and Future Trends
July 19-23, 2021

Monday, July 19

10.00-12.00	<p>Introduction. What is curriculum and curriculum studies? Three focal points of curriculum development: individual, society and subject matter.</p> <p>Reading: Chapter 1: The curriculum and the study of the curriculum in A.V. Kelly (2009). <i>The curriculum. Theory and practice</i>. 6th edition. Los Angeles: Sage.</p> <p>Maria & Tero</p>
12.00-12.30	Lunch break
12.30.-14.30	<p>National and cross-cultural historical pathways and ideas that have shaped today's curriculum culture in different parts of the world: German Bildung and Didaktik culture.</p> <p>Tero</p>

Tuesday, July 20

10.00-12.00	<p>Curriculum tradition and its global influence. Standardized learning outcomes and competencies.</p> <p>Reading: Westbury, I. (2002). Didaktik and curriculum studies. In B. Gundem B., & S. Hopmann (Eds.), <i>Didaktik and/or curriculum. An international dialogue</i> (American University Studiesed.). New York: Peter Lang</p> <p>Maria</p>
12.00-12.30	Lunch break
12.30.-14.30	<p>Chinese curriculum tradition</p> <p>Tero</p>

Wednesday, July 21

10.00-12.00	<p>Global Educational Reform Movement – the neoliberal change agenda in education and its opponents.</p> <p>The rise of audit culture (testing and accountability), neoliberal rhetoric. Socio-economic and political context.</p> <p>Salhlberg, P. (2011). Chapter 4: The Finnish way: competitive welfare state. In: Finnish lessons. What can the world learn from educational change in Finland? Teachers College. Columbia University, New York.</p> <p>Tero</p>
12.00-12.30	Lunch break
12.30-14.30	<p>Globalization of education. International student achievement measurements: PISA, TIMSS etc. The role of OECD.</p> <p>See: A letter of academics around the world to the director of PISA (2014) : OECD and PISA are damaging education around the world: https://www.theguardian.com/education/2014/may/06/oecd-pisa-tests-damaging-education-academics</p> <p>Policy effects of PISA (2011) http://oucea.education.ox.ac.uk/wordpress/wp-content/uploads/2011/10/Policy-Effects-of-PISA-OUCEA.pdf</p> <p>Meyer, H.-D., & Benavot, A. (2013). Introduction. PISA and the globalization of educational governance: some puzzles and problems In H.-D. Meyer & A. Benavot (eds.) <i>PISA, Power, and policy: the emergence of global educational governance</i>, (pp. 9–26). Oxford: Symposium Books. Retrieved from: https://www.amazon.com/PISA-Power-Policy-educational-Comparative/dp/1873927967</p> <p>Debate: PISA: pros and cons. Please prepare both arguments that support and contradict the international standardized student achievement tests.</p> <p>Maria</p>

Thursday, July 22

10.00-12.00	Conservative and progressive curriculum ideologies: essentialists, perennialists, experientialists (J. Dewey). „Useful“ vs. liberal education? Maria
12.00-12.30	Lunch break.
12.30-14.30	Modernist and postmodernist curriculum paradigm Maria & Tero

Friday, July 23

10.00 - 12.00	Analysing national curricula. Which traditions are reflected in the national/regional curriculum of your country? Student presentations. The presentations are prepared during the summer school week. Maria & Tero
12.00 - 12.30	Lunch break.
12.30 - 14.30	Future trends: well-being, integrated curriculum, blurring of boundaries between educational institutions, artificial intelligence and changing teacher professionalism. OECD (2018). The future of education and skills. Education 2030. The future we want. http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf Maria & Tero