

Innovation in curriculum design and delivery



Ecole Globale
International Girls' School

Curriculum Innovation

**Jules Pieters, Joke Voogt, Natalie Pareja
Roblin**

Curriculum Innovation:

Curriculum Innovation Alan Harris, Martin Lawn, William Prescott, 1975 **Curriculum Innovation** Roger Crombie White, 1997 Curriculum Innovation is a celebration of teachers achievements and creativity at the secondary level of schooling It examines the historical and political contexts of curriculum development and control in the United Kingdom and analyses the values and beliefs that have shaped the reforms in schools and colleges over the last two decades It considers the extent to which these changes have acted to challenge the professional autonomy and status of teachers and lecturers and reflects the views of those affected This book highlights not only the professional imagination but also what it can achieve It makes for inspirational reading and will be of great interest to students teachers and lecturers and anyone involved with curriculum development for the 14-19 age group

Navigating Quality Assurance and Accreditation in Global Higher Education Kayyali, Mustafa, 2024-12-13 As institutions strive to attract students from diverse backgrounds and compete on a global scale quality assurance frameworks ensure educational programs meet established regulations Accreditation processes validate institutional credibility while enhancing student confidence in their educational choices However with varying standards and practices across countries the challenge lies in facilitating mobility collaboration and mutual recognition in organizations By addressing these complexities higher education institutions can promote quality accountability and continuous improvement enhancing the value of education in a global context Navigating Quality Assurance and Accreditation in Global Higher Education explores the multifaceted landscape of quality assurance accreditation processes strategic management and other critical elements within the realm of higher education It delves into the challenges and opportunities faced by academic institutions as they strive for excellence in an ever evolving educational landscape This book covers topics such as online learning quality assurance and student engagement and is a useful resource for educators administrators policymakers business owners academicians and researchers

Collaborative Curriculum Design for Sustainable Innovation and Teacher Learning Jules Pieters, Joke Voogt, Natalie Pareja Roblin, 2019-09-19 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 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

The Yuanpei Program in Peking University Wanying Wang, 2013-07-22 The Yuanpei program is an institution wide curriculum innovation modeling on the core curriculum in Harvard which is committed to carrying out general education This research investigated the major conflicts that arose in the process of initiation and implementation of the Yuanpei program how these conflicts evolved during the process and what were the sources of these conflicts The conflict model primarily derived from conflict theory was adopted to interpret and analyze the process of curriculum innovation in this context The study employed a qualitative case study approach Data were collected primarily through interviews observations and document analysis The administrators teachers and students were interviewed to gain insight into major conflicts arose their processes and sources in process of the curriculum innovation The researcher primarily observed program practices and operations including program setting the human social environment how participants interact and communicate and program activities and participant behaviors The researcher distinguished between conceptual conflicts and practical conflict in light of the different stages in which conflicts emerged The researcher mainly identified three conceptual conflicts that represent the focus of debates first the two opposing opinions on how to balance between general education and specialized education second potential incongruence in the idea of the Yuanpei program third conflict between the changing need of society and traditional system of training The researcher summarized four categories of practical conflicts in light of various issues free course selection free major selection faculty advisor as well as general education elective courses in each of which sub themes were identified and analyzed The researcher described how both conceptual and practical conflicts evolved Each major conceptual conflict seems to go through similar stages based on the data involving issue confrontation and integration of claims of both sides For practical conflicts factors contributing to the escalation and de escalation moderation of conflicts were found by the researcher The research identified different roles incompatible values contested resources and structural constraints as the main sources of conflict Any conflict may involve more than one category or may be mainly due to one category As such the study is exploratory and contributes to the scholarship on educational change through its analysis of the curriculum innovation for general education in Peking University

ECIC2011-Proceedings of the 3rd European Conference on on Intellectual Capital Geoff Turner, 2011-04-18 These proceedings represent the work of presenters at the 3rd European Conference on Intellectual Capital ECIC 2011 The Conference is hosted this year by the University of Nicosia in Cyprus The Conference Chair is Geoff Turner from the University of Nicosia and the Programme Chair is Clemente Minonne from the School of Management and Law Zurich University of Applied Sciences Winterthur Switzerland The opening keynote address is given by John Girard from Minot State University in the USA John will address the question Social Knowledge Are we ready for the future The second day of the

conference will be opened by Ludo Pysis from AREOPA in Belgium who will consider Intellectual Capital Accounting how to measure the unmeasurable We also look forward to a Knowledge Cafe on the topic of What intellectual capital ideas and developments do you expect to live and see facilitated by Helen Paige from The Paige Group South Australia

Curriculum Innovation at the Second Level of Education Brian Holmes,1974

Contextualized Practices in Arts Education Chee-Hoo Lum,2013-12-28 This edited book not only makes a much needed contribution to research in arts education but also provides a strong grounding of evidential support for Singapore arts education in contrast to the current state of affairs in arts education in many parts of the world where severe cuts in funding lackluster support for the arts and imperialist agendas are pervasive The case of and for Singapore presented in this edited book through rich descriptions of the dedicated contextualized practices of arts educators artists and researchers offers readers many valuable lessons and reflections on the continued survival and advancement of arts education

Curriculum Innovations in Africa Andrew O. Urevbu,1990

Social Pressures and Curriculum Innovation Mary Waring,2018-10-03 Originally published in 1979 This book is a study of the problems of functional and ideological adaptation of the curriculum in response to social change based on a close investigation of a particular significant curriculum innovation set up in 1962 the Nuffield Foundation Science Teaching Project The book focuses particularly on the development of the O level chemistry curriculum which was one of the three founding projects If sensible decisions are to be made about curriculum development now and in the future it is vitally important that we take account of the history of influential curriculum projects This book deals thoroughly with the various political social and educational factors influencing the setting up of the Nuffield Foundation Science Teaching Project the details of its execution methods the influence of pressure groups and of particular individuals and its outcomes The content of the secondary curriculum is a perennial topic of interest and this book is a stimulating aid to clear thinking not only as history

Inside Information Nigel Norris,Jack Sanger,1984 An evaluation of the InSCRU Project

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Curriculum Design for Sustainable Innovation and Teacher Learning Jules Pieters,Joke Voogt,Natalie Pareja Roblin,2020-09-11 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 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 Innovation in Professional Education Richard E. Boyatzis, Scott S. Cowen, David A. Kolb, 1995 The book provides specific designs methods and procedures for conducting outcome assessment studies including five types particularly relevant to professional schools alumni studies employer studies faculty studies student change studies and professional competency studies Book jacket Collaborative Curriculum Design for Sustainable Innovation and Teacher Learning Natalie Pareja Roblin, Joke Voogt, Jules Pieters, 2020-10-09 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 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 work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use All rights not granted by the work s license are retained by the author or authors **Educational Innovation for Sustainable Development** ,1998

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