

DEVELOPING DIRECTIONS AND STRATEGIES OF THE EDUCATIONAL CURRICULUM, FROM THE PERSPECTIVE OF THE POSTMODERN ORIENTATIONS IN EDUCATION

ABSTRACT

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The habilitation thesis *Development Directions and Strategies of the Educational Curriculum from the Perspective of Postmodern Orientations in Education* synthesizes, in an informed manner, the scientific, professional and academic accomplishments and prefigures operational directions, strategies and plans of developing an academic career. These coordinates represent the two sections of the habilitation thesis correlated in terms of relevance to innovation in the curricular field and to increasing professional expertise.

The first part of the habilitation thesis integrates epistemic, conceptual, methodological and praxiological components of the scientific and professional achievements. These contributions are highlighted in publications issued since the obtaining of a PhD in Educational Sciences (five books with one author/coordinator, four books in collaboration, more than thirty scientific articles published in journals indexed in international databases and conference proceedings relevant for the Educational Sciences) and the products of research and development projects.

Postmodern curricular landmarks and curricular background characteristics have been the prerequisites of personal beliefs and the arguments of legitimacy of the research into the curriculum field. The object of our studies aims at multiple curricular subdomains, linked issues and related educational fields, in the spirit of a comprehensive curricular research, carried on four strategic axes:

- design and management of educational curriculum;
- development and management of educational projects;
- curricular depiction of the development of professional and transversal competences;
- development of intercultural curriculum in Romania.

The contributions in the research, design and curricular management field have been outlined during doctoral studies. In the paper *The Curriculum's Planning and Management at*

the School Organization's Level (2011) are detailed curricular innovations, reviewed and reinterpreted in the post-doctoral research in several directions:

- developments in the conceptual design and curricular management;
- impact assessment of the national curriculum;
- methodological model of design and curriculum management;
- model of school curricular project;
- development of research methodology of curricular area.

After completing the doctoral studies, the scientific research has focused on assessing the long-term impact of the doctoral research results and on the development of methodological innovations. Significant results consist of:

- advancing conceptual analysis models;
- methodological framework model of institutional design and project management;
- methodological guide of development and management of European projects in education;
- shaping characteristics psycho-pedagogical curriculum subjects;
- framework program of professional practice in social sciences;
- impact studies, completed with the advancement of curricular development directions and strategies of professional and cross-operationalized competences in various fields of vocational education;
- development of theoretical and methodological framework in the field of intercultural curriculum.

Personal research and innovations in the field of intercultural curriculum, conducted during postdoctoral studies are summarized in the paper *Development Directions of the Intercultural Curriculum in terms of the European Dimension of Education* (2015). In developing the theoretical framework of the intercultural curriculum, our contributions target:

- the conceptualizing of the intercultural curriculum, based on the orientations of postmodern cultural education and intercultural curriculum;
- developing an epistemological attitude in researching and developing the intercultural dimension of the curricula by valuing the sociology curriculum;
- developing a taxonomy of intercultural curriculum aims;
- shaping perspectives and strategies for the development of trans-disciplinary didactics of the intercultural education.

Curricular innovations in the instrumental methodological plan are:

- intercultural curriculum audit in Romania;

- methodological model of the design, implementation and evaluation of the intercultural curriculum;
- cross-curricular program *Social Relations in the Multicultural Society*;
- developing research tools of the intercultural curriculum area.

In the field of teaching, curricular processes and products have been designed, implemented and evaluated in the spirit of postmodern university curriculum directions. In this respect, the competence-based curriculum, student-centred curriculum, the constructivist learning model, the personal models and methodological tools have been valued in personal competences development processes of BA and MA students, to stimulate their metacognitive capacities.

As an expert in several research and development projects, the main contributions consisted of: a) organization of scientific and educational activities, training sessions, focused on the needs of the beneficiaries; b) development of guidelines, methodologies and scientific articles, valorised through the optimization of the educational programs and practices; c) planning and provision of socio-professional assessment, counselling and career guidance to students.

In the institutional development field, the management of the university curriculum has represented the field with significant achievements:

- the initiation and coordination of the three study programmes in the Sciences of Education field: the master's degree program *Educational Management*; the master's degree program *Educational Counseling and Career Development*; the postgraduate professional conversion program in *Pedagogy of Primary School and Preschool Education*;
- curricular coordination and development of the BA program *Pedagogy of Primary School and Preschool Education*.

The evolution and development of academic career plan, the second section of the habilitation thesis is designed as a curriculum self-management tool for professional development, setting out the overall objectives, strategic directions, ways of implementation and expected results. The operational plans detail the prospective curricular product, on several directions of career development: scientific research; the training and mentoring/counselling process of the BA, MA and PhD students; developing and managing European funds educational projects; institutional management and evaluation; institutional services.