

Radical Curriculum Theory Reconsidered: A Historical Approach

Hlebowitsh, Peter S.

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Radical Curriculum Theory Reconsidered A Historical Perspective

Wayne Au



Radical Curriculum Theory Reconsidered A Historical Perspective:

Radical Curriculum Theory Reconsidered Peter S. Hlebowitsh, 1993 **Reconceptualizing Curriculum**

Development James Henderson, and Colleagues, 2014-12-05 Reconceptualizing Curriculum Development provides accessible clear guidance on curriculum problem solving and educational leadership through the practice of a synoptic curriculum study. This practice integrates three influential interpretations of curriculum: curriculum as deliberative artistry, curriculum as complicated conversation, and curriculum as currere with John Dewey's lifetime work on reflective inquiry. At its heart, the book advances a way of studying as a way of living with reference to the question: How might I live as a democratic educator? The study guidance is organized as an open-ended scaffolding of three embedded reflective inquiries informed by four deliberative conversations. Study recommendations are provided by a carefully selected team. The field-tested study-based approach is illustrated through a multi-layered, multi-voiced narrative collage of four experienced teachers' personal journeys of understanding in a collegial study context. Applying William Pinar's argument that a conceptual montage enabling teachers to lead complicated conversations should be the focus for curriculum development in the field's current post-reconceptualist moment, the book moves forward the educational aim of facilitating a holistic subject-self-social understanding through the practice of a balanced hermeneutics of suspicion and trust. It closes with a discussion of cross-cultural collaboration and advocacy reflecting the interest of curriculum scholars in a wide range of countries in this study-based, lead learning approach to curriculum development.

Critical Curriculum Studies Wayne Au, 2012-03-22 Critical Curriculum Studies examines both how social power is embedded in curricular knowledge and how such knowledge can be used to make progressive educational and social change. *Whole, bright, deep with understanding* José Augusto Pacheco, 2009-01-01 This book is about William Pinar, one of the best-known authors in the field of curriculum studies. The main contribution of William Pinar is not to determine the curriculum. He is involved in a continuous struggle to help students and teachers reflect about their personal experiences, educational and curricular options. The book has been organized in five chapters. The first chapter, discursive construct, includes the identification of William Pinar from his own roots as a student and as a teacher and the schools of thought that influenced his work. The second chapter is concerned with Curriculum Studies as an academic field, answering the questions: What is Curriculum Theory? What does the reconceptualization movement mean? What is post-Reconceptualization? The following chapter is about Pinar's curriculum theorizing, including a particular mode of *pensar* (schooling, school and teacher education as well as curriculum as comparative language and currere as method). The fourth chapter is about his life experiences, particularly the sense of South and includes Pinar's transdiscursivity searching for the author function features through the foundational Journal and the Internationalization of Curriculum Studies. The last chapter includes some contributions of the studies of William Pinar and Ivor Goodson concerning research in the field of curriculum by Ant nio Fl vio Moreira, a well-known scholar in Brazil and Portugal.

Understanding Curriculum William F. Pinar, 1995

Perhaps not since Ralph Tyler's 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike

An Introduction to the Internationalization of Higher Education Ali Arabkheradmand, Enayat A. Shabani, Amir Zand-Moghadam, Hossein Samadi Bahrami, Ali Derakhshesh, Arya Rahimi

Golkhandan, 2015-02-20 Internationalization of higher education is a concept that is currently making its way to every corner of the globe An Introduction to the Internationalization of Higher Education aims to provide the reader with an introduction to this subject and explore three of its most fundamental aspects namely internationalization at home internationalization abroad and internationalization of curriculum This publication delves into the underlying rationale for internationalization of higher education and discusses the opportunities and challenges brought about by this concept Current practices regarding the internationalization of higher education are discussed and the requirements for the realization of these activities are laid out This book can act as a basis for future research endeavors as it clearly and comprehensively introduces the internationalization of higher education and answers various questions about this topic

Curriculum Development in the Postmodern Era Patrick Slattery, 2012-12-06 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company

To Want to Learn Jackson Kytle, 2012-07-17 Lack of learner motivation is the single greatest challenge before American schools and colleges When students are self motivated they invest more and work harder at learning even if resources are inadequate Jackson Kytle's provocative book argues that students and teachers waste time and human energy because the conventional curriculum rests on flawed mental models Hope for change requires a searching critique of modernity as well as expanded theories of human motivation and learning based on advances in neurobiology and cognitive studies After consideration of existentialism and choice of life purposes and the dynamics of psychological involvement Kytle closes his ambitious interdisciplinary book with ten considerations for better learning

Paradigm Debates in Curriculum and Supervision Linda Behar-Horenstein, Jeffrey Glanz, 2000-01-30 Paradigm debates in the educational research community are a frequent if not common occurrence How do paradigm debates in other educational fields such as curriculum and supervision shape educators understanding and practice In this volume it is suggested that educators adherence to particular views of curriculum and supervision is influential in guiding their beliefs and subsequent actions For example a widely accepted belief is that if an individual adopts a mechanistic view of the curriculum then s/he is likely to deliver a curriculum grounded in pre established objectives and evaluate student achievement in relationship to formulated objectives Postmodernists contend that such educators are bound by rigid bifurcation and a constrictive linear logic In supervision educational leaders who favor leadership styles comprised by autocratic behaviors tend to create school

climates that favor a top down approach to human relationships Autocratic leaders rely on hierarchical organizational structures and styles that seek to instill compliance and subordination Yet prospective administrators who want concrete proposals put in practice find modern perspectives of supervision helpful In contrast postmodern supervisors allege that such leaders disallow the emergence of relevant and authentic relationships that might occur when conventional hierarchical structures are diminished and open lines of communication between teachers students administrators become normative The chapters in this book present an in depth analysis of how an individual s predisposition towards modern and postmodern views of curriculum and supervision are likely to influence 1 curriculum development 2 teaching styles 3 leadership styles 4 teacher and student evaluation and 5 the missions intrinsic to the creation of professional preparation programs that serve to promulgate existing practice or create a new order of teachers and administrator

Conducting Educational Research

R. Murray Thomas, 1998-09-30 Emphasizing the comparative aspects of research this introduction to educational research traces the process through five stages choosing what to study including specifying the research problem collecting information organizing and summarizing information interpreting results and reporting the outcomes Each of the stages offers diverse options available to researchers for solving the problems of that stage and a research project checklist at the end of each chapter guides readers in applying the chapter s contents to their own research studies In much educational discourse comparative education has referred solely to the study of educational similarities and differences between regions of the world or between two or more nations This book uses the broader definition of the term to encompass a large body of research including studies focusing on comparisons between local educational systems schools classrooms language groups religious denominations genders social classes and individual students Students who are planning research projects as well as staff members of such organizations as ministries of education school systems bureaus of educational research and educational aid agencies will find this volume indispensable

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