

## THE HISTORIC AND THEORETIC EVOLUTION OF THE CURRICULA FROM ROMANIA

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### *Abstract*

*The field of the curriculum theory in Romania it's characterized by methodological and theoretic pluralism, highlighted by a symphony of voices; each one trying to proclaim its own theoretic superiority and practical usefulness. The Romanian pedagogues have adopted the word "curriculum", they conceptualized it, gave it ample, intermediate and restricted semantic coordinates, stating different points of view about „the curriculum theory”. Therefore, our approach of theoretically founding the educational curriculum builds its hypothesis on such a „paradigmatic” mismatch, out of the terminological of conceptual oscillations, trying to unite in a whole image the essential characteristics of the curricular field in Romania. This paper examines the evolution of curriculum theory, epistemological perspective through a hermeneutic approach that allows the possibility of open dialogue and of the intellectual options. To this end, we opted for a method that provides flexibility, subjectivity and objectivity context: interview with experts. Using this method gave us a personal and contextual reality, imbued with the actual experiences of options and views of experts in education. The topics proposed for discussion offered a picture of reality in Romania curriculum field: approaches, concepts, theories curricular status of educational research and curricular relevance to practices and policies, the existence of the scientific and practical curriculum and its manifestations; area existent problems, membership of a curriculum paradigm. The purpose of this research is to identify the dominant curricular concepts promoted by education experts from Romania, by highlighting specific ideas and visions of real interest for education. Also hermeneutical analysis of curricular concepts in the field of curriculum devoted teachers in Romania can be a criterion for assessing the paradigmatic status of the EU in this area.*

Keywords: educational curriculum, theory of the curriculum, paradigm, interview with experts, hermeneutic analysis

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### **The historic and theoretic evolution of the curricula from Romania**

Teaching and the curriculum is the product of human knowledge. Its history and present necessity and myth, culture and consciousness, freedom and obedience, reality and fantasy motivate our exploits. It is the voice of society, the child, the educator, a continuing reflection of its social implications, pedagogical, psychological, philosophical: What knowledge matters more?, How do we define our educational needs?, Why it is important to identify their educational conception?

With these thoughts begin a complex and deep domain understanding toward curriculum in Romania, an approach also constructed a debate on design education, responsibility and methodological value, attitude and vision. At the end we hope that the reader work to create a true picture of curriculum scope of this geographic area.

A landmark in our theoretical analysis is the educational reform in Romania, hot topic of public and academic debate.

The reform process began in early 1990 with measures to purge ideology from school (Bocos & Jucan, 2008, p. 22). Since that time, Cristea, teacher training reforms, proposed to seize all power sources on education, „interdisciplinary design plans, programs and textbooks in order to correlate information and achieve operational transfer of methods, concepts, and points view etc. The trans-disciplinary opening required for coordination by a common goal to school tomorrow, is based on the principle of lifelong learning” (Cristea, 1991, p. 57).

However, major gaps within the system and willingness to adapt to European standards, requiring an intensive process, often characterized as tumultuous and spontaneous. Thus, in 1997 the country opted for a “comprehensive reform, comprehensive, systemic education, rapid reform, un-postponed, a reform now” with profound implications in terms of educational theory and practice. The results of this intense activity “of conceptualization, regulation and implementation of curricular options” were major “generated a movement among innovative teacher”, “teaching has created a new logic designed to transform school student teacher in school”, “consecrated a new curricular code”, developed National Curriculum in Romania (Bocoş & Jucan, 2008, pp. 222-223). Along with the positive aspects worth mentioning, Bocoş considers it justified, because the national context, and some failures related to

conceptualization, implementation and making operational of the way systemic reform.

After 18 years of reform, Romanian teacher Negreț-Dobridor analyses, and the first book in Romania focused on curriculum theory, efforts made in terms of two key processes: development of curriculum and curricular optimization (Negreț-Dobridor, 2008, p. 190). According to his opinion, in Romania's case, we are not dealing with a "curriculum development", because it was not designed a completely new curriculum, but a number of components. Furthermore, consider that the Romanian school teacher had not improved at times, through assimilation of "forms without substance"; "Romanian school should be optimized". Thus, "enhancements and improvements are accused by teachers of being benign, but insufficient to establish a school of the future" (Negreț-Dobridor, 2008, p. 191). His accusations based on an analysis of national reform limits repercussions on the entire undergraduate school population. Expected impacts listed in curricular documents were not "closely correlated with socio-economic trends and technological Romanian society for the next 20-30 years" (Negreț-Dobridor, 2008, p. 191). Moreover, the Romanian curriculum documents ignored unintended effects of several bad decisions. These decisions were due, in part, involved in curriculum change, with outstanding specialists, a few "amateurs".

In the concept of Negreț-Dobridor, teacher reform generated a real confusion, mainly through the curriculum using the term "abusive and quite often, wrong". Contemporary Romanian teachers have not been spared the dilemma flow neologisms, "except for a few elite theorists, Romanian teachers were surprised by curricular bomb blast" (Negreț-Dobridor, 2008, p. 16).

For Romanian teacher Cristea, educational curriculum is:

- a) "superior proposal" (referring to the overall size of education), organized on the basis of principles that highlight the importance assumed priority objectives and the choice of content, learning experiences organizing learning strategies and assessment techniques results;
- b) "Fundamental concept" (referring to the stable dimension of education).

Potolea (2002) gives expert education curriculum concept construct status, taking into account the multidimensional nature, there are several plans with family and definition of terms (in the sense of Wittgenstein and not proximate genus and specific difference - the curriculum is dynamic, increasing

and continuously enriched). For this purpose, two approaches are proposed curriculum:

a) The founding approach: “concept - constructing curriculum is not a concept that reflects more or less well-existent reality, but a mental construct that refers to a reality that is to exist”;

b) The scholarly approach: “curriculum is essentially or primarily a project action plan educational value”. Productive way examination and definition of the concept of curriculum is “multidimensional approach to curriculum through three perspectives - structural, process and product” (Potolea, 2002, pp. 82-83).

Cucoş makes a parallel between narrow sense of the curriculum that exists in Romanian education, “in our time means the content of educational activities”, and extended sense. In this respect, specifies that “it is not statements of material to learn, but goals expressed in terms of skills, ways of acting and knowing” (Cucoş, 2006, p. 182).

Analyzing the concept of curriculum definitions, Bocoş makes essential by reference to current national context: “curriculum refers to the educational offer schools and educational processes and systems are learning experiences and direct and indirect training provides education and lived by them in formal, non-formal and even informal” (Bocoş & Jucan, 2008, p. 109). In design expert, “nature curriculum is defined, essentially, through planned learning experiences” and “the main challenge is the implementation of the curriculum, translating topics studied in relevant learning experiences and training”. This requires articulation and integration systemic manner interdependencies of four basic components: educational aims, content of education, training strategies in school and beyond, strategies for evaluating the effectiveness of educational activity (Bocoş & Jucan, 2008, p. 111).

Negreţ-Dobridor teacher examines curriculum perspective structuralism and synchronic futuristic vision complemented by a diachronic, longitudinal history. “Curriculum is an anthropological constant, like education, not simply concern for passengers limited to economic, cultural professional needs and aspirations. In short, the art of predestination and achieve comprehensive human personality” (Negreţ-Dobridor, 2008, p. 40).

Prospects mentioned approach: teleological perspective (Cristea), structural perspective, process and product (Potolea), interactions - systemic perspective (Bocoş), synchronic structuralism perspective and futuristic (Negreţ-Dobridor) emphasizes pluralism theory of the curriculum in Romania,

dynamics and openness to influences from international literature. In agreement with Romanian teacher, Cucuș believe that “new theoretical principles behind the development of the National Curriculum is an outright purchase”, but, assuming a multitude of options ideological practice (sometimes “unexplained hidden by didactic nature, cultural and even political”) generated “Translations sometimes indecisive, sequential, faulty or some exaggerations”, noted the confusion which exists in the current system of education (Cucuș, 2006, p. 264).

It is obvious discrepancy between reality and the ideal theoretical educational practice set out in the work of the curriculum. Cucuș is of the opinion that “ideology and philosophy explicit teaching National Curriculum fall on a line postmodern deconstruction of the ideal of a single, aggregated and sweepstakes” (Cucuș, 2006, p. 182). In practice, however, even the term education curriculum is approved by teachers, much less a postmodern vision. The emphasis is mostly on imported non-reflective educational content of programs and textbooks and happiness where the curriculum objectives and competences.

Reading these texts in the literature curriculum in Romania does not allow us to identify the current dominant theory or concept. Instead we see the same symphony of voices that international curriculum in literature, every voice proclaims the superiority of theoretical and practical utility. In this concert, but all voices are important, they contribute to the development of and create a diversity of views.

Therefore our approach to these theoretical attempts tries to understand such theories in the light of their context. There is no generally accepted theory for any educational situation, but clarification is required on items that give identity curricular area of Romania.

As a consequence we urge you to reflect on specific national education, referring primarily to curricular concepts promoted by educational experts. Thus, we propose to extend, in the following lines, area general theoretical analysis, presenting ideas, options, concepts, visions, authentic information from cultural and personal experience of experts in the field of education.

For this purpose we chose a method that provides flexibility, subjectivity and objectivity context: interviews with experts. Using this method gives a personal and contextual reality, imbued with the actual experiences of options and views of experts in education.

Considered to be a method sometimes marginal in comparison with the methods established and widespread, one should not dismiss out of hand the “reconstruction of complex knowledge” (Friebertshauser & Prengel, 2003, p. 481). The method is mainly used in evaluation research with the subjects’ decision makers in politics, economics, research and training institutions, and practitioners with relevant experience. This method captures the particular knowledge “embedded practice”, the “know-how” involved in “the reproduction of a social system” or those who have designed and implemented educational and social innovations (Friebertshauser & Prengel, 2003, p. 481). It is generally considered that the expert interview is a tool for taking very little structured data that can be used for explorative (Friebertshauser & Prengel, 2003, p. 481).

Recommendations of qualitative interview literature devoted largely apply and interview with experts. However, in some essential respects like the driving of the discussion during the interview (data collection), and the interpretation (valuation data), interviews with experts differ from other forms of qualitative interview. The main reason would be that expert interview is guided by other cognitive interests. We can say with certainty that this type of interview is based on a flexible interview guide.

One reason for this type of interview is marginalized in the literature is the lack of consensus and the lack of clear criteria on the concept of expert. There are at least three points of view which highlights an expert.

A. The first perspective describes some elite experts as contributing to world leadership in the formation of an aristocracy of expectance. This view is reflected in the pedagogy of professionalization and de-professionalization in speeches.

B. More important for this study is the perspective opened by Schmitz in 1972 referring to expert as a “well-informed citizen”, a specialist in a specific area with special knowledge in that area, sometimes esoteric and implicit. For educational research, an expert gets this status from researcher interest in specific knowledge: a person becomes an expert because accept, more or less well founded, that has some knowledge not accessible to everyone. Determination methodological interview with experts is about the prospect of sociology of science that differentiates expert and novice professional (Friebertshauser & Prengel, 2003, p. 481).

Hitsler is detailing some experts' concept, such as Sprondel, which distinguishes between the novice and expert. Specialist is characterized by problem-solving skills of its labor, which are shaped by a superior and subject to strict control. In contrast, the expert has a high degree of autonomy. Compared to the previous design, different is the status of expert knowledge. If the first two examples, expert knowledge is characterized by precision and clearly defined, in this case stated and the knowledge that result in certain decisions (the expert), but not necessarily in terms of reflexive awareness (Friebertshauer & Prengel, 2003, p. 481).

The establishment sample of experts we considered three coordinates:

- Professional experience, nationally recognized expertise in education;
- Participation in key institutions in education and curriculum (Institute of Research in Science Education, Universities, Teacher Training Departments, NGOs);
- Expert agreement on the use of the information provided.

The sample is composed of 8 experts, renowned academics and practitioners in education in Romania, whose writings and projects have brought value to the curriculum theory: Cezar Bîrzea (1999), Ion Cerghit (Cerghit, Neacșu, Negreț-Dobridor, & Panișoara, 2001), Sorin Cristea (1991, 2008), Ion Negreț-Dobridor (2008), Eugen Noveanu (Noveanu & Potolea, 2008), Mușata Bocoș (Bocoș & Jucan, 2008), Anton Ilica (2011) and Dorel Ungureanu (1999).

Methodological approach developed in a specific research design we considered two aspects: the purpose and status data method.

Curriculum area is complex, situated in a permanent dynamic, with agreements and disagreements, testing pursuing constructive understanding and curriculum development in relation to society, ideology etc. Constructivist approach to curriculum and research in this field involves continuous resizing, update. And in an interview with the experts "interviewers and interviewees are always actively engaged in constructing meanings" (Silverman, 2004, p. 105).

Thus, the ultimate purpose of the interview is the way of meaning construction, the ways in which stories are parts of the world they describe. Interviews are social activities in which participants collaborate to produce some versions back (or forward) action, experiences, ideas and feelings, past or future. Status reports data depends on the relevance of interviewees and the world they describe. In our case, interviewees are experts in science education.

Thus, the data obtained are objective facts and stories. Exclude the possibility that the data could be purely subjective perceptions due status and experience they have experts.

Much of the literature focuses on the conduct of the interview, given the production of neutral questions to facilitate speech. Knowledge does not exist in a pure form that can be separated from the context and the circumstances of its production. In this respect, the main issue that we take into account in carrying out the interview is interaction with resource persons. We thus proposed the use of pre-established topics like structured interviews, but the questions and their sequence are predetermined such unstructured interviews.

Interviews were conducted in 2011-2012 and are presented in the following lines as a theoretical-descriptive study:

*Theme 1: Approaches, conceptions, curricular theories shared by experts*

Ilica (2012), teacher believes that a critical analysis of epistemological components of a domain has its share of irony, which turns into acid or in the best case in tolerance. Even though researchers today use an improved toolkit to news time, often irony abound to past ideas. What is true for other sciences, on the genesis of concepts cannot be applied in the curriculum: “None of this can be applied to the concept of curriculum. Specialists endeavor to determine the "history" of the term, the set of meanings given by different schools teaching is rather pedantic pride”.

Historical analysis of meanings curriculum is irrelevant to Ilica, since so far not materialized any definition accepted, “able to honor a dictionary form”. In his opinion, the word "curriculum" leads to an "exotic" conceptual and methodological because contoured insufficient identity “of linguistic or semantic” approach naturally postmodern perspective. Confusion about the use of the concept of curriculum is due to “semantic pluralism, which is reflected in pedagogical literature in a polar dichotomy with narrow and broad sense”.

Consequently, Ilica considers it essential need for clarification of the point of view assumed by each author, which operates in his speech, explicitly, not implicitly.

In his speech teacher Cristea (2012), author of several works on the issue of opening theory curriculum addresses the concept of curriculum from two perspectives:

1. Curriculum that paradigm, namely that the model approach to pedagogy, referring to curriculum theory as a theory of design education and training;

2. Curriculum for teaching project has a specific approach to education by structural components and context of achieving the consensus in the paradigm.

In his opinion, the existing approach in curriculum theory in Romania equals general theory of curriculum design theory level education and training system (“design school reforms that curricular reform” “fundamental curricular research”) and process (“design plan educational programs and textbooks” and so on). Romanian experts, advocate a spherical model, which emphasizes the centrality of the aims, interdependencies between all structural components of the project and openness in relation to the context. The quality of this model results from its ability to capture two dimensions of curriculum design (applicable level curriculum, syllabi, textbooks, lesson plan etc.).

- Globalist project: the interdependence of elements, focusing on core objectives and content, teaching methods and assessment flexibility, reporting all forms of education: formal - non-formal - informal, individualization, continuous assessment / formative fully integrated into the project design.

- Opening an existing project in relation to movements in context, generated at the intersection of variables for an objective character (space, time, form of organization required by the company) and by a subjective one as well (teacher style, organizational initiatives and so on).

Bîrzea (2011) shares a similar approach. In his conception, the Hilda Taba theory would bring order and rigor necessary aspects in the national curriculum. Moreover, the teacher brings into question the effectiveness of the Finnish educational model, known for focusing on efficiency, competitiveness and performance, lack of bureaucracy and promoting standardized tests.

#### *Theme 2: The status of educational research and the relevance for practices and curricular policies*

S. Cristea (2012) states that educational research in Romania is wide spread the “methodological servility”. The teacher brings into question the standards promoted by government agencies, with regard to quantitative research methodologies. Through these efforts, education is treated exhaustively, only statistical significance. In this sense are addressed only procedural issues, not global ones. The result is “stagnating development and reform failure”.

Despite these remarks, A. Ilica (2012) noted the interest of many Romanian teachers for educational curriculum problem. Appreciate their expert opinions as “philosophy, with a great theory, being enslaved suggestions offered by fundamental theories of Anglo-American literature, conceptual challenges of adhering to American pragmatism”. This reality gives national educational research more attribute “conceptual” than pragmatic. To justify the claim, the teacher brings into question the need for a “multidisciplinary team of professors, sociologists and educators could begin research on the consequences of a potential educational curriculum samples, and expand curricular practices at generation”. Lack of such teams and lack of accountability for experiments directly carried out on the whole young population through education laws “is one of the biggest blunders of educational policies”. Serious consequences of these actions are “killing a quota of generation”.

In the minds of D. Ungureanu (2011), pragmatic research should be developed at educational finalities connected with socio-economic research. Influence the economics of education is currently insufficiently analyzed. This is cause for extreme concern missing or practical research: adapting curriculum for gifted children or children with special needs.

M. Bocoş (2012) applied research emphasizes the importance of adapting the “Romanian curricular context”. In his opinion, research conducted by level of education, curricular courses was “somewhat empirically determined” and stressed the importance of content, marginalizing the other curriculum components. In this respect, references need scientific substantiation “rigorous and conducted nationwide” to allow “making conclusions valid”.

A major issue raised by education experts interviewed is the phenomenon of politicization of the curriculum. Decision curricular policies are politicians who do not have intellectual motivations and perspective on curricular profile of the company and its evolutionary dimension.

Electoral influences in education are criticized by Bîrzea (2011). The teacher brings into question the reform project 2009, advanced with great verve, mainly for political interest. In addition, Ungureanu (2011) analyses public debates on education laws. Wizard moves term “democracy slanderers”, characterizing the current state: the bottom (referring to practitioners, theorists) is not involved, provide feedbacks or criticism without proposing solutions, and the top - those who design curriculum, makers of the Ministry - make decisions.

In his opinion, even if there was a public debate on the final outcome effects are imperceptible.

In contrast, all interviewed experts placed the minor role given educational specialists in the development of public policies. Ignoring further the education of specialists in public policy will miss “making human again start of an educational and social relations and build a mentality to maintain desirable behaviors”.

Ilica proposed as a first step, the creation of a community of research practice, to determine the effects of exercise curriculum. In this sense, the teacher considers the idea of a “curriculum panoptic and paideutic” idea found in the works of I. Negreț-Dobridor as “generous”. According to A. Ilica, such curriculum, focused on values, will be rejected “political deadlock and the different intolerances”.

#### *Problem areas existing in the field of curriculum*

In making analysis of current problems existing in education and curriculum, Negreț-Dobridor (2012) gives us a peek into the history and specifics of the Romanian people. The teacher brings into question the cult of illiteracy, long promoted in some provinces of Romania; reality has given us the phrase “land of tricked”. In his opinion, the Transylvanian province is the one with the greatest respect for the book. The category value includes the contribution of Spiru Haret, a real reformer focused on educational practice.

In view of Negreț-Dobridor, a curriculum focused on skills, such as currently promoted implies a return to “information education, made with modern methods”. Teacher chooses to develop curriculum, not improve it. Making human again the human condition increasingly advanced postmodern society, requires “lifelong learning through assimilation great values”. A well-organized general assimilation involves large areas, with emphasis on the moral dimension and aesthetic education.

Analyzing the usefulness of a curriculum focused on skills, Cerghit (2011) considered necessary a redefinition of the concept of general education perspective. In his opinion, a curriculum focused on skills training involves attitudes, it is important that the curriculum be made essential.

State curriculum adjustment is mentioned by Ilica (2012). Current educational reality is because makers, teaching institutions and their actors have in their view a “paradigm consistent and firm”. The teacher supports the need

for “fundamental change of mentality and style” from the curriculum and addresses issues from the perspective of postmodern education.

Noveanu (2011) indicate specific problems concerning administrative issues (state schools in rural areas, tend to increase the number of classrooms and students) and teaching issues (unable to test the applicability of theories - the theory of multiple intelligences).

Ungureanu (2011) highlights the consequences of a hidden curriculum, referring to access and equal opportunities training. The teacher believes that the measure abolishing Government School of Arts and Crafts has economic considerations affect the principles of equal education.

Experts call into question the importance of assessment and standardized tests. Ungureanu proposes exams directed to the study, something that will bring quality training of specialists. Concerned about the education elites, Noveanu opts for PISA tests, which involve students' thinking skills. In this respect, fairness teacher praise for elite American schools that meet the test results, regardless of class or social status of students.

A current problem reported by the expert teacher training. Ilica assumes critical training institutions (universities) who value the little meta-cognitive skills at the expense of specialized teachers. Consequences are visible in the smooth functioning of educational relations. In this sense, the teacher believes that the learning process “is (still) the main actors (teachers) and learning objects (pupils / students), communication hierarchy, authority and power transmitters and receivers”.

The problems listed are, in the opinion of the expert, urgent challenges that “education city” cannot afford to postpone “any delay leads to loss of sense of education and the free transfer of powers from these cultural maturity to informal influences of society”.

#### *Recognizing the belonging to a certain curricular paradigm - vision*

Noveanu (2011) national curriculum development positions at the beginning of modernity. The teacher distinguishes between current paradigm - the rational - and future paradigm to address society's problems. A similar acceptance is found at Negreț-Dobridor (2012). In his opinion, the Romanian educational system has aspects that include the category “educational systems of Herbartian or even Lancastrian origin”.

According to the opinion of Cristea (2012), “Tyler rationality” is a “current model of application development, curriculum development scale confirmed the scientific community”. In this respect, the paradigm promoted by the teacher is procedural paradigm. Humanistic approach elements are accepted by Anton Ilica (2012). In addition, the teacher expresses postmodern view, insofar as “a troubled company generates oscillating curriculum and such holding company is unable to take on a project-including humanistic development in cultural tolerance dimension”. In his view, the institutionalized education curriculum products generate effects parallel to the real problems of young people. They are building their own curriculum, focusing it on financial problems and individual satisfaction.

In view of postmodern drama teacher Ion Negreț-Dobridor axiological reconsideration will determine the curriculum. Emphasis will be placed on the integral formation of the human personality. So, Romanian teacher proposes a value - centered curriculum with reference to the great values of ancient philosophy associated with Paideia model.

For Romanian teacher I. Cerghit (2011), axis values represent the content of education. Beauty, truth, good, learning, democracy is stable milestones of social development, science and culture. A modern educational content emphasizes civics, human formation citizen. The teacher makes a comparison between the ideal promoted by the Romanian education laws from 1924, 1932, 1938 - citizen formation, and the reality of contemporary society: “Society not very well defined values ... float in a chaos of defining values”. In his conception, skills - centered curriculum focusing on attitudinal side by formation of values gives commitment.

Referring to the current context, the teacher noticed a lot of “beautiful idealistic theories ... no practical utility”. In his view, the goal is not to have a general theory for the dynamic field offers no basis for making sustainability. Curriculum should be essentialised. Society, science, culture moves, but the values remain.

Ilica brings into question the essence of this debate: the institutional responsibility and academic training program to improve young generation and generations partly missed the point of view of efficiency of educational institutional contribution. In his view, the scientific community is the academic type, and each teaching center expresses opinions that variations on the same theme. The teacher criticizes the lack of a theoretical coherence and pragmatic

attitudes which leads him to declare that there is no national curriculum paradigm identifiable.

In the interviews illustrated, we conclude that the curriculum experts from Romania placed during the formation of a specific curriculum theories. Their arguments call into question the limits of this process:

1. The conceptual level: semantic pluralism, different meanings of the concept of curriculum, limited approaches offered by schools of pedagogy and many publications in the field,

2. in terms of research: Research imposing standards that support a “servility methodology” the lack of a scientific community of practice in the field,

3. The institutional level: ignoring specialists in education and the minor role given to them in the development of public policies and bureaucratization rigid approach curricular interventions, especially in formal, procedural addressing the detriment of global,

4. socio-economic: the lack of current and prospective analysis of the economic impact on education,

5. Politically: curricular policies are politicians’ decision.

To educate critical thinking necessary in forming a conception curricular teacher Negreț-Dobridor suggestion is welcome, the deconstruction of the myth of “curriculum” - what dazzles the Romanian educational literature is actually almost hallucinatory - presentation of curriculum theory as a unified discipline and infallible panacea. However, evidence cacophony of voices, cannot be considered far as universal cure of diseases practice, curriculum theory simply because not possessed and do not possess this recipe yet miraculous. Option to start right from the bricks thinking curriculum: concepts, basic ideas, backgrounds etc. It is overwhelmed by the abundance of Educators useful conceptualization of curriculum theory (Negreț-Dobridor 2008, p. 16).

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