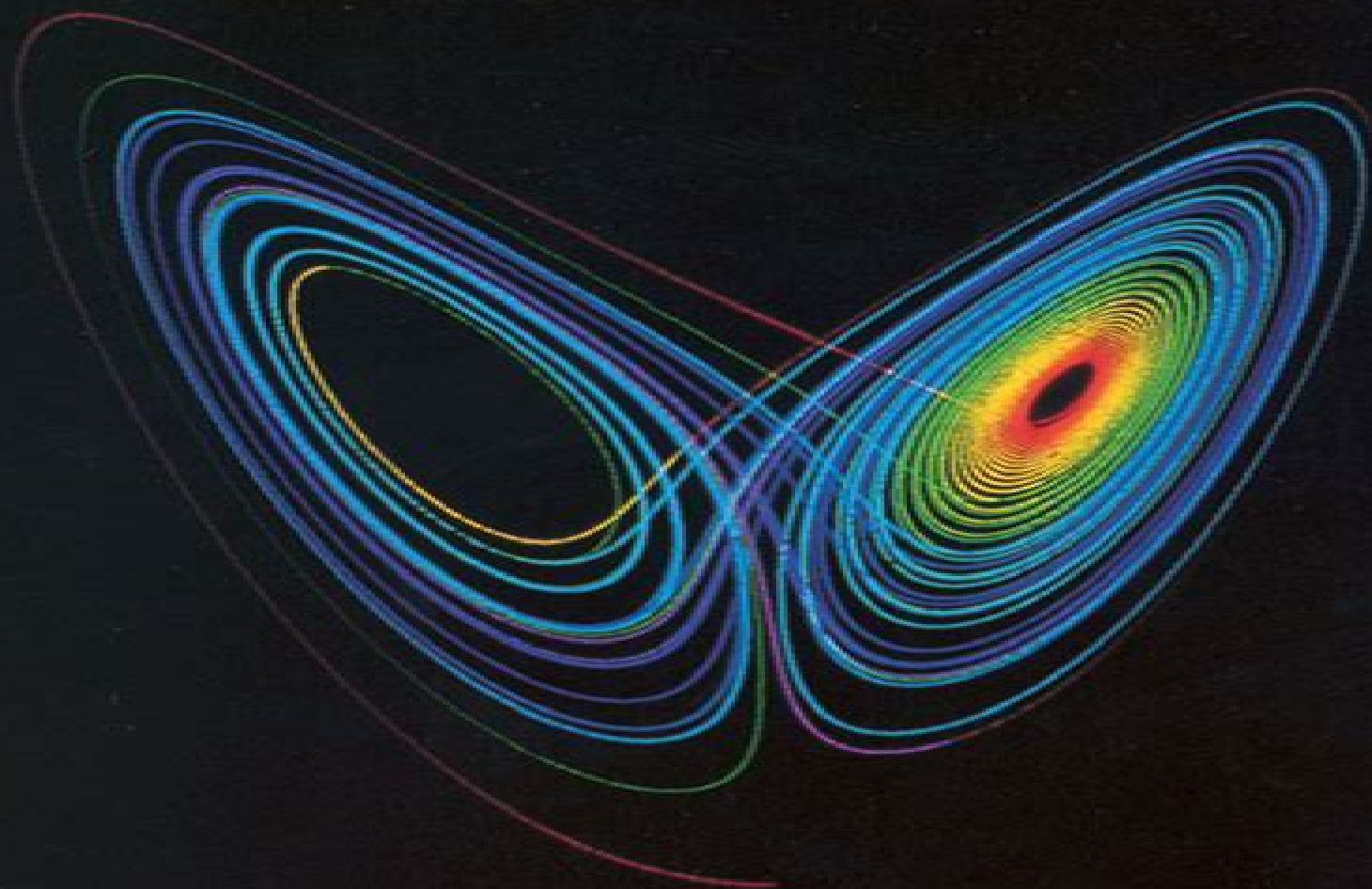


Advances in Contemporary Educational Thought Series, Volume 9



A POST-MODERN PERSPECTIVE ON CURRICULUM

WILLIAM E. DOLL, JR

Post Modern Perspective On Curriculum

Savannah Derien Thorne



Post Modern Perspective On Curriculum:

A Post-Modern Perspective on Curriculum William E. Doll Jr., 1993 Doll draws relationships among the ideas advanced in chaos theory Piagetian epistemology cognitive theory and the work of Dewey and Whitehead In this book on the post modern perspective on the curriculum the author asserts that the post modern model of organic change is not necessarily linear uniform measured and determined but is one of emergence and growth made possible by interaction transaction disequilibrium and consequent equilibrium Transformation not a set course the book argues should be the rule and open endedness is an essential feature of the post modern framework In the book the author envisages a curriculum in which the teacher s role is not causal but transformative The curriculum is not the race course but the journey itself metaphors can be more useful than logic in generating dialogue in the community and educative purpose planning and evaluation is flexible and focused on process not product Scholarly yet direct and to the point Doll s ideas make sense to front line educators in the real world of today s schools Kenneth Graham Seaford Union Free School District

Curriculum Development in the Postmodern Era Patrick Slattery, 2006 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition

Curriculum Development in the Postmodern Era Patrick Slattery, 2006 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and

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Pragmatism, Postmodernism, and Complexity Theory William E. Doll, 2012 The first collection of the key works of the major curriculum studies scholar William E Doll Jr this volume provides an overview of his scholarship over his fifty year career and documents the theoretical and practical contribution he has made to the field The book is organized in five thematic sections Personal Reflections Dewey Piaget Bruner Whitehead Process And Transformation Modern Post Modern Structures Forms and Organization Complexity Thinking and Reflections on Teaching The complicated intellectual trajectory through pragmatism postmodernism and complexity theory not only testifies to Doll s individual lifetime works but is also intimately related to the landscape of education to which he has made an important contribution Of interest to curriculum scholars around the world the book will hold special significance for graduate students and junior scholars who came of the age in the field Doll helped create one crafted by postmodernism and more recently complexity theory *Mathematics Education within the Postmodern* Margaret Walshaw, 2004-06-01 This timely and accessible book presents a challenge to accepted wisdoms about both the nature of mathematics and of education The authors of this groundbreaking volume bring to bear on this intersection a postmodern sensibility that engages with the grand narratives of mathematics education Thus they provide a key resource for rethinking theory and practice in mathematics education Each of the chapters develops important insights for mathematics education from mainly French intellectuals of the past Foucault Lacan Lyotard Deleuze Each chapter addresses issues relevant to mathematics education researching and teaching mathematics **Marxism Against Postmodernism in Educational Theory** Mike Cole, Dave Hill, Peter McLaren, 2002-12-11 Postmodernism has become the orthodoxy in educational theory It heralds the end of grand theories like Marxism and liberalism scorning any notion of a united feminist challenge to patriarchy of united anti racist struggle and of united working class movements against capitalist exploitation and oppression For postmodernists the world is fragmented history is ended and all struggles are local and particularistic Written by internationally renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work Postmodernism in Educational Theory critically examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research The writers argue that postmodernism provides neither a viable educational politics nor the foundation for effective radical educational practice and offer an alternative politics of human resistance which puts the challenge to capitalism firmly on the agenda of educational theory politics and practice *Encyclopedia of Curriculum Studies* Craig Kridel, 2010-02-16 The study of curriculum beginning in the early 20th century first served the areas of school administration

and teaching and was used to design and develop programs of study The field subsequently expanded and drew upon disciplines from the arts humanities and social sciences to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences practices settings actions and theories The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator This two volume set serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing expansive and contested field of study Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in depth treatment of the Twenty Sixth Yearbook of the National Society for the Study of Education NSSE a 1927 publication that has taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts to become more comfortable with specialized phrases and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations Schools and Projects Publications Theoretical Perspectives Types of Curricula The Encyclopedia of Curriculum Studies offers the careful reader a surprisingly revealing depiction of the conventions mores and accepted research and writing practices of the field of curriculum studies as it continues to expand and change Availability in print and electronic formats provides students with convenient easy access wherever they may be

Marxism Against Postmodernism in Educational Theory Dave Hill, 2002-01-01 Written by renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research

What Comes After Postmodernism in Educational Theory? Michael A. Peters, Marek Tesar, Liz Jackson, Tina Besley, 2020-06-09 Marking the fiftieth anniversary of the Educational Philosophy and Theory journal this book brings together the work of over 200 international scholars who seek to address the question What happened to postmodernism in educational theory after its alleged demise Declarations of the death knell of postmodernism are now quite commonplace Scholars in various disciplines have suggested that if anything postmodernism is at an end and has been dead and buried for some time An age dominated by playfulness hybridity relativism and the fragmentary self has given way to something else as yet undefined The lifecycle of postmodernism started with Derrida's 1966 seminal paper Structure Sign and Play in the Discourse of the Human Sciences its peak years were 1973 1989 followed by uncertainty and reorientation in the 1990s and the aftermath and beyond McHale 2015 What happened

after 2001 This collection provides responses by over 200 scholars to this question who also focus on what comes after postmodernism in educational theory This book was originally published as a special issue of the journal Educational Philosophy and Theory

A Post-modern Perspective on Curriculum William E. Doll,1993-01-01 In this book on the post modern perspective on the curriculum the author asserts that the post modern model of organic change is not necessarily linear uniform measured and determined but is one of emergence and growth made possible by interaction transaction disequilibrium and consequent equilibrium Transformation not a set course the book argues should be the rule and open endedness is an essential feature of the post modern framework

An Introduction to Elijah Muhammad Studies Abul Pitre,2021-10-21 First published in 2009 this ground breaking work introduced a new field in Africana studies and laid the groundwork for positioning the teachings of Elijah Muhammad in academia Today this work remains a rare opportunity for scholars and lay persons to a preview the teachings of Elijah Muhammad and its multifaceted interdisciplinary scope This book has the potential to change the philosophical and practical methods of education In this revised edition new terminology for Elijah Muhammad Studies is coined Elijahmatology It additionally includes updated references and expanded discussion about the impact of Elijah Muhammad s teachings in the 21st century The book lays a foundation for situating the teachings of Elijah Muhammad in academia identifying Africana Studies as the discipline from which it could develop into a field of study

Conference Proceeding. New Perspectives in Scienze Education Pixel,2016-03-04

Handbook of Research on Program Development and Assessment Methodologies in K-20 Education Wang, Viktor,2017-11-30 As the educational system continues to evolve it is essential that educators of today devise innovative and strategic approaches to program development and assessment The Handbook of Research on Program Development and Assessment Methodologies in K 20 Education is an essential reference source for the latest terminology and concepts related to program development Featuring extensive coverage on a broad range of topics such as cognitive diagnostic assessments self directed learning and digital education this publication is ideally designed for educators students program designers and librarians seeking current research on inventive strategies and practices to enhance education in the 21st century

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

Higher Education at a Crossroads

Paul R. Geisler,2006 The central argument of this book posits that today s American university is dysfunctional or perhaps Dysacademic This affective disorder is traced to the increasingly corporate and performative utilities of many contemporary institutions of higher education Today s commodified and closed university doesn t transform the self as it once did when the pedagogy of Bildung emphasized the development of character and culture by teaching the rules of thought Rather the dysfunctional American university controls constricts and normalizes its subjects according to hyper structured accreditation happy economically driven disciplinary specialization and a priori established standards and outcomes that work to define and transform the effective utility of higher education After deconstructing the discourse of Dysacademia the author outlines his vision for a third curriculum one wrought with complexity self organization and critical open spaces

A Curriculum of Hope Savannah Derien Thorne,2001 *Curriculum Development in the Postmodern Era* Patrick Slattery,2012-10-12 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition

Theory and Method in Higher Education Research Jeroen Huisman,Malcolm Tight,2019-10-07 This volume of Theory

and Method in Higher Education Research contains analyses and discussions of amongst others disability frameworks rhythms research loose coupling mixed methods internet mediated research critical whiteness and selection bias

Mindfulness in Education Kenneth Tobin, 2020-06-29 This book explores how mindfulness has been infused into education to produce favorable outcomes such as stress reduction heightened focus resilience calmness alertness mood regulation self awareness professional commitment and increased compassion and kindness to self and others The chapters are situated in diverse contexts including schools and colleges warfare violent extremism global warming child sex abuse and species extinction A feature of the book is the use of what is learned from ongoing research to design interventions to increase the incidence of mindful practices to enhance learning and forms of conduct to transform social life and sustain harmonious lifestyles Inclusion of mindfulness based interventions in teacher education programs include breathing meditation and tools such as heuristics and mindful writing Breathing meditation and its relationship to mindfulness is addressed including abdominal breathing as a component of meditation leading to mindful conduct and physiological changes including heart rate and blood oxygenation levels The extent to which breathing practice includes nasal and oral inhalation and exhalation is also considered in relation to increasing levels of nitric oxide in the airways thereby enhancing social communication and wellness This book was originally published as a special issue of Learning Research and Practice

Applied Qualitative Studies in Education Evaggelia Kalerante, Panagiotis Giavrimis, Theodoros Eleftherakis, Lela Gogou, Souzanna-Maria Nikolaou, 2020-10-19 This textbook of selected qualitative studies is concerned with the exploration of current educational issues in relation to teachers students parents the scientific community and common readers Using scientific and comprehensible methods the contributions explore individuals attitudes viewpoints and behaviours through studies conducted in Greece and Cyprus yet in topics common in the European and international educational and social space Therefore this textbook addresses an expanded audience of scientists and common readers who can be informed about contemporary research methodology and corresponding theory It allows the reader to communicate with science through a reader friendly manner while at the same time corresponding to scientific ethics and every person's interest in understanding and being informed about social situations At a time when lifelong education is enhanced scientific tools must be readapted so that social and educational discourse is both scientific and comprehensible

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