

# CURRICULUM BUILDING CONTEXT



# Studies In Curriculum Decision Making

**Thomas Frederick Tumblin**

## **Studies In Curriculum Decision Making:**

Studies in Curriculum Decision Making Kenneth A. Leithwood,1982

**Curriculum Improvement** Ronald C. Doll,1992

The Ninth Edition of Curriculum Improvement is comprehensive unique practical and thought provoking Despite the problems it cites the book offers a message of hope that schools can help to solve society s problems by impressing upon children and youth that they can achieve and succeed if they act in doing what they know to be right and productive

**The**

**Politics of Curriculum Decision-Making** M. Frances Klein,1991-01-01 Recent proposals for school reform have involved a significant shift in how curriculum decisions are made particularly at the state level In response to these proposals actions taken by educators have underscored the critical nature of the issue regarding who makes curriculum decisions This book examines the issues involved in how this pivotal concern has been addressed in the past and how it is being handled now Each chapter contributes to a more complete understanding of the complexities involved in the recent trend toward the centralization of curriculum decision making The book will assist both researchers and practitioners in better understanding the issues involved as well as the impact of the movement

*Resources in Education ,1985*

**An Analysis of Curriculum**

**Decision Making in Arizona School Districts** John Knapp Butts,1992 *Understanding Decision-Making in Educational Contexts* Stephanie Chitpin,2021-03-15 Understanding Decision Making in Educational Contexts presents problem cases confronting school leaders in real settings and illustrates the multiple approaches that school leaders draw upon to navigate complex and challenging decision making contexts

**Curriculum Decision Making in a Research University** Pamela

Judith Roberts,2014 This is an empirical study addressing the need to better understand how academics design undergraduate curricula and the influences that shape their decisions The study draws on literatures from the perspectives of curriculum and the teaching research nexus to identify a framework for investigating higher education curriculum decisions that comprises all potential influences in the higher education context including research Interviews were held with 20 academics from a range of disciplines who were working at a research university and were both research active and committed to teaching These participants were intended to represent a group who experienced the dynamics between research and teaching in their curriculum practice The findings show that the process of higher education curriculum decision making is an iterative web with multiple starting points and pathways The common starting points in order of frequency were course content learning outcomes and teaching and learning activities The findings suggest that there is no one best pathway for curriculum design because the iterative process means that decisions are progressively revisited and refined However beginning from learning outcomes is helpful for providing a framework for thinking about other curriculum decisions There is also widespread awareness that students need to be engaged and that active learning approaches enhance student learning Practices which were less common were using marking criteria to guide students in their assessment tasks and evaluating learning effectiveness Participants beliefs about educational purposes were found to the most important

influence shaping their curriculum decisions Five curriculum orientations were identified that aligned with the following beliefs about educational purposes 1 inducting students into a discipline 2 preparing students for professional and academic pathways 3 making learning personally relevant to students 4 engaging students with social issues and reform and 5 designing a system for learning Research was an important influence on many of the curricula studied The explicit inclusion of research in this study enabled the identification of the professional and academic curriculum orientation which is distinctive from other curriculum studies In this orientation research provided a bridge between professional and academic educational purposes for preparing students for professional practice for future research and for academic learning Patterns of beliefs suggest that curriculum orientations are informed by participants disciplinary knowledge practices Engagement with educational professional development was found to develop pedagogical expertise and was associated with transformative curriculum change Most participants did not explicitly identify external influences from the socio political context as having an impact on their curricula decisions However they demonstrated that they were responding to changing expectations for including employability skills in curricula and about teaching and learning Participants curriculum orientations were found to shape their responses to change This study suggests implications for educational change initiatives and for educational professional development Academics were found to be responsive to changing their curriculum and teaching practices when they perceive the change to enhance the achievement of their educational purposes to be aligned with their disciplinary knowledge practices and to provide benefits that include institutional recognition and reward

**Curriculum Decision Making in TAFE** Clare McBeath,1986 A study examined the decision making stage in the curriculum development process in vocational programs throughout Australia Data were collected from interviews from a network of persons currently involved in curriculum development and case studies of the curriculum development process in action at 16 vocational schools throughout Australia Although information on curriculum options was found to exist within the Technical and Further Education TAFE agencies biases and knowledge gaps were discernible in the case studies Although many curriculum decisions are predetermined by outside factors such as industrial award agreements it appeared that other decisions were being made without proper assessment of the options available Particular confusion existed on issues such as the use of modules self pacing and mastery learning There was a very uneven awareness of entry and exit issues articulation and flexibility of testing and the options of distance education and degrees of individualization were virtually neglected Thus the data indicate that curriculum developers especially the less experienced ones need a better grounding in curriculum issues and the curriculum options open to them At least some curriculum developers need more guidance and more confidence in the art of choosing which data are needed to make more effective decisions Little guidance in anticipating or dealing with the hidden forces of the curriculum process currently exists The instrument used in interviewing curriculum developers is appended and 71 references are listed MN The Curriculum Landon E.

Beyer, Michael W. Apple, 1998-04-09 This new edition of the classic text extends the scope of critically oriented work in curriculum studies The Impact of Citizen Participation in Mandated Curriculum Decision-making Groups at School and District Levels Diana Joan Barber, 1987 *Comprehensive Dissertation Index, 1861-1972: Education* Xerox University Microfilms, 1973 **Decision-making in the School** Tony Bates, 1974 **Handbook of Research on Curriculum** Philip Wesley Jackson, American Educational Research Association, 1992 Provides information about a wide range of curricular issues affecting elementary and high school education exploring methodological and conceptual issues looking at the forces that shape the curriculum studying the impact of the curriculum on special groups of students and discussing conventional subjects like reading and math **Decision-making in British Education** Jennifer Ozga, Open University. Faculty of Educational Studies, 1973 L administration de l enseignement est moins centralisé qu'en France et ce livre traite en trois parties du contr le public de l enseignement de la planification de l administration scolaire et de la complexité de la r organisation scolaire *Decision-making in 14 OECD Education Systems* Centre for Educational Research and Innovation, 1995 This publication compares levels modes and domains of decision making processes in 14 OECD education systems during 1990 91 Back cover **Image Theory and Decision Making in Higher Education** Thomas Frederick Tumblin, 1997 *An Assessment of Decision Making Styles/processes of Consumer Education Students* Catherine Lynn Bertelson, 1984 **Journal of Research and Development in Education**, 1983 Controlling Public Education Kathryn A. McDermott, 1999 Most Americans believe that local school districts are the only means by which citizens may exercise control over public education Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance Not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence Drawing upon democratic theory and the results of field research in New Haven Connecticut and three suburbs McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance To many people in Connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve In 1996 the Connecticut Supreme Court ruled in *Sheff v O'Neill* that local control produces unconstitutional segregation of public schools Nearly all of the state's 169 towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class In the *Sheff* ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system At the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters In Connecticut and elsewhere it has often seemed necessary to choose between local

control and equity in public education and local control has almost always won McDermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education In her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation These findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools     **Readings in New Developments in Nigerian Education** Clement Chukwueloka Okam,2002

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