



Currere – the new paradigm of curriculum post-modernity

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The present paper proposes the researchers preoccupied with the problem of curriculum a new vision on the field. It becomes possible by introducing a new concept – currere – capable of revolutionizing the postmodern perspectives on curriculum. The concept gains the value of a paradigm and represents a specific way of curriculum projection, realizing and development. It represents a significant moment in the theory, practice and curriculum area being known as Reconceptualism. This concept will decisively influence the curriculum paradigm as it was launched by R. Tyler. The author proposes, as a method of research in the area of curriculum paradigm, a historical perspective which uses synchronic, diachronic and hermeneutical strategies. The proposed perspective is based on ethical and epistemological arguments. The longitudinal-historical approach eliminates the excesses of those subjective modes or ideologies, making the objective reinterpretations in the area possible. This approach leads to delimiting the strong epistemic nucleus of curriculum theory, possible in the case of the present theme. Reconceptualization presupposes a reflexive attitude which tries to describe the curriculum as it is experienced and which has the capacity of testing the conceptual schemes through the experience realized by all actors of education.