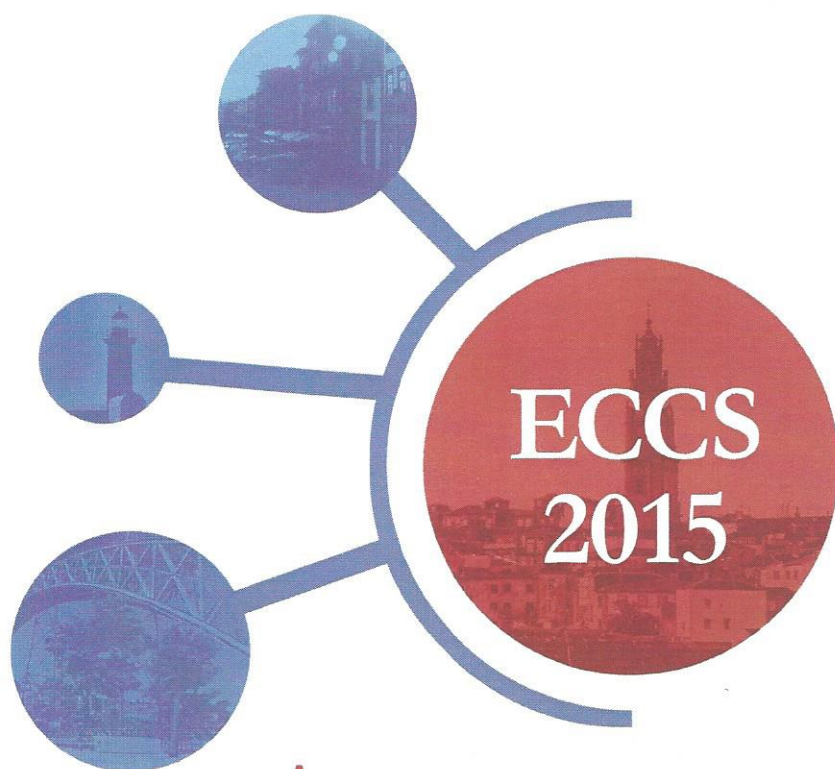
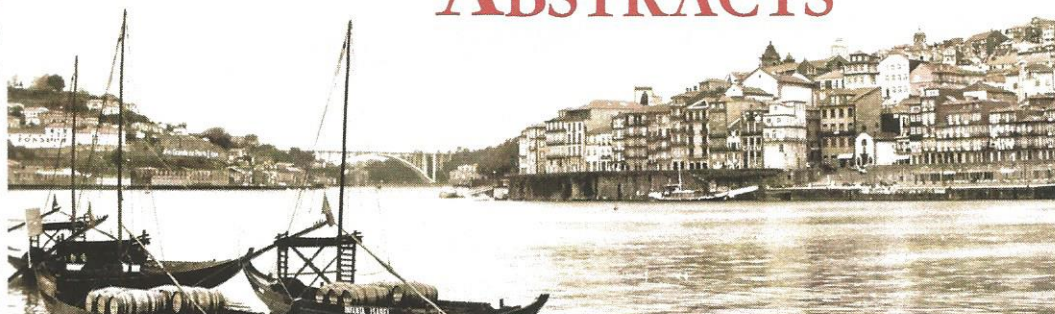


# II European Conference on Curriculum Studies

Curriculum Studies: Policies, perspectives and practices



## ABSTRACTS



Apóice



**9653 | Professionalisation of teacher education in Mauritius: Analysing teacher education curriculum development process at the MIE**

*Sandhaya, Gian (g.sandhaya@mieonline.org), Mauritius Institution of Education*

*Udhin Waaiza (w.udhin@mieonline.org), Mauritius Institution of Education*

In Mauritius, the Mauritius Institute of Education (MIE) is the sole teacher education institution mandated to develop and maintain professionalism in pre-service and in-service educators. Educators are the greatest attribute of any education system and educating educators in the country has not only been considered as vital for ensuring educator professionalism but also for refining the process and effectiveness of teaching and learning. Curriculum design at institutional level, requires that there is coherence in the model/s used for course development. According to Jackson (2002) several forces; at institutional, departmental and individual levels, influence this process and in the absence of an institutional instructional design understanding and procedures, it is argued here that teacher education curriculum might not be totally effective. This study, therefore analyses existing structures for course development in teacher education through the lenses of theories of curriculum foundations. Questionnaires were initially used as instruments to gather data among Teacher Educators, Heads of Departments, Programme coordinators and Management cadres at the MIE. A sample of 50 respondents answered the survey questionnaires. A focus group discussion, including a sample of 10 participants from the above groups of respondents was also carried out. Purposive sampling procedure was adopted to select the participants in this study. Data was analysed qualitatively using content analysis method. Findings reveals the existence of organizational procedures for course development at the MIE. Further analysis shows that Teacher Education curriculum development is mainly influenced by political and philosophical forces. The study concludes on a need to conceptualise and formalize curriculum development process at the MIE, based on a clear model of instructional course design, for effective professionalization of teacher education in Mauritius.

**9651 | Curricula comparison of health and social management programs in Czech Republic, Finland, Portugal and Scotland**

*Resende da Silva, Paulo (pfs@uevora.pt), Management Department - Social Science School, University of Evora*

*Guerreiro, António (ahmg@uevora.pt), Management Department - Social Science School, University of Evora*

*Mäntyneva, Mikko (mikko.mantyneva@hamk.fi), School of Entrepreneurship and Business. Häme University of Applied Sciences (HAMK)*

*Huotari, Päivi (paivi.huotari@jamk.fi), Lahti University of Applied Sciences, Faculty of Social and Health Care*

Managing social and health care services places higher and higher demands on managers. Nowadays managers have to find ways how to deliver high quality services with less available resources. Clients'needs have become very complex and therefore they must be guaranteed to have an access to both social and health care services. Managers in order to provide quality services also need to be multidiscipline professionals. Usually they need to have an academic degree in a public health discipline and/or in social work. On the other hand they must be also well trained managers, who are able in turbulent times to lead multidisciplinary teams of experts to deliver excellent outcomes.

No wonder that the universities are asked to design special programmes in which 21st century social and health care managers could be trained. So far many of such programmes have been developed especially at national

levels. Current experiences show that the national borders have to be overcome even in the area of new curricula development.

The aim of this paper is present how five European universities started work on Joint Master Degree programme in social and health care management. In order to achieve such a goal they needed to analyse the content of their curricula to define their similarities and to be aware of their differences. The comparison was made by curricula, usually programme's and modules' description, analysis accompanied by online interviews. This article presents the main findings of the curricula comparison.

The main objective of a curriculum development it's to address and answer to the societal needs and aims and to the results of the analysis do it by academics and professional about the competencies needed in future.

Share and build a curriculum between different Universities, with different background, experiences, interested, core competencies, culture, and way to do the "things" is a challenge and demands a carefully methodology design, in order to prevent a remission in curriculum coherence.

The idea to develop a curriculum in Health Care Administration at European level requires a strong commitment with knowledge and the idea of a common European framework of curriculum design. To answer to this we need work on a curriculum comparison methodology, in same way defining a benchmark analysis of curriculum that is used at National level.

The involved programmes share many similarities in their general set ups. This finding can be documented mainly on the absolvents' profiles and learning outcomes' statements. Three main thematic areas can be identified in each involved programme. These areas are: health and/or social care systems, social research and management. On the other hand in Bologna declaration regulated environment surprisingly many differences have been discovered too. Different programme's documentation, length, credit values, modules' amount belong among the most important ones. The curriculum comparison has shown there is a good base for creation of Joint Master Degree programme in health and social care management if a careful attention is paid mainly to different national approaches to Joint Master Degree programme accreditation, each programme concrete ways of deliver and the proper choice of suitable technology for international collaborative learning.

#### **9700 | Cooperation in Science Teaching: The students' contributions, speeches and arguments**

*Barros, Marina (marina.barros@sapo.pt), Master Student at Faculty of Psychology and Educational Sciences*

*Fonseca, Miguel (mjrf123@gmail.com), Physics Student at University of Minho*

*Ferreira, Elisabete (elisabete@fpce.up.pt), Assistant Professor at Faculty of Psychology and Educational Sciences*

*Furtado, Joaquim (jfurtado8@yahoo.com.br), Geography Training Teacher at Cape Verde Education University Institute*

In this paper, we acknowledge curricular practices and other perspectives used for the teaching work in Science teaching, contributing to Teacher Education studies. The specificity of other approaches is sought, whether centered on the relationship between young people and those who them, and their skills to identify how to learn best, assuming a special focus on teaching, explaining and learning Science through the discourse of young secondary students. Different practices and interaction in educational domains are identified in order to achieve better results in school work, through studying the way students «see science education», therefore accomplishing