

# A Curriculum Planning and Implementation an Inquiry-Based Learning in Hungary

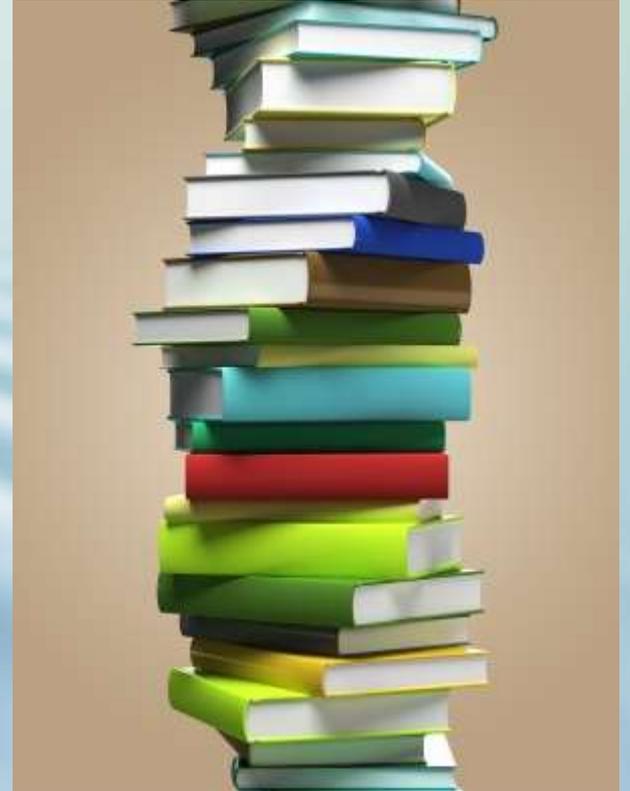
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Budapest Metropolitan University

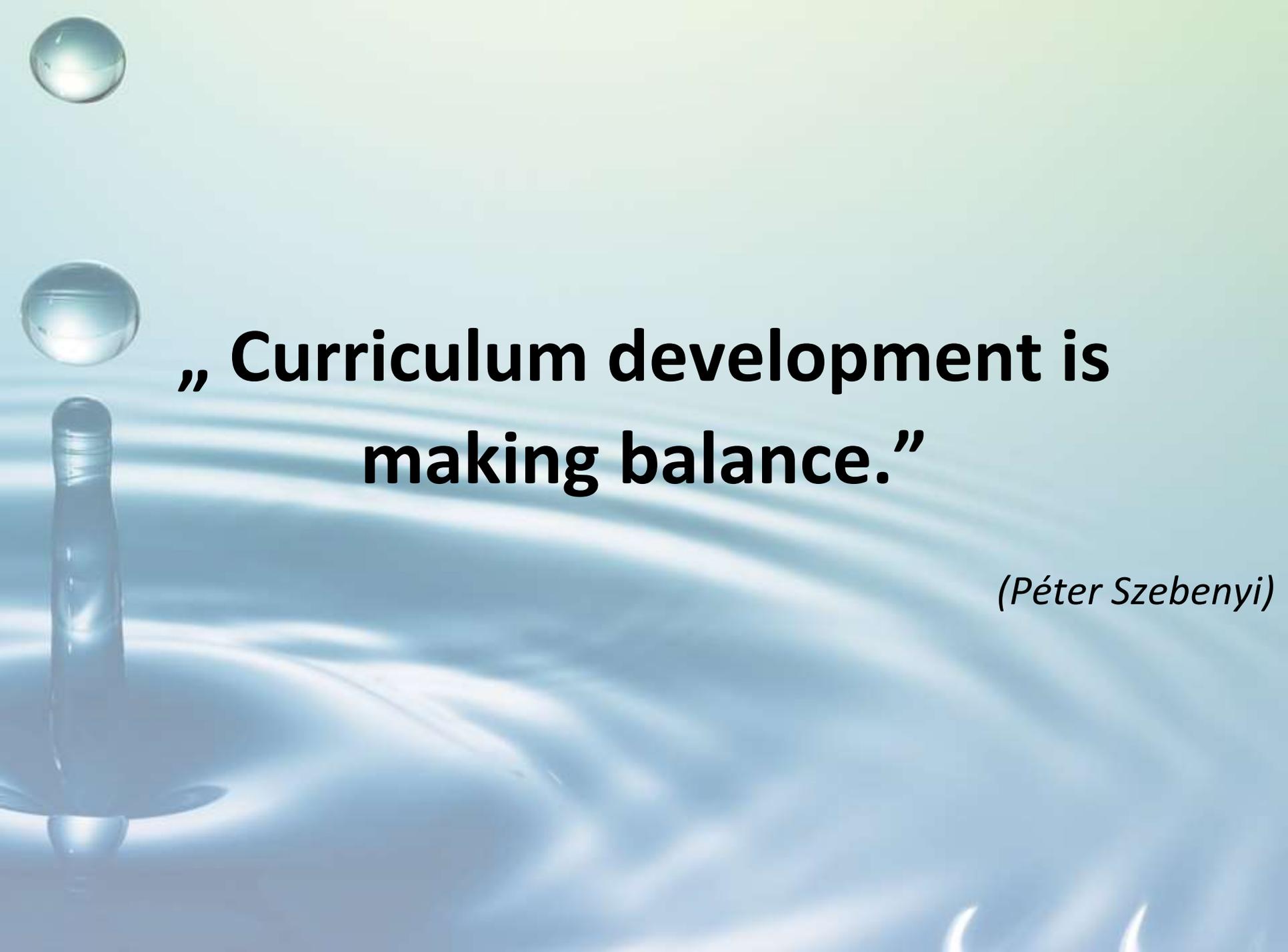
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May 2017: International Week  
Melk, Austria

# Content

- **Why?** (context)
- **How?** (research)
- **What?** (conclusion)



The background of the slide features a vertical sequence of three water droplets on the left side, with the bottom one having just hit a surface, creating a splash and ripples that spread across the bottom half of the image. The overall color palette is light blue and green, with a soft gradient.

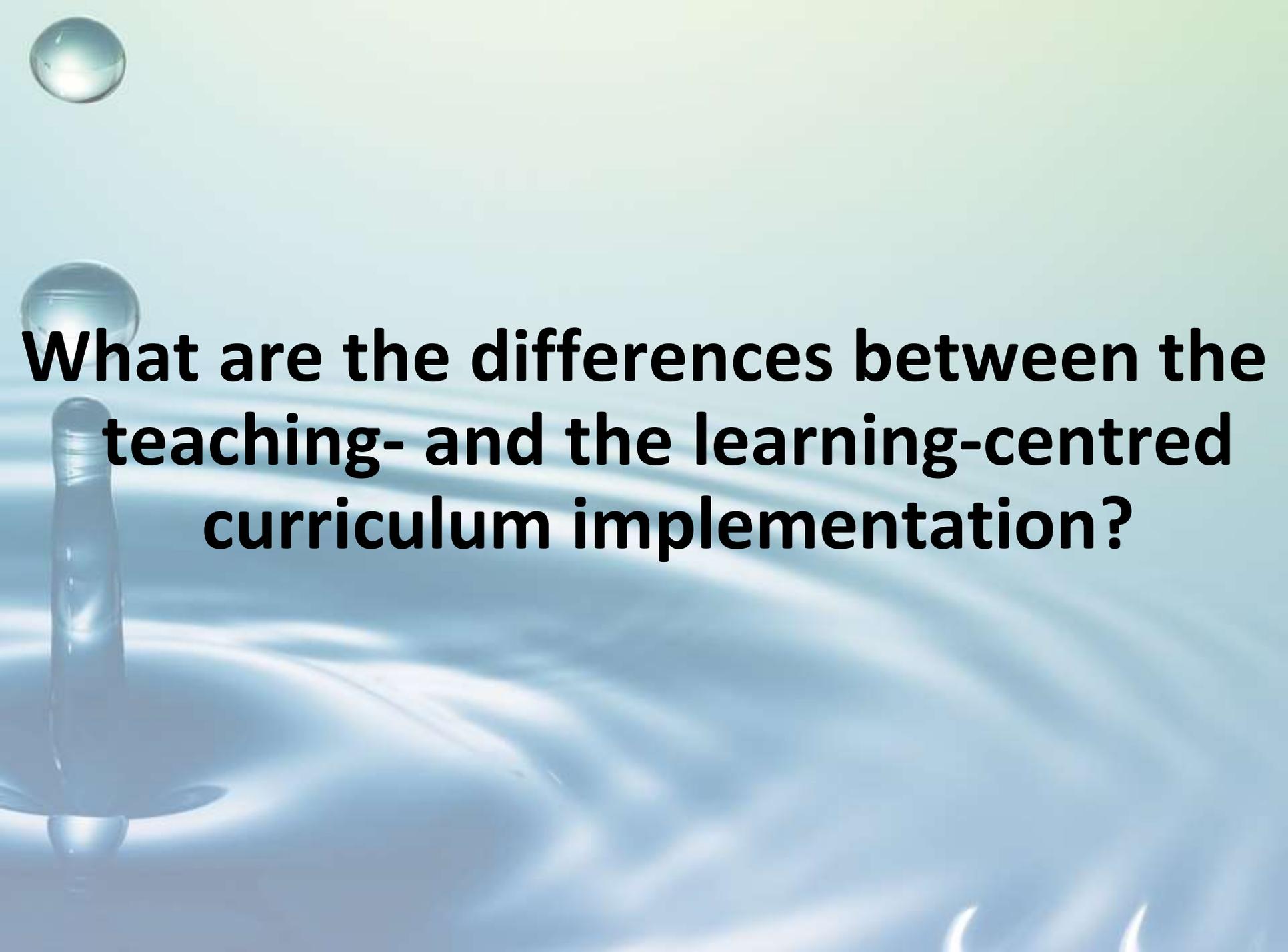
**„ Curriculum development is  
making balance.”**

*(Péter Szabenyi)*

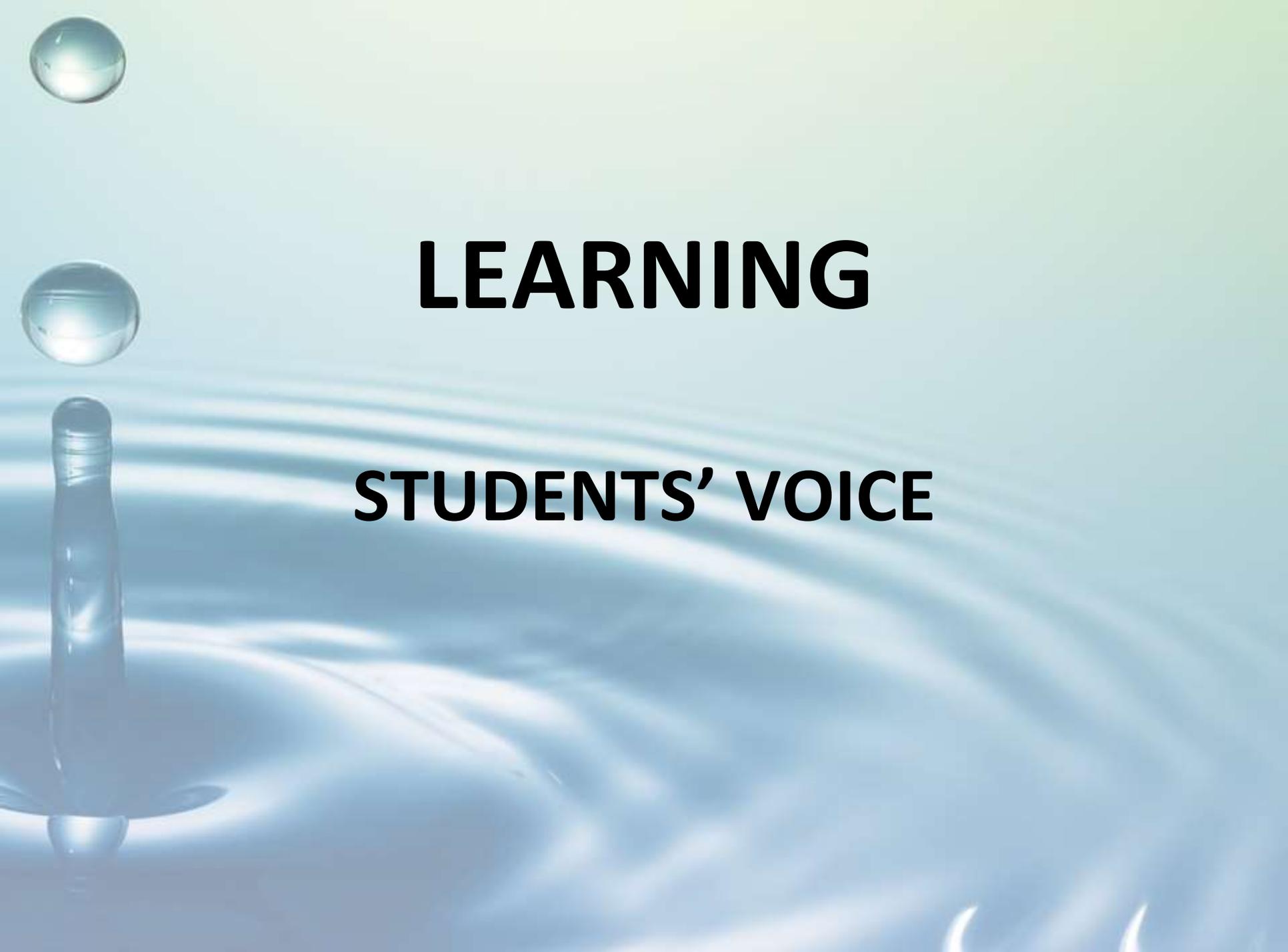


# Background

- 
- 
- **35-year teaching (experience)**
  - **Curriculum theory (1992-1995)**
  - **Head of the revision NCC and the Implementation Board (2003, 2007)**
  - **Key Competence Cluster-EU (2004-2010)**
  - **Implementation research, curriculum theory and planning courses**



**What are the differences between the teaching- and the learning-centred curriculum implementation?**

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**LEARNING**

**STUDENTS' VOICE**

# CURRICULUM

**21** Essential Education  
for a Changing World



Edited By  
**HEIDI HAYES JACOBS**

**„ What year are  
preparing your  
students for?“**

*(Heidi Hayes Jacobs, 2010)*

# Types of Student Inquiry

By: @trev\_mackenzie

@rboothursthunt



## Structured Inquiry

Students follow the lead of the teacher as the entire class engages in one inquiry together.

## Controlled Inquiry

Teacher chooses topics and identifies the resources students will use to answer questions

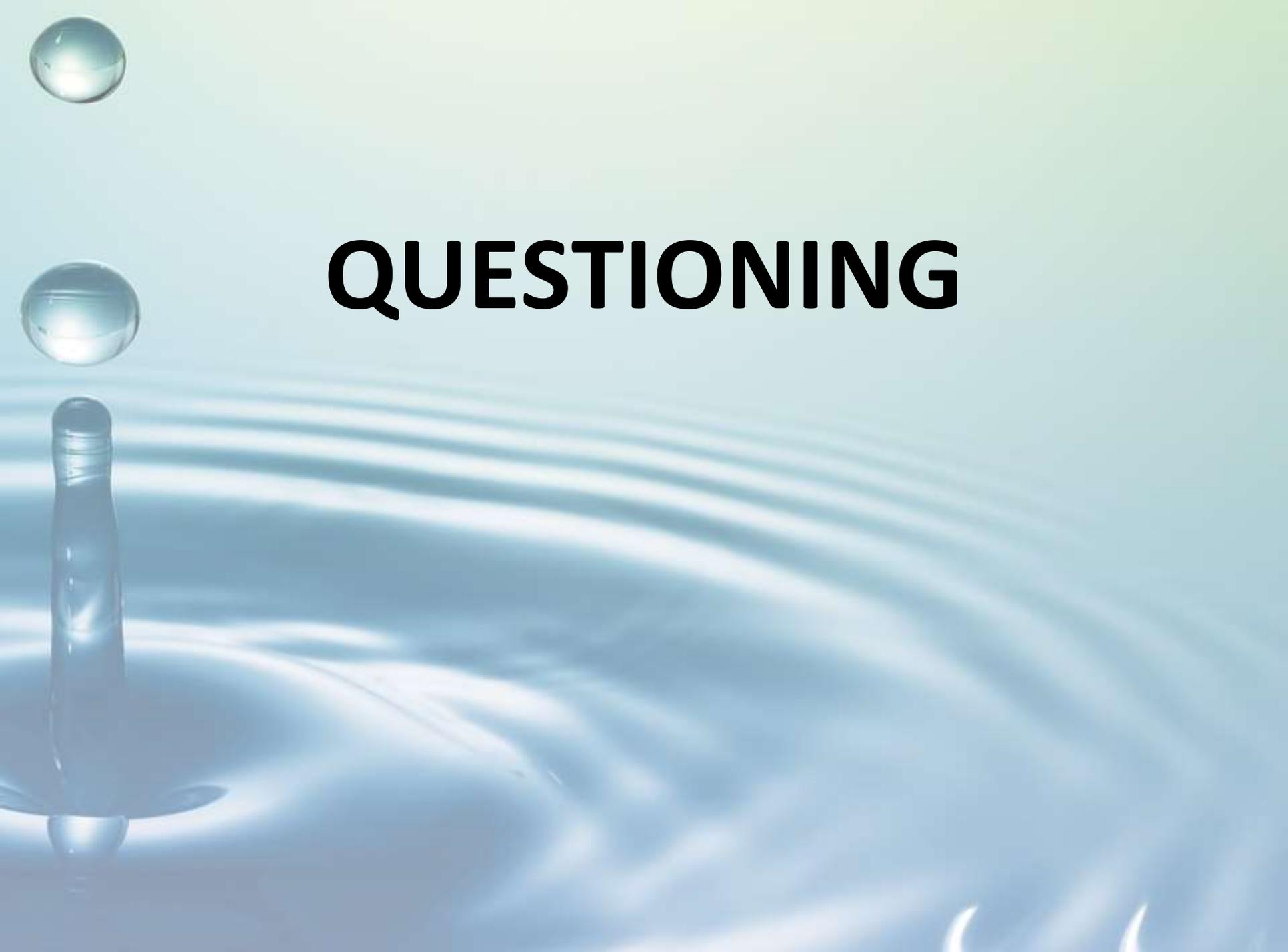
## Guided Inquiry

Teacher chooses topics/questions and students design product or solution.

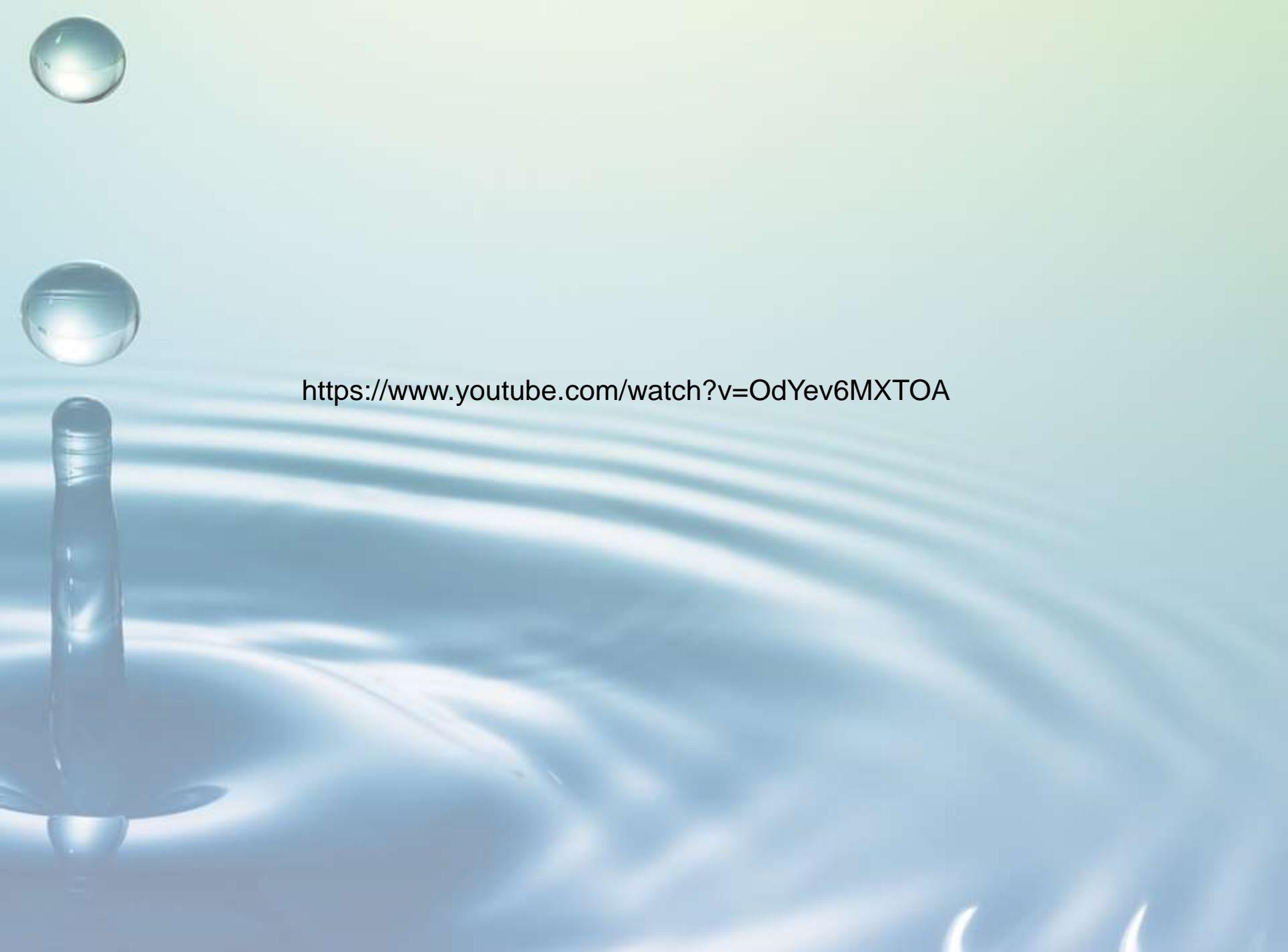
## Free Inquiry

Students choose their topics without reference to any prescribed outcome.

social-justice  
adaptability  
peer-to-peer-learning  
curiosity  
globalism  
courage  
collective-ownership  
inquiry  
questioning  
personalization-of-learning  
personalization  
co-learning  
risktaking  
interest-driven-curriculum  
multigenerational-networks  
transliteracy  
school-culture  
equity  
freedom  
Intellectual-engagement  
critical-thinking  
social-action  
multilingualism  
third-space  
empowerment  
technology-personalization  
student-leadership  
innovation  
reflective-practice  
collaborative-community  
self-paced  
ethical-participation  
problem-solving  
collaborative-learning  
co-construction  
whole-student  
creativity

The background features a vertical sequence of three water droplets on the left side, with the bottom one having just hit a surface, creating a series of concentric ripples that spread across the lower half of the frame. The overall color palette is a soft, light blue to green gradient.

# QUESTIONING



<https://www.youtube.com/watch?v=OdYev6MXTOA>

# Context

- **Curriculum implementation is the significant part of the curriculum theory.**
- **The key concepts: curriculum evaluation, management, implementation.**
- **Representations: intended, implemented, attained curriculum.**  
(Goodlad, 1979, Van der Akken, 2003)



**1st BOOM**

***(JOHN GOODLAD)***



# **PRODUCT-ORIENTED CURRICUULM IMPLEMENTATION**

***(ADOPTION and TAXONOMIES)***



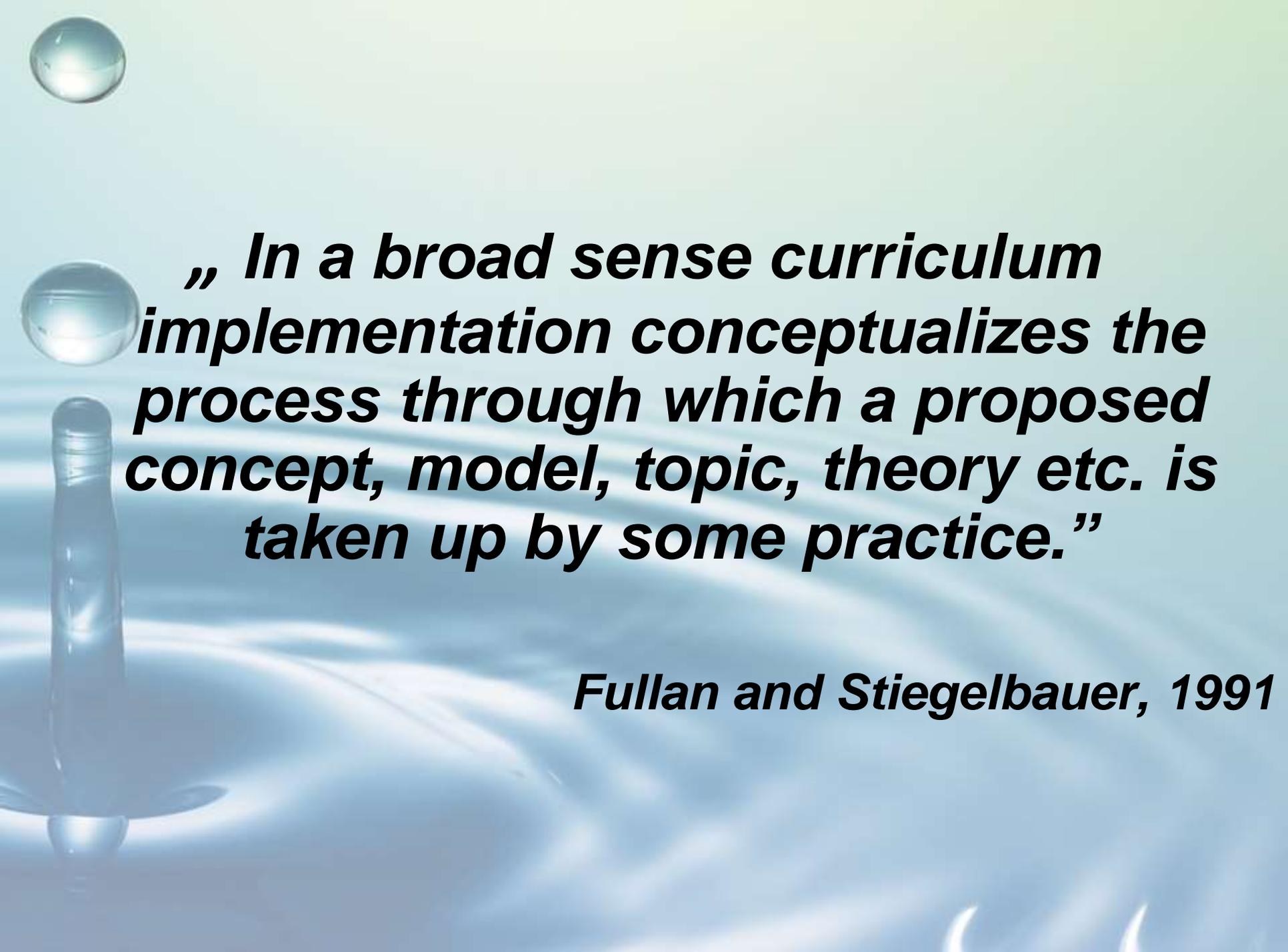
**2nd BOOM**

***(MICHAEL FULLAN)***

The background features a light blue gradient with a subtle pattern of water ripples. On the left side, there are three clear, spherical bubbles of varying sizes, with the largest one at the top and two smaller ones below it. The overall aesthetic is clean and professional.

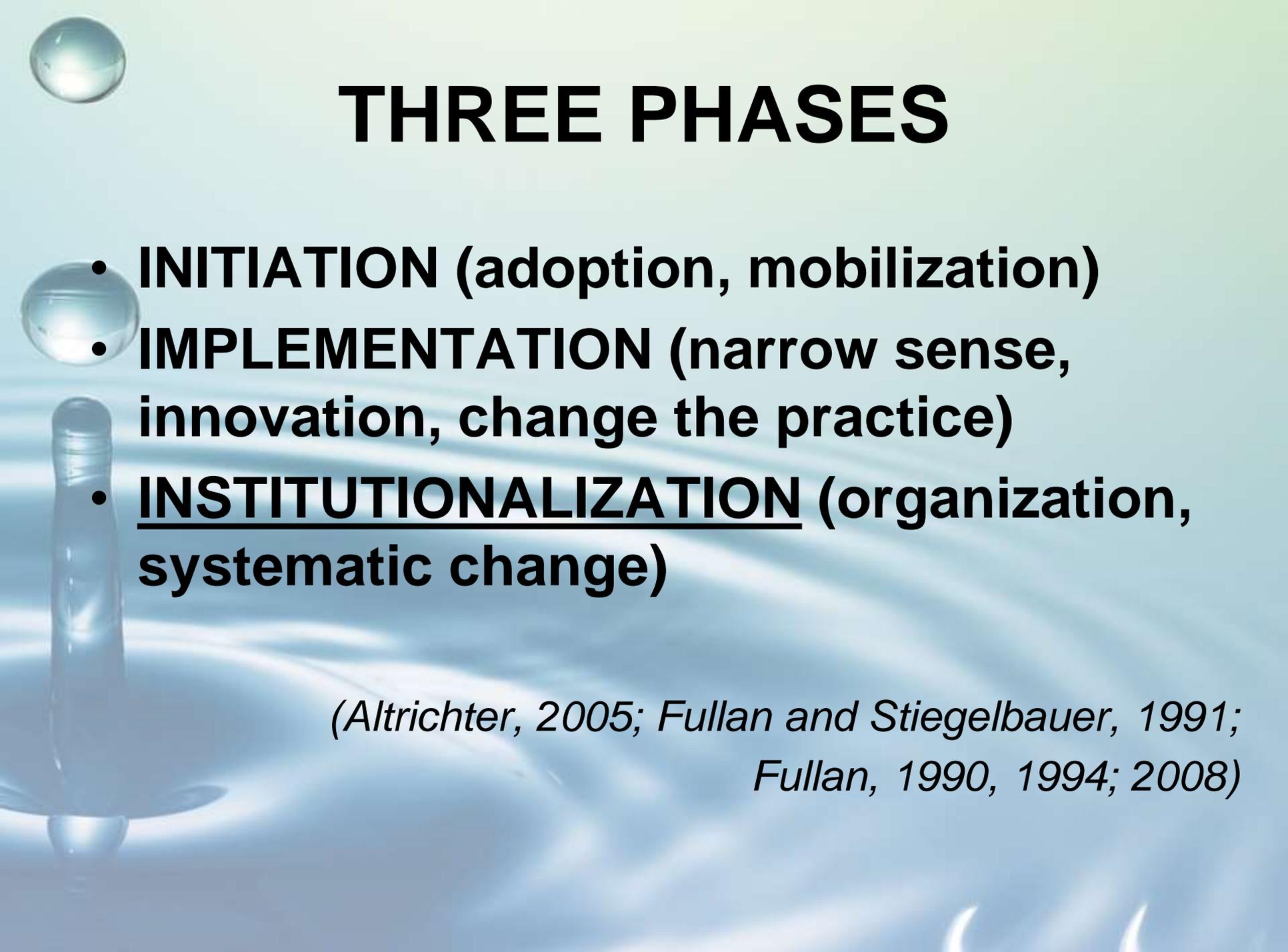
# **PROCESS-ORIENTED CURRICUULM IMPLEMENTATION**

***(PROFESSIONALISM)***

The background features a light blue gradient with several water droplets of varying sizes. A prominent, large, vertical droplet on the left side contains a pen nib, which is partially submerged in the water. The overall aesthetic is clean and professional.

***„ In a broad sense curriculum implementation conceptualizes the process through which a proposed concept, model, topic, theory etc. is taken up by some practice.”***

***Fullan and Stiegelbauer, 1991***



# THREE PHASES

- **INITIATION** (adoption, mobilization)
- **IMPLEMENTATION** (narrow sense, innovation, change the practice)
- **INSTITUTIONALIZATION** (organization, systematic change)

*(Altrichter, 2005; Fullan and Stiegelbauer, 1991;  
Fullan, 1990, 1994; 2008)*

## Curriculum

*What will students learn?*

## Assessment

*How will we know when each student has learned it?*

## Learning

*Motivation*

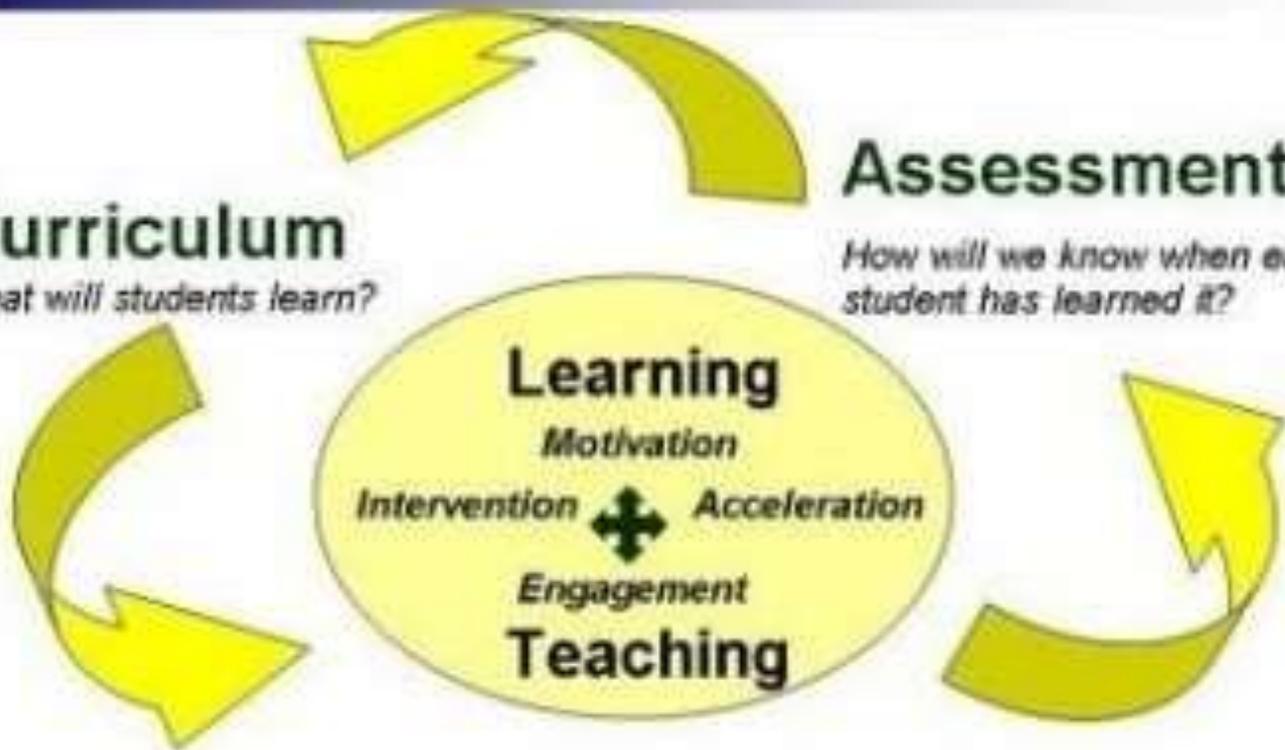
*Intervention + Acceleration*

*Engagement*

## Teaching

## Instruction

*What research based instructional practices will we use to teach?*



The background features a light blue to green gradient with several water droplets and ripples. One large droplet is on the left, with two smaller ones above it. The bottom half of the image shows a series of concentric ripples on a water surface.

# **REDESIGNING CURRICULUM IMPLEMENTATION**

***(How?)***



# The implementation

- 
- 
- **Supra** (international, comparative)
  - **Macro** (national, system-oriented)
  - **Meso** (school, leadership)
  - **Micro** (groups, teams, workshops)
  - **Nano** (personalized)

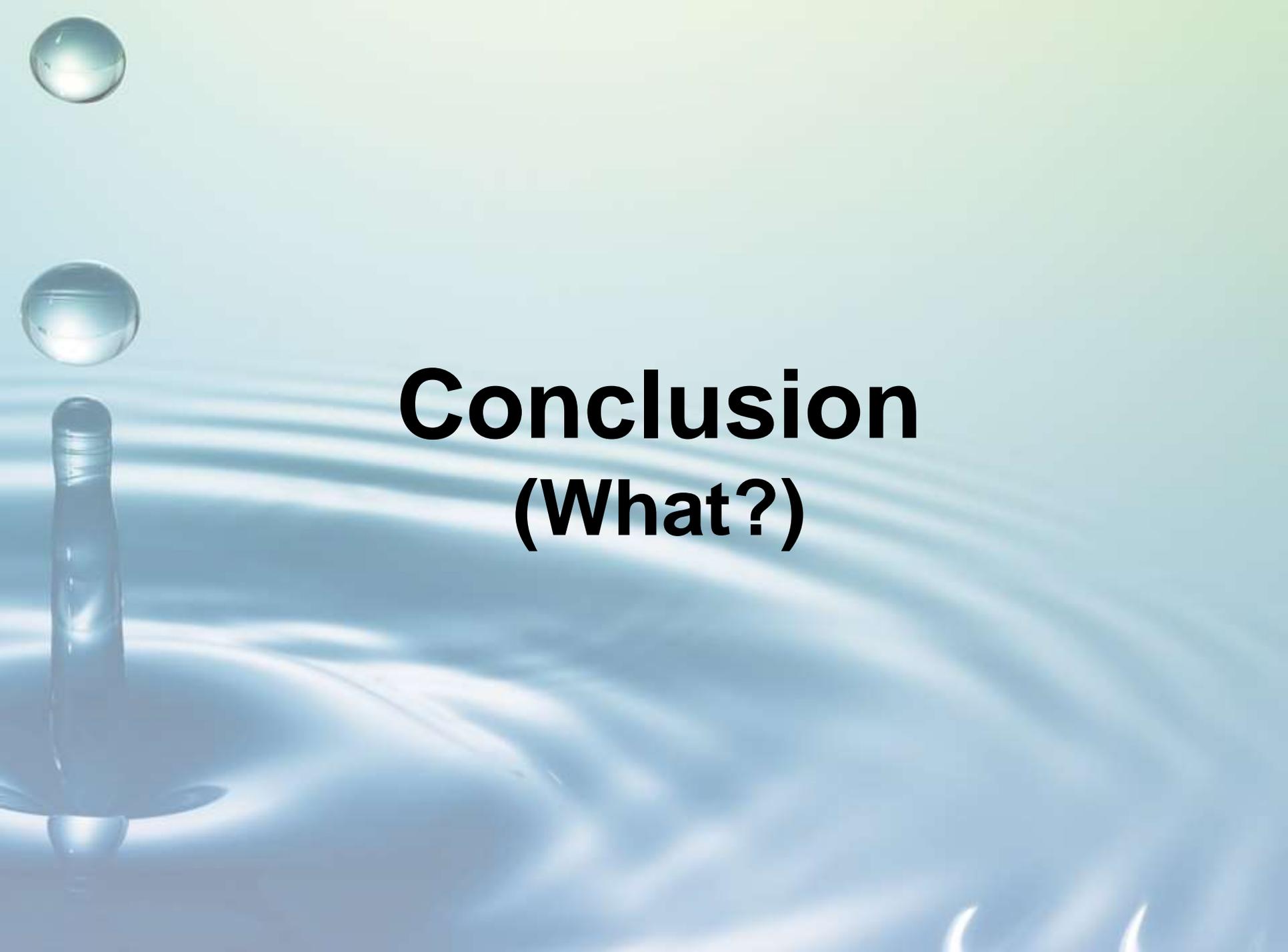
*Curriculum development re-invented.* ed. Jos Letschert SLO.  
Leiden, the Netherlands, 2005. 18.p.



# FOUR PILLARS

- **RESEARCH, DEVELOPMENT, INNOVATION**
- **SUPPORTING SYSTEM**
- **LEADERSHIP AND SCHOOL IMPROVEMENT**
- **COMMUNICATION**

*(Vass, 2008)*

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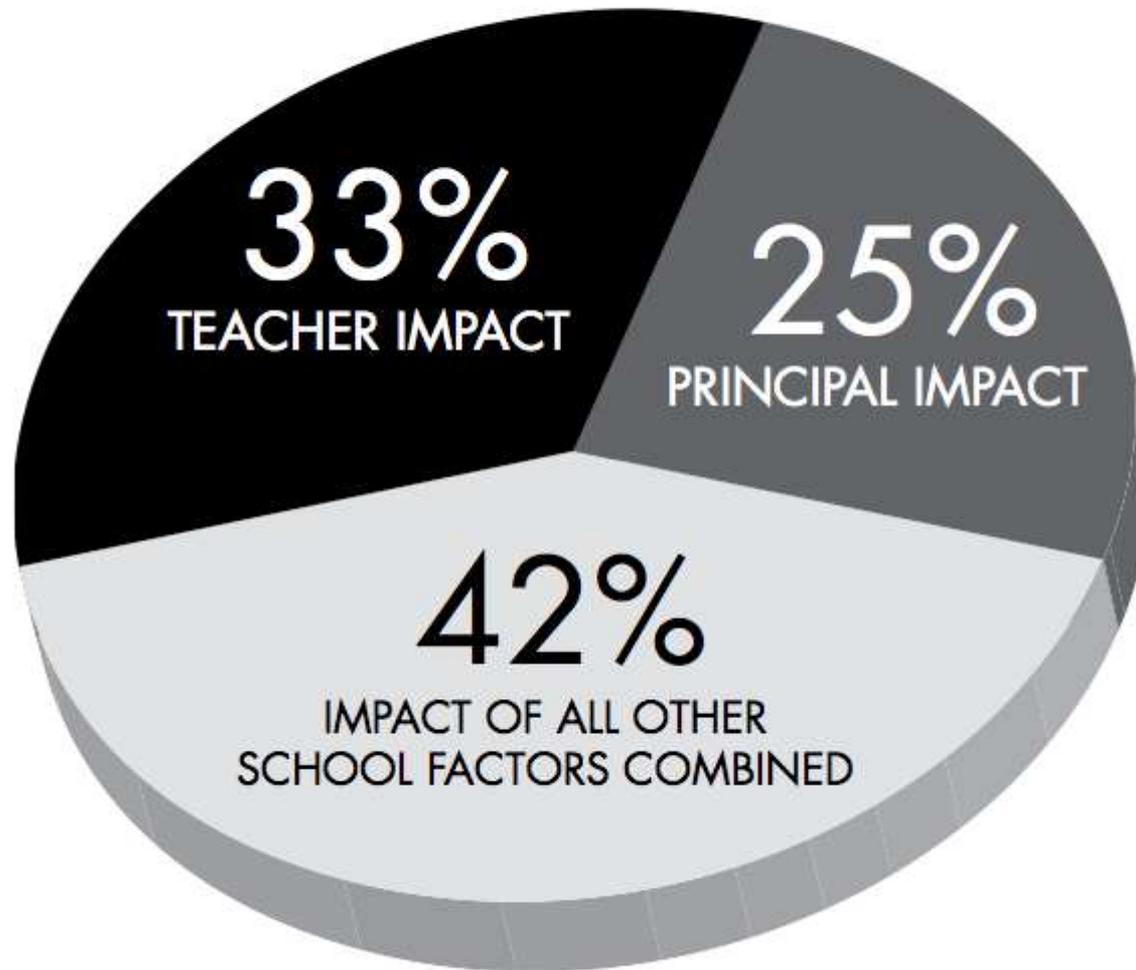
# **Conclusion (What?)**



# **CULTURE-ORIENTED CURRICUULM IMPLEMENTATION**

***(ATTITUDES, APPROACHES, MOTIVATION)***

## Exhibit 1: Teacher and Principal Impact on Student Learning

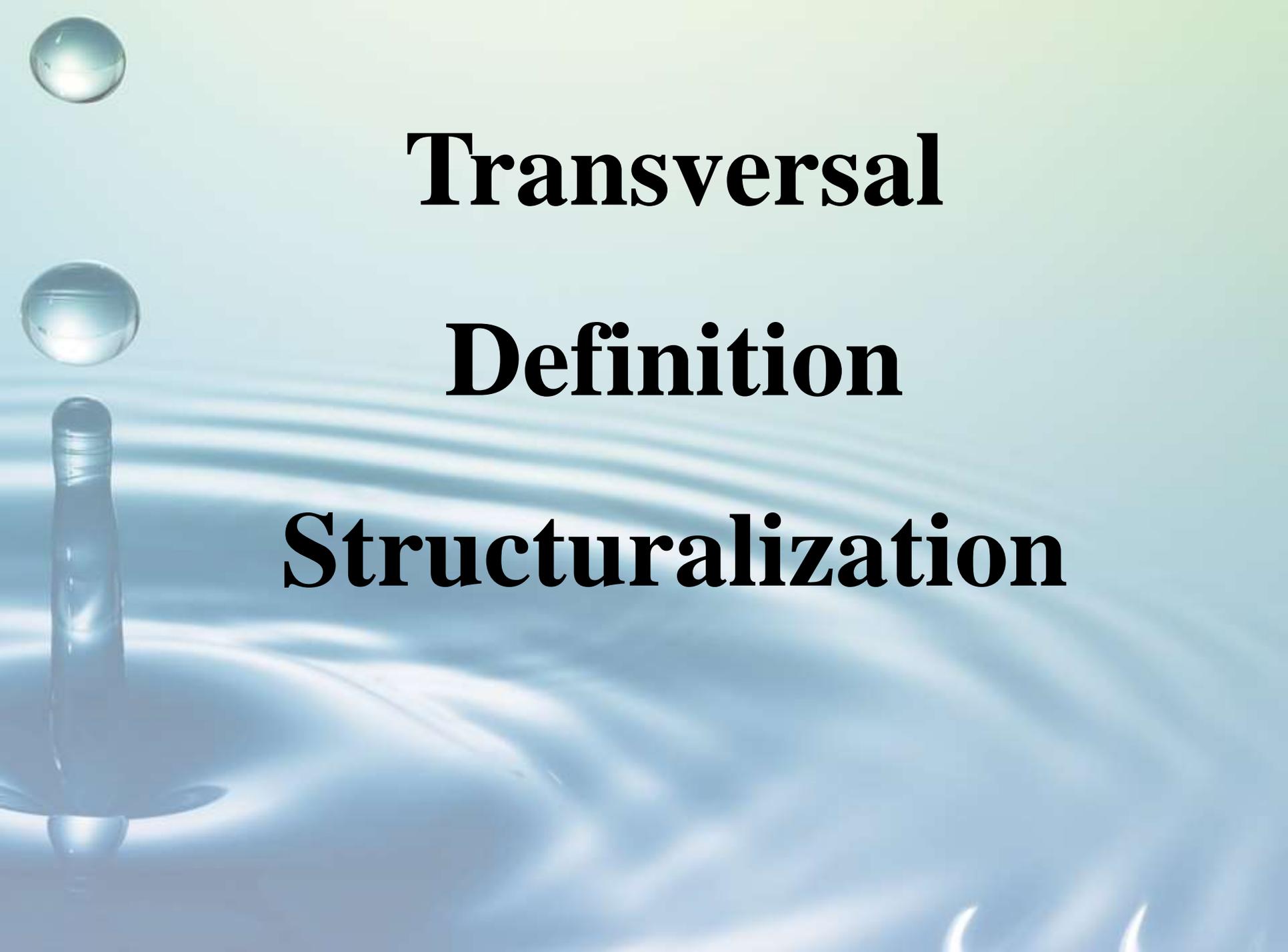


Source: Walters, Marzano & McNulty, 2003.



# THREE APPROACHES

- **UNIDISCIPLINARITY (traditional)**
- **INTERDISCIPLINARITY (content and/vs. competences)**
- **TRANSDISCIPLINARITY (trust and collaboration)**

The background features a light blue gradient with a series of water droplets and ripples on the left side. Three droplets are positioned vertically on the left, with the bottom one being larger and creating a splash. The overall aesthetic is clean and modern.

**Transversal**

**Definition**

**Structuralization**



**I WONDER**

notice, ask  
questions,  
state problems

**I INVESTIGATE**

plan, read,  
research,  
field work,  
interview

**I RECORD**

data, organise,  
describe,  
classify, graph,  
draw

**I DISCOVER**

observe,  
examine,  
measure,  
interpret

**I THINK**

logic, relate,  
discuss, analyze,  
alternative  
explanations

**I REFLECT**

revise  
rethink,  
improvise,  
conclude

**I TRY**

experiments,  
model,  
ideas,  
repeat

**Inquiry  
Learning  
Cycle**

## Inquiry Framework: Levels of Student Ownership

<b>inquiry mode</b>	<b>research question</b>	<b>study system &amp; methods</b>	<b>data collection</b>	<b>analysis &amp; presentation</b>	<b>scholarly goal of the activity</b>
<b>closed-ended demonstration</b>	given	given	given	given	<b>teach existing knowledge by showing or guiding students to it</b>
<b>guided inquiry</b>	given	given	student/ given	student	
<b>bounded inquiry</b>	student/ given	student/ given	student	student	<b>teach the process of knowledge construction</b>
<b>open-ended inquiry</b>	student/ given	student	student	student	
<b>collaboration w/ researcher</b>	given	student/ given	student/ given	student/ given	<b>create knowledge new to discipline</b>

{Sundberg & Moncada 1994, Ohlhorst 1995, D'Avanzo 1996, and Grant & Vatnick 1998}

# The Inquiry Learning Community

*Learner  
Centered*

*Knowledge  
Centered*

*Assessment  
Centered*

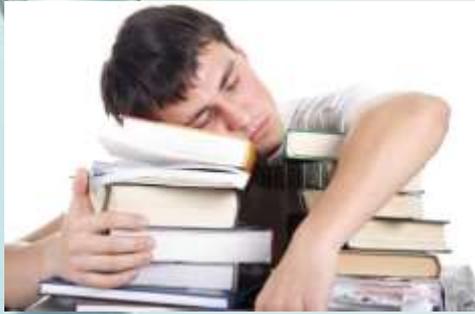




*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

The background features a light blue gradient with several water droplets and ripples. One large droplet is in the upper left, another smaller one is below it, and a vertical column of water is on the left side. The bottom half of the image is dominated by concentric ripples from a water drop.

**IQ CQ**



Altrichter, H. (2005): Curriculum implementation – limiting and facilitating factors. Johannes Kepler University, Linz.

Fullan, M. (2014): The Principal. Three Keys to Maximizing Impact. Jossey-Bass, San Francisco.

Hargreaves, A.- Lieberman, A.- Fullan, M.- Hopkins, D (ed.) (2010): Second International Handbook of Educational Change. Springer.

Jacobs, H. H. ed. (2010): Curriculum 21. ASCD, Alexandria, Virginia.

Sahlberg, P. (2005): Curriculum Reform and Implementation in the 21st Century, International Conference on Curriculum Reform and Implementation in the 21st Century: Policies, Perspectives and Implementation, Istanbul

Pinar, W.. F. (2012): What is curriculum theory? Routledge, New York.

The background features a light blue to green gradient. On the left side, there are three water droplets: one at the top, one in the middle, and one at the bottom. The bottom droplet is larger and is shown in the process of hitting a surface, creating a vertical column of water and concentric ripples that spread across the lower half of the image.

**Thank you for your attention!**

2017. 06. 02.