

The Curricular Continuum in Perspective

Gerald R. Firth
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The Curricular Continuum In Perspective:

The Curricular Continuum in Perspective Gerald R. Firth, Richard D. Kimpston, 1973 **New Perspectives on Curriculum, Learning and Assessment** David Scott, 2015-11-03 This book offers a detailed analysis and assessment of the state of education round the world The argument is made that education and curriculum practices are deficient for two reasons The first is the adoption by governments policy makers and practitioners of a set of knowledge practices that can be broadly characterised as empiricist and technicist and which has come to dominate how curricula are constructed and certainly how education systems and their work can be described The second is the adoption of a model of curriculum that is both backward looking and in its own terms confused and muddled This book then sets out an alternative model which is more cogent and better focused on human wellbeing Emerging Perspectives from Social Realism on Knowledge and Education Graham McPhail, Richard Pountney, Leesa Wheelahan, 2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly **Critical Perspectives on the Curriculum of Teacher Education** Thomas Stewart Poetter, Thomas Lee Goodney, Jennifer Lynne Bird, 2004 Critical Perspectives on the Curriculum of Teacher Education is a collection of papers written by students in a widely recognized doctoral program in curriculum and educational leadership The editors have compiled these papers to discuss key ideas and present new possibilities for teachers in terms of formal and informal curriculum interventions This book will challenge readers to rethink long standing assumptions that pass for conventional wisdom in the field *Critical Perspectives on Internationalising the Curriculum in Disciplines* Wendy Green, Craig Whitsed, 2015-06-25 Universities around the world have embraced internationalisation at the policy level but struggle to put that policy into practice particularly at the coalface of teaching and learning To date faculty voices have been largely silent in the literature on internationalising the curriculum This book begins to address this gap What does internationalisation of the curriculum IoC mean in practice How is it conceived implemented and assessed within specific disciplines locales and types of institutions Why does it matter These questions are addressed in this book by

academics teaching in the fields of business education and health in a range of institutions across North America the Middle East Europe East Asia and Australia Reflecting critically on personal experience through a scholarly engagement with current research each chapter offers new ways of thinking about internationalising curricula in an increasingly interconnected world The editors commentaries draw out the tensions between personal disciplinary and institutional motivations imperatives and interests in other words tensions between the ideal and the do able which come into play in the practice of internationalising the curriculum and offer insightful suggestions for future research and practice *Critical Perspectives on Internationalising the Curriculum in Disciplines Reflective Narrative Accounts from Business Education and Health* is essential reading for academics and administrators invested in exploring new ways to better prepare students for life and work in the 21st century *Critical Times in Curriculum Thought* Marcella L. Kysilka, 2011-05-04 This book suitable for master s programs in education is divided into three parts It covers contributions from notable educators politically motivated curriculum movements and factors affecting curriculum implementation The chapters provide a thorough understanding of educational people politics and perspectives *Perspectives on Curriculum Development, 1776-1976* ASCD 1976 Yearbook Committee, 1976 **A Study of the Enactment of a Balanced Approach to Reading Instruction in Three First Grade Classrooms** Cynthia Elaine Whaley, 2001 *New Perspectives in Special Education* Inge M. Abbring, Seamus Hegarty, Cor J. W. Meijer, Sip J. Pijl, 1995-11-16 Increasingly students with special educational needs are being educated alongside their peers in regular educational settings This book describes and evaluates the outcomes of this policy across a wide range of Western countries *Curriculum--foundations, Principles, and Issues* Allan C. Ornstein, Francis P. Hunkins, 1988 Planning and evaluating curriculum from a theoretical practical point of view *What English Language Teachers Need to Know Volume III* MaryAnn Christison, Denise E. Murray, 2014-03-05 *What English Teachers Need to Know* a set of companion texts designed for pre service teachers and teachers new to the field of ELT addresses the key question What do English language teachers need to know and be able to do in order for their students to learn English These texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom Volume II on facilitating learning covers the three main facets of teaching planning instructing and assessing Volume III on designing curriculum covers the contexts for processes in and types of ELT curricula linguistic based content based learner centered and learning centered Throughout the three volumes the focus is on outcomes that is student learning Features Situated in current research in the field of English language teaching and other disciplines that inform it Sample data including classroom vignettes Three kinds of activities tasks Reflect Explore and Expand **KVS/NVS TIER-II**

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Curriculum Theory George A. Beauchamp,1981 An Evaluation of a Cooperative Approach to Curriculum Change John R. Verduin,1962 **International Encyclopedia of Education** ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

The Dilemma of Size from a System Learning Perspective Amitai Niv,Dan Bar-On,1992 Following four case studies carried out in the kibbutz context the authors reach conclusions on connections between technological and rapid social changes and their impact on size and processes of organizational learning and change necessary to help organizations adapt and develop **American Book Publishing Record Cumulative, 1950-1977** R.R. Bowker Company. Department of Bibliography,1978 **Curriculum** Allan C. Ornstein,Francis P. Hunkins,2004 Curriculum Foundations Principles and Issues continues the tradition of this popular book by providing comprehensive treatment of the curriculum field foundations as well

as the principles and procedures for conceptualizing developing implementing and evaluating curriculum Edited for a more concise presentation of material it retains its solid coverage of the philosophical historical psychological and social foundations of curriculum pub desc The Journal of Curriculum Theorizing ,1982 **Curriculum Improvement** Ronald C. Doll,1992 The Ninth Edition of Curriculum Improvement is comprehensive unique practical and thought provoking Despite the problems it cites the book offers a message of hope that schools can help to solve society s problems by impressing upon children and youth that they can achieve and succeed if they act in doing what they know to be right and productive

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