

Beyond the scholarly discourse - several ways to show the hidden curriculum

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Abstract

The paper aims to capture a series of teaching speech coordinates, focusing on dimensions less obvious or visible, expression of a covered / hidden curriculum with a marked impact on the formation. The awareness of these implications provide a fuller picture of the dynamics of the educational space and supports the development of ethical and professional conscience, so necessary to trainers.

Keywords: *scholarly discourse; speech coordinates, professional conscience, hidden curriculum*

1.Introduction

The school space is expressed by a special dynamic, offering beyond what is desirable or expected (positive and effective experiences of learning and training) - secondary, hidden, covered, subliminal influences with a major impact on his main actors - students. With various shapes and structures, different intensities, positive, negative or borderline finalities, these influences stand out in the attention of researches and practitioners interested in educational phenomenon currently known as hidden curriculum

Named by Philip W. Jackson in his work *Life In Classrooms*, published in 1968, hidden curriculum is explained today as a whole of all unofficial, unwritten learning experiences which appear most often in the form of implicit, veiled messages hidden to records, and also the provisions, the expectations which outline at this level, the influences of the psychosocial environment of the class etc. He argued "that the hidden curriculum emphasized specific skills: learning to wait quietly, exercising restraint, trying, completing work, kepping busy, cooperating, sowing allegiance to both teachers and peers, being neat and punctual, and courteously." (Jackson, 1968, 10-33).

Professor I. Negreț Dobridor says in his General Theory of the curriculum: "In the 90s, discovering the hidden curriculum, produced a similar discovery with the discovery of elementary particles in nuclear physics: after the evidence of Zakava's meson there was discovered a diversity of nucleic ions; so after Jackson's discovery, postmodernists researchers revealed an entire jungle of hidden curriculum that shapes our personality and even seals our fate, without formal school and remunerated teachers to know about the existence of this secret school. (Negreț Dobridor 2008, pp.244-255)

The hidden curriculum 'refers to situations and experiences that are not planned for educational purposes, but which have an impact on training students (psychosocial climate, interpersonal relations from school etc.), tacit, implicit messages, included in educational practices (stereotypes, cultural clichés etc.) and (ideological) unexplained intentions."(Potolea, Negreț- Dobridor, 2008, p. 153) International Encyclopedia of Educational Science (1991 pp.2177) stresses that " educational practices addressed as part of the hidden curriculum include group skills, teacher-student relationship, rules and procedures in the classroom, the default content of texts from the handbooks, role differentiations by students' gender and the structures of reward in class. The results (outputs) are typically regarded as belonging to the hidden curriculum - political socialization, obedience, compliance, learning of values and cultural norms, development of attitudes to authority and strengthening the class distinctions. "

Leslie Owen Wilson (1990) points in his turn that beyond the classical lessons, in the school space "since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school - from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the department, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these everyday contacts."

Our goal is to raise awareness of school space actors about the major impact of these lessons, sometimes less desirable that leave their mark on attitudes, beliefs, values, behaviors, students' achievement etc.

The hidden curriculum can reinforce or on the contrary, can contradict, even undermine the official curriculum, may include both positive and negative messages, triggers both positive and negative influences - the second category we can find symbolic violence that can shape in various forms, in discriminatory attitudes and gestures, threatening looks, ignoring of messages, lack of attention to etc. All these can lead to an inadequate climate of study, influencing the students' self-esteem, turning the school into an environment without security. (Jeder,2011, 2013, Bujorean 2015, Esi, 2010, 2015)

2. Some insights into the hidden curriculum

Functionalist perspective - through the hidden curriculum values, norms, rules, principles are transmitted and internalized unconsciously, that finally support a well-functioning at the social level by supporting the harmony between peers. (Dreeben 1968; Jackson, 1968)

Neo-Marxist perspective - where hidden curriculum appears to be a tacit way to send messages that perpetuate inequalities between people and support docility, obedience and total observance of the rules imposed by the power of authority; "The hidden curriculum creates acceptance for hierarchy, students must obey the instructions of teachers and school authorities", preparing them in such a manner to exert activity in the workplace. (Bourdieu, Passeron, 2000 Bowles: etc.)

Feminist perspective - the hidden curriculum perpetuates the idea of gender inequality in the social space; the messages sent through textbooks and teachers diminish girls' aspirations and desires to assert in various fields, usually directing them to those that traditional indicate female roles. In this way the existing social gender stereotypes are reinforced. (Oakley and Delphy)

3. Education and duplicity in the school space - inconsistencies

The school environment is an environment of messages. Here, there is a direct and direct communication through words, gestures, attitudes, but also communication through silence. In the field of education, "the art of silence" should be a concern for both pupils and teachers. For Jean-François Garcia the silence of student would be subjected to a double constraint: the duty to remain silent and the duty not to remain silent. The first constraint, identified most often with the discipline, it refers to the minimum conditions of communication. In this case, the student's silence is a speech condition and an indicator of its efficiency and quality. As regarding the second constraint, it is handled by the teacher through advanced summons in the ritual of questioning, implicit or explicit. "(Garcia, 1991, pp. 44-50 cited E. Bujorean 2015) On the other hand a contrast emerges between what the school declares as mission, values, experiences and what students actually experiment.

For example, in school values are taught in general, but the aim is not necessarily internalizing them; there is a focus on knowledge and not on internalizing - research shows that schools teach, for example, only knowledge of democracy rather than democratic values that would lead, in time, to the formation of democratic attitudes and behaviors (Eşi, 2015, 7-12). There are numerous messages sent indirectly: eg learning, reading and writing and mathematics are the most important topics / subjects in primary school. These messages are clearly communicated by programming a greater number of hours for these subjects compared to others; their programming in the schedule is done early in the day, in the morning, when it is the maximum audience rather than at the end of the schedule, and their testing is more consistent than other disciplines or skills. (sending)

Analyzing with the master students of The Faculty of Educational Sciences - USV (within the discipline of Ethics of education and training) the issue of hidden curriculum and its implications, especially those aimed at the gap between what the school declares and what is offered within it of the hidden, veiled, subliminal messages, we have outlined selecting their views, some ways of manifestation of this type of curriculum in the school space, aspect which we present below:

- Among the values that school should promote steady and consistent - that should occupy the first position in the hierarchy is life - as a form of individual and non-repeatable existence, but the school's reality shows that teachers focus their activities more to convey information, often too specialized and neglect the formation of transversal competences such as those that would support the real preparation to face the challenges of life. School unifies more than encourages free spirit, values, creativity, autonomy and does not support as stated self-realization.(Eşi, 2010, 140-146).
- Moreover, school focuses on preparing young people to face standardized evaluations, tests, probes that help them to move to a new level of training, but losing sight of its fundamental mission- to prepare the youth for what is beyond school, for real life. Even standardized tests have the idea that all students need to be trained the same, without the possibility of a maximum capitalization of their potential in areas that they are interested in.
- The covering of the content in a mono/disciplinary fragmented manner, it does not provide a holistic view of the world and the pupils are deprived of real support in understanding life and the world they live in.
- School talks about promoting truth, justice, human dignity, non-discrimination, non-violence "etc., but unfortunately reality shows that even in schools we can find - lies, humiliation, discrimination, violence etc. We mention here the phenomena of bullying, mobbing, forms of symbolic violence - labeling, the phenomenon of the teacher's pet, evaluation errors and many more that hurt and leave traces throughout life.
- Although the development of general thinking, critical thinking, creative thinking should be a priority for the school, the reality shows that the reproductive size, the data and contents storage still prevail. The ability to know is more exercised than the ability to make and this eventually leads to the lack of the capacity to build themselves, to become.
- Nor the statement of the school regarding the prioritizing of the training of the so - called XXI century skills is not sufficiently supported; it is said that school promotes cross-curricular skills, transverse, transferable skills, adaptability and initiative, practical research skills, cooperation, civic,

social, multicultural, economic skills etc. but actually schools do not apply unitary this requirement because even the mentioned concepts are not fully understood sometimes.

- In this context, students are negatively influenced by the ambiguity and confusion that arises from the lack of consensus and unity on training these types of skills necessary for the integration and activation in the dynamic of the contemporary society.

Willful or intentional ignorance is considered by master students as a form of duplicity manifested in the school space. According to Moody-Adams willful ignorance acquires at least two forms - the tendency not to ask questions about a state of affairs even if there is evidence that would require an analysis of the situation, which could prevent or stop misdeeds, and the second - "the tendency to avoid recognition of our human imperfection" (1994: 301.) The list of these gaps with their ethical deviations, illustrating ways to show the hidden curriculum (as identified by our faculty master students) can be extended and demonstrate a concern for understanding these aspects with a large impact on training in schools.

Conclusion

Teacher training would probably be incomplete without a debate on the implications of the hidden curriculum on the training act, and offering a complete vision as possible on issues that manifest beyond the educational scholarly discourse, is a gain both for the future teachers and implicitly for the other actors of education - students and parents alike, school-family- community.

The awareness of the various influences that occur in the school space and its immediate environment provides additional value to the educational act in itself, thus contributing to the support of quality education.

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