

Education Foundations Of Curriculum

Using a combination of case studies and research, the contributors of this timely book highlight some of the significant issues, historical, curricular, and societal, that have led to African American students having a proportionally larger representation in special education classes, higher drop-put rates, and more incidences of in-school, race-on-race violence.

Highly respected for its substantive coverage and analysis of all foundational areas -- social, philosophical, historical, political, economic, curricular, and legal -- FOUNDATIONS OF EDUCATION, Thirteenth Edition, describes and analyzes the key educational issues and policies affecting American education. The authors relate the book's wide-ranging topics to an array of applied features to help prepare students for their future careers as educators. The chapters on the history and philosophy of education encourage students to construct their own personal philosophy of education, building a strong foundation for a professional career. Completely up-to-date throughout, this edition also provides the latest information on the common core curriculum, accountability, technology in education, school reform, diversity, legal rulings, recent trends in school funding and teacher compensation, new instructional practices, teaching licensure, the

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outlook for careers, and many other important topics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum: Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material.

Educational Foundations in Canada takes a comprehensive look at the sociological, philosophical, historical, legal, and political factors that impact classroom experiences. Embedded throughout this discussion are practical insights and advice drawn from the authors' own extensive teaching experience. This thought-provoking and thorough introduction is an indispensable resource for teachers both during their pre-service years and throughout their careers.

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First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Many pre-service teachers admit to feeling unsure about the mathematics they will have to teach in primary school. Others find it difficult to know how to apply the theories of teaching and learning they study in other courses to the teaching of mathematics. This book begins by outlining some of the key considerations of effective mathematics teaching and learning. These include understanding student motivation, classroom management, overcoming maths anxiety and developing a positive learning environment. The authors also introduce the curriculum and assessment processes, and explore the use of ICT in the maths classroom. Part B outlines in a straightforward and accessible style the mathematical content knowledge required of a primary teacher. The content extends beyond the primary level to Year 9 of the Australian Curriculum as, while primary teachers may not have to teach this content, knowing it is a key part of being a strong teacher and will assist pre-service teachers to meet the requirements of the LANTITE (the Literacy and Numeracy Test for Initial Teacher Education students). Featuring graphics and worked examples and using clear and friendly language throughout, this is the essential introduction for students wishing to begin teaching primary mathematics with confidence and enthusiasm. 'The writing style is clean and uncomplicated; exactly what my maths education students need. The blend of theories, curriculum, planning, assessment and mathematical content

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knowledge strikes the balance that is missing in many texts.' -- Dr Geoff Hilton,
University of Queensland

A 30-year veteran professor of educational foundations has once again joined forces with a professor of school administration to bring present and future teachers a book that focuses on the major themes and issues in professional education. *Foundations of Education: Becoming a Teacher* provides an overview of educational history, philosophy, curriculum, financial issues and political forces affecting professional education today. Focuses on what prospective teachers need to know about the context of the teacher in a public school, helping future teachers obtain a greater sense of reality about theory and practice. For present and future educational practitioners from preschool to grade 12.

The ICETE Programme for Academic Leadership (IPAL) was officially established in 2010 and arose out of the need to provide training to theological institutions in different regions of the world. IPAL provides a three-year cycle of seminars for the professional development of evangelical academic leaders and administrators to help institutions in their pursuit of quality and excellence in theological education. This publication is the second of three volumes intended to accompany and support the IPAL seminars as well as independently providing wider access to the principles required by academic leaders for institutional and curriculum development. Each chapter shares and illustrates the expertise and understanding the contributors have of education and

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curriculum design in the field of evangelical academic institutions. With an intentional awareness of a wide range of non-Western contexts, this volume is a much-needed guide for course administrators around the world.

For Philosophical Foundations of Education, Introduction/Foundations of Education, or Social Foundations of Education courses. Presenting breadth and depth of coverage in a highly readable style, the 8th edition of this popular survey text again provides balanced treatment of all the major schools of thought about education. The authors address how philosophical ideas about education developed over time--arranging their coverage in chronological order--and pay close attention to historical context, while emphasizing each philosophy's continuing relevance to education today. For each philosophy, they show its application in aims, curriculum, methods, and teaching. Additionally, they critically assess each philosophy, and examine how numerous other scholars view it. The new edition now offers a greater emphasis on women and minorities such as Montessori, De Beauvoir, Greene, DeBois, King, and West. Intended to situate self-examination and issues-based learning in reality in a professional context in which teachers and students work to shape practices and identities.

"Curriculum: Foundations, Principles, and Issues, continues the tradition of this popular book by providing comprehensive treatment of the curriculum field: foundations as well as the principles and procedures for conceptualizing,

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developing, implementing, and evaluating curriculum. Edited for a more concise presentation of material, it retains its solid coverage of the philosophical, historical, psychological, and social foundations of curriculum."--pub. desc.

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

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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 brings readers into classrooms and communities to explore critical curriculum issues in the United States throughout the twentieth century by focusing in on the voices of teachers, administrators, students, and families. Framed by an enduring question about curriculum, each chapter begins with an essay briefly reviewing the history of topics such as student resistance, sociopolitical and culturally-centered curricula, curriculum choice, the place and space of curriculum, linguistic policies for sustaining cultural heritages, and

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grading and assessment. Multiple archival sources follow each essay, which allow readers to directly engage with educators and others in the past. This promotes an in-depth historical analysis of contemporary issues on teaching for social justice in the fields of curriculum studies and curriculum history. As such, this book considers educators in the past—their struggles, successes, and daily work—to help current teachers develop more historically conscious practices in formal and informal education settings.

Lily Orland-Barak offers us a breathtaking work of science fiction. Or perhaps I should say 'science and fiction.' The science side of the equation employs sophisticated technique for observing and describing interpersonal and intrapersonal dynamics among professionals in education. Both dramatic and seemingly ordinary episodes in the lives of teachers in relational tension with one another are analyzed with scientific care, precision, and insight. The scientific study of mentoring is like the scientific study of soap bubbles – their formation, growth, and sudden exit from the visible world with a nearly soundless 'pop!' Scientific and intellectual tools can be used to describe and predict the behavior of soap bubbles, to study their colors, shapes, surface tension, and tiny mass. The same is true of the study of mentoring. But in both cases, the greatest care must be taken to avoid popping the almost magically elegant form – to avoid

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destroying the delicate relationship by rushing in, by heavy attempts at control, or by premature dissection, or even by paying attention too intensely to a private, personal relationship. Mentoring is best studied by being still, by listening with authentic interest, and by using our peripheral vision. The science and the scientist have done their best work here. The action side of this book gives life to telling examples of mentoring in action.

EDUCATIONAL FOUNDATIONS, Second Edition, explains today's schools for those who are trying to picture themselves within the education profession. The book makes educational foundations topics relevant and personally meaningful to both young learners and mature adult learners-while also offering the comprehensive scope, scholarly depth, and conceptual analysis of contemporary issues that will help readers understand the field and transition smoothly into their career. This new edition includes a greater emphasis on InTASC and Common Core State Standards, and incorporates a number of new features that enable readers to gain a realistic and insightful perspective of the education profession. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This study examines elements of curriculum in terms of a broader definition of Judaism suggesting directions and improvements. it will develop conceptual Framework to guide

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curriculum development and instruction in Jewish education.

This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice. It is a very timely work in light of the progressively globalized nature of education and educational studies and the increasingly widespread attunement to Eastern educational theories in the West. By introducing Eastern perspectives, this book questions taken-for-granted thinking in Western educational thought about the foundations of teaching and learning, curriculum theory, educational policy, and educational issues such as teaching for social justice, service-learning initiatives, human rights and environmental education, and the teaching of content area subjects. It provides an important opportunity for scholars from different countries and different disciplines to establish a solid yet accessible foundation of East-West inquiry that furthers the scope and depth of curriculum studies and to disseminate the insights from this book in the venues in which they work. Researchers, faculty, and graduate students in the fields of curriculum theory, curriculum and instruction, educational foundations, philosophy of education, international/comparative education, and multicultural educational studies will welcome this book. It is appropriate as a text for upper-level courses in these areas.

This book closes a gap in the PBL literature. It is a thoroughly researched, well documented and engagingly written three part harmony addressing conceptual frames,

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recurring themes, and broadening horizons. An essential addition to your library. Professor Karl A. Smith, University of Minnesota ...a comprehensive guide for those new to PBL, and suitable for those new to teaching or for the more experienced looking for a new challenge. Dr Liz Beaty, Director (Learning and Teaching), HEFCE This book vividly articulates the key ideas of PBL and provides new PBL practitioners with key guiding posts for its implementation. It is an excellent contribution to the art of using PBL. Associate Professor Oon-Seng Tan, Nanyang Technological University, Singapore · What is problem-based learning? · How can it be used in teaching? · How does problem-based learning affect staff and students? · How do we assess and evaluate it? Despite the growth in the use of problem-based learning since it was first popularised, there have been no resources to examine the foundations of the approach and offer straightforward guidance to those wishing to explore, understand, and implement it. This book describes the theoretical foundations of problem-based learning and is a practical source for staff wanting to implement it. The book is designed as a text that not only explores the foundations of problem-based learning but also answers many of the frequently-asked questions about its use. It has also been designed to develop the reader's understanding beyond implementation, including issues such as academic development, cultural, diversity, assessment, evaluation and curricular models of problem-based learning. Foundations of Problem-based Learning is a vital resource for lecturers in all disciplines who want to understand problem-based learning

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and implement it effectively in their teaching.

Covering a variety of topics about education including history, policy, finance, sociology, reform movements, curriculum and various professional and multicultural issues, this text offers readers an understanding of the field and a base on which they can build.

Whether you are new to teaching or an experienced educator looking for innovative techniques, this new resource offers a wealth of theoretical knowledge and practical guidance from a who's who of nursing education leaders. From foundational concepts, curriculum development, and instructional principles and methods...through intervention and evaluation methods for didactic and clinical settings...to technology and visions for nursing education's future, every aspect of teaching is covered in step-by-step detail.

Carter illuminates and validates the vital role of visioning in social education. The book features peace in social education with instructional recommendations, planning resources and descriptions of transdisciplinary learning. It elaborates mindful citizenship across social, environmental, ethical, geographic, economic and political realms.

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