

Curriculum Theorizing The Reconceptualists

Curriculum Theorizing Understanding Curriculum The Journal of Curriculum Theorizing Key Concepts for Understanding Curriculum: Planning, management, and ideology A Framework for Examining Reconceptualism and Deriving Its Possible Implications for Undergraduate Liberal Arts Teacher Education Encyclopedia of Curriculum Studies Teacher Personal Theorizing The Lure of the Transcendent Whole, bright, deep with understanding Conflicts in Curriculum Theory Encyclopedia of Education and Human Development Duoethnography Contemporary Curriculum Discourses Encyclopedia of Educational Reform and Dissent Posthumanism and Educational Research Knowledge, Control and Critical Thinking in Singapore Disrupting Higher Education Curriculum What Is Curriculum Theory? New Directions in Curriculum Studies The Oxford Handbook of Community Music William F. Pinar William F. Pinar Colin J. Marsh Robert Louis Mulder Craig Kridel E. Wayne Ross Dwayne Huebner José Augusto Pacheco João M. Paraskeva Stephen J. Farenga Joe Norris William F. Pinar Thomas C. Hunt Nathan Snaza Leonel Lim Michael Anthony Samuel William F. Pinar Philip H. Taylor Brydie-Leigh Bartleet Curriculum Theorizing Understanding Curriculum The Journal of Curriculum Theorizing Key Concepts for Understanding Curriculum: Planning, management, and ideology A Framework for Examining Reconceptualism and Deriving Its Possible Implications for Undergraduate Liberal Arts Teacher Education Encyclopedia of Curriculum Studies Teacher Personal Theorizing The Lure of the Transcendent Whole, bright, deep with understanding Conflicts in Curriculum Theory Encyclopedia of Education and Human Development Duoethnography Contemporary Curriculum Discourses Encyclopedia of Educational Reform and Dissent Posthumanism and Educational Research Knowledge, Control and Critical Thinking in Singapore Disrupting Higher Education Curriculum What Is Curriculum Theory? New Directions in Curriculum Studies The Oxford Handbook of Community Music *William F. Pinar William F. Pinar Colin J. Marsh Robert Louis Mulder Craig Kridel E. Wayne Ross Dwayne Huebner José Augusto Pacheco João M. Paraskeva Stephen J. Farenga Joe Norris William F. Pinar Thomas C. Hunt Nathan Snaza Leonel Lim Michael Anthony Samuel William F. Pinar Philip H. Taylor Brydie-Leigh Bartleet*

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

each chapter of this book is devoted to a separate concept which is analyzed in terms of its major features follow up questions at the end of each chapter are designed to challenge the reader to reflect further on the specific issues raised

the encyclopedia of curriculum studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator the study of curriculum beginning in the early 20th century served

primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study the field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests the encyclopedia of curriculum studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study representative topics include origins definitions dimensions and variations on curriculum studies curriculum development and design for schools curricular purpose implementation and evaluation contemporary issues e g standards tests and accountability curricular dimensions of teaching and teacher education interdisciplinary perspectives on institutionalized curriculum informal curricula of homes mass media workplaces organizations and relationships impact of race class gender health belief appearance place ethnicity language relationships of curriculum and poverty wealth and related factors modes of curriculum inquiry and research curriculum as cultural studies exploring the formation of identities and possibilities corporate state church and military influence as curriculum global and international perspectives on curriculum curriculum organizations journals and resources summaries of books and articles on curriculum studies biographic vignettes of key persons in curriculum studies relevant photographs

this book examines the relationship between teacher theorizing and teacher action as illustrated by the curricular and instructional practices of teachers the authors show that all teaching is guided by theory developed by the teachers teachers could not begin to practice without some knowledge of the context of their practice and without ideas about what can and should be done in those circumstances in this sense teachers are guided by personal practical theories that structure their activities and guide them in making decisions this literature is very significant in explaining and interpreting many phenomena of schooling such as why teachers alter curriculum documents and other policies how inservice education can be improved how supervisors can help teachers to improve their practices and how administrators can become leaders to improve education this perspective has broad and specific implications for every facet of education those interested in teacher education and development in supervision in curriculum and in administration will find it especially relevant

in 1969 bill pinar was privileged to study with dwayne huebner at teachers college in a large room with 70 others he watched an extraordinary figure in the distance speaking a tongue few of them grasped whom they all found compelling they knew they were in the presence of a most remarkable and learned man huebner helped create the world which contemporary curriculum scholars now inhabit and labor to recreate as educators and theoreticians his generative influence has been evident in many discourses including the political the phenomenological the aesthetic and the theological this volume situates huebner s work historically emphasizing the ways it foreshadowed the reconceptualization of the field in the 1970s

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 de penser 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 ant3nio fl3vio moreira a well known scholar in brazil and portugal

since its original publication conflicts in curriculum theory has firmly established itself as the key volume that not only advanced alternative ways to think about education and curriculum but also introduced innovative scholarship and a radical conceptual grammar for the field in this revised second edition paraskeva addresses current epistemological shifts and avenues within and beyond counter dominant eurocentric curriculum perspectives in this second edition which includes a new introduction he provides a critical examination of the modern eurocentric curriculum and introduces readers to new theoretically rich concepts of curriculum momentism curriculum involution and curriculum occidentosis pushing the curriculum debate far beyond the classical eurocentric matrix

this comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine the book focuses on important themes in education and human development authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings the book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations this work integrates numerous theoretical frameworks with field based applications from many areas in educational research

duoethnography is a collaborative research methodology in which two or more researchers juxtapose their life histories in order to provide multiple understandings of a social phenomenon using their own biographies as sites of research and creating dialogic narratives they provide multiple perspectives of this phenomenon for the reader inviting the viewer to enter the conversation the dialectic process of creating duoethnography is also designed to be transformative to the writers in this volume two dozen scholars present the first wave of duoethnographic writings on topics as diverse as gender identity and curriculum with the editors framing key tenets of the methodology around the studies presented this participatory emancipatory methodology is of interest to those doing qualitative research and narrative writing in many disciplines

jct was the most important journal of curriculum studies during the field's paradigm shift in the 1970s its editors sponsored a yearly conference which also supported the intellectual breakthrough that was the reconceptualization of american curriculum studies this collection brings together the best of jct articles plus key documentary material of importance to scholars and students alike undergraduate and graduate students in curriculum instruction and foundations would find this book useful and insightful

the history of american education is replete with educational reform and to a lesser extent educational dissent consider the present you have various forms of privatization school choice the no child left behind act home schooling value added accountability alternative teacher preparation programs on line instruction etc this range of activity is not exceptional for instance consider the past progressive education open education the junior high school the middle school life adjustment education career education vocational education the comprehensive high school school to work year round schooling behavioral objectives proficiency exams high stakes testing whole language learning packages and self paced instruction modular scheduling site based management all presented as the way to reform american schools at least in part then you have the reformers themselves such as john dewey george counts herbert kohl john holt charles silberman admiral hyman rickover james bryant conant all the way back to horace mann himself dissenters and dissenting movements while not as numerous and certainly not as well known in educational circles count the various faith based schools and individuals such as archbishop hughes of new york clearly this is an area rich in ideas rife with controversy and vital in its outcome for individuals and the nation as a whole and yet strangely enough there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars teachers school administrators and students studying to enter the educational profession this two volume work is intended to be that authoritative resource key themes and topics include biographies of reformers and dissenters theoretical and ideological perspectives key programs and legislation judicial verdicts impacting educational change in america the politics and processes of educational reform and policy making dissent and resistance to reform technology's impact on educational reform a reader's guide in the front matter groups entries around such themes to help readers find related entries more easily

focusing on the interdependence between human animal and machine posthumanism redefines the meaning of the human being previously assumed in knowledge production this movement challenges some of the most foundational concepts in educational theory and has implications within educational research curriculum design and pedagogical interactions in this volume a group of international contributors use posthumanist theory to present new modes of institutional collaboration and pedagogical practice they position posthumanism as a comprehensive theoretical project with connections to philosophy animal studies environmentalism feminism biology queer theory and cognition researchers and scholars in curriculum studies and philosophy of education will benefit from the new research agendas presented by posthumanism

this book examines how critical thinking is regulated in singapore through the process of what the influential sociologist of education basil bernstein termed pedagogic recontextualization the ability of critical thinking to speak to alternative possibilities and individual autonomy as well as its assumptions of a liberal

arrangement of society is problematized in singapore's socio political climate by examining how such curricular discourses are taken up and enacted in the classrooms of two schools that cater to very different groups in society the book foregrounds the role of traditional high status knowledge in the elaboration of class formation and develops a critical understanding of post developmental state initiatives linked to the parable of modernization in singapore knowledge control and critical thinking in singapore offers chapters on critical thinking and the singapore state meritocracy illiberalism and neoliberalism sacred knowledge and elite dispositions recontextualizing critical thinking in an elite school power knowledge and symbolic control official pedagogic identities and the politics of recontextualization this book will appeal to scholars in comparative education studies curriculum studies and education reform it will also interest scholars engaged in asian studies who are struggling to understand issues of education policy formation and implementation particularly in the areas of critical thinking and other knowledge skills

discomfort with the inappropriateness of university curricula has met with increasing calls for disruptive actions to revitalise higher education this book conceived to envision an alternative emancipatory curriculum explores the historical ideological philosophical and theoretical domains of higher education curricula the authors acknowledge that universities have been and continue to be complicit in perpetuating cognitive damage through symbolic violence associated with indifference to the pernicious effects of race categorisation gender inequalities poverty rising unemployment and cultural hegemony as they continue to frame curricula cultures and practices the book contemplates the project of undoing cognitive damage offering glimpses to redesign curriculum in the 21st century the contributors international scholars emergent and expert researchers include different nationalities orientations and positionalities constituting an interdisciplinary ensemble which collectively provides a rich commentary on higher education curriculum as we know it and where we think it could be in the future the edited volume is a catalytic tool for disrupting canonised rituals of practice in higher education it has been a while since a scholarly book so authoritative in its claims and innovative in its concepts threatens to shake up the curriculum field at its foundations rich in metaphor and meaning the superbly written chapters challenge a field that once more became moribund as we settled so far too comfortably into accepting handed down frames and fictions about knowledge authority power and agency that imprint cognitive damage on those forced to the margins of schools and universities disrupting higher education curriculum demonstrates however that it is in fact from those margins of the education enterprise that academics teachers and learners can see more clearly how patterns of thought and action hold us back from placing and experiencing our african humanity at the centre of the curriculum jonathan jansen rector and vice chancellor of the university of the free state south africa

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

originally published in 1979 celebrating the tenth anniversary of the journal of curriculum studies this edited collection of ten significant papers five of them specially commissioned to critically survey a decade of intellectual effort in selected areas of curriculum studies not only identifies the emerging frontiers in an

important field within the study of education but also provides an excellent set of teaching and learning resources in an area where the usual text book can be counter productive

community music as a field of practice pedagogy and research has come of age the past decade has witnessed an exponential growth in practices courses programs and research in communities and classrooms and within the organizations dedicated to the subject the oxford handbook of community music gives an authoritative and comprehensive review of what has been achieved in the field to date and what might be expected in the future this handbook addresses community music through five focused lenses contexts transformations politics intersections and education it not only captures the vibrant dynamic and divergent approaches that now characterize the field but also charts the new and emerging contexts practices pedagogies and research approaches that will define it in the coming decades the contributors to this handbook outline community music s common values that center on social justice human rights cultural democracy participation and hospitality from a range of different cultural contexts and perspectives as such the oxford handbook of community music provides a snapshot of what has become a truly global phenomenon

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Introduction

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