

PANEL DISCUSSION 4

CURRICULUM, TEXTBOOK EVALUATION

Facilitators: Rodica Vulcanescu (Textbook writer, Romania), Lydia Stack (Stanford University, USA), Stefan Colibaba (Iasi University, Romania, Textbook writer)

- are part of a continuum(?!)
- are interdependent(!?)
- need to be treated as a system...which does not happen!

Curriculum issues

- limited range of competences/skills
- vague phrasing of linguistic components
- no provisions for the variety of specializations (humanities/science/bilingual/vocational/technical)

Textbook issues

- discrepancy between curriculum & textbooks
- lack of continuity – one or two Tbooks of a series are approved, the others are not
- some Tbooks – inappropriate for the age of the students/ their level of competence
- the Ministry imposed certain books, especially for 9th and 10th grades
- MEN does not seem to need any feedback on the Tbooks they approve
- No(t enough) transparency of the decision-making process in Tbook choice
- Low-quality Tbook got approved → saving money + awkward position for Ts (work on bad Tbook vs. ss having to buy other Tbooks)

Evaluation issues

- Standardization?
- Final exams do not reflect curriculum requirements or Tbook contents with rare exceptions

Should Dos

- curriculum should be adapted to European standards and...
- curriculum should offer a foundation for evaluation
- Ts's associations could act as "communication channels" between Ts and MEC

- there should exist a working partnership including reps of Ts, publishers and MEC
- baccalaureate exams should be in agreement with CEFR (at least the Bacc A, B, C levels)