

# From Modern to Postmodern Curriculum

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## Abstract

*In the postmodern era, from World War II to the modern day, social and instructional changes have occurred in the contemporary school setting. The schoolhouse culture reflects the effects of these changes on all of its participants. New models of relationships between teachers and administrators or among teachers should try a new existence: that of alliances, connections, group strategies, and democratic collaboration. Several definitions were given to curriculum in the post modernist and post-post modernist times, each of them widening or narrowing the modernist approaches. The need to find key concepts in curriculum design in such a different postmodernist and post-post modernist world comes from the effort to improve the teaching process. This article is a theoretical approach to studying the definitions, roles and social implications of modern and postmodern curriculum. Basically, it is intended to discuss several points of interest in the study of curriculum in contemporary education. Considering that Romanian society is facing a variety of crises, one being the state of the national educational system, the need for improving teaching and learning styles has become both obvious and mandatory.*