

Review of the subject curriculum

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1. Are the learning outcomes and educational content appropriate for the developmental age of students?

1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
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Please explain what should be modified if Your answer is 1, 2 or 3.

Comment:

For the learning outcome "mythical and religious moral sources" the optional theme on the compatibility between the individual and the community in the harmony of cosmic hierarchy could raise difficulties for some students in Grade 1 of secondary school.

The same goes for the excellent level of acquisition in the case of Learning Outcome 1.3. ("The student compares and evaluates different criteria for morally right judgment and action").

2. Are the learning outcomes and educational content appropriate for the number of lessons?

1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
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Please explain what should be modified if Your answer is 1, 2 or 3.

Comment: the teachers should receive additional guidance concerning the compulsory themes and possible learning activities foreseen to teach them; this will help the teachers to use an adequate teaching time and include all the key elements

3. Are the learning outcomes and educational content relevant and based on scientific knowledge of the subject area?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

Suggestions for improvement:

- The moral sources need to be more widely presented and mythical and religious sources need to be approached within this context
- The distinction between compulsory and optional themes in the case of A 1.2. is not clear (as the optional themes are just details of compulsory themes); the same goes for A 21 in Grade 2.
- The learning outcome on criteria to judge actions as right or wrong needs to better present the descriptors (for instance, from what perspective/in which contexts the student should differentiate between moral, ethical and socially acceptable criteria) and the recommendations to meet the outcomes need to be detailed
- B 1.1. is still in the area of reflection so it should be included as a learning outcome for A Domain.
- B 1.2. is not clear what elaborates issues refers to – it could be a problem in translation.
- For the learning outcome B 1.3. the descriptors for the level of acquisition should better take into consideration the ethical dimension of the intervention plan aiming at achieving a positive social change (and potential conflict between different values, for example such as economic and environmental values)
- There is a insufficient correlation between A 2.1. learning outcome for Grade 2 and the levels of acquisition; while the learning outcome is limited to determining some ethical terms, the levels are indicating much more, i.e. evaluating the credibility of different sources of information); the same for A 1.2. in Grade 1, A2.2. in Grade 2, A 3.3. in Grade 3 etc.
- The Learning outcome of B 2.2. in Grade 2, B 3.2. in Grade 3, B 4.2. in Grade 4 needs to be revised, as it stands now more as an activity in itself; what is the purpose of the research project in these fields? What competences are expected to be developed? These competences should be the aim, while the project is the learning context.
- The same observation is applicable to B 4.3. in Grade 4, as the essay writing in itself is not sufficient to capture the specific knowledge, skills and attitudes foreseen to be developed in the ethics field.

4. Are the domains that are necessary for the subject area well represented?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

The domain of applied ethics could be better introduced in Grade 1.
 Some areas (i.e. justice, morality/amorality/immorality, utility vs. deontic approaches etc.) could also be better represented.
 Learning outcome B 3.3. in Grade 3 could include also professional ethics domains to be explored.

5. Does the curriculum contain an adequate ratio of the breadth and depth of knowledge, skills, and attitudes in the subject area?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.
 The students need to be acquainted with the main controversial issues of contemporary society and linked with their contexts;
 The online dimension of ethics (from e-etiquette to issues related to the identity theft) should be also better addressed in the curriculum, also in relation with the links with other subjects developing digital skills. However, the curriculum states the links with the subject Information and Communication Technology.
 Even if important within the curriculum for Grade 4, it is not clear what is translated *as issues of a contemporary human being*

6. Does the curriculum, especially as regards the proposals in chapters F and G (Learning and teaching, Assessment), enable the acquisition of the listed learning outcomes?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.
 Comment:
 The curriculum provides sufficient guidance overall, however, for some complex learning outcomes providing some examples of learning, teaching or assessment strategies could be of important use for teachers.

7. Are the proposed learning outcomes and other elements of the curriculum in line with the European and global recommendations?

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.
 Comment: For all learning outcomes the curriculum could provide 4-5 examples of learning contexts/activities the teachers to chose from, in accordance with the specific of their students. These examples could guide the teaching process and ensure that the aimed competences are developed in an adequate learning environment.

8. Are the learning outcomes and educational content comparable with those in Your country?

Yes.

9. Please suggest other modifications if You consider them necessary.

The progress of various competences across the four year needs to be also better presented, indicating the added value of each year in students acquisitions. It is important therefore that the new themes addressed each year to represent also more complex issues to be analysed from various perspectives and moral criteria.

10. Your conclusion about the proposed curriculum.

The curriculum covers important content areas in the Ethics subject and provides a relevant double approach (reflection and action). It demonstrates a strong inter-disciplinary approach and offers a good perspective on creating a learning environment adequate for the students to develop their skills on reflecting and actively and consciously using various moral principles in their everyday life. The proposed curriculum should provide for complex learning outcomes more didactical/pedagogical guidance to the teachers, including on organising and choosing between different teaching, learning and assessment activities (for example, in the form of practical examples).