

Why flipping the classroom is not enough: Digital curriculum making after the pandemic

Abstract

In order to slow down the proliferation of COVID-19, governments virtually shut down public life, temporarily closed schools, and forced teaching to be done exclusively on a remote basis. These measures, however, also offer an opportunity to re-examine conventional teaching and learning arrangements, to test new digital and analogue concepts, and to provide essential inspiration for curriculum making in the twenty-first century. In this context, the historical lines of development of the nationalization of schools, as differentiated from “homeschooling” are addressed. On the one hand, this raises the question of how school closures and digitally supported teaching settings may affect a possible increase in educational inequalities, which are reflected in an international comparison. On the other hand, the pedagogical and didactical implications of distance learning and a digital teaching culture are to be examined, which constitute the foundation for digital curriculum making.

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