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Curriculum Studies in Cyprus: Directions, Limitations and Challenges

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Abstract

Drawing from an ongoing study, this paper presents the field of Curriculum Studies in the Republic of Cyprus from the early 1990s until today. The goal is to map the existence and development of Curriculum Studies at the higher educational institutions of Cyprus, and to examine the different directions the field espoused within this period. During the early 1990s the first public university was established and a number of private colleges became increasingly enhanced as academic institutions. Thus, this period can be considered the beginning of Curriculum Studies as a field, and an era that brought important changes in the educational situation of Cyprus. Using qualitative methods of inquiry and analysis of documents, we investigated the number and content of courses offered, as per the tertiary education institutions' undergraduate and graduate syllabi in education, that are related to curriculum. The study regards the past, current, and future orientations of Curriculum Studies in Cyprus, locates them within the European and international context, and contributes toward the efforts and the discussion for their establishment as a field. In this paper we argue first that, although there was advancement in many academic areas, Curriculum Studies field has mainly focused on models of curriculum design and development, not considering curriculum as a world concern neither as offering various perspectives. Second, that it is critical for teachers in Cyprus, a country of ethnic conflict, war and division, to be equipped with diverse perspectives, as Cyprus has historically been a diverse and multicultural

society, and is increasingly such due to globalization and its accession to the European Union.

Introduction

Drawing from an ongoing study, this paper presents the field of Curriculum Studies in Cyprus.¹ The goal is to map the existence and development of Curriculum Studies at the higher educational institutions of Cyprus, and to examine the different directions the field espoused from the early 1990s until today. During the early 1990s, the first public university was established in Cyprus and a number of private colleges became increasingly enhanced as academic institutions; it is within this period that we may thus begin to trace the development of Curriculum Studies as a field in the country, a period also believed to bring important changes in the educational situation of Cyprus. In this paper we argue that, although there was advancement in many academic areas, Curriculum Studies field has mainly focused on models of curriculum design and development, not considering curriculum as a world concern neither as offering various perspectives. Also, we argue that the field has been mostly disconnected from other academic disciplines.

We particularly focused on the development of the Curriculum Studies field since the early 1990s. We looked into the tertiary education institutions' undergraduate and graduate syllabi in education to investigate the number and content of courses offered that are related to curriculum. Using qualitative methods of inquiry and analysis of documents, the study helped us to regard the past, current, and future orientations of Curriculum Studies in Cyprus, to locate them within the European and international context, and to contribute toward the efforts and the discussion for its establishment as a field. In this study we viewed the Curriculum Studies field as interconnected, as opposed to disconnected, with education and other academic disciplines, and, thus, we considered possible interactions between and among different fields.

The many discussions that have been raised in Curriculum Studies in regards to defining the field, as well as the direction it is taking, and the philosophy it espouses, have been characterizing the field for a few decades in North America. These discussions were evident as we reviewed the existing literature, as well as newsletters from major curricular associations. On the one hand such discussions bring real tension to the field, and on the other hand they revitalize it (Page, 2003). Considering that such tensions exist in Curriculum Studies in many countries we wanted to examine the following:

1. How relevant are discussions and concerns regarding the Curriculum Studies field in a country such as Cyprus, where tertiary education has come to be upgraded to university level only during the last 20 years?

2. Have curriculum courses been included in education programmes of study of the country's tertiary institutions and if so, what is the scope, content and aims of these courses?
3. Which directions do Curriculum Studies expand to in Cyprus? What can we learn, by mapping the field of Curriculum Studies in Cyprus, for the past and future of education in general, and of curriculum in particular?

Curriculum Studies: A Historical Overview

Many scholars of curriculum have initiated examination of the several tensions, transformations, and forms of inquiry that exist in the field. Such efforts have included the initiation of the Reconceptualization Movement by Bill Pinar (Pinar, Reynolds, Slattery, & Taubman, 1995; Pinar, 2004), the study of the historical evolution of the field the last 100 years by Bill Schubert, and the invitation to reflect on curriculum by Reba Page (2003). Also, many of the efforts conducted within curricular associations aim to identify the field. The American Association for the Advancement of Curriculum Studies (AAACS) has brought many curriculum scholars together to discuss, explore, and analyze new issues in, and trends of the field, since 2001. The AAACS also launched, in 2001, the International Association for the Advancement of Curriculum Studies (IAACS). The IAACS brings together many different curriculum associations and it promotes international perspectives and concerns on curriculum field. It also aims in strengthening of the field by giving it international status, and by allowing curriculum scholars to see what happens not only nationally but also internationally. Also, during the 2005 AAACS meeting at Montreal, Canada a Committee was recommended by Bill Pinar to examine the state of the field in the US. This was the "Commission on the Status of Curriculum Studies in the USA" and its formation was decided during the Business Meeting, with Madeleine Grumet chairing the Commission. Also, books such as *The American Curriculum* (Willis et al., 1994), *Understanding Curriculum* (Pinar et al., 1995), and *Forms of Curriculum Inquiry* (Short, 1991) constituted important works as they traced the historical roots of the field and contributed, and still contribute, to the understanding of its meaning, directions, and forms of inquiry.

The field of Curriculum Studies is very often misconstrued and it has faced challenges that many times affected its academic entity. Many consider it to be moribund (Blumenfeld-Jones, 2003), and others that it is ahistorical, it steps over boundaries of other academic fields, and that it is disoriented (Page, 2003). However, *curriculum* is a term that is brought up in all academic circles of all disciplines, in every educational

discussion. The existence of *curriculum*, more as a pathway than as a concept, with all the characteristics that follow it, is long and it is traced back to the existence of the humankind, at a time when humans started writing their history. This reminds us of what Pinar (1994) discusses about *currere*, which explicates connections among the past, the present, and the future of individuals. Yet, Curriculum Studies is a relatively recent field counting some 100 years from its establishment (Willis et al., 1994). As Willis and his colleagues put it:

The academic field which is devoted to this task and which is now known as "curriculum studies," is of recent origin. Its formal beginning can be identified with the publication in 1918 of Franklin Bobbitt's The Curriculum, perhaps the first book devoted entirely to the general principles of making curriculum decisions, and its emergence with such events as the establishment in 1932 at Teachers College, Columbia University of the first university department of curriculum. (p.1)

However, curriculum existed even before its establishment as a field. It began with the establishment of principles in regards to children's education, of regulations of how schools should work, and of thoughts on what kind of knowledge to offer at schools by John Dewey, Franklin Bobbitt, Horace Mann, and different boards and associations whose actions and decisions were steadily leading to the establishment of the field (Schubert et al., 2002). A more official move toward the establishment of the field occurred in 1918 and in 1932 as has been described above. In 1977 the Society for the Study of Curriculum History was founded, and between 1968 and 1984 the five main journals of the field were launched (Willis et al., 1994). Since then, the field has taken many different forms and philosophical orientations and it has espoused different approaches of inquiry.

Our Perspective of Curriculum

Drawing upon work within the field of Curriculum Studies during the last century, we perceive curriculum as "the experiential journeys that shape perspectives, dispositions, skills, and knowledge by which humans live" (Schubert, 2008) and not merely as school curriculum. For example, the Curriculum Division (Division B) of AERA has moved dramatically from preoccupation with an empirical-analytic or positivist research posture to inquiry characterized by diverse dimensions of the humanities, social sciences, and arts, as well as sciences. Division B began under the title *Curriculum and Objectives* in 1964, and in 1982 changed its name to *Curriculum Studies*, which significantly augmented the character of scholarly

curriculum work beyond mere research for development and design of school curriculum. After the 1990s, curriculum became an object of study and critical research method, especially with universities and colleges including it in their courses.

Many universities have considered the developments in the field and have incorporated them in, or have updated, their programs of study. Universities have also played major role in determining and leading the developments in the field. For example, the University of Illinois at Chicago, ranked highly as a large research university (Fogg, 2007) and in the broad field of Education, and Curriculum and Instruction (Academic Analytics, 2005), has changed the name of its program from Curriculum Design to Curriculum Studies. This was necessary, according to the Department head Bill Schubert (personal communication, Feb.7, 06), so that the name of the program “matches the evolving nature of inquiry in the field,” and reflects the changes over the years in the field of study.

Today’s curriculum scholarship is devoted to understanding complicated journeys of personal and public identity, meaning, modes of human association, and environmental relationships, as well as to studies on the nature and effectiveness of curriculum delivery systems in schools, which was the dominant interest of past curriculum inquiry. Such journeys often include complex integrations of the following factors that shape human lives and outlooks: culture, language, socio-economic class, race, ethnicity, gender, sexuality, body and appearance, religion or belief, mass media, ecology, globalization, imperialism, and more. Such factors are increasingly perceived as curricula in their own right, not just factors that inhibit or facilitate curriculum for schools (Schubert, 2008). Furthermore, autobiographical essays are perceived as a form of curriculum inquiry, as well; for example, this may include the experiences of people and the ways these have helped shape their views (Pinar, 1994; Willis & Schubert, 2000). This definition of curriculum assisted us in searching the forms of curriculum inquiry pursued by the field in Cyprus. What follows is a brief presentation of the context of Cyprus in order to better contextualise our findings, and a description of the methodology employed in this study.

Curriculum and Education: The Case of Cyprus

The institutions of higher education and the syllabi of education courses included in this study need to be located within the educational system of Cyprus. In Cyprus, the educational system was different and segregated, for the two larger communities of the island, Greek Cypriots, consisted of about 78% of the population, and Turkish Cypriots, consisted of about 18% of the population² (Wikipedia contributors, 2009; Solsten, 1991). During the Ottoman and the British periods, Christian and Muslim, and later Greek Cypriot and Turkish Cypriot schools, were distinct, following

own curricula, textbooks and administration. Post-colonial Cyprus inherited, as an independent state in 1960, this division of educational systems, which became the cornerstone of nationalist ideologies by both “motherlands,” Greece and Turkey, to increase their influence, and to widen the gap between the two communities (Kizilyürek & Hadjipavlou-Trigeorgis, 1997; Demetriades, 1985; Persianis, 1981). Thus, the post-independence period was characterized by ethno-nationalism, inter- and intra-communal conflicts in 1963 and 1974 and invasion in 1974, which divided Cyprus into north, which is still occupied by Turkey and Turkish troops, and south, which is controlled by the Greek Cypriot authorities and recognized by international law as the “Republic of Cyprus.”

All the institutions included in our analysis are located in the south, and some of them have English, Greek, and Turkish as official languages of instruction in some of their departments. However, the courses offered from the education departments, which are analysed in this study, are all taught in Greek as they are addressed to prospective teachers to be employed in the Greek Cypriot educational system. The bachelor degrees in education began to be offered by universities and colleges in the early 1990s (this is the time when curriculum studies is recognized as an object of study and as a critical research method, and included in the syllabi of the programs of study in Education), and the master degrees in the late 1990s. The institutions offering degrees in education have replaced the Pedagogical Academy, an institution that had trained prospective Greek Cypriot teachers at a diploma level from 1959 to 1993³. The background of intolerance, inter- and intra-communal conflict, invasion, and division, characteristics which have gained a reputation for the Cyprus problem as one of the most intractable conflicts in the world, as well as the recent pressures stemming for globalisation, intense immigration, and Cyprus’s EU membership in 2004 fuelled our desire to start narrating the history of the field of Curriculum Studies in Cyprus; to explore the scope of the field; and to discuss ways in which the field could draw upon this complex socio-political context to further its aims.

Methodology

Selection Criteria of Participant Institutions and Programmes of Study

We identified institutions that offer programmes of study in pre-primary and primary education at undergraduate and graduate levels. Having reviewed the programmes of study that were running during the academic year 2005-2006, we selected those with a 4-year cycle of studies and which were either under accreditation or they were accredited as bachelors, masters and doctoral courses by the Cyprus Ministry of Education and Culture. When an institution included multiple campuses, we only examined the case of the main campus, given that the programmes of study at

these campuses were the same. These programmes of study are presented below (Table 1).

Table 1: Institutions and Programmes of Study included in analysis

Institution	Undergraduate		Graduate
	Pre-primary	Primary	
A	(UA*)	(UA*)	Master's in Educational Management & Administration (UA) Master's in Special Education (UA)
B	(A**)	(UA*)	Master's in Education (UA) Master's in Special Education (UA)
C	(A**)		Master's in Education (UA) Master's in Art Education? (UA)
D	(UA*)		
E			Master's in Educational Studies (A)
F	(A**)	(A**)	Master's in Educational Leadership & Curriculum Development (A) Master's in Educational, Developmental & Cognitive Psychology (A) Master's in Mathematics Education (A) Master's in Learning in Natural Sciences (A) Master's in Pedagogical Sciences (A)

*UA=under accreditation

1. **A=accredited

Selection of Curriculum Courses

We used qualitative methods of inquiry and analysis of documents to identify the forms of curriculum inquiry pursued by the field in Cyprus. Particularly, we examined the ways in which curriculum courses were included (or not) in the syllabi of the main tertiary education institutions, which provided teacher education, as well as the content of these courses.

We looked at the official, intended curriculum as described by Schubert (2008) (e.g. versus null, hidden, experienced, taught, embodied, outside, tested), focusing on the course outlines of the curriculum courses as they were designed and documented in the institutions' prospectuses, rather than as they were practiced by the various academics who were called upon to teach these curriculum courses. This helped us to avoid any discrepancies due to the individual teaching styles, content knowledge, and personal preferences.

Consequently we focused on the "what" rather than the "how" of these courses, considering that "...in teaching, one is always teaching something as well as someone. Curriculum is the material or 'stuff' (to use Dewey's technical term) with which real people in real classrooms and schools engage, both individually and together" (Page, 2003, p.7). Therefore, we analysed what "curricular stuff" students have the opportunity to engage with when they attend curriculum courses.

In venturing into studying curriculum we faced problems of definition, similar to those faced, for example, by Schubert et al. (2002) when they had to select which literature to include in their 100-year overview of curriculum books (pp. 501-503). If the answer to "What curriculum is" can be found from curriculum questions such as: "What is worthwhile? Who says? Why? How is it acquired? What are the consequences? Whose interests are served?" Then whatever courses provide perspective on these questions could be considered as curriculum courses. Therefore, we chose a more particular focus, including in our analysis courses that attended more traditional curriculum aspects such as curriculum development, design, change, evaluation and theory, but not those with a thematic-discipline focus (e.g. science curriculum, language curriculum etc.). We also included courses that covered a broader perspective of curriculum issues, such as gender issues, multiculturalism and so on. In the case of ambiguous course titles, we consulted the course descriptions to decide whether they matched the selection criteria. For example, such courses included, but were not limited to, content referring to educational leadership, management, teaching and learning methodology. In

our analysis, we referred to courses categorized as “curriculum courses” as either “curriculum courses” or “curriculum-categorized courses”. We, the authors, have categorized them as such, using criteria to be found within the curriculum theory literature, as described above.

Content Analysis of Course Descriptions

The analysis of the course descriptions was guided by key concepts as included in Schubert’s ten curriculum questions (Schubert et al., 2002). We investigated whether the description of each course enhanced reflection on, or used language as the following: increasing meaning, goodness, and happiness; knowing, doing, experiencing what is worthwhile; raising awareness of what prevents focus on ideals of progressive education; becoming aware of factors (i.e. personal, social, ethnical, traits, etc.) influencing education and opportunity; exploring forms of inquiry and modes of expression that provide insight on education and opportunity; gaining understanding through experiential knowledge, stories, and insights; understanding the explicit and implicit violence and oppression in curriculum, schooling and society; inquiring into the several kinds of curriculum to gain understandings; focusing more broadly on education, that is the curriculum of life, that which influences who we become; reflecting on what has been, is, and will be worthwhile, why, and how in the curriculum of life.

A critical perspective was assumed in the sense that we sought to diagnose and locate the adoption of a variety of academic traditions, such as critical theory, critical race theory, critical ethnography, cultural studies, ethnic studies, feminism, post-colonialism, post-structuralism, pragmatism, queer theory, and the sociology of knowledge in the study of curriculum in Cyprus.

To better identify the significance attributed to curriculum courses we also looked at:

1. The academic year(s) in a 4-year program of study, in which curriculum courses were taught.
2. If curriculum courses were elective or compulsory.
3. International and European topics that the local curriculum covered.
4. Kinds of research methodologies and inquiry in curriculum promoted.

We used statistics in order to figure out how many probabilities there were for students within a particular program of study to choose at least one *curriculum* elective course. More precisely, we estimated the probability of selecting no curriculum courses and then we deducted this number from the whole. For example, the probability of selecting a curriculum course in the

Master's in Special Education of Institution A was 33% ($p=0.33$) (Table 3). Out of the four electives that a student could choose from a total of twelve electives, only one was categorized as curriculum. Therefore, we estimated how many probabilities there were not to take any curriculum elective each of the four times ($11/12 * 10/11 * 9/10 * 8/9$) and then we deducted it from the whole ($1-0.67$). In all scenarios presented below, in order to simplify the estimations, and since our purpose is to examine the status of curriculum courses within the undergraduate and graduate programs of study, we perceived each course as independent, excluding factors that may influence students' decision to take an elective course, such as personal interests, course difficulty, instructor preferences, and course availability. Also, we estimated the means, the medians (i.e. the score that divides the distribution of curriculum-categorized courses, regardless of being compulsory or elective, exactly in half), and the modes (i.e. the number of curriculum-categorized courses, both compulsory and elective, offered more frequently by programs of study) of *curriculum-categorized* courses offered in order to come to some realizations and make inferences.

Findings

About All Institutions

Our findings consist of general comments that take into consideration the academic institutions altogether, and of comments drawn from the profile of each academic institution.

According to the findings, the various academic institutions offered a number of *curriculum-categorized* courses (categorized as such in our analysis) during the academic year 2005-2006. These courses were either compulsory or electives. Out of the six academic institutions studied, five had pre-primary education programs and they offered a mean of 4,4 ($22/5$) curriculum courses each, ranging between 4-5 curriculum courses per institution, given that we considered curriculum electives as independent courses and as always chosen by the students (Table 2). Each curriculum elective course carried more probabilities not to be chosen than to be chosen (this discussion is taken up below, see Tables 3 to 8.2). Thus, if we consider the probabilities that curriculum electives were not chosen, the mean of 4,4 curriculum courses drops considerably. In the same line of thinking, out of the six academic institutions studied, three had primary education programs and they offered a mean of 4 ($12/3$) curriculum courses, about four curriculum courses per institution. Again, for this measurement we considered curriculum elective courses as independent and as always chosen by the students.

Furthermore, the six institutions altogether offered nine graduate programmes of study at the level of

master's degree (Table 2). Three of these programmes (Master's in Arts Education, Master's in Educational Developmental and Cognitive Psychology, and Master's in Mathematics Education), offered by institutions F and C, did not include any *curriculum-categorized* course. The other six programmes of study included a mean of 4,8 (62/13) curriculum courses, ranging from 1-22 courses between the programs, and with a median 2, and mode 0 and 2. The use of median and mode here is necessary as the distribution of curriculum courses among the different programmes of study was very unequal, and also due to the existence of the extreme value 22. The Master's in Curriculum Development of Institution F was the program that offered the most *curriculum-categorized* courses, that is, 22 relevant courses.

[Table 2: Comprehensive table with number of curriculum-categorized courses offered per degree and institution \[PDF\]](#)

Most of the *curriculum-categorized* courses attended a more traditional curriculum aspect such as curriculum development, design, evaluation and theory, educational administration, and theory and methodology of instruction. For example, Institutions A (Table 3), B (Table 4) and F (Table 8.1) in their primary education programs offered courses such as Theory and Practice of Teaching/Teaching Methodology, Curriculum Development (and textbooks), Organisation and Administration of the Educational System, Educational Evaluation, and Classroom Communication and Organization/Administration.

Furthermore, there were many probabilities that students would not register in a *curriculum-categorized* course when choosing electives. Most of the curriculum courses offered were electives out of multiple other non *curriculum-categorized* courses that students had to choose from, thereby limiting the probabilities of students choosing to register in a *curriculum-categorized* course. For instance, for the Master's in Special Education of Institution A the possibility that a student elected at least one *curriculum-categorized* course was only 33% (Table 3). Also, for the Master's in Education of Institution B there was a 43% probability that at least one *curriculum-categorized* course was elected (Table 4). Yet, for the Master's in Educational Leadership of Institution F, where students needed to choose 4 out of 21 courses, 10 of which were *curriculum-categorized* courses, there was a 95% probability that students choose at least one *curriculum-categorized* course (Table 8.2). For the Master's in Curriculum Development of the same institution students had a 100% possibility to choose at least one *curriculum-categorized* course (Table 8.2).

Institutions' Profiles

Institution A.

Institution A offered 16 curriculum courses altogether at its 4 programs of study, all of which took up a more traditional aspect of curriculum (Table 3). At each program of study about 4 (16/4) curriculum courses were offered (mean value). At the undergraduate level there were 4 compulsory curriculum courses that students needed to register in at both the pre-primary and the primary programs of study. The pre-primary and primary undergraduate programs of study had the greatest frequency of *curriculum-categorized* courses offered (mode=4) (Table 2), compared to its other courses. Also, at the graduate level the one curriculum course offered in the Master's in Special Education had 33% chances to be elected, whereas in the Master's in Educational Leadership there was a 93% probability that at least one course they chose out of the four electives was a *curriculum-categorized* course.

Table 3: Curriculum Courses at Institution's A Programmes of Study

Programme	Curriculum Courses	Probability ^b
Pre-primary	Curriculum Development (C*) Teaching Methodology (C) Administration and Organisation of School and Education (C) Pre-school Pedagogy and Classroom Organisation(C)	
Primary	Curriculum Development (C) Teaching Methodology (C) Administration and Organisation of School and Education (C) School Classroom: Communication and Organisation-Administration (C)	
Master's in Special Education	Principles and Processes of Curriculum Development and Evaluation in Special Education (E* 4/12)	$p1=0.33$
Master's in Educational Leadership	Educational Administration and Administration of the School Institution (C) Leadership in Education (C) Introduction of Innovations in Education (E 4/12) School Improvement and Quality Attainment (E 4/12)	$p2=0.93$

	Professional Development and Teacher Development (E 4/12) Evaluation of Teaching and Personnel (E 4/12) Principles and Processes of Curriculum Development and Evaluation (E 4/12)	
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a: C=Compulsory, E=Elective,
b: p=Probability that at least one of the *curriculum-categorized* electives will be chosen
($p_1=1-11/12*10/11*9/10*8/9$, $p_2=1-7/12*6/11*5/10*4/9$)

Institution B.

For institution B we have more or less the same picture as that of institution A. Institution B offered more than 18 curriculum courses altogether at its 4 programs of study, all of which took up a more traditional aspect of curriculum (Table 4). At each program of study about 4,3 (17/4) curriculum courses were offered (mean value). At the undergraduate level the curriculum courses offered at both the pre-primary and the primary programs of study were all compulsory, as well as most of the courses in the Master's of Education. The undergraduate pre-primary education program offered the most *curriculum-categorized* courses, since the most frequent number of *curriculum-categorized* courses offered (mode) by the other programs was 4 (Table 2). Also, at the graduate level all the *curriculum-categorized* courses offered in the Master's in Special Education were electives and there was a 97% probability that at least one course they chose out of the six electives was a *curriculum-categorized* course, whereas the curriculum course in the Master's in Education had 43% possibilities to be elected.

Table 4: Curriculum Courses at Institution's B Programmes of Study

Programme	Curriculum Courses	Probability ^b
Pre-primary	Teaching Methodology (3 courses) (C ^a) Educational Organisation and Administration (2 courses) (C)	
Primary	Organisation and Administration of Education System (C) Curriculum Development and Textbooks (C) Educational Evaluation (C) Theory and Practice of Teaching (C)	

Master's in Education	Curriculum and its Sociopolitical Context (C) Educational Administration (C) Contemporary Trends in Teaching Methodology (C) School Improvement (E ^a 3/7)	$p1=0.43$
Master's in Special Education	Curriculum and Its Sociopolitical Context (E 6/12) Educational Administration (E 6/12) School Improvement (E 6/12) Teaching and Curriculum Analysis (E 6/12)	$p2=0.97$

a: C=Compulsory, E=Elective,

b: p=Probability that at least one of the *curriculum-categorized* electives will be chosen

($p1=1-6/7*5/6*4/5$, $p2=1-8/12*7/11*6/10*5/9*4/8*3/7$)

Institution C.

Institution C offered six curriculum courses altogether at its three programs of study, all of which took up a more traditional aspect of curriculum (Table 5). However, one of the three programs, the Master's in Arts Education offered no *curriculum* course. At each program of study about 2 (6/3) *curriculum* courses were offered (mean value). At the undergraduate level, in the pre-primary program of study the curriculum courses offered were all compulsory, whereas at the graduate level, in the Master's in Education all curriculum courses were electives. There was a 72% probability that at least one course they chose out of the four electives was a *curriculum-categorized* course. Among the three programs of study the one with the greatest frequency of *curriculum-categorized* courses was the Master's in Education (mode=2) (Table 2).

Table 5: Curriculum Courses at Institution's C Programmes of Study

Programme	Curriculum Courses	Probability ^b
Pre-primary	(All four subjects are grouped under 'School Curriculum') The Pre-school Environment and its Organisation (C ^a) Teaching Models and Teaching Processes (C)	

	The Whole Curriculum (C) Educational Administration and Management (C)	
Master's in Education	Curriculum Studies (E ^a 4/9) Managing the Educational Organization (E 4/9)	$p=0.72$
Master's in Arts Education	No relevant course	

a: C=Compulsory, E=Elective,

b: p=Probability that at least one of the *curriculum-*
categorized electives will be chosen

($p=1-7/9*6/8*5/7*4/6$)

Institution D.

Institution D, on the other hand, offered only one program in Education, that is, in pre-primary education (Table 6). Elective *curriculum* courses appeared with a greater frequency than the compulsory ones (mode=3) (Table 2). All of the *curriculum* courses took up a more traditional aspect of the curriculum, i.e. subject matter, teaching methods, and so on.

Table 6: Curriculum Courses at Institution's D
Programmes of Study

Programme	Curriculum Courses
Pre- primary	Theory and Methodology of Teaching (C ^a) Curriculum Development (Ea 1/4) Subject Matter and ^a Teaching Methods for Kindergarten (E 1/2) Subject Matter and Teaching Methods for Kindergarten (E 1/4)

^a: C=Compulsory, E=Elective

Institution E.

Institution E had only one program of study in Education, that is, Master's in Education (Table 7). Both of the curriculum courses offered were electives and there was a 72% probability that at least one of them would be elected. In opposition to other programs of study offered by the other institutions this one seemed to depart from the traditional norms of curriculum, as it offered one course in adult education, in addition to the more traditional one that dealt with school administration.

Table 7: Curriculum Courses at Institution's E
Programmes of Study

Programme	Curriculum Courses	Probability ^b
Master's in Education	Administration of Educational Units (E ^a 4/9) Introduction to Adult Education (E 4/9)	$p1=0.72$

a: C=Compulsory, E=Elective,

b: p=Probability that at least one of the *curriculum-* categorized electives will be chosen

($p1=1-7/9*6/8*5/7*4/6$)

Institution F.

Institution F offered 2 undergraduate and 6 graduate programs of study (Tables 8.1 and 8.2). There was a mean of 6,4 curriculum courses offered per program of study and a median of 4,5 courses. The median, in this case, was more representative of the central tendency due to the extreme values we had (Table 2). At the undergraduate level, the pre-primary program had five *curriculum* courses two of which were compulsory. There was a 76% probability that at least one of the three *curriculum* electives would be chosen. The primary program had four courses one of which was compulsory. There was an 88% probability that at least one of the three *curriculum* electives would be chosen by the students. At the graduate level there were two Master's programs that did not offer any *curriculum-* categorized courses, and two in which the only *curriculum* courses offered were electives. Particularly, in the Master's in Pedagogical Sciences there was a 20% probability that the Educational Leadership and Curriculum Development area would be elected and a 100% probability that at least one of the *curriculum* electives would be elected thereafter (Table 8.1). Also, there was a 42% probability that at least one of the two *curriculum* electives would be chosen in the Master's in Learning in Natural Sciences, with independent measurements. *Curriculum* courses appeared with the greatest frequency at the pre-primary program of study and the Master's in Pedagogical Sciences (mode=5) (Table 2). However, the two graduate courses, Educational Leadership and Curriculum Development offered the most *curriculum* courses, 13 and 22 respectively (Table 8.2). There was a 95% and a 100% possibility, respectively, that at least one course they chose out of the several electives was a *curriculum-* categorized course.

Table 8.1: Curriculum Courses at Institution's F Programmes of Study I

Programme	Curriculum Courses	Probability ^b
Pre-primary	Pre-school	$p1=0.76$

Cognitive Psychology		
Master's in Mathematics Education	No relevant course	

a: C=Compulsory, E=Elective,

b: p=Probability that at least one of the *curriculum-* categorized electives will be chosen

($p_1=1-6/9*5/8*4/7$, $p_2=1-6/9*5/8*4/7*3/6$, $p_3=1-4/5$, $p_4=1-2/6*1/5*0/4$, $p_5=1-11/13*10/12*9/11$)

For the two graduate programs with the most curriculum courses offered, Master's in Educational Leadership and Master's in Curriculum Development, of Institution F, we noted that most of the courses offered included traditional aspects of curriculum. The only exceptions were the elective courses Independent Study and the Seminar: Specialized Topics/ Current Trends, which were offered by both graduate programs. These courses gave the opportunity to students to look up more current issues and trends in curriculum. Also, courses offered in the Master's in Curriculum Development, such as the Social Discourse on Curriculum Development, Critical Discourses on Teacher Development, Curriculum in a Multicultural Society, Political Aspects of Education, European Dimension of Education, and the Dissertation, included a more progressive look at curricular issues. There was a 100% possibility that at least one course they chose out of the 3 or 4 electives was a *curriculum-categorized* course.

Table 8.2: Curriculum Courses at Institution's F Programmes of Study II

Programme	Curriculum Courses	Probability
Master's in Educational Leadership	Introduction to Educational Administration (C ^a) Observation and Evaluation of Teaching and Personnel (C) Basic Principles and Processes of Curriculum Development (C) Organization and Administration of Schools (Ea 4/21) Planning and Decision Making in Education (E 4/21) Programme and School Evaluation (E 4/21) Introduction to Innovations in Education (E 4/21)	$p_1=0.95$

	<p>Basic Principles of Measurement and Evaluation in Education (E 4/21)</p> <p>Educational Policy (E 4/21)</p> <p>Independent Study (E 4/21)</p> <p>Seminar: Specialized Topics/Current Trends (E 4/21)</p> <p>Seminar in Curriculum Development (E 4/21)</p> <p>Seminar in Programme Evaluation (E 4/21)</p>	
<p>Master's in Curriculum Development</p>	<p>Introduction to Educational Administration (C)</p> <p>Observation and Evaluation of Teaching and Personnel (C)</p> <p>Basic Principles and Processes of Curriculum Development (C)</p> <p>Curriculum Leadership (E 3/20 or 4/20)</p> <p>Postmodernity and Education: Theory and Praxis (E 3/20 or 4/20)</p> <p>Educational Policy and Curriculum Development (E 3/20 or 4/20)</p> <p>The Social Discourse on Curriculum Development (E 3/20 or 4/20)</p> <p>Critical Discourses on Teacher Development (E 3/20 or 4/20)</p> <p>Curriculum in a Multicultural Society (E 3/20 or 4/20)</p> <p>Curriculum Theory (E 3/20 or 4/20)</p> <p>Programme and School Evaluation (E 3/20 or 4/20)</p> <p>Political Aspects of Education (E 3/20 or 4/20)</p> <p>European Dimension of Education (E 3/20 or 4/20)</p> <p>Principles of Organization of In-Service Programmes (E 3/20 or 4/20)</p> <p>Application of New Technology in Curriculum Development (E 3/20 or 4/20)</p> <p>Development and Evaluation of Educational Texts and Materials (E 3/20 or 4/20)</p> <p>Independent Study (E 3/20 or 4/20)</p>	<p><i>p2=1</i></p>

	Seminar: Specialized Topics/Current Trends (E 3/20 or 4/20) Seminar in Curriculum Development (E 3/20 or 4/20) Advanced Methods of Teaching and Learning (E 3/20 or 4/20) Seminar in Programme Evaluation (E 3/20 or 4/20) Dissertation (E 3/20 or 4/20)
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a: C=Compulsory, E=Elective,

b: p=Probability that at least one of the *curriculum-*categorized electives will be chosen

($p_1=1-11/21*10/20*9/19*8/18$, $p_2=1-$

$1/20*0/19*0/18=1$ or $p_2=1-1/20*0/19*0/18*0/17$)

We also looked at the year of study in which curriculum courses were offered in teacher education programs. This gave us an indication of the status, and of the importance of the curriculum courses within these programs (Table 9). According to Ioannidou-Koutselini (2001), the real value of each subject-matter in the school curriculum is indicated by the degree in which it contributes to the overall scope intended by the curriculum, the capacity of the content knowledge to support other subject-matters, and the applicability of the content knowledge to the everyday life and to the growth of the person. Of course, Ioannidou-Koutselini talks about the curriculum of the elementary and the secondary schools, but this can also be true for the syllabi of higher education programs of study. According to the data of the study, almost 20% of the curriculum courses were offered at each year of study at years 1 through 3, in other words 60% were offered at years 1-3, and 40% at year four.

Table 9: Undergraduate Years at which Curriculum Courses are Taught at Institutions A-F

Year	Number of Curriculum Courses
1st	7
2nd	7
3rd	7
4th	12
Total	33

Discussion

The findings of this study allow us to voice our concern over the status and scope of Curriculum Studies in Cyprus. Our study indicates that there are not many obligatory courses dealing with curriculum; most of the courses are electives and, as shown by the analysis, with largely few probabilities of being selected by students. This points towards the low status of curriculum courses, an element perhaps balanced to some extent by the fact that most of the courses at undergraduate programmes are offered during the fourth year when students are expected to have formulated some theoretical basis and personal experience of school environments. However, this is also problematic since these courses help students to formulate a theoretical basis and make them observant of the happenings at schools during their school visits and their student teaching. The low status of curriculum courses and the emphasis given to them toward the last year of studies could be partly attributed to the fact that curriculum and pedagogy tend to be seen as separate fields, since curriculum development and teaching methodologies are presented as separate courses in the programs analyzed.

The content analysis of the course descriptions indicates that to some extent curriculum courses reflect the complexity of the nature of curriculum, though still restricted to the school context. The following example illustrates that there are courses that represent curriculum as social/political/cultural construct or text:

EDU 607: The Social Discourse on Curriculum Development: Critical approach to social theories about the construction and the results of school curriculum. The rhetoric of school reform and the effects on teacher development: Issues of power, expertise and commitment. Teaching as a profession of values. Controlling forms of curriculum. The hidden curriculum, deskilling teachers and the logic of technical control through curriculum forms. (Graduate level, Institution F).

The content analysis further justifies our concern over the scope of the field, since courses do not allow reflection upon deeper values that allow us to see how life and school curricula are intertwined. As a broader understanding of curriculum is not validated by the course descriptions, reference to the notion of curriculum as life lies upon personal initiative of the course instructor, which to some extent might mean that there are broader understandings of curriculum

not reflected in the official course descriptions. However, a more progressive look at curriculum might not be possible if the instructor has not been trained in Curriculum Studies so as to be able to look at curriculum with a critical and progressive eye. In such case, if students are only offered traditional aspects of the curriculum, it is doubtful that they will be able to consider current issues in the curriculum, and start thinking in a progressive way about it.

Additionally, the curriculum field itself accepts particular curriculum paradigms and excludes others. More importantly, curriculum is merely connected to schools and to the traditional curriculum design. Notions of curriculum as life journeys or experiences are absent from the course descriptions, and, along the same lines, forms of curriculum inquiry such as autobiography, self-education, phenomenology, and so forth are not represented. In some sense, this works toward limiting the paradigms and perceptions of those who are called to create, enact, and experience curriculum in the future.

The theme of the American Educational Research Association 2007 annual conference called attention to seeing curriculum as a world concern and as offering various perspectives. In Cyprus' tertiary education institutions, the curriculum appears to exclude many perspectives that exist in the field, and to ignore concerns that exist in other parts of the world. However, it is critical for future teachers in Cyprus to be equipped with diverse perspectives as Cyprus has historically been a diverse and multicultural society and is increasingly such due to globalization and its accession to the European Union (EU). Cyprus has also been a country of ethnic conflict, war and division. If Greek Cypriots are to accept and respect diverse populations that live on the island, i.e. other Europeans, Asians, Turkish-Cypriots, Maronites, Armenians, as well as others, such as the recent refugees from Lebanon, we must allow for perspectives that will enable people in education, such as teachers and student-teachers, to gain understandings in many areas of curriculum and life.

We therefore argue that particularly in the case of Cyprus there is need to change images about curriculum, to include concepts other than measurement and design, images that reflect and consider the new reality, internationally and locally, inclusive of power and education, multiculturalism, pluralism, and so on. Also, there is need to go a step further to contextualize curriculum courses and concepts within the new reality and the needs of our era. This would mean not taking only a critical view but also offering suggestions, that is, not just talking about issues of power in education and relationships (critical and judgmental approach), but also about the need to be aware about these issues in order to transfer the energy in resolving the tensions, creating tolerance and acceptance, and environments where we learn from

each other (a more humanitarian approach, an approach of constructive criticism). These suggestions point toward the need for the establishment and restructuring of (rather than re-conceptualizing) Curriculum Studies to become broader, and to take up issues of multiculturalism, acceptance, and peace.

Conclusions and Implications

We would like to suggest further exploration of the issue addressed in this study by investigating the research interests and qualifications of academic staff of the institutions included in the study; analyzing the titles of master's and doctoral dissertations; analyzing statistics of enrolments in the curriculum courses identified above, especially in the case of the elective courses; identifying publications on curriculum in books, academic journals and daily newspapers. Further steps in the study of Curriculum Studies in Cyprus include explorations of taught curricula, as opposed to the intended or official curricula, analysed in this study. Similarly, the official curriculum published in 2005-2006 syllabi and analysed in this paper could be compared with preceding and succeeding syllabi of these institutions to investigate trends, and the kinds of changes occurring to these programmes. For instance, in the academic year 2006-2007 several courses have been revised, new courses have been added, and new programmes of study have been launched and/or been accredited. These developments at times point toward the possibility of a trend to broaden the notion of curriculum to include more advanced and flexible curriculum perspectives. For example, courses such as (a) *The Informal Curriculum and Mass Media* and (b) *Gender Theories and the Politics of the Curriculum* have been included in the syllabi of the institution F, which offers a graduate degree in Curriculum Development and Instruction (entitled as Curriculum Development during the academic year 2005-2006).

This study is significant for those dealing with issues of curriculum and instruction, such as curriculum professors, students of curriculum, teacher educators and teachers, both in Cyprus and internationally. Having shown the directions and limitations of the field, the paper indicated some challenges to be met, if the field of Curriculum Studies is to advance in Cyprus. One important step toward this effort is to define Curriculum Studies as a field and to inquire into possibilities of how the field could be more widely construed in Cyprus. Second, the findings of this paper provide the ground upon which a Cypriot Association for the Advancement of Curriculum Studies may be established, which could host conferences on curriculum and which would encourage research into the various forms of curriculum inquiry. The creation of such an association could contribute significantly to the advancement of the field in the following three ways: 1. So that the field is not moribund, nor merely connected to schools, but instead expands to include more

pathways, 2. So that it is not disoriented, but instead acknowledges all the different orientations that occur within it, and takes advantage of this diversity within its boundaries, and 3. So that it is not stepping boundaries, but instead becomes the unified force among all fields and paths of life and considers the philosophical questions that occupy the thoughts of all philosophers of curriculum and that enable thoughts on crucial matters to be thought of and developed.

Training on curriculum would equip those who deal with issues of diversity and teacher education with additional forms of inquiry, enhance their understandings, and allow them to plan more effectively teacher continuing professional development, inclusive of a broader range of issues and methodologies. Finally, the study contributes to locating Cyprus on the map of international Curriculum Studies, thereby further diversifying the perspectives in the field, both locally and internationally.

ENDNOTES:

¹Cyprus in this paper is used to denote the 'Republic of Cyprus' which is the only state recognized by international law on the island.

²According to the census carried out by the Republic of Cyprus in 1960.

³*The Pedagogical Academy did not offer courses denoted by their titles as curriculum courses, though it did offer some courses like teaching methodology, educational administration and educational evaluation which are considered as curriculum-categorized courses in this study (c.f. 'Content analysis of course descriptions' later on this paper)*

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