

Curriculum for teachers intensive qualification on political education in Armenia, Azerbaijan and Georgia

Workshop | 16-17 February 2010 | Tbilisi



Today's Program

16 February 2010

Theory on Curriculum Design

First Draft of Learning Objectives

Visit Tbilisi Public School N98

Validating Learning Objectives



Practice of Political Participation

Theory on Curriculum Design

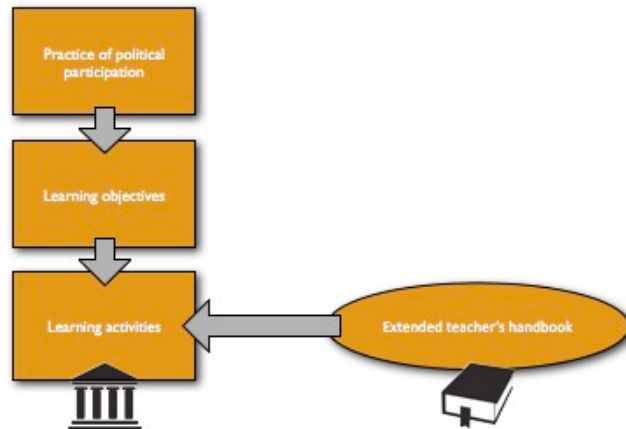


Which experiences do we want our pupils to have?



Process of Curriculum Design

Theory on Curriculum Design



Learning Objectives

Theory on Curriculum Design



Which criteria are suitable?

What do we want to achieve?

What do we want to see from our pupils?

What does the examination look like?



Learning Activities

Theory on Curriculum Design



What kind of learning environment?

What kind of assignments?

What kind of activities?



Learning by Experience

First Draft of Learning Objectives

Experience 1: Deepen Understanding of Ideologies

Experience 2: Analysing Stakeholders

Experience 3: Interaction with the People

Experience 4: Working Towards a Political Debate

...



Simulation Exercises

Theory on Curriculum Design

OBJECTIVE

Understanding, skills, shared knowledge

BENEFITS

Safe environment to experiment

KEY-ELEMENTS

Making choices, Mastermind

Today's Program

17 February 2010

Theory on curriculum design

First draft of learning activities

Validation of learning activities

Design of the teacher's handbook





Learning Activities

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Behave (behaviourism)

Think (cognitivism)

Develop (humanism)

Interact (social learning)

Experience (constructivism)



Think

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PERSPECTIVE: Internal mental process

OBJECTIVE: Develop cognitive intelligence

TEACHER'S ROLE: Structure content of learning activities

COMMENTS

1. Huge influence on thoughts on learning
2. Only about information



Behave

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PERSPECTIVE: Change in behaviour

OBJECTIVE: Desired behaviour

TEACHER'S ROLE: Arrange an environment to elicit desired response

COMMENTS

1. Passive role of the learner
2. No attention for personal insights and meaning
3. Lack of connection between actual environment and context



Develop

Theory on Curriculum Design

PERSPECTIVE: Personal acting, to fulfil potential

OBJECTIVE: Self-actualisation

TEACHER'S ROLE: Support the personal development of the learner

COMMENTS

1. Importance of internal motivation
2. No general standards



Interact

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PERSPECTIVE: Knowledge is related to social processes and interaction

OBJECTIVE: Interaction, relation, meaning

TEACHER'S ROLE: Mentorship, facilitate relations

COMMENT

1. Less focus on the individual



Teacher Support

First Draft of the Teacher's Handbook

Part I: Introduction

Part II: Simulation Exercise

Part III: Additional information

...



Experience

Theory on Curriculum Design

PERSPECTIVE: Construct meaning out of experience, knowledge is a *personal* competency

OBJECTIVE: Construct knowledge

TEACHER'S ROLE: Facilitate and negotiate meaning with learner

COMMENTS

1. Importance of internal motivation
2. No general standards