

Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

Can the syllabus constitute the curriculum? In this volume, Rocha explores curriculum theory through the lens of the syllabus. By critiquing curriculum studies and the entire field of education, overrun by the social sciences, Rocha provides an integrated vision of philosophy of education and curriculum theory, rooted in the humanities. Through an original reconceptualization, this text draws from a broad range of sources – ranging from Classical Antiquity to the present – offering a rich context for understanding curriculum as a philosophically salient concept, contained within the syllabus. The Syllabus as Curriculum features actual syllabi created and taught by the author in undergraduate and graduate courses at the University of British Columbia, Canada. These curated syllabi work as exemplars and media, supported by pedagogical commentary and context. Inspired by Augustine's Confessions, each part of the book culminates in a metaphorical "garden," which serves as a meditation on the syllabus in three senses: correspondence, essay, and outline. An original, powerful, and corrective contribution to the literature on curriculum studies, this work invites teachers and scholars from across the foundations of education, especially philosophy of education, art education, and those invested in curriculum theory, to see their contribution in more direct and integral ways.

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

The Second Edition of *Curriculum Theory: Conflicting Visions and Enduring Concerns* by Michael Stephen Schiro presents a clear, unbiased, and rigorous description of the major curriculum philosophies that have influenced educators and schooling over the last century. The author analyzes four educational visions—Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction—to enable readers to reflect on their own educational beliefs and more productively interact with educators who might hold different beliefs.

Curriculum Change and Innovation is an introductory textbook on Hong Kong's school curriculum. Written in an approachable style using illustrative case studies, the textbook provides an introduction to the basic concepts and theories of "curriculum" as a field of study. It also discusses how sociopolitical and economic changes as well as technology advancements help transform teachers' roles and reshape curriculum policies. The chapters cover a wide range of topics, including curriculum design, planning, implementation and evaluation. These discussions are included to help readers critically reflect on their roles as change agents in curriculum development.

Shirley S. Y. Yeung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. John T. S. Lam is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Anthony W. L. Leung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Yiu Chun Lo is an associate professor of the Department of Curriculum and Instruction at the Hong Kong Institute of Education.

Perhaps not since Ralph Tyler's (1949) *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

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

What comes after the reconceptualization of curriculum studies? What is the contribution of the next wave of curriculum scholars? Comprehensive and on the cutting edge, this Handbook speaks to these questions and extends the conversation on present and future directions in curriculum studies through the work of twenty-four newer scholars who explore, each in their own unique ways, the present moment in curriculum studies. To contextualize the work of this up-and-coming generation, each chapter is paired with a shorter response by a well-known scholar in the field, provoking an intra-/inter-generational exchange that illuminates both historical trajectories and upcoming moments. From theorizing at the crossroads of feminist thought and post-colonialism to new perspectives that include critical race, currere, queer southern studies, Black feminist cultural analysis, post-structural policy studies, spiritual ecology, and East-West international philosophies, present and future directions in the U.S. American field are revealed.

Expanding Curriculum Theory, Second Edition carries through the major focus of the original volume—to reflect on the influence of Deleuze and Guattari's concept of "lines of flight" and its application to curriculum theorizing. What is different is that the lines of flight have since shifted and produced expanded understandings of this concept for curriculum theory and for education in general. This edition reflects the impact of events that have contributed to this shift, in

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

particular the (il)logic of school policy changes and reforms in the past decade, and the continued explosion of social media and its effect on the collective understanding of how both "knowledge" and "education" work as forms of repression. The introduction updates the text and puts it into current debates in the field and in the larger socio-economic milieu. New dis/positions are presented that explore central questions circulating within and outside curriculum studies. Exciting scholarship on a range of topics includes notions of desire and commodities, youth culture and violence, new directions in curriculum theory, Eco-Ethical consciousness, new Deleuzian views of normality, the diffusion of technology and lines of flight in transnational curriculum inquiry.

At a time of rapid social change and numerous policy initiatives, there is a need to question the nature and function of school curricula and the purposes of formal public education. Comparing curriculum developments around the globe, *Understanding the School Curriculum* draws on a range of educational, philosophical and sociological theories to examine the question 'What is a curriculum for?' In considering different answers to this fundamental question, it explores a range of topical issues and debates, including: tensions and dynamics within curriculum policy The implications of uncertainty and rapid social change for curriculum development the positive and negative influence of free market ideologies on public education the impact of globalization and digital technologies arguments for and against common core curricula and state control It examines the possibility of a school curriculum that is not shaped and monitored by dominant interests but that has as its founding principles the promotion of responsibility, responsiveness, a love of learning, and a sense of wonder and respect for the natural and social world.

Understanding the School Curriculum is for all students following undergraduate and Masters

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

courses in curriculum, public policy and education-related subjects. It is also for all training and practising teachers who wish to combine a deeper understanding of major curriculum issues with a critical understanding of the ways in which ideologies impact on formal state education, and to consider ways of producing school curricula that are appropriate to the times we live in. *Understanding and Shaping Curriculum: What We Teach and Why* introduces readers to curriculum as knowledge, curriculum as work, and curriculum as professional practice. Author Thomas W. Hewitt discusses curriculum from theoretical and practical perspectives to not only acquaint readers with the study of curriculum, but also help them to become effective curriculum practitioners.

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 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.

Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters. Now fully updated, this revised and enlarged fourth edition provides not

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

only a solid grounding in the subject but also covers the latest trends and issues affecting the field. Written in Marsh's clear and accessible style, the book details the strengths, weaknesses and controversies around major concepts in curriculum, including curriculum planning and development curriculum management teaching perspectives collaborative involvement in curriculum curriculum ideology. Now updated with new chapters on curriculum models, school-based curriculum development, learning studies, ICT developments in assessment, the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries, including the UK, USA and Australia. This up-to-date edition of a definitive text will be essential reading for anyone involved in curriculum planning or development. It will be especially useful to students training to be teachers, and practising teachers following professional development programmes.

This updated second edition of *Curriculum: From Theory to Practice* provides an introduction to curriculum theory and how it relates to classroom practice. Wesley Null builds upon recent developments while at the same time continuing to provide a unique organization of the curriculum field into five traditions: systematic, existential, radical, pragmatic, and deliberative. Null discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition. To ensure breadth and scope, Null has expanded this second edition to include figures not present in the first. Additionally, after a chapter on each of the five perspectives, Null presents case studies that describe realistic and specific curriculum problems that commonly arise within educational institutions at all levels. Scholars and practitioners alike are given opportunities to practice resolving curriculum problems through deliberation. Each case study focuses on a critical issue

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

such as the implementation of curriculum standards, the attempt to reform core curriculum within universities, and the complex practice of curriculum making. In the final chapter, Null offers a vision for the curriculum field that connects curriculum deliberation with recent developments in moral philosophy.

'This book will be of interest to educational practitioners, and many other professionals concerned with the education and development of the young' - ESCalate 'A very well-respected book [and a] Curriculum classic...[which offers] balance to current official publications...One of its strengths is the coherent argument that runs throughout. It is very much a product of the wide knowledge and experience of the author.' - Jenny Houssart, Senior Lecturer, Department of Learning, Curriculum & Communication, Institute of Education, University of London, UK Praise for previous editions: 'I use this book as an essential course text for a module on curriculum theory. It is an excellent text for the whole course' 'Vic Kelly's writing is always concise and informative, but also at times challenging' 'A most comprehensive text that takes the reader beyond content/balance issues values, beliefs and assumptions on the curriculum' This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid-1970s. A V Kelly's now classic work focuses on the philosophical and political dimensions of curriculum, and especially on the implications for schools and societies of various forms of curriculum. The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society. Kelly summarises and explains the main aspects of curriculum theory, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels. The book also seeks to

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a failure to understand these principles of curriculum theory and practice. As a result, policies and practices have been implemented which fall short of being adequate. In view of the rapid pace of educational change imposed by various governments over the last 35 years, including New Labour, this book is more relevant than ever.

"Key Concepts for Understanding Curriculum", originally published in 1992, includes 21 key topics in the field and is divided into six sections, including: curriculum planning and development; curriculum management; teaching perspectives; collaborative involvement in curriculum; and curriculum ideology.

This txtbk presents the concept of curriculum as culture-a system of implicit & explicit beliefs, values, behaviors, & customs in classrooms & schools. Goal is to foster awareness, examination, & deliberation about the curricula planned for & carried out

The Curriculum is the focal point for the study of educational practice. It is the area in which individual, group and societal needs and interests meet and is consequently the source of much friction and contention. This book, first published in 1988, introduces students to some of the major points of debate; in particular, the role of curriculum-based study in the development of physical education and the credibility of the subject as an educational activity. David Kirk emphasises the beneficial effects of physical education and suggests ways in

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

which instructive programmes can be created. A practical and interesting title, this reissue will be of particular value to students and teachers of sport science, and educational practitioners more generally.

This book examines issues of identity and difference, both theoretically and as represented in curriculum materials. Here debates over the cultural character of the curriculum are characterized as debates over the American national identity. The editors argue that historically, cultural conservatives have failed to appreciate that the United States is, in a fundamental and central way, an African and African-American place. European Americans are, in a cultural sense, also black, and the failure to teach sequestered suburban (usually Caucasian) students about their (cultural) African and African-American heritage perpetuates their delusion regarding their deeper identities. A curriculum which reflects the non-synchronous identity of Americans is sketched in the last section. Such a curriculum involves not only the inclusion of African and African-American content, but interracial intellectual marriage as well. Contributors to this book include Peter Taubman, Susan Edgerton, Beverly Gordon, Alma Young, Wendy Luttrell, Cameron McCarthy, Patricia Collins, Roger Collins, Brenda Hatfield, Marianne H. Whatley, and Joe L. Kincheloe.

These groundbreaking essays have become foundational to the field of

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

curriculum studies. The contributors are curriculum theorists who represent an avant-garde of the movement.

Annotation Reynolds (curriculum studies, Georgia Southern University) explores curriculum theory from hermeneutics and phenomenology to poststructuralism in these essays from 1982-2002. Democratic schools, the abolition of teacher materials and minimum competency tests, and outcomes-based education are some of the areas discussed. Annotation (c)2003 Book News, Inc., Portland, OR (booknews.com)

This book is about William Pinar: one of the best-known authors in the field of curriculum studies. The main contribution of William Pinar is not to determine the curriculum. He is involved in a continuous struggle to help students and teachers reflect about their personal experiences, educational and curricular options. Understanding Curriculum is a critical introduction to contemporary curriculum theory and practice. Substantially revised, the second edition includes more detailed consideration of the ideological underpinnings of curriculum development, features new chapters on assessment and reporting, and updated vignettes and extracts. These features, combined with all the elements of the previous edition, encourages readers to reflect on how curriculum theory can inform and enhance classroom practice.

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

Understanding Curriculum An Introduction to the Study of Historical and Contemporary Curriculum Discourses Peter Lang

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

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

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.

Originally published in 1979 with a second edition in 1985. A basic text for students of education and teachers who are coming to terms for the first time with the nature of the curriculum. It introduces the reader to the professional field that is of concern to all engaged in the practical enterprise of education in a way which provides a 'feel' for the preoccupations of the area and a 'sense' of its complexities. With annotated further reading included, the book reflects developments in all the major areas in curriculum design and evaluation and in effecting curriculum change, plus research and theory.

In Memoriam for Julia Gardner.

This book presents basic introductory material on developing and managing curriculum for early childhood education. Designed as a resource for beginning students and as a reference manual for experienced teachers, the text presents focused, sequential coverage on curriculum for young children--excluding potentially confusing details about related topics that are covered in longer books. Discussions cover such important topics as similarities in existing approaches to early childhood education, how to meet children's needs through

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

curriculum, and planning and organizing curriculum. The Second Edition features enhanced standards coverage, increased material on diversity and multiculturalism, video integration, new information on how child development affects curriculum, and more. CURRICULUM FOR YOUNG CHILDREN also helps students and teachers assess the wealth of activity ideas available from other textbooks, resource manuals, and websites. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Gifted students require a curriculum that intentionally aligns with their advanced abilities to ensure engagement at the appropriate level of intensity and depth. Introduction to Curriculum Design in Gifted Education offers an in-depth exploration of curriculum development for the gifted. Included are the general foundations of good curriculum design, a survey of curriculum models appropriate for gifted learners, an examination of design considerations across content areas, a detailed analysis of the role assessment has in the curriculum development process, and an exploration of trends and future directions of curriculum development for the gifted. Each chapter is authored by experts with considerable knowledge pertaining to curriculum implications for gifted students and is written with the practitioner in mind to facilitate effective implementation.

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

This text is an essential addition to the library of any educator seeking to create new and/or adapt existing curriculum to better address the interests and abilities of gifted students.

Curriculum is a field in continual flux, the result of an ongoing discussion among teachers approaching from a multitude of perspectives. *Contemporary Curriculum: In Thought and Action, Seventh Edition* offers the tools to participate in curriculum discussion and to construct and implement curriculum in the classroom.

JCT was the most important journal of curriculum studies during the field's paradigm shift in the 1970s. Its editors sponsored a yearly conference, which also supported the intellectual breakthrough that was the reconceptualization of American curriculum studies. This collection brings together the best of JCT articles, plus key documentary material of importance to scholars and students alike. Undergraduate and graduate students in curriculum, instruction, and foundations would find this book useful and insightful.

Along the frontier of American curriculum studies are two traditions of scholarship and research: phenomenology and post-structuralism. In Paris in the late 1960s, post-structuralism replaced phenomenology; while their history in North American curriculum studies is quite different than it is in France, there are solid intellectual

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

reasons for linking the two, as the editors explain in their introduction. Every day, teachers make countless decisions about the best learning experiences for their students. This book encourages readers to reflect on how curriculum theory can enhance classroom practice. It provides a critical introduction to contemporary curriculum theory and practice, outlining both traditional and progressive approaches in order to reconceptualise curriculum. This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar's formulation of allegories-of-the-present — a concept in which subjectivity, history, and society become

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

articulated through the teacher's participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.

Ted T. Aoki, the most prominent curriculum scholar of his generation in Canada, has influenced numerous scholars around the world. *Curriculum in a New Key* brings together his work, over a 30-year span, gathered here under the themes of reconceptualizing curriculum; language, culture, and curriculum; and narrative. Aoki's oeuvre is utterly unique--a complex interdisciplinary configuration of phenomenology, post-structuralism, and multiculturalism that is both theoretically and pedagogically sophisticated and speaks directly to teachers, practicing and prospective. *Curriculum in a New Key: The Collected Works of Ted T. Aoki* is an invaluable resource for graduate students, professors, and researchers in curriculum studies, and for students, faculty, and scholars of education generally. Curriculum, or the substance of what is taught, is the core business of schools, and yet little exists in the way of a theory of curriculum for educators. This book sets out the principles of curriculum theory and provides a common framework and practical strategies for the successful implementation and effective management of powerful knowledge-based curriculum for all. Offering powerful

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

insights across the subject divides, the book explores the key elements of curriculum design including progression, sequencing, substantive and disciplinary knowledge, and the relationships of subjects to their sister disciplines. Providing a crucial foundation for school leadership, it covers: curriculum in the contexts of learning, organisational culture and key philosophical and moral ideas an explanation of thirteen specialist subjects, with outline mapping of the knowledge an emphasis on the cultural elements needed for sustained excellence in curriculum work within schools the codification of curriculum and the multiple values of documents for curriculum thinking and execution. Enabling leaders to analyse and discuss subjects beyond their specialisms, this essential text will equip readers to implement real change by leading intelligently and effectively on curriculum.

This book, first published in 1984, aims to bring together the interests of the theory and practice of the education system and, within the former, relate the approaches and claims of the constituent disciplines to each other. Throughout the book, while arguing for the importance of facing up to the logical links between theory and practice, the author seeks to point out the extent to which more educational theory has had little to say of importance for practice, either because it has been a poor theory or because it has concerned itself with matters

Online Library Understanding Curriculum An Introduction To The Study Of Historical And Contemporary Curriculum Discourses Counterpoints Vol 17

of little significance to educators. This book will be of interest to students of education, as well as educators themselves.

[Copyright: 9d5ac51c2a8e471306a992c0483c8f9e](https://www.pdfdrive.com/understanding-curriculum-an-introduction-to-the-study-of-historical-and-contemporary-curriculum-discourses-counterpoints-vol-17.html)