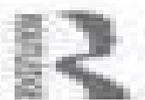# CURRICULUM DEVELOPMENT IN THE POSTMODERN ERA

Teaching and Learning in an Age of Accountability

PATRICK SLATTERY

Curriculum Development In The Postmodern Era

Jennifer A. Sandlin

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   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   *JCT.* ,1997   **Curriculum Development** Jon W. Wiles,Jon Wiles,Joseph Bondi,2011 A highly regarded curriculum development text now with a global approach and an increased focus on technology In this re imagined eighth edition of the respected and seminal curriculum development textbook seasoned authors Jon Wiles and Joseph Bondi consider the new global realities of the 21st Century by adding a unique global perspective to the process of curriculum development Ten nations are analyzed and compared in order to better understand common threads and time tested methods for curriculum development and management With the aid of numerous features and activities the text investigates curriculum development by examining value decisions made by leaders in defining education giving readers the opportunity to learn to develop programs for a wide array of purposes In addition to its well known and established focus on the historical and philosophical aspects of curriculum development the revised eighth edition of Curriculum Development A Guide To Practice also includes updated chapters on the impact of technology on curriculum work in schools as well as a new chapter on curriculum work in the classroom   *Curriculum Books* William Henry Schubert,2002 A substantial revision of Curriculum Books The First Eighty Years this new volume is a comprehensive presentation of curriculum books that have contributed to theoretical and practical discourse about curriculum throughout the twentieth century Following an introduction that explains the book s purpose and how it was constructed the authors present each decade in a chapter that provides contextual reminders about the social political and cultural events of the time period discussion of salient events in curriculum discourse and a comprehensive bibliography by year of curriculum books More than 3 000 curriculum books are weaved into this presentation The original and updated conclusions are offered to provide interpretative perspective on curricular trends state of the field and possibilities for the future of curriculum studies Publisher description   *Curriculum Trends* Valerie J. Janesick,2003-09-05 Janesick educational leadership and policy studies U of South Florida Tampa presents key curriculum trends traditionalist reconceptualist and postmodern perspectives on these trends and associated organizations and resources Appendices include a glossary of relevant terms reflections on curriculum as different types of text e g aesthetic spiritual racial and samples of reflective journal writing Annotation c 2003 Book News Inc Portland OR booknews com   *Middle Schools for a Diverse Society* Kathleen Chamberlain,2003 New York Bern Berlin Bruxelles

Frankfurt M Oxford Wien American schools are becoming more diverse and teachers in all parts of the country are dealing with issues related to adolescent development compounded by increased diversity among students This book is designed to challenge middle level educators to look at traditional middle school philosophy through an examination of social economic and cultural conditions New or experienced teachers may gain insights into the lives of their students and consider ways educators can promote a supportive learning environment The main emphasis is theory into practice with theory integrated throughout **Knowledge & Power in the Global Economy** David Gabbard,2008 The second edition of Knowledge and Power in the Global Economy examines how neoliberal and neoconservative policies are working in tandem to privatize and commercialize public schools It looks at how these policies and the agendas behind them have impacted the internal dynamics of school management teaching and learning as well as how they have transformed the external dynamics of education from a public good or service offered to serve public interests to a private enterprise primarily serving private interests In addition to information critique and analysis multiple perspectives are provided that readers can draw upon to formulate an alternative vision of education as a crucial element of social change along democratic and egalitarian lines The first edition of this volume provided a critical encyclopedic approach to the rhetoric of educational reform as it developed from the 1980s through the 1990s critiquing its vocabulary elaborating the multiplicity of ways that the logic of neoliberalism and the emerging patterns of high stakes testing and accountability were impacting the curriculum and introducing ideas associated with alternative and liberatory educational projects Since its publication in 2000 policy developments such as the No Child Left Behind Act of 2001 in the U S and others in the U K and other parts of the world have nationalized and intensified these patterns deepening the logic and extent of neoliberalism s hold over educational reforms At the same time it is impossible to understand the current crises in education solely in terms of neoliberalism the impact of neoconservatism must also be considered Hence this second edition has a new subtitle The Effects of School Reform in a Neoliberal Neoconservative Age This edition is structured around five themes Political and Social Foundations Anti Educational Foundations The Set Up Anti Educational Foundations The Trap Classroom Consequence Democracy s Path This volume will particularly interest scholars and professionals across the fields of educational foundations curriculum theory and educational policy and is well suited as a text for courses in these areas   Promoting Critical Practice in Adult Education Jennifer A. Sandlin,2004-07 Offering theoretical and practical knowledge to help critical adult educators in their attempts to enact critical pedagogy in their own classroom this volume explores critical theory feminism critical postmodernism Africentrism queer theory and cultural studies Picking up on the themes first raised by Elizabeth Ellsworth critical theory and classic critical pedagogy do not get a particularly easy ride None of the authors claims that critical approaches are a simple solution to the tangles of late modernity In every case the authors see critical pedagogy as complex insightful challenging limited and difficult to put into practice But in every case they see critical perspectives as offering the hope and

potential of a more just world The idea that critical perspectives on teaching are difficult to enact in the classroom is not new And what do we mean by critical perspectives anyway In this volume some of the most exciting scholars in adult education whether established or emerging provide insights into what it means to be critical and how it affects the concrete practices of teaching adults This is the 102nd issue of the quarterly higher education report New Directions for Adult and Continuing Education **Educating for Democracy in a Changing World** Stephen M. Fain,Judith J. Slater,David M. Callejo-Pérez,2007 Original Scholarly Monograph **Proceedings of the ... Conference** New Zealand Geographical Society. Conference,New Zealand Geographical Society,2003 Subject Guide to Children's Books in Print 1997 Bowker Editorial Staff,R R Bowker Publishing,1996-09 **Ubuntu** International Society for Music Education. World Conference,1998 Teacher Talk Raymond A. Horn,2000 Teacher Talk provides insight into school change and culture through the real life experiences of six career teachers over a span of thirty years Through a post formal qualitative method Teacher Talk demonstrates the power of conversation in promoting substantial educational change Systems thinking school culture school community and spirituality are presented in accessible language as critical aspects of educational change The frank dialogue and participant observer role of the author addresses change in a realistic and uncommon manner Teacher Talk is a valued resource for pre service teachers graduate students in curriculum and educational leadership and for teachers and curriculum developers who are engaged in change initiatives Teacher Talk is a must read for all who are considering careers in education or educational administration *Proceedings of the ... World Conference of the International Society for Music Education* International Society for Music Education. World Conference,1998

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