

JAMES McKERNAN

CURRICULUM AND IMAGINATION

PROCESS THEORY, PEDAGOGY
AND ACTION RESEARCH

Curriculum And Imagination Process Theory Pedagogy And Action Research

**C.M. Mulcahy,D.E. Mulcahy,D.G.
Mulcahy**



Curriculum And Imagination Process Theory Pedagogy And Action Research:

Curriculum and Imagination James McKernan, 2007-08-07 Curriculum and Imagination describes an alternative process model for designing developing implementing and evaluating curriculum suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure This comprehensive and authoritative book offers a practical and theoretical plan for curriculum making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers human values Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic ends means notion of educational planning Anyone studying or teaching curriculum studies or involved in education or educational planning will find this important new book fascinating reading *Action Research* Jean McNiff, 2013 This edition provides updates on methodological discussions and includes new sections on case study material and information on supporting action research *Bridging Educational Leadership, Curriculum Theory and Didaktik* Michael Uljens, Rose M. Ylimaki, 2017-10-04 This book is open access under a CC BY 4.0 license This volume argues for the need of a common ground that bridges leadership studies curriculum theory and Didaktik It proposes a non affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields It concludes with implications of its coherent theoretical framing for future empirical research Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education These challenges affect governance leadership and curriculum involving changes in aims and values that demand coherence Yet the traditionally disparate fields of educational leadership curriculum theory and Didaktik have developed separately both in terms of approaches to theory and theorizing in USA Europe and Asia and in the ways in which these theoretical traditions have informed empirical studies over time An additional aspect is that modern education theory was developed in relation to nation state education which in the meantime has become more complicated due to issues of globalism This volume examines the current state of affairs and addresses the issues involved In doing so it opens up a space for a renewed and thoughtful dialogue to rethink and re theorize these traditions with non affirmative education theory moving beyond social reproduction and social transformation perspectives

Transformative Learning and Teaching in Physical Education Malcolm Thorburn, 2017-04-07 Transformative Learning and Teaching in Physical Education explores how learning and teaching in physical education might be improved and how it might become a meaningful component of young people's lives With its in depth focus on physical education within contemporary schooling the book presents a set of professional perspectives that are pivotal for realising high quality learning and teaching for physical education With contributions from a range of international academics chapters critically

engage with vital issues within contemporary physical education These include examples of complex learning principles in action which are discussed as a method for bettering our understanding of various learning and teaching endeavours and which often challenge hierarchical and behaviourist notions of learning that have long held a strong foothold in physical education Authors also engage with social ecological theories in order to help probe the complex circumstances and tensions which many teachers face in their everyday work environments where they witness first hand the contrast between discourses which espouse transformational change and the realities of their routine institutional arrangements This book enables readers to engage in a fuller way with transformative ideas and to consider their wider implications for contemporary physical education Its set of professional perspectives will be of great interest to academics policymakers teacher educators and teachers in the fields of physical education health and well being It will also be a useful resource for postgraduate students studying in these subject areas

Increasing Student Engagement and Retention Using Multimedia Technologies Laura A. Wankel, Patrick Blessinger, 2013-03-25 Multimedia and video related technologies are reshaping and reframing the practice of teaching and learning in higher education This volume critically examines new research on how multimedia technologies are being used in higher education to increase learner engagement and collaboration in and out of the classroom

Theory and Method in Higher Education Research Jeroen Huisman, Malcolm Tight, 2017-09-01 Theory and Method in Higher Education Research provides a forum specifically for higher education researchers to discuss issues of theory and method This latest volume presents a truly international approach with contributions from Argentina Belgium Canada the Czech Republic Finland Germany Norway Portugal the U K and the U S

Character Education for 21st Century Global Citizens Endah Retnowati, Anik Ghufro, Marzuki, Kasiyan, Adi Pierawan, Ashadi, 2018-09-25 Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development InCoTEPD 2017 Yogyakarta Indonesia 20 21 October 2017 The book covers 7 topics Values for 21st century global citizens Preparing teachers for integrative values education Teacher professional development for enhanced character education Curriculum syllabus lesson plan learning materials development for integrated values education Developing learning activities tasks strategies for character education Assessing student s character development values acquisition assessment Creating managing conducive school culture to character education

Teaching Inclusively in Higher Education Moira A. Fallon, Susan C. Brown, 2010-04-01 This book is designed for higher education instructors The focus of the book is to assist all faculty instructors in higher education to better meet the needs of their student populations It addresses the major issue of higher education teaching today the need to reach all higher education students using active learning strategies Higher education today is rapidly changing and faculty members are being presented with new types of students ones who often have clear goals for bettering themselves but at the same time lack what might have been considered to be basic skills necessary for success in a college or university setting Instructors today must reach and

bring all students into the college or university setting in an inclusive manner The emphasis of this book is on student focused strategies for teaching inclusively This book will provide valuable strategies and practical techniques for instructors to develop inclusive college classrooms that promote the learning of all students The audience targeted will be all instructors who work with higher education students including students in community colleges and vocational institutions The book is designed to be mainly practical instructional strategies with limited theoretical text and references At the same time major theories will be included to demonstrate why specific approaches are recommended Although the authors and editors are from the field of education the book is particularly valuable for all college instructors without a background in the discipline of education

Critical Pedagogy and Marx, Vygotsky and Freire Luis S. Villacañas de Castro,2015-11-03 This book explores Marx s theory of the phenomenal forms in relation to critical pedagogy and educational action research arguing that phenomenal forms pose a pedagogical obstacle to any endeavour that seeks to expand an individual s awareness of the larger social whole

Education and Society in the Middle East and North Africa Milton George,S. Sergio Saleem Scatolini,2020-01-17 In the past the Middle East and the so called Muslim world used to be beacons of learning and critical thought Although historical variables such as conquest internal conflict and colonization demoted their position on the global stage changes are now in the offing In these interesting times a growing number of educators thinkers and visionaries are trying both to find and to generate new approaches to the past present and future of the region This book is a collection of articles which reflect on various aspects related to education and society in the Middle East and North Africa also known as the MENA region their peoples and educational processes It provides a platform for people to join the global conversation and to contribute to it with data which are relevant to regional concerns research and practices This is necessary because many of the theories and research findings which are still being used to understand the region were generated elsewhere and despite their lack of regional representativeness were generalized as the most trustworthy interpretive tools across the world Hence there is a need for the world to open up to the voices from the MENA region

Curriculum Integrated Language Teaching Kim Bower,Do Coyle,Russell Cross,Gary N. Chambers,2020-07-09 Do your students struggle to see the point in learning a language other than English Do you teach in an English dominant setting If so this book is a must read It offers international perspectives on CLIL a revolutionary teaching approach where students study subjects for example physics or history in a language which is not their own Informed by research carried out by the authors it addresses the issues of developing CLIL in Anglophone contexts and shows how to implement this method of language learning successfully in the reality of the classroom Through three key themes sustainability pedagogy and social justice each author explores CLIL as a means of addressing the high levels of cultural diversity and socio economic disparity in Anglophone dominant settings Authored by experts in the field it offers a set of flexible teaching tools which serve to combine language and content ultimately enhancing the learning experience of students

Curriculum and Environmental Education Alan Reid,2019-11-14

This collection traces the development and findings of curriculum studies of environmental education since the mid 1970s. Based on a virtual special issue of the Journal of Curriculum Studies the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics planning and implementation including which educative experiences should a curriculum foster and why what the scope of a worthwhile curriculum should be and how it should be decided organised and reworked why distinctive curricula are provided to different groups of students and how curriculum should best be enacted and evaluated. The editor and contributors call for renewed attention to the possibilities for future directions in research in light of previously published work and innovations in scholarship. They also offer critical commentary on curriculum critique and crisis in environmental education through new material and previous studies from the journal by addressing three key themes: perspectives on curriculum and environment education, accounting for curriculum in environmental education and changes in curriculum for environmental education.

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 Ngcongco, James Deirdre Pratt, Mukhtar Raban, Nolundi Radana, Makhosazana, Edith Shoba, Mahlapahlapana, Themane Molaodi, Tshelane and Denise Zinn. **KNOWLEDGE AND**

CURRICULUM Dr. K. MANIKANDAN, 2019-04-03 Knowledge, wisdom, meaning, distinction between knowledge and wisdom, knowledge with skill, Information, Meaning of and need for curriculum, Domains of curriculum, Epistemological basis of Curriculum, forms of knowledge, logical grammar of disciplines, Curriculum organization, subject matter and curriculum organization, types of curricula, subject centered, co-related, fused, core and student centered, their relative values and weaknesses, Differentiating curriculum framework, curriculum and syllabus, their significance in school education, role of the textbook. **The Wiley Handbook of Social Studies Research** Meghan McGlinn, Manfra, Cheryl Mason, Bolick, 2017-03-13

The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education.

This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

Teach Meaningful Lauren Porosoff, 2020-07-15 Teach Meaningful is a practical guide to designing curriculum that meets standards serves personal and institutional values and intentionally leads to successful student learning Identifying which understandings knowledge and skills are most important for students to learn is always a question of values so getting clear on values gives teachers a starting place to design cohesive units courses and programs Written by a teacher for teachers Teach Meaningful includes stories of failures and successes in designing curriculum from across subjects and grade levels metaphors from everyday life to help teachers understand curriculum design as a process rooted in values and culminating in meaningful learning examples of essential questions assessment guidelines lesson calendars unit plans and curriculum maps exercises and templates teachers can use to create and assess curriculum protocols designed to encourage inclusive participation and critical reflection when colleagues look at curriculum together

Learning to Teach in the Primary School Peter Hudson, 2013-05-27 Education is in a constant state of change and development Learning to Teach in the Primary School provides a pathway into Australian education for preservice primary teachers This practical and engaging text includes strong links to the Australian Curriculum and frames teaching around understanding primary students how they learn and their contexts The book includes numerous valuable teaching resources such as applied learning boxes discussion questions and research topics specific information related to the teaching of literacy mathematics and science practical guidance across a range of key learning areas exploring the breadth and depth of teaching and learning opportunities for primary students Drawing on the wide ranging expertise of each contributor this text provides techniques to engage primary students in high quality education The concluding chapters of the book focus on professional growth making this a valuable resource throughout preservice teachers tertiary coursework and into their professional careers

Pedagogy, Praxis and Purpose in Education C.M. Mulcahy, D.E. Mulcahy, D.G. Mulcahy, 2014-12-05 Recent years have shown the growth of federal legislation and programs having a profound impact on educational policy and practice and a decline in reliance on broadly based educational justifications Paralleling this development has been the emergence of well endowed and influential private foundations and an increase in corporate influence in shaping policy In this volume the authors consider the discourse rhetoric and underlying values that sustain these developments alongside those that underlie more longstanding and competing educational theories and practices This volume highlights the importance of recognizing opposing conceptualizations of education some more educationally

productive than others and their core values approaches to student learning strengths and weaknesses and justification The authors analyze and critique what Jane Roland Martin has referred to as the deep structure of educational thought and seek improved educational policy and practice with particular reference to curriculum and pedagogy It features a comparative analysis of competing discourses including autocratic control limited personal development and praxis

Engaging with Meditative Inquiry in Teaching, Learning, and Research Ashwani Kumar, 2022-05-30 This collection of multi interdisciplinary essays explores the transformative potential of Ashwani Kumar's work on meditative inquiry a holistic approach to teaching learning researching creating and living in diverse educational contexts Aspiring to awaken awareness intelligence compassion collaboration and aesthetic sensibility among students and their teachers through self reflection critique dialogue and creative exploration this volume Showcases unique ways in which scholars from diverse disciplinary cultural and geographic contexts have engaged with meditative inquiry in their own fields Provides a space where African Asian Buddhist Indigenous and Western scholars engage with the idea of meditative inquiry from their own cultural philosophical and spiritual traditions perspectives and practices Explores a variety of themes in relation to meditative inquiry including arts based research poetic inquiry Africentricity Indigenous thinking martial arts positive psychology trauma dispute resolution and critical discourse analysis Offers insights into how the principles of meditative inquiry can be incorporated in classrooms and thereby contributes to the growing interest in mindfulness meditation and other holistic approaches in schools and academia The diverse and rich contributions contained in this volume offer valuable perspectives and practices for scholars students and educators interested in exploring and adopting the principles of meditative inquiry in their specific fields and contexts

Leaders in Curriculum Studies Leonard J. Waks, Edmund C. Short, 2009-01-01 In the 1950s and 1960s school teaching became a university based profession and scholars and policy leaders looked to the humanities and social sciences in building an appropriate knowledge base By the mid 1960s there was talk about a new philosophy history and sociology of education Curriculum thinkers such as Joseph Schwab Dwayne Heubner and Paul Hirst initiated new intellectual projects to supplement applied work in curriculum By the 1970s the field was in the process of reconceptualization as a new generation of scholars provided deep critical insights into the social political and cultural dynamics of school experience and templates for renewal of curriculum research and practice In this book 18 leading curriculum scholars since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences in teaching and curriculum development creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

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