

Summary

Constructivist approach to operationalize the curriculum of technical education

Damir Purković

Faculty of Humanities and Social Sciences University of Rijeka, Croatia
Department of Polytechnics

Technological advances of the modern world changed the social and production relations and set new challenging goals ahead of the education system. This has caused considerable problems of the education system in meeting the needs of society. The problems are due to close ties with the world of work and production, particularly evident at all levels of technical education, including Technical Culture teaching as a basic, but no less important level of education.

Educational experts of Croatian education system have produced key documents which attempt to solve these problems, but the implementation of these documents is not always successful, and the realization of educational goals often remains at an unacceptable level.

The constructivist approach to learning and teaching, as well as philosophical, psychological, and pedagogical background, might be able to solve the challenges and problems of Technical Culture teaching. Although is not to easily harmonize different theories of constructivism, elements of constructivist pedagogy and experiential approach to curriculum design can serve as a framework to create a model for the operationalization of the curriculum of technical education.

Proposed model includes basic rules, elements and processes that leads teacher in the process of selection and design of educational facilities, and a mechanism for the design, planning and implementation of activities in the teaching of Technical Culture. The model is designed as an instrument in the hands of teacher who would need help in planning, programming and teaching.

Key words: constructivism, curriculum, teaching, technical culture, technical education.