**NETWORK ANALYSIS OF CHANGES TO AN INTEGRATED SCIENCE COURSE CURRICULUM OVER TIME**

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*Curriculum texts for science courses change over time as policy changes. Changes occur in particular wordings in official documents and give rise to changing possible interpretations. Using a recently published method of analysis, this study constructs thematic maps of the development of the curriculum for the upper secondary Danish "Basic Science Course". The analysis integrates qualitative analysis (critical discourse analysis) with quantitative analysis (linguistic network analysis) to identify and characterise themes in official curriculum texts for the course. This is done for years 2004 (first curriculum text), 2007 (first change), and 2010 (second change). This paper focuses on three themes, which were identified as part of the anlaysis: Structural Demands, Implementation of Teaching, and The Importance of Science in a Bildung Perspective. The findings show that Structural Demands change little over time; the didactical focus remains on "active learning". However, interdisciplinarity is part of this theme and is framed differently each of the years of change; from being an intention in 2004 to being "normal" in 2007 to being taken for granted in 2010. Implementation of Teaching first appears as a theme in 2007 and matures in 2010 to be linked to the identity of the course as well as the goals for competences to be learned. Finally, we find that The Importance of Science in a Bildung Perspective starts out as a separate theme but merges in 2010 to become integral to the purpose of the Basic Science Course. This may signify a maturation of the course to represent a discipline in its own right. It may also imply an official intention that science should be part of most students' development as citizens. The paper discusses how these curricular analyses can be linked to the political discussions amongst stakeholders and to recent programme evaluations of the Basic Science Course.*

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*Keywords*: Science curriculum, network analysis, thematic analysis

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REFERENCES

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