

Changing the Curriculum (Curriculum studies)

Macdonald, Barry

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Changing The Curriculum Curriculum Studies

Tony Becher, Stuart Maclure



Changing The Curriculum Curriculum Studies:

The Changing Curriculum Ivor Goodson, 1997 *The Changing Curriculum* provides a valuable introduction to the curriculum theories of Ivor F Goodson As Kincheloe states this paradigm of curriculum study grasps the multi dimensionality of the relationship between past and present curricular practice In this context Goodson recognizes the ties between history education and politics *The Changing Curriculum* reviews the historical and social emergence of curriculum as a concept and curriculum theory as a practice The early chapters seek to situate work on curriculum in its full social and ideological context Later chapters provide examples of this kind of curriculum theory in looking at studies of school subjects and the relationship definitions of curriculum to forms of education notably the study of American private schools **Changing the Curriculum**

Barry MacDonald, Rob Walker, 1976 *Changing Course* Herbert M. Kliebard, 2002-04-12 Beginning with revolutionary changes effected in tiny frontier schools in the late 19th century and going up to early 21st century comprehensive high schools this volume presents a choronological account of specific reform efforts in the US exposing the successes and roots of many failures *Strategy for Curriculum Change* Association for Supervision and Curriculum Development, 1965

Curriculum Change; Direction and Process Association for Supervision and Curriculum Development, 1966 **Case Studies in Curriculum Change** William Reid, Decker F. Walker, 2012-05-16 One of the educationist s major concerns today is to find effective ways of translating new goals for the curriculum into classroom practices American and British contributions analyse curriculum change as it actually occurs with people institutions and constraints of time and money acknowledged and accepted as a necessary and rightful part of the whole process Detailed accounts are given of curriculum change in a wide variety of settings American and English school systems a college of education an art curriculum project Scottish classrooms Analytic perspectives are employed that help to clarify the underlying forces at work The contributors probe the adequacy of current theorizing about curriculum development and suggest new ways of thinking about the problems involved in bringing about change **Change and the Curriculum** Geva M. Blenkin Gwyn Edwards Albert Victor Kelly, MS Geva M Blenkin, Professor T Gwyn Edwards, Professor A Vic V Kelly, 1992-04-28 Through the work of the Schools Council and other national agencies the difficulties of achieving effective curriculum change through centralized initiatives and directives have been well documented At the same time the importance of teacher involvement in such activities and the advantages of curriculum development over revolutionary innovation have become plain This knowledge and the understandings it has generated are important today when unusually sweeping changes are being brought about in the school curriculum The authors of this book draw together these ideas to assist people promoting curriculum changes as well as those on the receiving end of such projects **Curriculum Change and Innovation** Yiu Chun LO 廖焯坚, Shirley S. Y. Yeung 叶永明, John T. S. Lam 林建基, Anthony W. L. Leung 梁文道, 2012-06-01 *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

Curriculum changes in the Visegrad Four: three decades after the fall of communism Tomá? Janík,?tefan Porubský, Magdolna Chrappán, Kinga Kuszak, 2020 School systems in the Visegrad Four countries have gone through significant change since the political upheavals of 1989 The book describes developments in curriculum and curriculum policy over the last three decades and considers the possible impact and perspectives of current changes It explores the nature of curriculum reform addresses the challenge of its implementation and highlights the reform as a means by which school quality can be improved and as a provider of aims and contents of school education Hopefully the book will contribute to the discussion of options for further curriculum development and curriculum policy in the Visegrad Four and other countries with a similar educational background

Inside a Curriculum Project M. D. Shipman, D. Bolam, D. R. Jenkins, 2018-10-03 Originally published in 1974 This book presents research into the planning and implementation of the Keele Integrated Studies Project From 1969 to 1972 the work of the project team was investigated through observation questionnaire and interview to obtain a picture of the way decisions about curriculum innovation are made and of how these decisions are executed in schools The book is mainly the outsider s view but the Project Director and the Assistant Director have contributed chapters and comments by members of the project team are also included Three aspects of the curriculum project are covered the interaction between project team trial schools university local authority and Schools Council the relations within the project team within the trial schools and between the curriculum innovators and the classroom teachers and the impact of the project after the finish of the trial in the schools The final chapters include conclusions on the process of curriculum change and on the education system in which it occurs The problems of reconciling the different perspectives and interests of all the parties involved are examined in detail showing that negotiation adaptation and compromise are at the heart of curriculum change

[Thesaurus of ERIC Descriptors](#) , 1972 [The Politics of Curriculum Change](#) Tony Becher, Stuart Maclure, 2024-09-30 Curriculum development occupied an increasingly important place on the educational scene in the mid 1960s foreshadowing much of the national debate initiated by the Prime Minister of Britain in late 1976 The agencies for development take different forms in different countries but the underlying issues are

remarkably similar across the globe It is the basic framework common to all planned curriculum change which The Politics of Curriculum Change originally published in 1978 is concerned to bring into sharper focus A major consideration in embarking on or analysing any curriculum programme is the extent to which it reflects public concerns about education The notion of the public curriculum is a central strand in the authors argument It leads naturally into a discussion of mechanisms for control and development and the political acceptability of new proposals to teachers parents pupils and the public at large But curriculum change has its internal as well as its external politics These are reflected in the contrasting styles of development varied forms of evaluation and in the conflicting response of the profession both to change of the curriculum as a whole and to a piecemeal subject by subject approach The authors give these working aspects of curriculum development as careful attention as they afford to the larger issues of schooling in society All in all this book offers a view which has not hitherto been clearly articulated but which is essential to understanding what curriculum development is all about Its authors are in a good position to do this one had a particularly close involvement with the external and the other with the internal politics of development and they previously worked together on an international study of curriculum

The Curriculum Experiment John Elliott (Dip. Phil. Ed.),1998 This book focuses on the interface between curriculum policy practice and social change in technology driven advanced societies and the challenges this presents for education in the 21st century Drawing on the experience of attempts at radical innovation in the curriculum within the UK and other OECD countries the author develops a framework for curriculum policy making and development which he argues will enable education to meet the challenges of social change In the process he undertakes a critique of the currently fashionable school effectiveness and improvement movements and argues that they are underpinned by outmoded views of the roles and functions of schools

Education and Social Dynamics Arnd-Michael Nohl,R. Nazlı Somel,2015-08-27 Education and Social Dynamics offers a new approach to analyzing curriculum change by investigating the entanglement of education and society in markedly heterogeneous Turkey which has recently witnessed nation wide curriculum reforms While the new curriculum has attempted to homogenize all Turkish primary schools since 2005 Nohl and Somel drawing on a theoretical differentiation of social entities reveal how subsequent curricular practices have had to account for the diversity of milieus and organizations in the nation s educational sector and how inequality and competition run rampant in the standardization efforts Using expert interviews group discussions and other empirical data that compare instructional practices within five distinct schools the book represents a breakthrough in our understanding of developments in Turkey and their significance for extant theories of curriculum development and reform worldwide By linking specific case study material from Turkey to intensifying international concerns it provides an important and relevant global commentary

Changing the Curriculum Bob Adamson,Tammy Kwan,Ka-ki Chan,2000-11-01 The Target Oriented Curriculum TOC is arguably the most comprehensive fundamental and controversial attempt to promote systemic curriculum reform in Hong Kong It aimed at a radical change in

the nature of knowledge pedagogy and assessment in schools After an initial phase of confusion and criticism this ambitious reform was revamped and vigorously promoted but within a few years it totally lost momentum as other educational issues attracted the attention of policy makers This book traces the career of TOC and studies the impact of the reform on the education system subjects schools and teachers Drawing on a four year multi level research project the chapters provide a deep understanding of the complex nature of educational reform and how a new curriculum is interpreted developed and implemented Besides providing a fascinating portrayal of the experiences of the TOC reform this book offers lessons for future curriculum change in Hong Kong and elsewhere This writes Ivor Goodson in the Foreword is curriculum research at its best

Report United States. Commission for the Control of Huntington's Disease and Its Consequences,1977

School Subjects and Curriculum Change Ivor F. Goodson,2013-04-03 The process of curriculum development is highly practical as Goodson shows in this enlarged anniversary third edition of his seminal work The position of subjects and their development within the curriculum is illustrated by looking at how school subjects in particular geography and biology gained academic and intellectual respectability within the whole curriculum during the late 1960s and early 1970s He highlights how subjects owe their formation and accreditation to competing status and their power to compete in the provision of worthwhile knowledge and considers subjects as continually changing sub groups of information Such subjects from the framework of the society in which individuals live and over which they have influence This volume questions the basis on which subject disciplines are developed and formulates new possibilities for curriculum development and reform in a post modernist age

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An Introduction to Curriculum Studies Philip H.

Taylor,Colin M. Richards,2018-10-03 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

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