Examining Teacher Responsibility Variation in Curriculum and Didaktik Orientations: Evidence from PISA 2009

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This study examines PISA 2009 data from the school survey to examine the variation in teacher responsibility among a representative set of six curriculum – Great Britain, Ireland, Canada, USA, Australia and New Zealand – and six didaktik - Austria, Germany, Denmark, Norway, Sweden and Finland - countries. It addresses two research questions: (1) How is the didaktik-curriculum continuum being affected by global educational forces shaping nation educational policy? (2) What is the variation in teacher responsibility scale among didaktik and curriculum countries in the sample? Curriculum and didaktik frameworks claim, amongst else, that there is higher level of teacher responsibility among teachers working in didaktik than those in curriculum countries. Four competing ideologies constitute the field of curriculum studies, including, scholar academic, social efficiency, learner centered, and social reconstruction (Schiro, 2013), the social efficiency model was dominant throughout the 20th century up the present days (Luke, 2004; Kliebard, 2004; Ellis, 2004). Didaktik on the other hand developed as a theory of teaching and learning in Continental Europe, dealing with issues of order, sequence and choice (Hopmann, 2007). The mean comparison statistical procedure is employed to test the hypothesis whether didaktik countries show higher levels of teacher responsibility than curriculum countries. The findings suggest that while there is no clear-cut difference between the two groups, didaktik countries show a slightly higher level of teacher responsibility. Implications educational research, especially comparative international assessments, pertain to paying more attention to the cross-country differences with regard to teacher responsibility and how it affects student learning and achievement. Regarding policy-making, the two orientations seem to be moving towards a similar educational trend with introduction of more accountability measures in respective countries.