

Curriculum, Pedagogy and Educational Research

The work of Lawrence Stenhouse

Edited by
John Elliott and Nigel Norris



Curriculum Pedagogy And Educational Research The Work Of Lawrence Stenhouse

Gary McCulloch, Steven Cowan



Curriculum Pedagogy And Educational Research The Work Of Lawrence Stenhouse:

Curriculum, Pedagogy and Educational Research John Elliott, Nigel Norris, 2012-03-15 This book describes Stenhouse's contribution to education, explores the contemporary relevance of his thinking, and brings his work to the attention of a wide range of students, teachers, teacher educators, and others involved in education. *Research as a Basis for Teaching* Lawrence Stenhouse, 1985 These selections from the work of Lawrence Stenhouse make a sustained argument for research as a basis for teaching. *A Social History of Educational Studies and Research* Gary McCulloch, Steven Cowan, 2017-07-20 A Social History of Educational Studies and Research examines the development of the study of education in the UK in its broader educational, social, and political context since its early beginnings in the first part of the twentieth century. By providing a historical analysis of the contested growth of the field, this book examines the significant contribution that has been made by institutions of higher education, journals, textbooks, conferences, centres, and academic societies. It discusses the problems and opportunities of the field and its prospects for survival and adaptation to current changes in the decades ahead. The work draws on documentary sources, social network analysis, and interviews with leading figures from across the field. This book highlights international influences on the development of educational studies and research in the UK, its role in the growing internationalisation of the field as a whole, and also comparisons and contrasts with the nature of the field elsewhere. It relates the development to the wider social, political, and economic changes affecting higher education in general, and educational studies and research in particular. It addresses the historical development of disciplines in higher education, institutions, and the nature, extent, and limitations of interdisciplinarity. A Social History of Educational Studies and Research discusses the problems and opportunities facing the study of education today and its prospects of adapting to changes in the decades ahead. It is a distinctive and original analysis of educational studies and research that provides the first comprehensive study of its type. **Educational Assessment, Evaluation and Research** Mary James, 2013-05-30 In the World Library of Educationalists, international experts themselves compile career-long collections of what they judge to be their finest pieces, extracts from books, key articles, salient research findings, major theoretical and practical contributions, so the world can read them in a single, manageable volume, allowing readers to follow the *Teacher Education and Pedagogy* Michael Evans, 2013 Summary Initial teacher education continues to elicit strong views and contested prescriptions, with judgements made increasingly on the basis of international comparisons. Against this background of educational debate and polemic, there is a need for insights gained from research-based qualitative accounts of the processes and practice taking place in high-performing institutions and contexts. *Teacher Education and Pedagogy* combines critical discussion of transformative processes of teacher education, policy, and planning with fine-grained analysis of effective practice. Book cover **Research and Research Education in Music Performance and Pedagogy** Scott D. Harrison, 2013-10-07 This volume is an innovative collection that transcends national boundaries and provides new knowledge about approaches to research

and research education in music The collection brings together leading thinkers and practitioners in music research from Europe Asia North America and Australia The book is designed to serve as a resource for university music departments and conservatoires and offers insights into the development of research programs in this context

Curriculum Theory, Curriculum Theorising, and the Theoriser, 2020-12-29 Curriculum studies is at the core of the educational endeavour and informs what happens in every educational institution As a result of its criticality or primacy every educational practitioner appears to claim expertise in curriculum matters and what direction the field should take In Africa the curriculum practitioner has been given little or no space to theorise and orient the future of the field in Africa Instead European and American curriculum theorists have been allowed to exert a marked influence on the nature and direction of African theoretical and philosophical underpinnings This situation raises fundamental questions about the future of education in Africa and this volume explores and answers these questions relating to curriculum theory theorising and the theoriser by breaking traditions and experimenting on alternative approaches and pathways Contributors are Aruna Ankiah Gangadeen Lynn Biggs Eunice Champion Taryn Isaacs De Vega Kehdinga George Fomunyan Nadaraj Govender Angela James Simon Bheki Khoza Noma China Kubashe Nehemiah Latolla Jacqui L ck Dumisa Celumusa Mabuza Simeon Maile Suriamurthee Maistry Makhulu A Makumane Zvisinei Moyo Cedric Bheki Mpungose Pascal Nadal Blanche Ntombizodwa Ndlovu Christopher Ndlovu Emily Mangwaya Ndlovu Nellie Ngongo James Deirdre Pratt Mukhtar Raban Nolundi Radana Makhosazana Edith Shoba Mahlapahlapana Themane Molaodi Tshelane and Denise Zinn

Practical Wisdom and Democratic Education Samantha Broadhead, Margaret Gregson, 2018-02-20 This book explores the development of practical wisdom or phronesis within the stories of four mature students studying for degrees in art and design Through an analysis informed by the ideas of Basil Bernstein and Aristotle the authors propose that phronesis or the ability to deliberate well should be an intrinsic part of a democratic education As a number of vocational and academic disciplines require deliberation and the ability to draw on knowledge character and experience it is essential that no student feels their experience puts them at a disadvantage The authors argue that democratic education should allow each participant to feel enhanced included and able to participate in order to create a constructive and reciprocal dialogue This work will be of value to students and scholars interested in democratic education the experiences of non traditional students and the sociology of education

Modern Mathematics Dirk De Bock, 2023-03-08 The international New Math developments between about 1950 through 1980 are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century It attracted the attention of local and international politicians of teachers and of parents and influenced the teaching and learning of mathematics at all levels kindergarten to college graduate in many nations After garnering much initial support it began to attract criticism But as Bill Jacob and the late Jerry Becker show in Chapter 17 some of the effects became entrenched This volume edited by Professor Dirk De Bock of Belgium provides an outstanding

overview of the New Math modern mathematics movement Chapter authors provide exceptionally high quality analyses of the rise of the movement and of subsequent developments within a range of nations The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians who since the 1930s had published under the name of a fictitious Nicolas Bourbaki In the United States there emerged during the 1950s various attempts to improve U S mathematics curricula and teaching especially in secondary schools and colleges This side of the story climaxed in 1957 when the Soviet Union succeeded in launching Sputnik the first satellite Undoubtedly this is a landmark publication in education The foreword was written by Professor Bob Moon one of a few other scholars to have written on the New Math from an international perspective The final epilogue chapter by Professor Geert Vanpaemel a historian draws together the overall thrust of the volume and makes links with the general history of curriculum development especially in science education including recent globalization trends

Transforming School Systems Through Assessment, Technology, and Non-Traditional Learning Methods Yünkül, Eyup, Güneş, Ahmet Melih, 2024-08-26 In today's rapidly changing education landscape integrating assessment technology and non traditional learning methods is essential for fostering student success Data driven assessments allow educators to tailor their strategies to meet each student's unique needs while advanced technologies enhance accessibility and engagement Non traditional methods promote critical thinking and real world problem solving skills By implementing these innovative approaches education can be transformed for a more inclusive future for all students Transforming School Systems Through Assessment Technology and Non Traditional Learning Methods explores these pivotal changes providing a comprehensive understanding of how they are reshaping school systems globally This book gathers insights research and practical applications that highlight the transformative power of these elements in creating more effective inclusive and engaging learning environments Covering topics such as change management learning through play and teacher leadership this book is an excellent resource for educators school administrators researchers academicians policy makers education consultants technology developers edtech developers graduate students and preservice teachers

Virtue Ethics in the Conduct and Governance of Social Science Research Nathan Emmerich, 2018-04-06 This edited collection focuses on the virtue theory and the ethics of social science research

New Horizons in Management, Leadership and Sustainability Satinder Dhiman, Ramanie Samaratunge, 2021-05-17 Drawing upon research and practitioner narratives from management leadership organizational studies entrepreneurship and sustainable business domains this book explores the many pathways that enable emerging countries to transform knowledge into action to achieve economic and sustainable development The authors take a holistic approach to transforming knowledge that goes beyond the mere application of knowledge to include the assimilation adaptation and contextualization of knowledge to suit the unique contexts needs and conditions existing in emerging

countries They then presents success stories and case studies comprising innovative solutions for emerging economies that practitioners can utilize Current research in management is highlighted by bringing together academics practitioners policy makers and interest groups from diverse regions and perspectives

Learning at the Practice Interface Neil Hooley, 2015-04-24 This book investigates professional practice at the interface of sociology and epistemology for progressive educational change It suggests that orthodox sociology and sociology of education have not sufficiently analysed contemporary educational situations due primarily to the strength of the economic and educational influence of neoliberalism In drawing upon key aspects of the work of Dewey Freire Bernstein and Bourdieu a new reflexive sociology of knowledge is proposed that could potentially revolutionise public schooling and emancipate learning This critical reconceptualisation of curriculum and teaching as well as the democratic inclusion of all children into structures of privileged and community knowledge opens up a new epistemological stage in the sociology of education worldwide In confronting the contradiction between social marginalisation and educational expectations Learning at the Practice Interface explores new approaches to education systems and knowledge production Part A raises questions regarding knowledge pedagogy and social justice that are central to schooling and which support values weakened by neoliberalism These values include democracy equity community collaboration and deference towards knowledge and culture not dependent on wealth and status Part B explores practical issues related to how knowledge is engaged in the school curriculum This discussion goes to the heart of learning at the practice interface and suggests that the lack of epistemological strategies based on sociological description has created serious estrangement from school knowledge for large numbers of students Part C discusses a critical view of knowledge in relation to research teaching and learning and the education profession generally The need for a new reflexive sociology of knowledge is proposed to guide educational dialogue and action such that connections can be made between progressive sociology and epistemology in the interests of all children This book will be of interest to academics and researchers in the Sociology of Education Teacher Education and Education Reform

Primary Teaching Catherine Carden, 2022-06-08 The second edition of this core text from Learning Matters asks What is teaching Does curriculum really matter Does behaviour need managing What is a learning environment today Does my classroom reflect the identities of all of my learners How can I bring the theme of sustainability to my teaching Discussing these and many more it covers the contents of professional studies modules and goes beyond to support trainees on placements and in their learning on the course Five new chapters are added for this edition discussing themes of sustainability teacher self care diversity in the curriculum sex and relationships education and our new understanding of learning environments Learning features throughout have been designed to help students develop their understanding broaden their perspectives think more critically and apply theory to practice These include Case Studies to apply learning to real life school contexts Key Readings to encourage wider reading broaden perspectives and offer practical ideas for the classroom Key Theory features introduce and summarise big ideas

theories and research Critical Questions direct reflection help students engage with what their reading and encourage critical responses Classroom Links highlight good practice provide practical ideas and show how to implement these in the classroom Assignment features offer helpful points to consider and practical advice for writing assignments on chapter topics which act as great starting points

Moral and Political Discourses in Philosophy of Education Prakash Iyer, Indrani Bhattacharjee, 2021-09-27 This book focuses on moral and political education and critically engages with educational issues from a philosophical perspective It engages with questions of moral education as well as questions about citizenship education to address apprehensions on learning in a liberal democracy while parallelly invoking issues from within the curriculum the school environment and teacher student relationship With contributions from renowned philosophers and educationists this volume discusses themes like civic education and liberal democracy toleration and freedom Tagore's conception of the moral and political self key issues in moral education cosmopolitanism compassion care ethics and moral purpose of schooling to revisit and rethink some foundational questions related to education curriculum and pedagogy This volume will be essential reading for educationists and educators and will be important for scholars and researchers of philosophy of education education teacher education and school education

Understanding and Using Challenging Educational Theories Karl Aubrey, Alison Riley, 2024-08-30 Introducing 20 key educational thinkers who have offered challenging perspectives on education Exploring Their ideas how to apply them in practice and their relevance to teaching and learning today Understanding The strengths and limitations of each theory and links to other concepts This third edition includes Two new chapters on the works of Diane Ravitch and Gloria Ladson Billings Revamped reflective tasks with a greater practical focus for the classroom Fully updated chapters with links to current educational socio political developments and expanded critical commentary This is an essential textbook for any university course that includes learning theory with particular relevance for initial teacher education education studies and early childhood degrees Karl Aubrey has recently retired from his post at Bishop Grosseteste University Alison Riley is the Programme Leader for the BA Early Childhood Studies at Bishop Grosseteste University The perfect companion to Aubrey Riley Understanding and Using Educational Theories 3e 9781529761306

The Wiley Handbook of Vocational Education and Training David Guile, Lorna Unwin, 2019-04-09 A collection of the theories practices and policies of vocational education and training written by international experts The Wiley Handbook of Vocational Education and Training offers an in depth guide to the theories practices and policies of vocational education and training VET With contributions from a panel of leading international scholars the Handbook contains 27 authoritative essays from a wide range of disciplines The contributors present an integrated analysis of the complex and dynamic field of VET Drawing on the most recent research thinking and practice in the field the book explores the key debates about the role of VET in the education and training systems of various nations The Handbook reveals how expertise is developed in an age of considerable transformation in work processes work organization

and occupational identities The authors also examine many of the challenges of vocational education and training such as the impact of digital technologies on employment the demand for re training in the context of extended working lives the emergence of learning regions and skill ecosystems and the professional development of vocational teachers and trainers This important text Offers an original view of VET s role in both the initial and continuing development of expertise Examines the theories and concepts that underpin international perspectives and explores the differences about the purposes of VET Presents various models of learning used in VET including apprenticeship and their relationship with general education Explores how VET is shaped in different ways by the political economy of different countries Reviews how developments in digital technologies are changing VET practice Discusses the challenges for universities offering higher vocational education programs Draws on both recent research as well as historical accounts Written for students researchers and scholars in the fields of educational studies human resource development social policy political economy labor market economics industrial relations sociology The Wiley Handbook of Vocational Education and Training offers an international perspective on the topic of VET

Theory and Practice of Lesson Study in Mathematics Rongjin Huang,Akihiko Takahashi,João Pedro da Ponte,2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4 0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at TheUniversity of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as

quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S *Linking Theory with Practice in the Classroom* John Elliott,Vicky Christoforatu,2024-06-12 Focusing on the professional learning journeys of practising teachers and their tutors this book takes readers through the experiences of teachers on the Developing Innovative Pedagogies through the Lesson Study module at the University of East Anglia Building on the perspectives of teachers practising Lesson Study the book delves into the design of a series of action research cycles to solve authentic learning and teaching problems in a variety of educational settings In addition to theoretical tools and concepts on pedagogy this book gives voice to teachers who become researchers while crossing the boundaries of school and university and the boundaries of theory and practice The teacher researchers ask their own questions test their hypotheses and work collaboratively with their school colleagues to experiment with teaching strategies aimed at learning with understanding The chapters feature the voices of the pupils themselves and their experiences of learning within a range of educational settings and phases Written for teachers leaders in education teacher educators and researchers this book shows that the combination of good learning theories and teacher collaboration help bridge the gap between theory and practice in teachers professional learning and enable learners to deepen their knowledge and understanding *An Early Venture in Decolonization – British Students at Indian and South Asian Universities* Mary Searle-Chatterjee,2025-03-25 Timely in its contribution to on going debates on the decolonization of education this novel volume charts the development of a scheme of postgraduate transnational education that saw British students sent to Indian and South Asian Universities while political decolonization was still ongoing Representing the first book length publication focused entirely on the educational effects of this aspect of the Commonwealth Scholarship and Fellowship Scheme chapters are based on the personal narratives of 40 learners providing a rich historical qualitative study which sets the students experiences in their social and economic context Demonstrating the changes that took place over time chapters engage with debates about overt and implicit forms of colonial thinking as well as discussion concerning cultural and educational decolonization within the academy Ultimately this compelling book demonstrates that educational decolonization goes beyond a mere awareness of imperialism and inequalities instead reaching further towards a genuine humanist engagement with other cultures Offering a first hand account of an early decolonial venture the book will be invaluable to academics postgraduate students and scholars interested in decolonizing and international education as well as in South Asian Studies Policy makers in international educational contexts may also find the volume useful

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