

Evaluation of high school Biology teachers' satisfaction with the reformed Biology curriculum: A case study from Croatia



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Abstract

In many countries, including Croatia, attempts are being made to improve the quality of education through curricular reforms. The Croatian educational reform, guided by global trends, introduced a student-centered, conceptual approach to biology education that differs from the previous thematic model. The new approach starts with broader, observable concepts before delving into microscopic subtleties, reflecting a fundamental shift in educational philosophy. It also emphasizes flexibility and teacher autonomy. Despite the benefits, implementation is challenging, especially for teachers who are used to the previous framework. The aim of this study was to assess teacher satisfaction by comparing the new biology curriculum with the previous thematic approach and examining the perception of greater content autonomy. The study also investigates whether the teachers' different professional experience influences their views. The study involved 78 biology teachers from high schools in Croatia, who were divided into four groups based on their professional teaching experience (over 21 years, 11 to 20 years, 6 to 10 years, 2 to 5 years, < 2 years of teaching experience). An anonymous online questionnaire was developed for this study. The results indicate that experienced teachers prefer the previous thematic approach, which points to the need for a possible adaptation of the biology curriculum taking into account teacher feedback. The results of the study have the potential to contribute to a thorough re-evaluation and restructuring of the Croatian biology curriculum and to influence global educational considerations and reforms in science education. The study also highlights the need for a comprehensive support system to help teachers manage the transition.

Key words

curriculum enhancement, curriculum evaluation, science education, teacher feedback, teaching methodology

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