

# Critical Approach to Curriculum Theory

1

- Challenging the underlying assumptions and values that shape educational practices.

2

- Recognizes that there are multiple perspectives and voices that shape the curriculum.

3

- Places a strong emphasis on social justice and equity.

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# Curriculum Theory

**Michael Uljens, Rose M. Ylimaki**



## **Curriculum Theory:**

**What Is Curriculum Theory?** William F. Pinar, 2019-05-08 This primer for prospective and practicing teachers asks students to question the historical present and their relation to it and in so doing reflect on their own understandings of what it means to teach to study to educate and to become educated in the present moment in the places we inhabit Not only the implementation of objectives to be assessed by standardized tests curriculum is communication among older and younger generations informed by academic knowledge and characterized by educational experience Pinar's concept of *currere* the Latin infinitive of curriculum is invoked to provide an autobiographical method for self study enabling both individuals and groups to understand teaching as passionate participation in the complicated conversation that is the curriculum New to the Third Edition A new allegory of the present the Harlem Renaissance New section on technology New section on the future of curriculum Expanded section on Freedom Schools Educators depicted as truth tellers in this post truth era of fake news Provocative compelling and controversial What Is Curriculum Theory remains indispensable for scholars and students of curriculum studies teacher education educational policy and the foundations of education

**What Is Curriculum Theory?** William F. Pinar, 2012-03-22 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 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

**The Curriculum** A V Kelly, 2009-01-19 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 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

**Curriculum Theory**  
Michael Stephen Schiro,2012-04-24 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

**Exemplars of Curriculum Theory**  
Arthur K. Ellis,2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company *What is Curriculum Theory?* William Pinar,2004-01-01 Explores curriculum theory describing it as a interdisciplinary study of education experience and questioning readers on what it means to teach study and become educated *Curriculum* Wesley Null,2023-03-27 The third 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 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 edition to include new figures address rapid changes in democratic society and chart a path to inclusion and wise decision making Curriculum Theory Michael Schiro,2008 This book presents readers with a clear sympathetic and unbiased perspective on the major curriculum philosophies ideologies viewpoints or visions for schooling that have exerted influence on American educators and schooling over the last century It also helps readers better understand curricular disagreements that occur in schools determine the ideologies and intentions of other educators speak in the language of other educators while conveying their own meanings and more effectively negotiate curriculum decisions with colleagues curriculum committees school boards and their communities

**What is Curriculum Theory?** William Pinar,2004 This primer for teachers prospective and practicing asks

students 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 Curriculum theory is presented as the interdisciplinary study of educational experience The central concept of curriculum studies as a complicated conversation is explored Within this framework Pinar offers a compelling interpretation of contemporary school reform policies and practices and an explication of curriculum theory's power

**Curriculum Theory** George A. Beauchamp, 1981 [Handbook of Curriculum Theory, Research, and Practice](#) Peter Pericles Trifonas, Susan Jagger, 2024-02-22 This Handbook paints a portrait of what the international field of curriculum entails in theory research and practice It represents the field accurately and comprehensively by preserving the individual voices of curriculum theorist researchers and practitioners in relation to the ideas rules and principles that have evolved out of the history of curriculum as theory research and practice dealing with specific and general issues Due to its approach to both specific and general curriculum issues the chapters in this volume vary with respect to scope Some engage the purposes and politics of schooling in general Others focus on particular topics such as evaluation the use of instructional objectives or curriculum integration They illustrate recurrent themes and historical antecedents and the curricular debates arising from and grounded in epistemological traditions Furthermore the issues raised in the handbook cut across a variety of subject areas and levels of education and how curricular research and practice have developed over time This includes the epistemological foundations of dominant ideas in the field around theory research and practice that have led to marginalization based on race class gender sexuality ethnicity age religion and ability The book argues that basic curriculum issues extend well beyond schooling to include the concerns of anyone interested in how people come to acquire the knowledge skills and values that they do in relation to subjectivity and experience

**Curriculum** J. Wesley Null, Wesley Null, 2011-03-16 Curriculum introduces readers to curriculum theory and practice Wesley Null provides a unique organization of the curriculum field into five traditions systematic existential radical pragmatic and deliberative He discusses the philosophical and historical foundations as well as the historical and contemporary figures who have shaped each curriculum tradition Additionally he presents case studies that provide the opportunity for scholars and practitioners to resolve curriculum problems through deliberation

*A Praxis of Presence in Curriculum Theory* William F. Pinar, 2022-08-31 Building on his seminal methodological contribution to the field currently here William F. Pinar posits a praxis of presence as a unique form of individual engagement against current cultural crises in education Bringing together a series of updated essays articles and new writings to form this comprehensive volume Pinar first demonstrates how a praxis of presence furthers the study of curriculum as lived experience to overcome self enclosure restart lived and historical time and understand technology through a process of regression progression analysis and synthesis Pinar then further illustrates how this practice can inform curricular responses to countering presentism narcissism and techno utopianism in educators work with digital natives Ultimately this book offers researchers scholars and

teacher educators in the fields of curriculum theory the sociology of education and educational policy more broadly the analytical and methodological tools by which to advance their understanding of currere and in doing so allows them to tackle the main cultural issues that educators face today

**Bridging Educational Leadership, Curriculum Theory and Didaktik** Michael Uljens, Rose M. Ylimaki, 2017-10-04 This book is open access under a CC BY 4.0 license This volume argues for the need of a common ground that bridges leadership studies curriculum theory and Didaktik It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields It concludes with implications of its coherent theoretical framing for future empirical research Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education These challenges affect governance leadership and curriculum involving changes in aims and values that demand coherence Yet the traditionally disparate fields of educational leadership curriculum theory and Didaktik have developed separately both in terms of approaches to theory and theorizing in USA Europe and Asia and in the ways in which these theoretical traditions have informed empirical studies over time An additional aspect is that modern education theory was developed in relation to nation state education which in the meantime has become more complicated due to issues of globalism This volume examines the current state of affairs and addresses the issues involved In doing so it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives

**Conflicts in Curriculum Theory** João M. Paraskeva, 2011-07-04 This book challenges educators to be agents of change to take history into their own hands and to make social justice central to the educational endeavor Paraskeva embraces a pedagogy of hope championed by Paulo Freire where people become conscious of their capacity to intervene in the world to make it less discriminatory and more humane

**Curriculum and Imagination** James McKernan, 2007-08-07 Curriculum and Imagination describes an alternative process model for designing developing implementing and evaluating curriculum suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure This comprehensive and authoritative book offers a practical and theoretical plan for curriculum making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers human values Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic ends means notion of educational planning Anyone studying or teaching curriculum studies or involved in education or educational planning will find this important new book fascinating reading

**Curriculum: Theory, Culture and the Subject Specialisms** Ruth Ashbee, 2021-06-14 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 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

**The Curriculum** Albert Victor Kelly, 1977 **Theory and Method in Higher Education Research** Jeroen Huisman, Malcolm Tight, 2017-09-01 Theory and Method in Higher Education Research provides a forum specifically for higher education researchers to discuss issues of theory and method This latest volume presents a truly international approach with contributions from Argentina Belgium Canada the Czech Republic Finland Germany Norway Portugal the U K and the U S

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

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