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THE INVESTIGATION OF THE CURRICULAR PREFERENCES OF STUDENTS FROM PRIMARY AND PRESCHOOL PEDAGOGY SPECIALIZATION. PREMISES FOR A MODEL OF ACTION AND SOCIO - PEDAGOGICAL INTERVENTION

Alexandru Constantin STRUNGĂ, Claudiu Marian BUNĂIAȘU

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The investigation of the curricular preferences of students from primary and preschool pedagogy specialization. Premises for a model of action and socio - pedagogical intervention

Alexandru Constantin STRUNGĂ[1], Claudiu Marian BUNĂIAȘU[2]

Abstract

This study synthesizes the results of an empirical research, whose purpose was to identify and analyze the curricular preferences of students studying in the field of Primary and Preschool Pedagogy specialization, from the University of Craiova, Faculty of Theology, History and Education Sciences. We constructed a questionnaire in order to identify the curricular preferences of the above mentioned students, aiming in the same time to analyze the relationship between two major variables: students' perception regarding the attractiveness of disciplines as part of the educational curriculum and students' perceptions concerning academic subjects' utility with regard to the professional training curriculum. The results have confirmed the conclusions of several previous surveys regarding the curricular preferences and have opened, in the same time, new perspectives, for further research and development in the field of professional training curriculum, from the perspective of the social constructivism theory.

Keywords: curriculum preferences; teacher training; educational curriculum; sociopedagogical intervention.

[1] University of Craiova, Department of Education Sciences, Craiova, ROMANIA; Email: alexstrunga@gmail.com

[2] University of Craiova, Department of Education Sciences, Craiova, ROMANIA; Email: claudiu_bunaiasu@yahoo.com

Introduction

Increasingly more authors challenge the efficiency and relevance of the current education system for personal success in the context of optimal use of learners' potential and the center of these discussions is often the schools and universities' curriculum. For example, Professor Ken Robinson considered: "There is a basic flaw in the way some policymakers have interpreted the idea of going *back to basics* to upgrade educational standards. They look at getting back to basics as a way of reinforcing the old Industrial Revolution-era hierarchy of subjects. They seem to believe that if they feed our children a nationally prescribed menu of reading, writing, and arithmetic, we'll be more competitive with the world and more prepared for the future" (Robinson, 2009). The author continues: "What is catastrophically wrong with this mode of thinking is that it severely underestimates human capacity. We place tremendous significance on standardized tests, we cut funding for what we consider 'nonessential' programs, and then we wonder why our children seem unimaginative and uninspired. In these ways, our current education system systematically drains the creativity out of our children" (Robinson, 2009). The curriculum is therefore seen as obsolete, outdated, overly rigid, and unsuitable for diversity and creative learners. We could interpret the curriculum as an interface between the social representations governing the education of society and the social representations of learners. The decision makers from the political, economical and cultural fields permanently change these curricular representations, generating responses and reactions from the learners. But we would be wrong to limit the curriculum just to the sociocultural construction proposed by educational institutions, because it represents also the mental images of what learners must learn, of what is useful and valuable, generally, in the society but also for learners themselves. These representations and images configure, in a less apparent way, a *parallel curriculum* that can develop into a coherent system of preferences and specific interests of learners. If the interest of the specialists in education science has stopped often on how to optimize the objective, sociocultural dimension of curriculum, very few studies have highlighted the subjective dimension of curriculum preferences. Even in situations where an instrument was used to measure curriculum feedback, the main objective was revealing the social sanction of curriculum, efficiency, evaluation - the diagnosis - and to a lesser extent highlighting preferences with the aim of its reconfiguration and adaptation to the learners' referentials - the prognosis (Strungă, 2008).

We could understand the concept of preference in the broader context of curricular feedback. In a previous paper we found that "curriculum feedback could define, narrowly, the learners' response / reaction to a curriculum sequence in a certain period of time. This reaction or response involves measuring the *effectiveness* of the curriculum on the one hand, and on the other hand requires probing learners' *interests and preferences* and how they harmonize with the

curricular experience itself. In a broader sense, curriculum feedback refers to the response / reaction of other partners involved in education, such as parents, non-formal educational institutions, or other important stakeholders (local, regional, national) and by extension all those who have gone through curricular sequence that we want to investigate. Curriculum feedback investigation, is, in this aspect, much more complex, and takes the form of a pedagogical survey, taking into account both the parameters mentioned above and others" (Strungă, 2008).

We believe that an investigation of curricular preferences could contribute to a better optimization of the initial training of primary teachers, resulting in a long-term increase of primary school pupils' educational performance. Such an approach would address the beneficial and appropriate criticisms raised by Robinson, related to the insufficient educational harnessing of learners' potential and help reducing the gap between the objective and subjective dimension of the educational curriculum. From this perspective, we could understand the reconfiguration of the curriculum specific for primary education teachers' initial training as a social intervention to support the educational process optimization, based on the grounded theory and curriculum constructions determinants paradigms.

According to *grounded theory*, a theoretical or methodological pattern seems to evolve even during the research process, due to the gathering and a systematic, comparative analysis of data (Glaser, 2010; Chelcea, 2004; Flik, 1998; Strauss & Corbin, 1998; Cojocaru & Cojocaru, 2011). Initial training curriculum reconstruction, in the spirit of grounded methodology, concerns how to reach, on the one hand, to the development of a standardized instrument to measure the subjects 'curriculum preferences (the questionnaire for identifying students' curriculum preferences - PCAS-UCV) and on the other hand, the curricular and conceptual power of a new education framework for Primary and Preschool Pedagogy specialization. From this perspective, the questionnaire we advance, as a standardized instrument, was completed after the application of qualitative methods (individual interviews and focus group meetings) and the curriculum-product (plan of an educational framework) - as a result of the implementation process (Marsh, 1992; Walker, 1971) and situational curriculum design models (Skilbeck, 1982; Goodlad & Richter, 1977).

The process model type Walker applied, use grounded theory in designing curricula and significantly determine how to build the initial training curriculum for Primary Education and Preschool Pedagogy specialization. Decker Walker's model supports a three-step curriculum planning (*apud*. Marsh, 1992): (1) the platform curriculum (curricular concepts, opinions, theories and goals); (2) curriculum deliberation - the decision making process of selecting the best alternative for the most adequate design, which is consistent with curricular representations and beliefs; (3) curriculum design, consisting of methodological solutions reached by consensus in the deliberation stage.

The grounded theory converges, in our investigation, with the constructivist theories of knowledge, creating the premises of a *research-based constructivist grounded theory* (Konrad, Walker, Fowler, Test, & Wood, 2008; Lunenberg, 2002; Macdonald, 2003; Morgan, 2008; Pillay & Elliott, 2001; Reichenbach, Oser, & Walker, 1999; Spence, 1994; Toll, 2001; Valli & Rennert-Ariev, 2002; Cojocaru, 2005). This theory focuses on the unique relationship between researcher and subject (being equivalent at the educational level to the couple teacher / professor - student), the relations between them and the environment in which the survey is conducted (in our case, academia). These relations structure both data and theories arising from the analysis of curricular preferences of students from primary and preschool pedagogy specialization. On the other hand, it employs the constructivist grounded theory and the idea of "parallel curriculum", mentioned previously, allowing a deep postmodern analysis of the "multiple realities" - the one specific to learners and the one constructed by professors, which (re)build the socio-educational reality together, being influenced by values, statuses, specific interactions and individual contexts. Curriculum - product, resulting from our research (and materialized in a first phase, in the form of recommendations for a new educational framework) is a pedagogical construction that allows recurrent socio-cognitive restructuring, of both the research instrument (the questionnaire for identifying students' curriculum preferences - PCAS-UCV) and its content. From a perspective of institutional management, this model uses "triple loop learning" principles, encouraging both subjects and researchers in an authentic reflective practice and a constant recontextualization of their educational experiences (Assunção Flores, 2005; Dickson, 2002; Eisner, 2000; Gislason, 2009; Goorha & Mohan, 2009; Hansen, 1998; Herkert, 2000; Hlebowitsh, 1999; Jenks, 2004; Karlsson, 2002; Kell & Van Deursen, 2002; Taranu & Taranu, 2012).

Curriculum determinants paradigm advances assumptions concerning the factors that are influencing the curriculum and is developed by the following models of the general analysis (Bunăiașu, 2011): (1) socio-centric model, which supports the idea of developing the curriculum conception and projects on the characteristics and needs of society; thus the social values are prevailing in the curriculum, learners are formed mainly in terms of evolution and dynamics of society, taking into account less the smaller needs and individual necessities; (2) pedocentrist model, which states the basis for curriculum resides in the development needs of the student, by providing optimal development opportunities for maximizing students' potential and favorable contexts to meet the educational needs of students; (3) the scientific, social knowledge model, reflected in the design and implementation of curricula starting from, on the one hand, the exclusive accent put on the methodological principle of teaching science "as a product" or by mainly addressing to the idea of "science as process". On the other hand, curricula options have all kind of variances from focusing mainly on human knowledge itself to address this knowledge in terms of its role in society.

Starting from the assumption of grounding the curricular construction in the context of socio-human sciences' postmodernism, we identify two major trends in the development of university curriculum: (1) postmodern view of curriculum, focusing on the curriculum analysis in a cultural context in which it is permanently structuring and institutionalizing and marks the transition from pre-fabricated curriculum to a reconstructed curriculum, which objectifies at a first level, on a comprehensive and interpretative analysis, that go well beyond overly prescriptive and normative analyzes of behaviorism (Păun, 2002); (2) moving to a transactional curriculum that encourages students to use the processes and mechanisms for building their own scientific knowledge (Gray, 1997, *apud*. Păun, 2002), requests a curriculum preferences analysis, negotiating on the curriculum - product and curriculum deliberations, resulting in our study, to the development and reconfiguration of a new educational framework for Primary and Preschool Pedagogy specialization.

To these theoretical premises, concerning the need to develop academic curricula, we add the following recommendations of a recent European document (which we intend to use in the development of the new curriculum), which identifies two sets of skills for teachers in primary education: a) related to abilities (skills) rather improperly translated in Romanian by aptitudes and b) related to reflective practice and research. The first category includes the following elements (Communication to the Council and European Parliament on improving the quality of teachers, 2007): (1) identify the specific needs of each student, and to satisfy by using a wide range of teaching strategies; (2) help young people become fully autonomous learners throughout their lives; (3) help young people acquire skills set out in the common European reference for key competencies; (4) work in multicultural (including to understand the values of diversity and respect differences); (5) to work closely with colleagues, parents and wider community.

The second category, reflective practice and research includes a different set of skills (Communication from the Commission to the European Parliament on improving the quality of teachers,2007):(1) continue to reflect systematically on theirpractice; conduct research on teaching the methodology of teaching students in their examination of reaction classroom; (2) incorporate into their teaching and academic research findings on teaching the methodology of teaching students in their examination of reaction classroom; (3) to evaluate the effectiveness of their teaching strategies and amend them accordingly, and (4) to assess their training needs.

In our research approach, we pursued the following objectives:

1. Studying the impact of the current curriculum on students from the Primary and Preschool Pedagogy specialization.
2. Identify and analyze curricular expectations and preferences of students from the Primary and Preschool Pedagogy specialization.

3. Shaping the direction for the optimization and development of a potential new curriculum for the Primary and Preschool Pedagogy specialization.

We have identified the following general hypothesis: if we outline a comprehensive list of curricular preferences of students, correlated to most recent European and national teacher training framework, then it will be possible to develop the premises for action and intervention model in the field of academic curricula. From this general hypothesis we derived the following particular hypotheses:

1. There is a positive correlation between the interest and usefulness dimensions in relation to students' curriculum preferences;

2. Students perceive the subjects that have a strong methodological and practical content as the most interesting versus those with a more theoretical and abstract content;

3. Students perceive the subjects that have a strong methodological and practical content as the most useful versus those with a more theoretical and abstract content.

We operationalized the concept of curricular preference by using the following variables:

a) for the first hypothesis, we analyzed the correlation of 1) perceived interest variable and 2) perceived utility variable;
b) for the third hypothesis, we used two variables: 1) perceived interest in subjects that have a strong methodological and applicative content and 2) perceived interest in subjects that have a theoretical and abstract content;
c) for the second hypothesis, we used two variables: 1) perceived usefulness for subjects that have a strong methodological and applicative content and 2) perceived usefulness in subjects that have a theoretical and abstract content.

To highlight the interest variable, we used as the indicator, the level of interest associated to the subjects students studied, measured by a Likert scale with five levels of appreciation, and to highlight the utility, we used as the indicator the number of hours, measured on a Likert scale of 1-5.

Methodology

Sample

Since our research is an approach to optimize the curriculum for Primary and Preschool Pedagogy specialization, we applied the entire research instrument to a sample of all students enrolled in the study program organized by University of Craiova - 241 students, of which participated in the investigation a total of 163 subjects. Consequently, the survey's results are relevant to students of Primary and Preschool Pedagogy specialization from the University of Craiova. The average age of subjects participating in research was 24 years.

The instrument and application procedure

To measure preferences curriculum subjects, we constructed a questionnaire to identify students' curriculum preferences (PCAS-UCV), which includes 24 items grouped into the following categories: closed questions (15) and open questions (9). In terms of content items, the questionnaire aimed at accumulation of significant data on variables that have operationalized specific research hypotheses:

- The degree of interest of students in relation to academic subjects in the curriculum (items 1, 4, 6, 8, 11);

- The degree of use of the compulsory and complementary subjects (items 2, 3, 5, 7, 9, 12).

In the curriculum preferences research field, there were advanced other similar investigative instruments, but with relevance only to high school and adult education (Strungă, 2008; Strungă, 2009), and in impact studies concerning the curriculum reform (Bunăiașu, 2011). We want to mention the methodological character of our investigative approach, focused on validating the questionnaire as an instrument to identify curriculum preferences for different levels of educational curriculum, at national level. In this regard, we intend that, following the validation process, to advance the idea of standardization of this instrument for measuring curriculum preferences.

The instrument built by us was applied either directly, face-to-face (half of the answers) during the applications from the seminars of theory and methodology of instruction (first year), educational research methodology, sociology of education (second year) and pedagogy of extracurricular activities (third year), and online via web service Google Forms (the other half of the answers).

Statistical analysis

In the statistical analysis we used the IBM SPSS 20 and we calculated the mean, median, standard deviation for each of the measured variables, concerning the curriculum for the first year and second year of Primary and Preschool Pedagogy specialization. More specifically, we used the following indices: (1) perception means of the degree of interest for each subject in the curriculum (the first year and second year); (2) perception means of the degree of utility for each subject in the curriculum (the first year and second year); (3) perception means of the degree of interest for all subjects (the first year and second year); (4) perception means of the degree of utility for all subjects (the first year and second year); (5) global mean of perception level regarding the level of interest for all subjects covered in the curriculum (the first year and second year); (6) global mean of perception level regarding the of perceived utility for all subjects covered in the curriculum (the first year and second year); (7) Kendall's tau correlation coefficient for variables of interest and utility;

Results

Following statistical analysis, we obtained the following results for the first year: students were most interested in the following disciplines: primary education pedagogical practicum (4.92), theory and methodology of instruction (4.85), theory and methodology of the curriculum (4.77), Romanian (4.77), Romanian literature and literature for children (4.77).

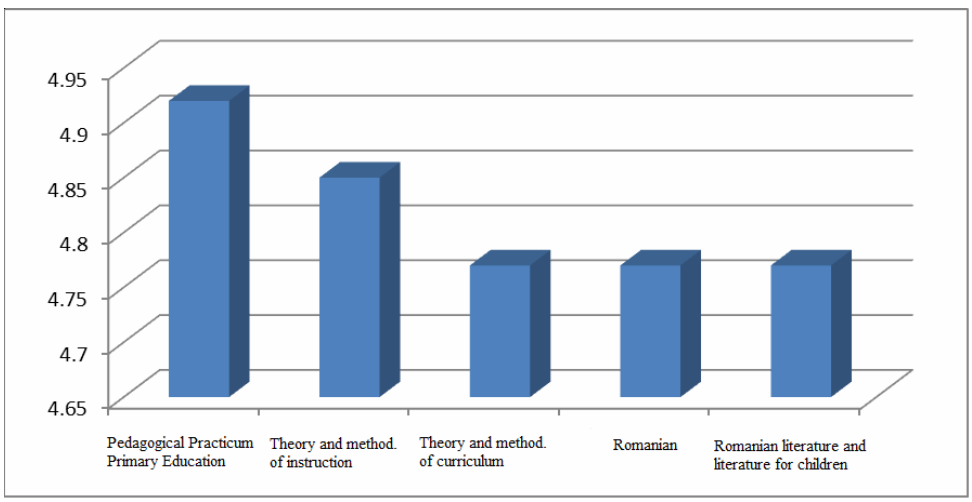

Figure 1. *Percentage distribution histogram of subjective assessments in the first year, on subjects with the highest degree of interest*

Subjects that first year students were the least interested: information and communication technologies - computer software (4.00), mathematics (4.00), physical education (4.23), English (4.38) and the foundations of psychology (4.38).

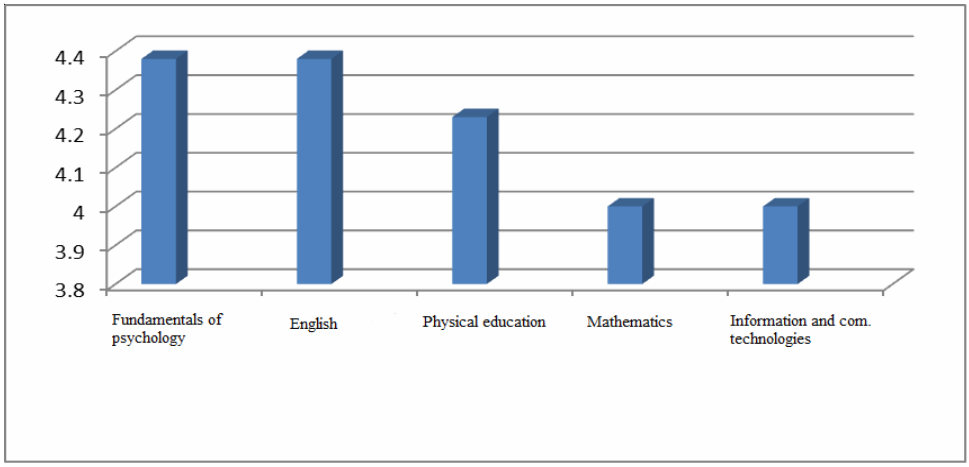

Figure 2. *Percentage distribution histogram of subjective assessments from the first year, on subjects with the lowest degree of their interest*

The second year students were interested in the following disciplines: primary education pedagogical practicum (4.95), preschool education pedagogical practicum (4.85), primary and preschool pedagogy (4.80) language learning activities methodology (4.70) and Romanian language and literature methodology (4.70).

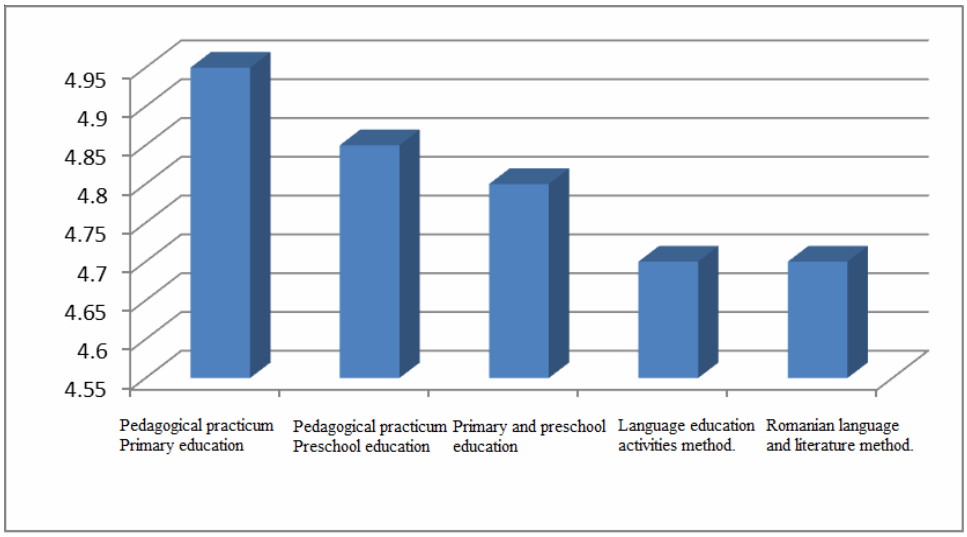

Figure 3. *Percentage distribution histogram regarding the perceptions of subjects from the second year, on subjects with the highest degree of their interest*

Subjects the second year students were the least interested are the following: physical education (3.85), art education and didactics (3.90), teaching arithmetic methodology (4.05), computer assisted instruction (4.15) mathematical activities methodology (4.20). We calculated that the average interest indicator for the first year was 4.54, and for the second year - 3.69, thus achieving an overall average for the indicator of interest in relation to the curricula of 4.49.

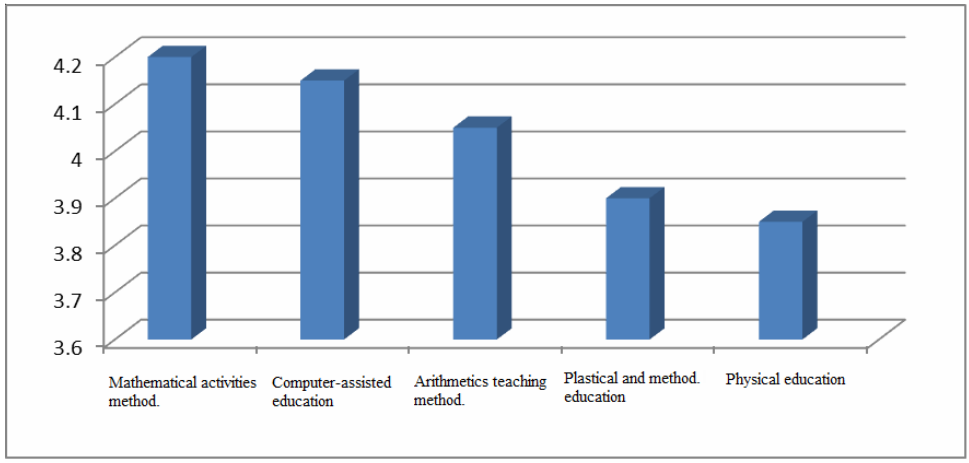

Figure 4. *Percentage distribution histogram of subjective assessments for the second year, on subjects with the lowest degree of their interest*

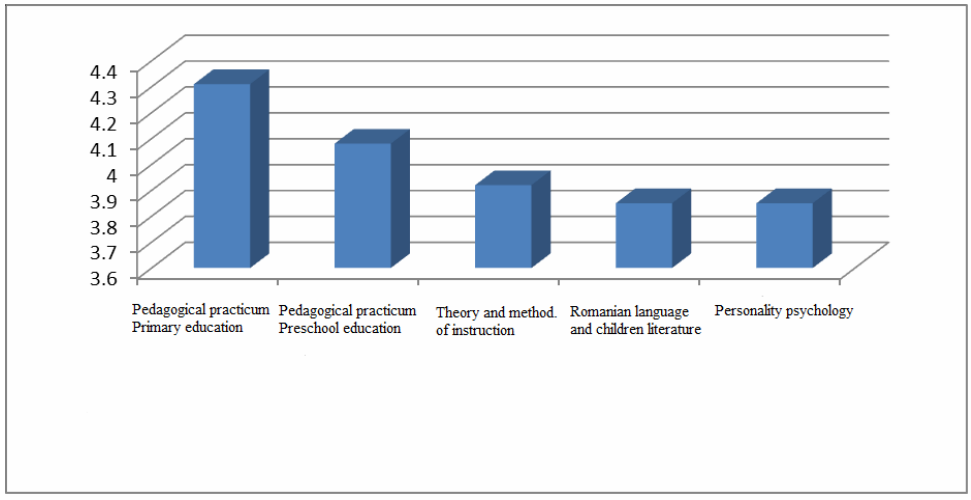

Figure 5. *Percentage distribution histogram regarding the perceptions of first year subjects, for the most useful academic disciplines*

First year students felt that the following subjects are most useful: primary education pedagogical practicum (4.31), preschool education pedagogical practicum (4.08), theory and methodology of instruction (3.92), Romanian literature and literature for children (3.85) and personality psychology (3.85). Less useful subjects were considered to be: English and physical education (3.31), the foundations of psychology, mathematics (3.46) and the foundations of pedagogy (3.54)

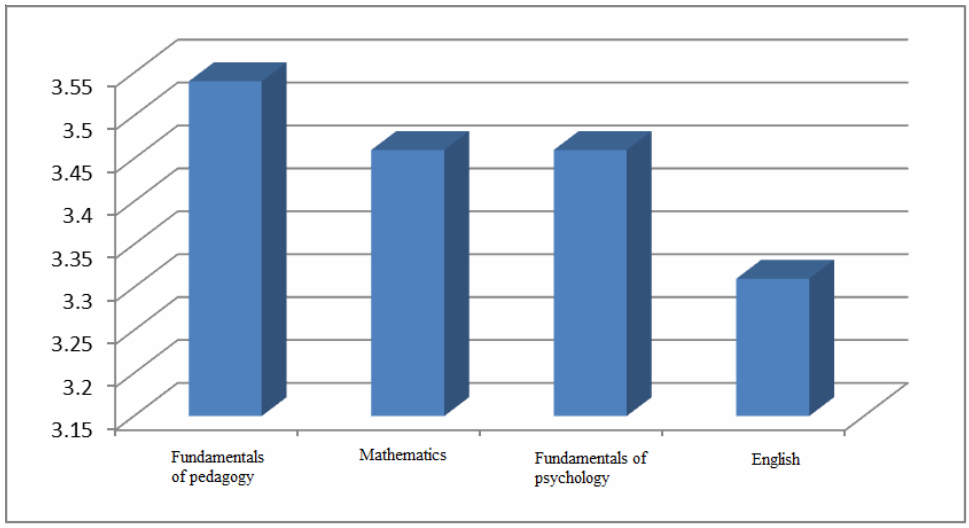

Figure 6. *Percentage distribution histogram regarding the perceptions of first year subjects, on the least useful academic disciplines*

Second year students felt that the following subjects are most useful: primary education pedagogical practicum (4.10), preschool education pedagogical practicum (4.00), primary and preschool pedagogy (3.95), Romanian language and literature methodology (3.90) and language education activities methodology (3.85) We calculated that the average useful indicator for the first year was 4.43 and for the second year - 3.5, giving an overall average of the indicator is useful in relation to the curriculum of 3.63.

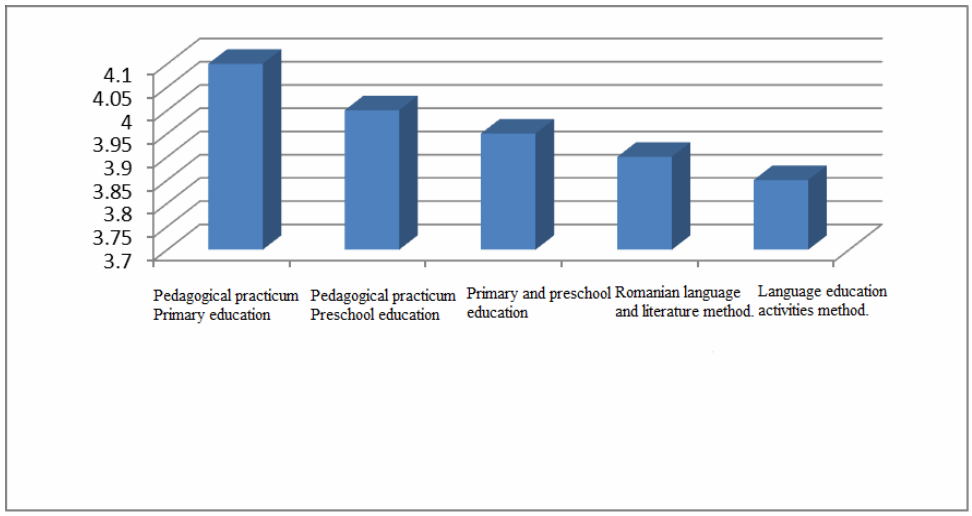

Figure 7. *Percentage distribution histogram regarding the perceptions of subjects from the second year, for the most useful academic disciplines*

Following the nonparametric correlation analysis of interest and utility variables, we obtained significant correlations for the following subjects:

1. The first year: mathematics τ (39) = .673, p <0.01, information and communication technologies - computer software τ (39) = .596, p <0.01, curriculum theory and methodology τ (39) = .465 , p <0.01, physical education τ (39) = .458, p <0.01, preschool education pedagogical practicum τ (39) = .430, p <0.01, Romanian literature and literature for children τ (39) = .424, p <0.01, primary education pedagogical practicum τ (39) = .404, p <0.01), English language τ (39) = .375, p <0.05, personality psychology τ (39) = .349, p <0.05;
2. The second year: mathematical activities methodology τ (60) = .672, p <0.01, art education and didactics τ (60) = .647, p <0.01, arithmetic teaching methodology τ (60) = .601, p <0.01, educational institutions management τ (60) = .528, p <0.01, pedagogical research methodology τ (60) = .515, p <0.01, education psychology τ (60) = .476, p <0.01, theory and practice of evaluation τ (60) = .459, p <0.01, English language τ (60) = .459, p <0.01, computer assisted instruction τ (60) = .448, p <0.01, sociology of education τ (60) = .432 , p <0.01, language education activities methodology τ (60) = .403, p <0.01, ages psychology τ (60) = .377, p <0.01, environmental knowledge τ (60) = .367, p <0.01 , physical education τ (60) = .347, p <0.01, Romanian language and literature teaching methodology τ (60) = .333, p <0.01, preschool education pedagogical practicum τ (60) = .316, p

<0.05, primary education pedagogical practicum τ (60) = .276, p <0.05, primary and preschool pedagogy τ (60) = .260, p <0.05.

Discussion

After analyzing the research results, we found a significant positive correlation between the two main variables used in the research (student interest and utility level of subjects, from the learners standpoint), revealed by high values of Kendall's tau nonparametric correlation coefficient, for almost all subjects covered in the curriculum for the primary and preschool pedagogy specialization. The highest values of Kendall's tau coefficient for the first year, were obtained at: mathematics τ (39) = .673, p <0.01, information and communication technologies - computer software τ (39) = .596, p <0.01, curriculum theory and methodology τ (39) = .465, p <0.01. For the second year, the highest values of Kendall's tau coefficient was obtained for the following subjects: mathematical activities methodology τ (60) = .672, p <.01, arts education and didactics τ (60) = .647, p <0.01, arithmetic teaching methodology τ (60) = .601, p <0.01. In conclusion, we confirm the first hypothesis and reject null hypothesis "there is a negative correlation between the variable of interest and perceived usefulness by students in relation to the curriculum" and "there is no positive or negative correlation between the variable of interest and students perceived usefulness in relation to the curriculum".

On the other hand, we found a high degree of consensus among the students on subjects they have studied. Overall average interest indicator in relation to the curriculum, with a value of 4.49, expressed a positive perception of the curriculum for the specialization's students. However the overall average utility indicator in relation to the curriculum, with a value of 3.63, suggested a discrepancy between mental images associated to interest and utility respectively. These results reflect an interesting curriculum but with a lower degree of applicability in daily life and in the context of specific activities of teachers in preschool and primary education field. We also note that other recent surveys confirmed these previous findings made by us, in the field of curricular preferences of high school students (Strungă, 2008).

Statistical analysis of data on the distribution of subjective assessments concerning the degree of interest over the Primary and Preschool Pedagogy specialization's curriculum reveal students' preferences for academic subjects with practical and methodological attributes which can be deduced from the resulted rank: primary education pedagogical practicum, theory and methodology of instruction, theory and methodology of curriculum, primary and preschool education pedagogy and special didactics in the field of language and communication, indicate a significant positive correlation between the degree of high interest and several other curriculum variables:

1. Content types of academic subjects (note, in this regard, student preferences for procedural content, for the availability of curriculum to learning situations in practical context);
2. Training time of the appropriate subjects in the primary and preschool curriculum for example the degree of interest in specialized didactics (language and communication field has the largest amount of time, which outlines the perception that the respective subjects are more important than others in children's development dimension);
3. Humanist curriculum, as a consequence of students' competences and skills in this educational sector, prevails over the exact sciences curriculum, but also over the arts and physical education curricula (which determines preferences of the Romanian students for Romanian and didactics of language and communication and a low degree of interest for mathematics and its didactics, art education and its didactics, physical education).

From the individual interviews, focus groups and other academic debates, we noticed a link between the degree of interest shown for certain academic disciplines and professor's personality, teaching or evaluation style. However, these variables did not significantly influence students' preferences regarding interest in certain subjects. From the analysis of quantitative data in the field of curriculum's utility, on professional development dimension, we found students preferred the same category of disciplines, with a pronounced methodological and practical nature, and indicated that the fundamental subjects, with a declarative content and meta-knowledge, as being less useful, thus confirming the last two hypotheses. This qualitative interpretation explains and strengthens the statistical relationship of positive correlation between the intensity of the interest and usefulness. On the survey's limits dimension, we want to emphasize that the results of this pedagogical survey reflect only the preferences of students from the University of Craiova. Second, we mainly considered the curriculum - document, moving in the background other curriculum products and dimensions. Third, we think it will be useful a symmetric analysis of the professors' (from the field of higher education who teach at the primary and preschool pedagogy specialization) and other stakeholders' (school managers, other experts, etc.) perception profile over the curriculum preferences. The results of such research would complete the picture of curriculum preferences in the context of studying curriculum feedback.

Conclusions

The curriculum preferences survey opens a new chapter in curriculum research field, offering new opportunities for policymakers, school managers and university professors to design a new curriculum, better aligned with students' interests, motivations and values. The results of our pedagogical survey show that

there is indeed a *parallel curriculum* generated by the different statuses, backgrounds and values of the students and professors. These curricula have a very different profile in terms of perceived level of interest and utility and the associated mental images of the ideal curriculum are significantly different. This gap, between *what is required by the policymakers* and *what students really want* is very important because it is a good opportunity for *curriculum negociation* and *development*. Being aware of this situation is extremely useful for the curriculum designers, because it represents an authentic and scientifically constructed *feedback* that is even more relevant given the fact professors can frequently be also researchers, participating, together with students, to an ongoing reconstruction of the curriculum, in the context of the grounded theory and social constructivism.

However, each university has a very different educational setting and there isn't a solutions that fits to all the students' needs and interests. Instead, we can focus on developing empirically tested instruments that can measure curriculum preferences in order to activate the educational potential that exists in every university and to construct a curriculum that makes a difference in terms of convergence between the normative and subjective dimensions of curriculum. The results of this survey could be further improved by introducing a semantic differential scale with 10 bipolar adjectives or more (for each discipline) that can operationalize better the specific dimensions on which the affective meaning of the subjects is socially constructed. This could be a way to fine-tune the curriculum in such a way that it could be perfectly tailored to the interests and preferences of a specific target group. This could be one the first steps in developing an authentic *curriculum marketing*, that views students as clients and the educational process as a service.

Based on statistical data and their interpretation, we are suggesting some directions for research and curriculum development for the Pedagogy of Primary and Preschool specialization: (1) an audit of the curriculum for this specialization, at national level; (2) initiate an impact study on teacher training curriculum reform for primary and preschool education; (3) the optimization and development of curriculum for primary and preschool pedagogy in terms of increasing the share of subjects with a strong methodological and practical-applicative content in response to the interests and educational needs of students; (4) taking into account the usefulness of the proposed instrument for indentifying educational preferences of students of this specialization, we propose the development of an optimized instrument that could be used to enhance the curriculum; (5) the need to develop a methodology on how to adapt the curriculum to adapt the curriculum, based on quantitative and qualitative research of the curricular preferences of students.

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