

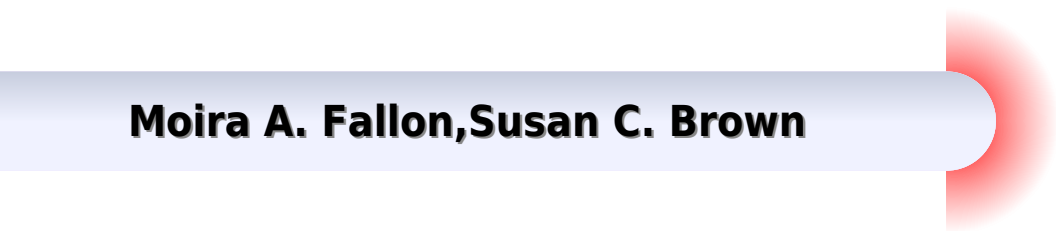
Curriculum and Imagination

Process theory, pedagogy and action research

James McKernan

Curriculum And Imagination Process Theory Pedagogy And Action Research

Moir A. Fallon, Susan C. Brown



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 Since its first publication Action Research Principles and Practice has become a key text in its field This new updated edition clearly describes and explains the practices of action research and its underlying values and introduces important new ideas including all professionals should be reflective practitioners they should produce their personal theories of practice to show how they are holding themselves accountable for their educational influences in learning the stories they produce become a new people s history of action research with potential for influencing new futures This new edition has expanded in scope to contribute to diverse fields including professional development across the sectors and the disciplines It considers the current field including its problems as well as its considerable hopes and prospects for new thinking and practices Now fully updated this book contains A wealth of case study material New chapters on the educational significance of action research An overview of methodological and ethical discussion The book is a valuable addition to the literature on research methods in education and nursing and healthcare and professional education and contributes to contemporary debates about the generation and dissemination of knowledge and its potential influence for wider social and environmental contexts Practitioners across the professions who are planning action research in their own work settings will find this book a helpful introduction to the subject while those studying on higher degree courses will find it an indispensable resource

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. *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 globalisation. 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. **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. *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 *Youth Work Practice* Tony Jeffs, Mark K. Smith, 2010-01-06 A contemporary reflection on current practice this book gets to the heart of what youth work is about It provides an in depth overview and analysis of practice addressing the many experiences of working with young people through insightful chapters written by practitioners themselves

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 **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

Reviewing **Curriculum And Imagination Process Theory Pedagogy And Action Research**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Curriculum And Imagination Process Theory Pedagogy And Action Research**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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