

Enacting the Future 3 Curriculum: 'Curriculum Making' and Participatory Methods as Drivers of Critical and Transformative Education

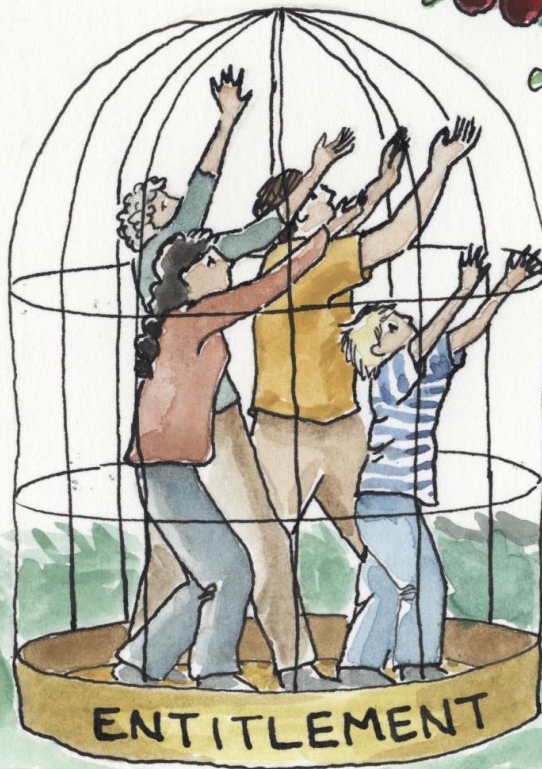
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ABUNDANCE



ENTITLEMENT

The entitlement to knowledge,
represented by the curriculum.

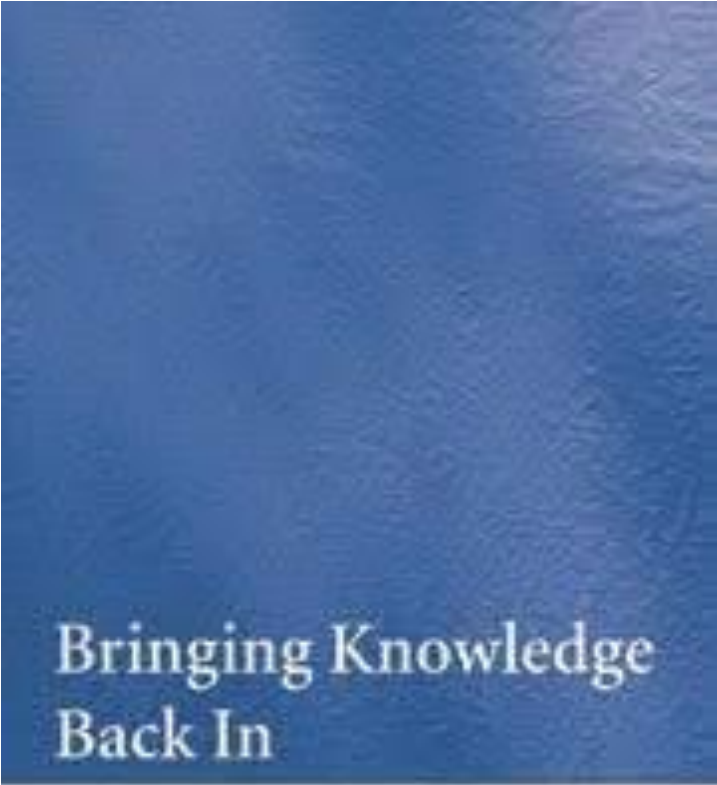
Access to knowledge beyond our
experience.

The only true source of freedom.

Powerful knowledge (Young, 2008)

What counts, or what is valued, as knowledge in the discipline I teach?

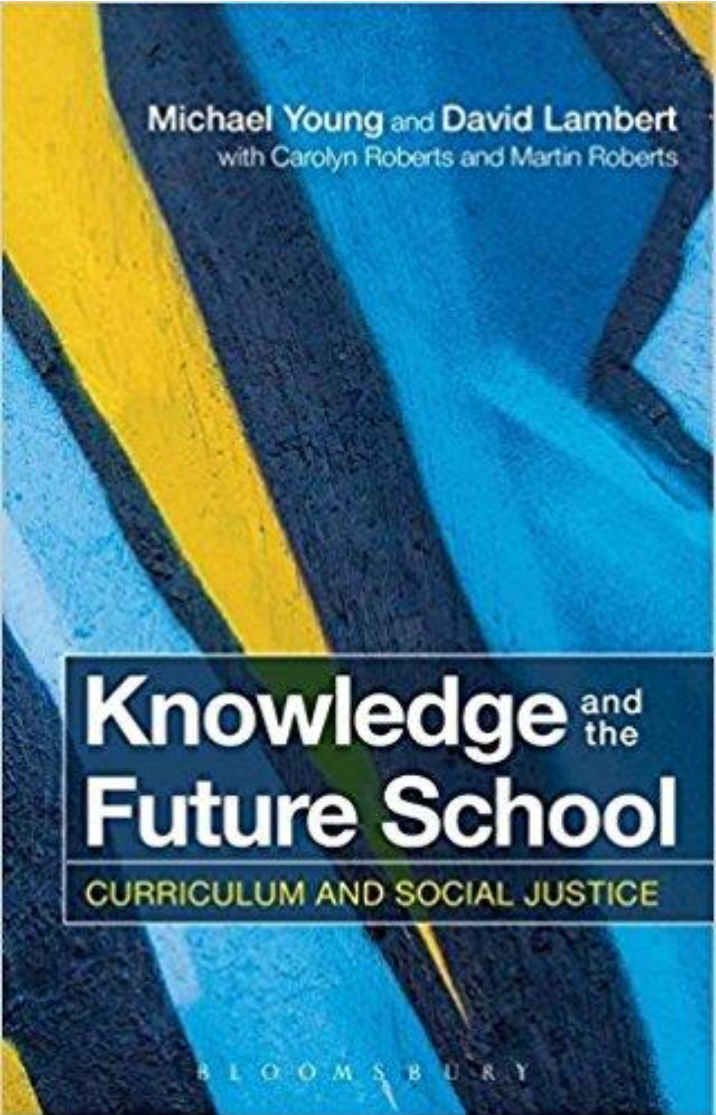




Bringing Knowledge Back In

From social constructivism to
social realism in the sociology
of education.

(MICHAEL F. D. YOUNG)



Michael Young and David Lambert
with Carolyn Roberts and Martin Roberts

Knowledge^{and the} Future School

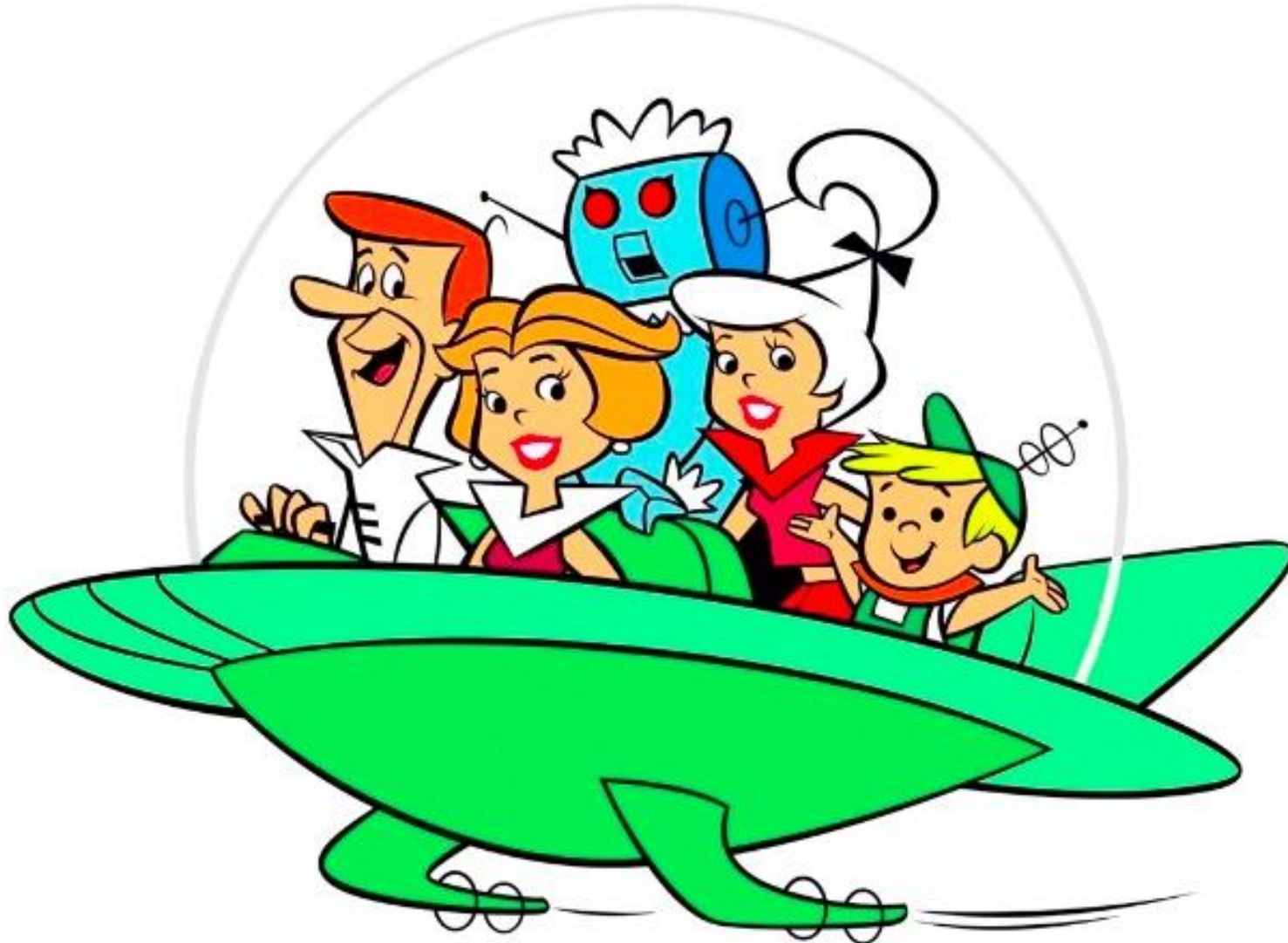
CURRICULUM AND SOCIAL JUSTICE

BLOOMSBURY

Knowledge that provides our students with the intellectual ability to analyse, explain, predict, evaluate and think about the world in ways that are beyond their personal experience (Young, 2013, 2014b, 2021).



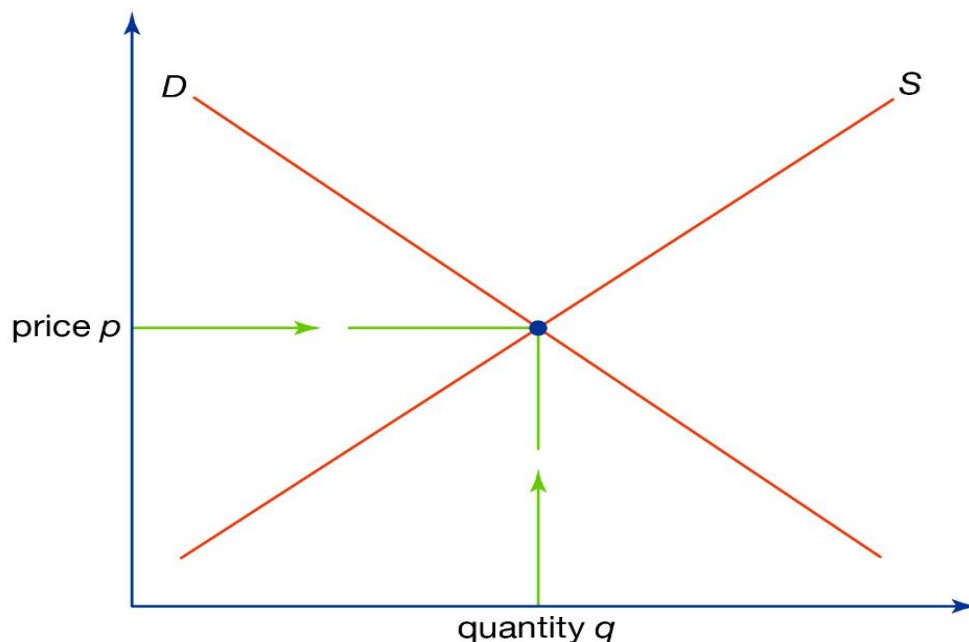
Futures of School Knowledge



Future 1 (F1):

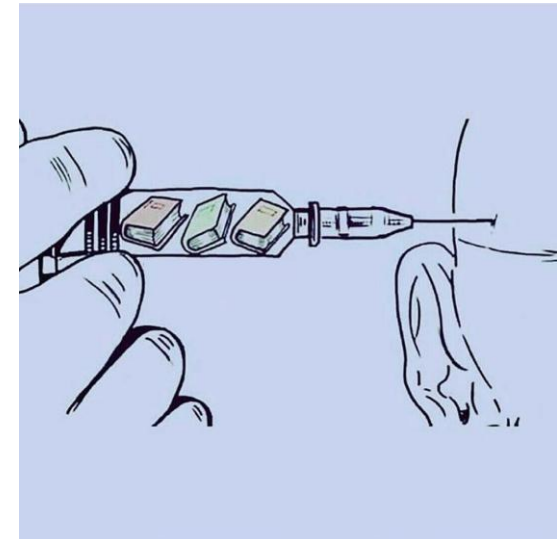
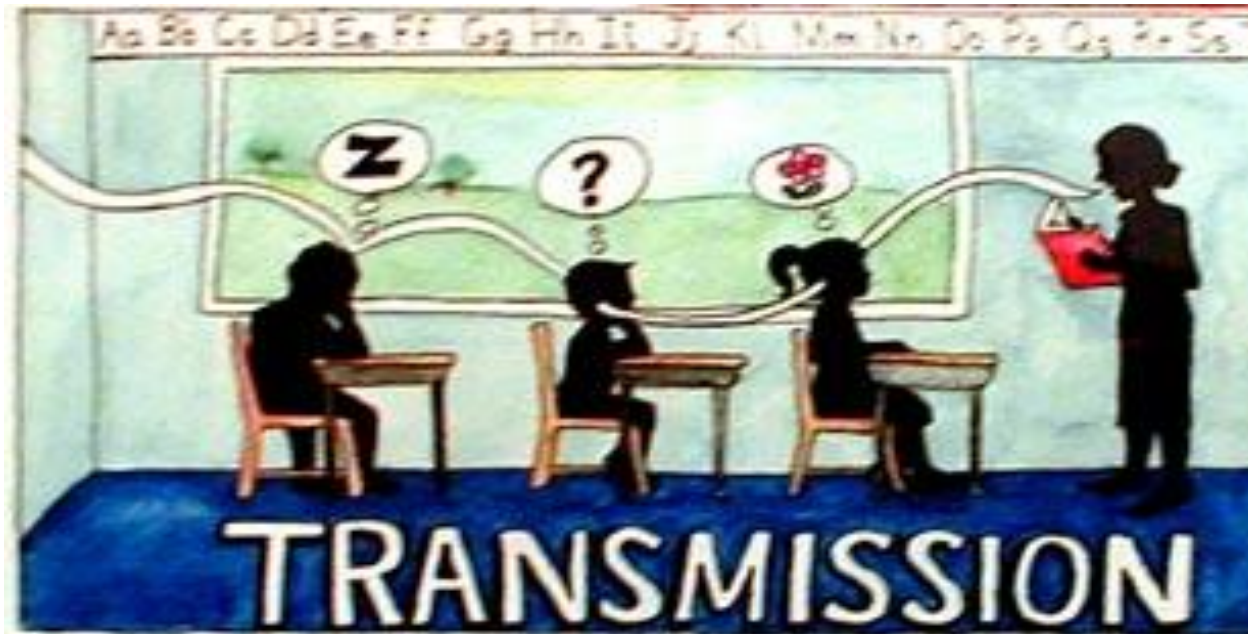
Subject “boundaries are given and fixed”
(Young and Muller, 2010, p.16).

Such knowledge is treated as largely
given, and established by tradition and
by the route it offers to high achievers.



“It tends to be associated with one-way transmission pedagogy and a view of learning that expects compliance from pupils” (Young et al., 2014, p.59).

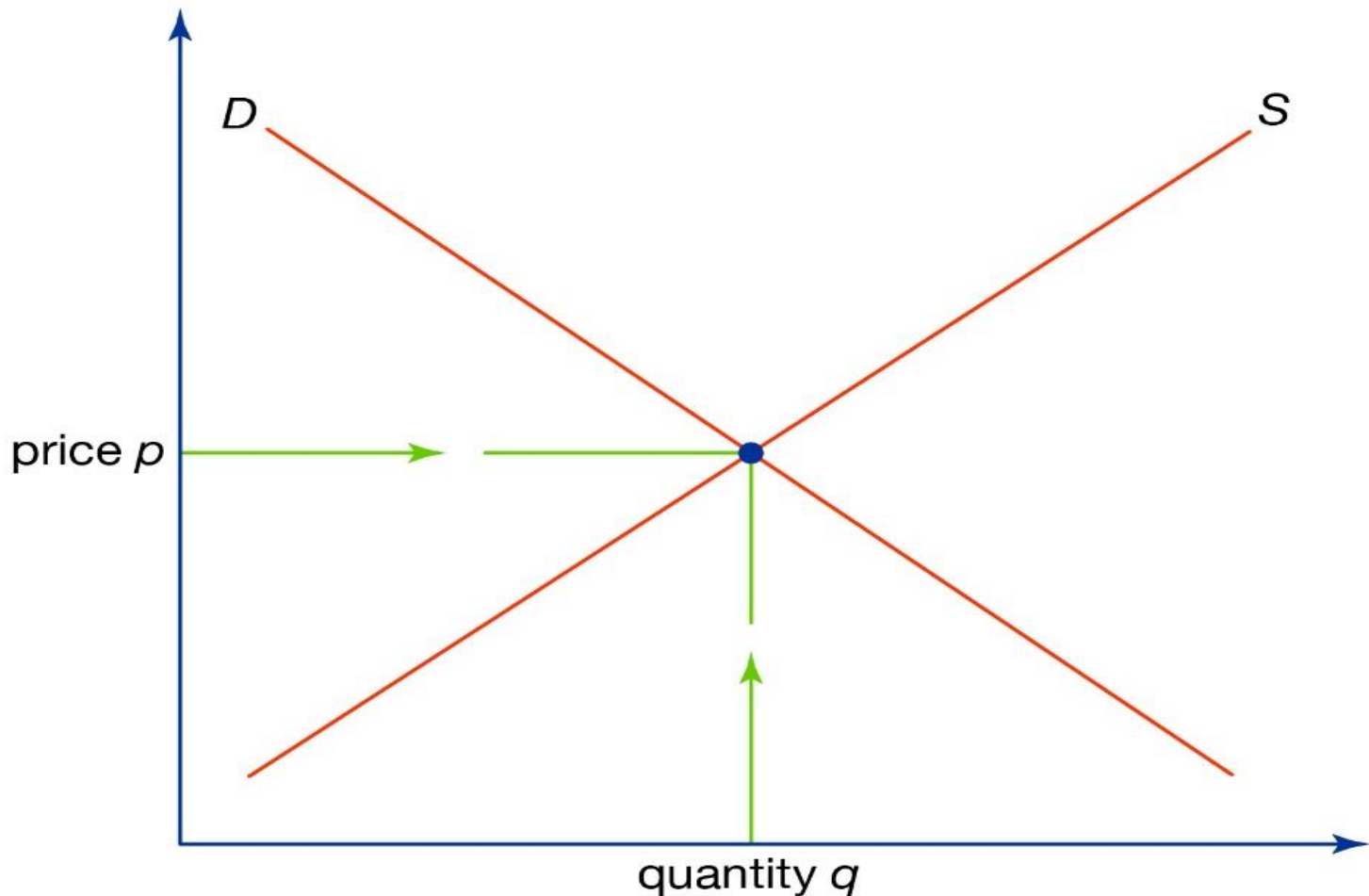
One-size-fits-all approach



E.g. Approaching the teaching of equilibrium price

Tendency to:

- present theories as facts – passive learning.
- present the model, discuss examples to validate the theory.



A teaching approach that **presents certainty where certainty** does not exist, and that is likely to lead to misunderstandings and misconceptions.



Future 2 (F2): “the **end of boundaries** – an **over-socialised concept** of knowledge” (Young and Muller, 2010, p.18).

Subject boundaries are relaxed or removed completely. The principal aim becomes generic outcomes: “Future 2 has swung from **content-based to skills-based priorities**” (ibid., p.22).

The selection of content is **flexible** - it is often driven by **concerns of immediacy or relevance**.

A shift from perceiving education as **worthwhile in itself** (*the pursuit of knowledge for its own sake*) towards an increasingly **instrumental view** that education is a means to an end. The expectation of future employment.

The pedagogy in a F2 curriculum may fail to provide access to the real, objective knowledge needed to access life opportunities.

It may conceal from students the real-world knowledge that contributes to their education.

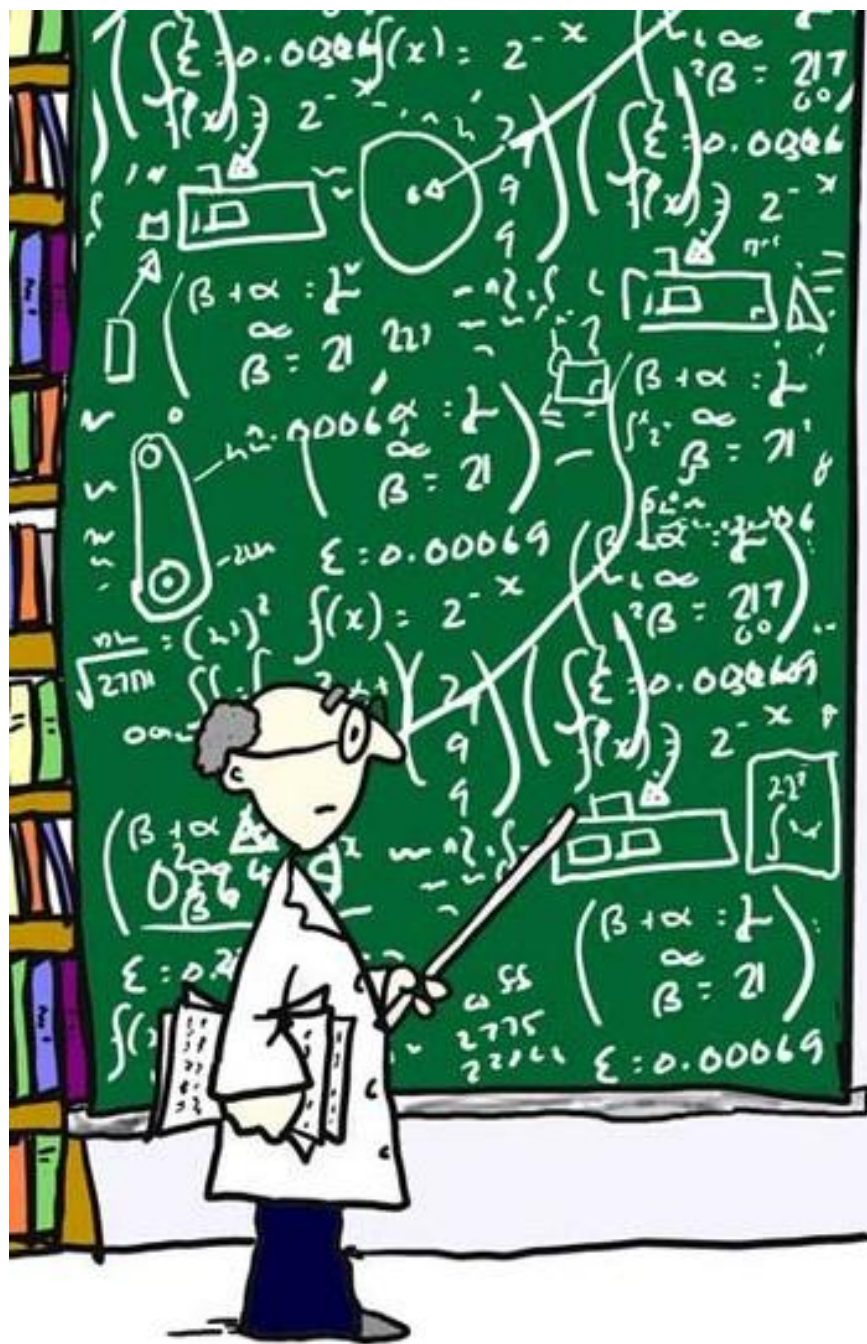
F2 can be superficially attractive, responding to students' everyday experience, but it is no shortcut to educational success.



wikiHow to Cook Arborio Rice



Handimania



NUH-UH. SOME GUY
ON TWITTER JUST
SAID YOU'RE WRONG.



MARK GOOD

Future 3 (F3):

“Boundary **maintaining** and boundary **crossing** as the conditions for the creation and acquisition of new knowledge in the emerging global context”
(Young and Muller, 2010, p.19).



Subject knowledge is regarded as **dynamic and forward looking**, not fixed or given (as in F1), nor entirely arbitrary (as in F2).

A progressive **knowledge-led curriculum** is implied. By participating in the development of such knowledge, subject teachers take on a leadership role as educators with a revised notion of the 'good teacher' that embraces **knowledge & knowledge production**.



F3 approach in teaching the equilibrium price

E.g. A half-litre bottle of branded water: priced €1 in a supermarket, €1.25 in a convenience store, €2 in a restaurant and €5 in an exclusive club

Invite the students to articulate their reasoning in mixed-ability groups.



As their teacher, I'm on the lookout for misconceptions & value their engagement.

A supply & demand diagram follows.

I teach it as an explanatory device rather than a real entity.

I highlight the mechanisms, structures & tendencies at work.

F3 – Proposed as **granting access** to powerful knowledge in the school curriculum.

A **powerful pedagogy** enables the student to **access, develop and challenge** powerful knowledge.

In **skilful hands**, a powerful pedagogy attempts to include all students in learning.

‘Curriculum maker’





The idea of **Futures of School Knowledge** invites us to:

- identify the **powerful knowledge** in my discipline, and
- adopt an **inclusive, powerful pedagogy** that facilitates the engagement of students with disciplinary knowledge.





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Thank you for your attention.

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