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overall curriculum development, and curriculum theory must guide all curriculum activities (Zais, 1976; Marsh, 2004). In light of the above, this chapter is intended to raise awareness of the curriculum in concept and the perspectives and approaches that serve as criteria for curriculum evaluation, with particular reference to curriculum

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chapter 2 curriculum theory, curriculum development and ... 2.2.1 Why it is important to understand the theory behind curriculum reform Curriculum-related theories are developed after examining research, and can be used in order to develop models of change to try to explain why some initiatives are less or more successful than

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CHAPTER 2: Curriculum change: A theoretical framework 20 use a centre-periphery approach, as the initiatives in most cases are taken by the researchers or developers with the receivers remaining mostly passive (Havelock, 1971). Guba and Miles (cited by Havelock, 1971) suggest that the process should not stop once diffusion has occurred. In reality

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Curriculum development is a cooperative group activity. A curriculum developer or designer must decide what contents what teach, philosophy or point of view to support, how to provide multicultural groups, what methods or strategies and what type of evaluation to use. 6.

CHAPTER 2 CRAFTING THE CURRICULUM

CHAPTER 2 A REVIEW OF THE LITERATURE ON CURRICULUM DEVELOPMENT AND REFORM, WITH PARTICULAR REFERENCE TO SOUTH AFRICA 2.1 Introduction Chapter 1 provided a rationale for the proposed research which is underpinned by national curriculum reform in South African education. Transforming a curriculum has

CHAPTER 2

2. Curriculum as an attempt to achieve certain ends in students – product. 3. Curriculum as process. 4. Curriculum as praxis. It is helpful to consider these ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines: the theoretical, the productive and the ...

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Chapter 1 principles and theories in curriculum development 1. Chapter 1: 2. The Need for a Curriculum Framework The implementation of curriculum structure that is sari-sari and developed through hula-hula, lakas ng kutob or gaya-gaya, becomes problematic because of the confusion that it creates, limiting its effectiveness in producing the desired outcomes. Taking into account the considerable ...

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For me, the most useful parts of the book were Chapter 4 ('Curriculum Reviewing Criteria') with its template for creating, developing, and reviewing curricula; and Chapter 12 ('National Curriculum and Summative Testing'), in which the book's hitherto rather veiled critique of political 'meddling' in curriculum and assessment processes burst into the open, in its strong advocacy ...

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Chapter Two Dialectics and the Development of Curriculum Theory Henry A. Giroux 1980 One of the major tasks of the curriculum field is to demonstrate in consistent fashion the process of self-criticism and self-renewal. Unfortunately, such a task is more easily stated than accomplished. Yet, while the reasons for the loss of this

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II The Racial Politics of Curriculum Reform 72 III Students and the Civil Rights Movement 77 IV Freedom Schools 80 V The Gender Politics of Curriculum Reform 84 4 The Significance of the South 93 I Curriculum-in-Place 93 II Racial and Sexed Bodies 96 III "America's National Crime" 98 IV White Trash: Class in the South 103 V White Ladies and Black Women 106 VI Complicated Eyes 114

What Is Curriculum Theory?

Glatthorn's (1980) analysis of the curriculum into mastery, organic, and enrichment elements might be described as a basic theory. Middle-range theory, Stage 2,includes hypotheses that have been empirically tested. An effort has been made to eliminate unlikely variables and relations by the use of models and testing.

Chapter 3

63CHAPTER 4 Learning Theories Applied to Curriculum Development Coleen Saylor OBJECTIVES Upon completion of Chapter 4, the reader will be able to: 1. Evaluate learning theories as possible foundations to guide nursing and health care program curricula including learning objectives, strategies, and outcomes 2. Compare learning theory strengths, weaknesses, and relevancy as a conceptual basis ...

Learning Theories Applied to Curriculum Development ...

Chapter 2 •Curriculum History 41 In the syllabus, Tyler noted that the first question that must be answered in developing any curriculum is "What educational purposes should the school seek to attain?"