

Factors That Influence Curriculum Design

Whether you are practicing in an in-patient or an out-patient facility, academic institution, or clinical residency program, this well-respected handbook gives you the background and guidance you need to effectively educate individuals across the continuum of physical therapy practice. Practical, real-life examples show you how to: incorporate health literacy and needs of the learner; assess and adapt to the various learning styles of patients; use simulations in education; facilitate the development of clinical reasoning skills; and assess learning outcomes and the effectiveness of your teaching. Plus, four all-new chapters and major revisions of all content throughout the book keep you on top of the latest research and best practices. Coverage of the theory and application of educational principles across the continuum of PT practice provides the information you need to improve your skills in the educational process both in academic and clinical settings. Two section format divides content into two parts: designing academic and clinical education programs and teaching students in academic and clinical settings; and teaching patients and families in clinical and community settings. Variety of teaching and teaching assessment methods expands your teaching, learning, and assessment repertoires. Case stories at the beginning of each chapter allow you to see the relevance of the information in the chapter. Threshold concepts highlight key ideas that are important to know. Annotated

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bibliography at end of each chapter provides resources for further study. NEW! Chapter on Authentic Assessment: Simulation-Based Education reflects the new ways to facilitate student learning through the use of human simulation models. NEW! Chapter on Strategies for Planning and Implementing Interprofessional Education covers the fundamental concepts of team-based care and interprofessional learning. NEW! Chapter on What Makes a Good Clinical Teacher? translates current research on clinical teaching into clinical education and practice. NEW! Chapter on Facilitating the Teaching and Learning of Clinical Reasoning helps you apply current research on clinical reasoning in rehabilitation to clinical education and teaching. NEW! Two combined chapters on Patient Education and Health Literacy (previously chapters 8 and 12) and Applied Behavioral Theory and Adherence: Models for Practice (previously chapters 9 and 10) provide focused presentations on current thinking and practical strategies for addressing health literacy issues in the clinical environment. NEW! Expanded chapter on Post-Professional Clinical Residency and Fellowship Education offers more information on models and trends in residency education and mentoring. The purpose of this study was to depart from theory and focus on the realities of day to day decisions special education teachers are asked to make. The chief purpose of this study was to gain insight into the factors that influence curriculum design such as high stakes testing, teacher experience, knowledge of content, teacher training, collaboration and materials. In order to do so, the researcher designed an on-line

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survey that focused on curriculum design. Additional information and insights were gleaned from the study. For example, were teachers using Common Core Standards (CCS) as a measuring stick when designing curriculum and choosing materials? Were teachers employing best practices when designing curriculum? Were teachers balancing priorities, such as IEP goals, high stakes tests and class pace? Were students given the opportunity to gain access to and progress in the general education curriculum? It is important to examine authentic day to day instructional decisions and activities in order to understand gaps between best practice research and legislative demands and actual classroom practices. It was the hope of the researcher that this study would determine whether there was a need for more instructional materials and/or further professional development for the special education staff members taking part in the study.

Chemistry -- curriculum -- curriculum design -- curriculum development -- chemistry curriculum -- chemistry curriculum development -- human nature -- humanity -- human dynamics -- chemistry education -- chemistry teaching -- chemistry learning -- curriculum construction -- curriculum process -- curriculum development process -- development team -- tensionality -- tension -- influences on curriculum -- factors that influence curriculum -- lived experiences -- stakeholders -- historical -- phenomenological -- phenomenology -- autobiography -- autobiographical -- political -- politics -- political factors -- deconstruction -- reconstruction.

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This study investigates influences that are being brought to bear on curriculum design in the context of five Cambodian universities, specifically in the bachelor's degree in teaching English. The research questions concern the factors that influence the curriculum designers' decision-making, such as theories, philosophies, and policies; the selected curriculum content; and the process of designing curriculum of the programme. In this study, 'recontextualisation' is used as a key explanatory concept to discuss the nature and purpose of the influences found in the data. The findings suggest that there a number of external influences utilised as 'recontextualising principles' including neoliberal instrumentalism, twenty-first century narratives, progressivism, and constructivism. The findings also include a discussion of the conflation of curriculum and pedagogy and the influence of the narrative of generic skills in the curriculum making process. Finally, 'global governance' is used as an overarching concept to explain the process of recontextualisation as discourses from international agencies such as the OECD, UNESCO, and the World Bank, influence curriculum decision-making in these Cambodian universities. Based on the analysis of these influences, it is argued that Cambodian higher education is strongly influenced by instrumental aims, focussing on developing skills and competencies. This instrumental emphasis makes knowledge, which is fundamental to curriculum theory and enables students to develop abstract thinking, largely taken for granted in curriculum development and educational policy.

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Since 1989, with the publication of Curriculum and Evaluation Standards for Mathematics by the National Council of Teachers of Mathematics, standards have been at the forefront of the education reform movement in the United States. The mathematics standards, which were revised in 2000, have been joined by standards in many subjects, including the National Research Council's National Science Education Standards published in 1996 and the Standards for Technical Literacy issued by the International Technology Education Association in 2000. There is no doubt that standards have begun to influence the education system. The question remains, however, what the nature of that influence is and, most importantly, whether standards truly improve student learning. To answer those questions, one must begin to examine the ways in which components of the system have been influenced by the standards. Investigating the Influence of Standards provides a framework to guide the design, conduct, and interpretation of research regarding the influences of nationally promulgated standards in mathematics, science, and technology education on student learning. Researchers and consumers of research such as teachers, teacher educators, and administrators will find the framework useful as they work toward developing an understanding of the influence of standards.

This book presents a comprehensive, systematic approach to the development of curricula in higher education in which each component is configured to optimize learning. The approach is based in an analysis of the psychophysics of the learner and

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employs theories of learning, instruction, and environment to design each component. Reflective Teaching in Further, Adult and Vocational Education is the definitive textbook for reflective professionals in further, adult and vocational education, drawing on the experience of the author team and the latest research, including that of the Teaching and Learning Research Programme (TLRP) findings. It offers extensive support for trainee and practising teachers in further, adult and vocational settings, for both practice-based training and career-long professionalism. Now in its fourth edition, written by a collaborative author team of further, adult and vocational education experts led by Yvonne Hillier and Margaret Gregson, Reflective Teaching in Further, Adult and Vocational Education offers two levels of support: - practical guidance for practitioner success with a focus on the key issues including individual and collaborative approaches to reflective practice, a systematic approach to educational improvement based upon Joint Practice Development; and - evidence-informed 'principles' to aid understanding of how theories can effectively inform teaching practices and offer ways to develop deeper understanding of effective practices. The new edition is also enhanced by improved navigation and updated pedagogical features, including a revised chapter structure and text design, all-new case studies, activities, figures and diagrams. The team includes: Margaret Gregson (University of Sunderland, UK) | Yvonne Hillier (University of Brighton, UK) | Gert Biesta (University of Luxembourg, Luxembourg) | Sam Duncan (Institute of Education, University College London, UK) |

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Lawrence Nixon (University of Sunderland, UK) | Trish Spedding (University of Sunderland, UK) | Paul Wakeling (Havering Sixth Form College, UK) Reflective Teaching in Further, Adult and Vocational Education directly compliments and extends the chapters of this book. It has been designed to provide convenient access to key texts, working as a compact and portable library. The associated website, www.reflectiveteaching.co.uk offers supplementary resources including reflective activities, research briefings and advice on further readings. It also features a glossary of educational terms, links to useful websites and showcases examples of excellent research and practice. This book forms part of the Reflective Teaching series, edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early, primary, secondary, further, vocational, university and adult sectors of education. This book deals Broad descriptions of purposes or ends stated in general terms without criteria of achievement or mastery. Curriculum aims or goals relate to educational aims and philosophy. They are programmatic and normally do not delineate the specific courses or specific items of content. The educational aims must be relevant to the times both the present and the future, and furnish direction that is good for society, and not for one particular group Usually are considered to be specific in nature, written in terms of what students will know, be able to do, or behavior they will exhibit at the end of the instruction. Outcomes that students exhibit as a result of the experiences they receive from the curriculum. Immediate, specific outcomes of instruction, daily taught and

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assessed. The intent of aims, goals and objectives differ, but it must be remembered that congruence must be established between them if education is to be meaningful. Remember to use different levels of objectives and domains of learning to enhance your curriculum.

Updated and revised to meet all current standards This is a concise step-by-step guide for novice nurse educators on the development of new programs and curricula or the revision of existing ones that meet the standards of the National Council of State Boards of Nursing, the CNEA, the ACEN, and the CCNE. The second edition of this quick-access guide is updated to meet all new and revised standards for program approval and covers the full scope of the development process from conception through evaluation. The resource's thoughtful organization and bullet-point format enable users to access the information they need in seconds, and an abundance of updated examples clarify each step of the way. The book uses concepts and principles of Systems Theory to guide curriculum development and evaluation. It addresses the major components of the educator role: teaching, curriculum, developing a mission statement and program philosophy, selecting an organizational framework, using information technology, and evaluating both students and programs. It stresses use of evaluation procedures in which decisions are based on data. Each step of the

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process is organized into manageable parts that build upon each other, instilling the confidence and know-how to build quality programs. Chapters define key terms, summarize important points, and list resources for additional study. New to the Second Edition: Meets all of the new and revised standards for program approval according to the National State Boards of Nursing, the CNEA, the ACEN, and the CCNE Features updated examples demonstrating each step of the process Highlights collaborative curriculum development Includes New guidelines for each step of the process Introduces Career Ladder and Design Learning Discusses Educational/Competency Outcomes

Curriculum Design in Special Education Factors and Influences

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

This book discusses the changes taking place in higher education, especially in the UK, in which curricula are being reframed to enable students to acquire skills that have market value.

This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced studies can be significantly improved in general. It also examines two of the core issues

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surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs.

Veterinary Medical Education: A Practical Guide offers a complete resource of fundamental information on key areas of veterinary education. Providing pragmatic guidance on all aspects of veterinary medical education, chapters cover topics ranging from curriculum design and learning opportunities to teaching strategies and assessment methods. Diagrams, figures, and informational boxes are included throughout to highlight key points, helpful tips, evidence from the literature, and frameworks for implementing specific tasks. Written by an international group of leading veterinary educators, the book offers a thorough examination of veterinary medical education. Veterinary Medical Education is a useful guide for those involved with veterinary education at all levels, including future academics, with many principles applicable to related

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fields such as veterinary technology and continuing education. Key features
Provides a practical guide to the key principles of veterinary medical education
Takes a real-world approach, with concrete guidance for teaching veterinary
skills and knowledge Covers all aspects of designing and implementing a
veterinary curriculum Emphasizes key points and helpful tips Offers a veterinary-
specific resource for any veterinary educator worldwide

'Features of A Curriculum Design Manual for Theological Education: A Learning
Outcomes Focus 'by LeRoy Ford - Fifteen complete descriptions for courses in
various disciplines of theological education. All descriptions are in the learning
outcomes format. - A complete set of goals and objectives upon which each
chapter is based. These statements, when combined with the goals and
objectives for the manual itself, constitute a complete description for a course in
"Curriculum Design in Theological Education." - Guidelines for elaborating the
essential elements of curriculum design: institutional purpose; program, division,
and department purposes; scope; educational goals and objectives for learners;
multiple contexts; methodology; and instructional and administrative models. -
Four hundred learning outcomes at the level of meaningful performance. - An
emphasis on making spiritual formation part of every course in the curriculum
plan. - Three essentials for the learning outcomes approach: a statement of goals

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and objectives, use of appropriate methods and activities, and development and use of appropriate testing and evaluation procedures. - An emphasis on the multiple contexts which constitute an element of curriculum design. - Twenty questions which designers must confront in considering the role of affective goals and objectives in curriculum design in theological education. - Appropriate reader response opportunities. - The essentials of a core curriculum. -Glossary of terms used in curriculum design.

An encyclopedic examination of competing paradigms in the areas of instructional design and development at all levels and in a variety of environments. The 46 treatments feature the analysis of experienced scholars and sometimes the authors of the particular theories under discussion which include topics in instructional development in its philosophical mode (constructivism, postmodernism, systems approach), as a cultural vantage point, and in theory and application reviewing the effects of technology on class design, the influences of semiotics, the strategic advantages of constructivist instruction versus linear designs, and modeling for applying design strategies from constructivism and cognitive theory to individualizing instruction with adult learners. Annotation copyrighted by Book News, Inc., Portland, OR
Crystal-clear and comprehensive yet concise, this text describes the steps

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involved in the curriculum design process, elaborates and justifies these steps, and provides opportunities for practicing and applying them. The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances. The process comes to life through plentiful examples of actual applications of the steps. Each chapter includes: examples from the authors' experience and from published research tasks that encourage readers to relate the steps to their own experience case studies and suggestions for further reading that put readers in touch with others' experience Curriculum, or course, design is largely a 'how-to-do-it' activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description, and materials production. Combining sound research/theory with state-of-the-art practice, Language Curriculum Design is widely applicable for ESL/EFL language education courses around the world.

The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, this book reflects the paramount scholarship of caring science educators. The volume intertwines visionary thinking with blueprints, living exemplars, and dynamic directions for the application of fundamental principles. It features emancipatory teaching/learning scholarship, and

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student/teacher, relation/evaluation models for adoption into education and practice regimens. Divided into five units, the text addresses the history of the caring curriculum revolution and its reemergence as a powerful presence within nursing. Unit II introduces intellectual and strategic blueprints for caring-based education, including action-oriented approaches for faculty-student relations, teaching/learning skills, emancipatory pedagogical practices, critical-reflective-creative approaches to evolving human consciousness, and power relation dynamics. The third unit addresses curriculum structure and design, the evolution of a caring-based college of nursing, the philosophy of caring-human science, caring in advanced practice education, caring as a pedagogical approach to nursing education, and teaching-learning professional caring based on Watson's theory of human caring. Unit IV explores an alternative approach to evaluation. The final unit explores the future of the caring science curriculum as a way of emancipating the human spirit, with caritas nursing as a transformative model. Key Features: Expands upon the premiere resource for maximizing caring science in education, research, and practice (Bevis and Watson's *Toward a Caring Curriculum: A New Pedagogy for Nursing*, 1989) Provides a broad application of caring science for graduate educators, students, and nursing leaders Features case studies from two leading U.S. and Canadian universities

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Distills the expertise of world-renowned scholars Includes reflexive exercises to maximize student engagement

Changing student profiles and the increasing availability of mainstream and specialized learning technologies are stretching the traditional face-to-face models of teaching and learning in higher education. Institutions, too, are facing far-reaching systemic changes which are placing strains on existing resources and physical infrastructure and calling into question traditional ways of teaching through lectures and tutorials. And, with an ever-increasing scrutiny on teaching and teachers' accountability for positive educational outcomes, the call for closer attention to learning, teaching and, most especially, to the design and delivery of the curriculum is given increasing relevance and importance. Research provides strong evidence of the potential for technologies to facilitate not only cognition and learning but also to become integral components in the redesign of current curriculum models. Some Universities and individual academics have moved along this pathway, developing new and innovative curriculum, blending pedagogies and technologies to suit their circumstances. Yet, there are others, unsure of the possibilities, the opportunities and constraints in these changing times. Curriculum Models for the 21st Century gives insights into how teaching and learning can be done differently. The focus is on a whole of curriculum

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approach, looking at theoretical models and examples of practice which capitalize on the potential of technologies to deliver variations and alternatives to the more traditional lecture-based model of University teaching.?

This book reviews the evaluation research literature that has accumulated around 19 K-12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics. The committee that produced this book consisted of mathematicians, mathematics educators, and methodologists who began with the following charge: Evaluate the quality of the evaluations of the thirteen National Science Foundation (NSF)-supported and six commercially generated mathematics curriculum materials; Determine whether the available data are sufficient for evaluating the efficacy of these materials, and if not; Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials. The committee collected, reviewed, and classified almost 700 studies, solicited expert testimony during two workshops, developed an evaluation framework, established dimensions/criteria for three methodologies (content analyses, comparative studies, and case studies), drew conclusions on the corpus of studies, and made recommendations for future research.

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This book addresses power relationships, specifically how teachers and students experience power, and why certain power patterns can be observed in classrooms. Set in the context of Hong Kong, a society in which Chinese and Western cultures intersect, it will be of particular interest to those interested in Chinese culture and education.

This open access book provides insight into what it takes to actively involve teachers in the curriculum design process. It examines different aspects of teacher involvement in collaborative curriculum design, with specific attention to its implications for sustainable curriculum innovation and teacher learning. Divided into six sections, the book starts out by introducing the notion of collaborative curriculum design and discusses its historical and theoretical foundations. It describes various approaches commonly adopted to actively involve teachers in the (co-)design of curriculum materials. Sections two and three provide examples of what key phases in the curriculum design process - such as needs analysis, design and development, and implementation - look like across various collaborative curriculum design projects. Section four reports on the impact of collaborative curriculum design on student learning, teacher practices, teacher professional growth, and institutional change. Building on the research evidence about the outcomes of collaborative curriculum design,

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section five focuses on sustainability, scaling-up and curriculum leadership issues, which are key to the continuation and further evolution of curriculum innovations. Future perspectives are addressed in section six with emphasis on the infrastructure of a sustainable curriculum innovation.

This book addresses curriculum theory and practical applications that guide nurse educators in creating nursing curricula.

Course Management Systems for Learning: Beyond Accidental Pedagogy is a comprehensive overview of standards, practices and possibilities of course management systems in higher education. Course Management Systems for Learning: Beyond Accidental Pedagogy focuses on what the current knowledge is (in best practices, research, standards and implementations) and the history of the CMS, while also discussing innovative practices in CMS instructional design that have been informed by learning theory and intentional pedagogy. The last section of this book is an invited section, where vendors (WebCT, OKI, Angel) and innovators address their vision of the tools, practices and possibilities in a true next generation. Course Management Systems for Learning: Beyond Accidental Pedagogy represents the points-of-view of a variety of stakeholders and allows each to write in the style and language that is relevant to their field, making this an incredibly useful tool for practitioners, developers, administrators,

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faculty members, and students.

Schools can and do affect student achievement, and this book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of research data.

Saudi Arabia is witnessing unprecedented progress in the field of higher education. Even though the country opened its first university in 1957, so far there seems to be little English scholarly writing about Saudi education in general and higher education in particular. The current expansion of Saudi Arabia s higher-education system has put a spotlight on this serious gap in the international literature. This book helps to fill this lacuna through the work of 16 scholars who have contributed to the development of the Saudi education system. In so doing, the book reveals areas where more research is required and thus provides a useful starting point for education scholars. This anthology is unique in that it is the first to offer a comprehensive perspective on the current knowledge base pertaining to Saudi higher education as well as to the ongoing efforts to introduce reforms.

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Curriculum is a key issue for trainee teachers in the lifelong learning sector and a core component of most courses. It lies at the heart of the work of teachers and trainers, it shapes the programmes and courses that are taught, and dictates which students can have access to courses. What goes in to the curriculum is argued over by governments, employers, parents and educationalists. How the curriculum is funded can change on a yearly basis. Access to a particular curriculum can raise or diminish the life chances of the learners involved. This book provides an accessible and up-to-date overview of the key issues surrounding the curriculum.

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Written for all those working towards QTLS, it provides examples and case studies from working FE colleges, adult education centres and work-based learning contexts as well as offering succinct summaries of key theories and debates relating to the curriculum. This fully revised Second Edition reflects the latest policies and thinking, has a new chapter on the implications of e-learning on curricula, and includes a full glossary of key terms and concepts. Jonathan Tummons has worked in higher education since 1995. After six years as a lecturer in teacher education in the further education sector, in 2009 he took up his current post as senior lecturer in education at Teesside University where he is also research co-ordinator for education and a member of the management board for the Social Futures Institute, Teesside's research centre for the social sciences.

"This is a detailed yet practical guide to planning, developing, and evaluating nursing curricula and educational programs. It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions...This book provides readers with a comprehensive overview of curriculum development, redesign, and evaluation processes...92 - 4 Stars"
--Doody's Book Reviews Reorganized and updated to deliver practical guidelines for evidence-based curricular change and development, the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects, theses, dissertations, and scholarly activities. It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators. New chapters address the role of faculty regarding curriculum development and approval processes in changing educational environments; course development strategies for applying learning theories, educational taxonomies, and team-building; needs assessment

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and the frame factors model; ADN and BSN and pathways to higher degrees; and planning for doctoral education. The fourth edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic role—instruction, curriculum, and evaluation. At its core, the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite resources and political support. With a focus on interdisciplinary collaboration, the book addresses the growth of simulation, how to help new faculty transition into the academic role, and use of curriculum in both practice and academic settings. Additionally, the book describes the history and evolution of current nursing curricula and presents the theories, concepts, and tools necessary for curriculum development. Chapters include objectives, discussion points, learning activities, references, and a glossary.

New to the Fourth Edition: Reorganized and updated to reflect recent evidence-based curricular changes and developments
Highlights current research
New chapter: Implementation of Curriculum – Course Development Strategies for the Application of Learning Theories, Educational Taxonomies, and Instruction Team-Building
New chapter on Planning for Undergraduate Programs
New content on Needs Assessment and the Frame Factors Model
New content on Planning for Doctoral Education in Nursing
New content on curriculum evaluation, financial support, budget management, and use of evidence
Key Features:
Supports new faculty as they transition to academe
Addresses the need for preparing more faculty educators as defined by IOM report, the ACA, and the Consensus Model
Describes the scope of academic curriculum models at every practice and academic level
Threads the concept of interdisciplinary collaboration in education throughout
Serves as a CNE Certification

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Review

Problem Based Learning in Health and Social Care offers a practical insight into the opportunities, benefits and challenges of using problem based learning (PBL) in health and social care education and also student directed learning (SDL) as a learning and teaching tool. It represents a collection of practical and emerging concepts in terms of how to do PBL and SDL and considers the practical barriers and solutions, challenges to self awareness and finally future potentialities and directions for learning.

Physical education has traditionally been considered a professional field appropriate only for those interested in teaching careers. Expansion of physical education as a discipline and service profession and upgrading of its standard through extension of specialisations is the major contributor for professional growth. Sports management, Sports economics and curriculum design are considered as specialised subjects in physical education professional field and its knowledge content brought qualitative changes on profession and among professionals. An Introduction to sports management and curriculum design in physical education articulates certain themes which, might contribute to broadening and furthering discussion in the area of sports management, sports economics, competitive sports, public relation and curriculum design in physical education. The content of the book covers the course work for Master of Physical Education on the subject “Sports management and curriculum design in physical education”.

This book has been written to provide a current, practical, Australian-based approach to designing and developing curriculum. The demands of schools and educational systems today are such that teachers with practical curriculum skills are highly valued and this book provides

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a vital source for teachers who wish to build their skills in the field of curriculum design and development. The book addresses the needs of curriculum developers by examining the nature of the curriculum process and how it can be applied in schools. A particular strength is the way in which the chapters are structured around a model of curriculum development. As the model unfolds the reader is familiarised with the various elements of curriculum including situational analysis, intent, content, learning activities and evaluation. Teachers will appreciate the value of understanding these elements and in so doing will acquire valuable skills of curriculum design and development. A feature of this book is that it addresses the issues of curriculum implementation and curriculum change. To devise a curriculum document in these times is tough enough. Those who wish to see their curricula succeed must be involved with implementing that curriculum and the curriculum change that results. This important new book is particularly appropriate to classroom teachers, system developers and student teachers studying curriculum.

The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, *Creating a Caring Science Curriculum: A Relational Emancipatory Pedagogy for Nursing* reflects the paramount scholarship of Caring Science educators. This second edition intertwines visionary thinking with blueprints, exemplars, and dynamic direction for the application of fundamental principles. It goes beyond the conventional by offering a model that serves as an emancipatory, ethical-philosophical, educational, and pedagogical learning guide for both teachers and students. Divided into five units, the text addresses the history of the caring curriculum revolution and its powerful presence within nursing. Unit I lays the foundation for a Caring Science curriculum. Unit II introduces intellectual and strategic blueprints for

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caring-based education, including action-oriented approaches for faculty–student relations, teaching/learning skills, pedagogical practices, critical-reflective-creative approaches to evolving human consciousness, and power relation dynamics. Unit III addresses curriculum structure and design, the evolution of a caring-based college of nursing, caring in advanced practice education, and the development of caring consciousness in nurse leaders. It also features real-world exemplars of Caring Science curricula. Unit IV includes an alternative approach to clinical and course-based evaluation, and the text concludes with an exploration of the future of the Caring Science curriculum as a way of emancipating the human spirit. Each chapter is structured to maximize engagement with reflective exercises and learning activities that encourage the integration of theory and practice into the learning process. New to This Edition: Updated chapters, case studies, and learning activities Six new chapters that provide guidance on how to create a Caring Science curriculum Exemplars from institutions that have developed Caring Science curricula Key Features: Provides a broad application of Caring Science for teachers, students, and nursing leaders Features case studies of teacher/student lived learning experiences within a caring–loving pedagogical environment Encourages the integration of theory and practice into the learning process with learning activities and reflective exercises Distills the expertise of world-renowned Caring Science scholars Case studies are a powerful pedagogical tool for illuminating constructs and models in real-life contexts. Covering a wide range of teaching-learning contexts and offering in-depth analyses of ESL/ELT language curriculum design issues, this casebook is distinctive and unique in that each case draws on and is clearly linked to a single model presented in Nation and Macalister’s *Language Curriculum Design* (www.routledge.com/9780415806060), giving the

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book a high degree of coherence. A short commentary by the editors after each case highlights features of note and/or issues arising from it. This is a versatile text, designed to work as a companion to Language Curriculum Design (adding meaning and depth to the model presented there by relating it to a range of applications), as a stand-alone text, or as a resource for language teacher trainees, teacher educators, practicing teachers, program administrators, and materials writers in the field.

Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of *Understanding Medical Education* synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas – Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners – as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of *Understanding Medical Education*: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity, *Understanding Medical Education* continues to be an essential resource for both established educators and all those new to the field.

In the movement toward standards-based education, an important question stands out: How

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will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. *Educating One and All* examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

Handbook of College and University Teaching: A Global Perspective presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments, all with a unique global view. The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students. Education experts from around the world share their perspectives on college and university teaching, illuminating international differences and

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similarities. The chapters are organized around a model developed by James Groccia, which focuses on seven interrelated variables, including teacher, learner, learning process, learning context, course content, instructional processes, and learning outcomes. Using this logical model as the organizational structure of the book provides a guide for systemic thinking about what actions one should take, or suggest others take, when planning activities to improve teaching and learning, curriculum development, and assessment.

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