

Curriculum Theory and Practice

By Mark K. Smith

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore curriculum theory and practice and its relation to informal education.

The idea of curriculum is hardly new - but the way we understand and theorize it has altered over the years - and there remains considerable dispute as to meaning. It has its origins in the running/chariot tracks of Greece. It was, literally, a course. In Latin curriculum was a racing chariot; currere was to run. A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in his standard work on the subject. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (quoted in Kelly 1983: 10; see also, Kelly 1999). This gives us some basis to move on - and for the moment all we need to do is highlight two of the key features:

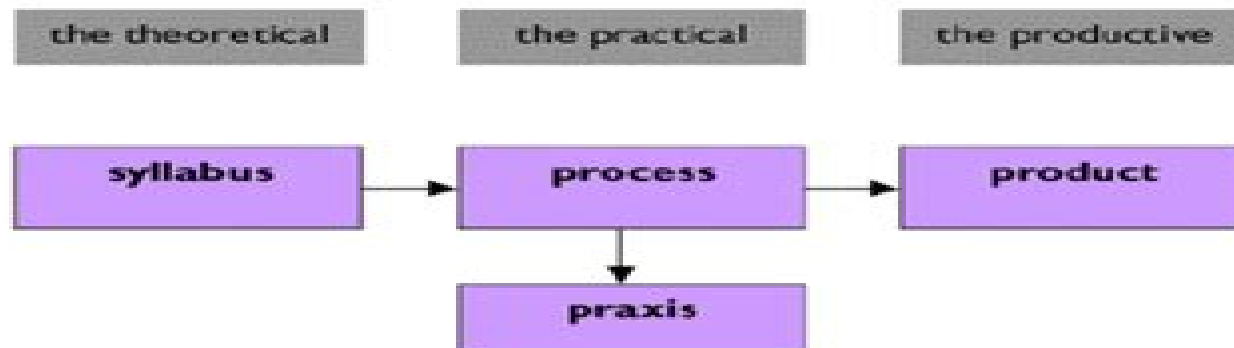
Learning is planned and guided. We have to specify in advance what we are seeking to achieve and how we are to go about it.

The definition refers to schooling. We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson.

In what follows we are going to look at four ways of approaching curriculum theory and practice:

1. Curriculum as a body of knowledge to be **transmitted**.
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 practical.



Here we can see some clear links - the body of knowledge to be transmitted in the first is that classically valued as 'the canon'; the process and praxis models come close to practical deliberation; and the technical concerns of the outcome or product model mirror elements of Aristotle's characterization of the productive. More this will be revealed as we examine the theory underpinning individual models.

The Curriculum Theory And Practice

Albert Victor Kelly



The Curriculum Theory And Practice:

The Curriculum A V Kelly, 2009-01-19 This book will be of interest to educational practitioners and many other professionals concerned with the education and development of the young ESCalate A very well respected book and a Curriculum classic which offers balance to current official publications One of its strengths is the coherent argument that runs throughout It is very much a product of the wide knowledge and experience of the author Jenny Houssart Senior Lecturer Department of Learning Curriculum Communication Institute of Education University of London UK Praise for previous editions I use this book as an essential course text for a module on curriculum theory It is an excellent text for the whole course Vic Kelly s writing is always concise and informative but also at times challenging A most comprehensive text that takes the reader beyond content balance issues values beliefs and assumptions on the curriculum This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid 1970s A V Kelly s now classic work focuses on the philosophical and political dimensions of curriculum and especially on the implications for schools and societies of various forms of curriculum The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society Kelly summarises and explains the main aspects of curriculum theory and shows how these can and should be translated into practice in order to create an educational and democratic curriculum for all schools at all levels The book also seeks to show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a failure to understand these principles of curriculum theory and practice As a result policies and practices have been implemented which fall short of being adequate In view of the rapid pace of educational change imposed by various governments over the last 35 years including New Labour this book is more relevant than ever

The Curriculum A V Kelly, 2004-05-25 Praise for the Previous Edition This book will be a welcome addition to current educational debate and will be of particular interest to senior managers within schools and those involved with policy making from the highest level down Educational Review This book has been regularly revised and updated since it was first published in the mid 1970s A V Kelly s classic work on curriculum focuses on the philosophical and political dimensions of curriculum and especially on the implications for schools and societies of various forms of curriculum

The Curriculum Albert Victor Kelly, 1977

Curriculum Wesley Null, 2023-03-27 The third edition of Curriculum From Theory to Practice provides an introduction to curriculum theory and how it relates to classroom practice Wesley Null builds upon recent developments while continuing to provide a unique organization of the curriculum field into five traditions systematic existential radical pragmatic and deliberative Null discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition To ensure breadth and scope Null has expanded this edition to include new figures address rapid changes in democratic society and chart a path to inclusion and wise decision making

Theory and Practice of Curriculum Studies Denis Lawton, 2012 This book

deals with curriculum issues and problems and one of its aims is to help practising teachers to clarify their own theory and practice in relation to the curriculum. The contributors look at three popular theories or sets of assumptions held by teachers: the child-centred view of education, the subject-centred or knowledge-centred view, and the society-centred view. Each of these views is incomplete on its own but each has something to contribute in planning a curriculum as a whole, and the authors emphasize that a comprehensive theory of curriculum planning would take into account the individual nature of the pupil and also recognize the social value of education. This kind of comprehensive curriculum planning has been described as the situation-centred curriculum based on the idea that schools should be concerned with preparing the young for the world as it will be when they leave school. One of the purposes of education is to develop a child's autonomy; he or she must learn to cope with the variety of situations which will face him or her in society. Thus many different approaches must be employed in establishing a basis for the complex task of curriculum planning. The book draws on the disciplines of philosophy, psychology, history, and sociology to suggest new approaches to curriculum objectives and evaluation. It considers the theoretical bases of curriculum models, practical issues of planning, evaluation, and pedagogy, and discusses some urgent contemporary questions about the politics and control of the curriculum.

Giving Teaching Back to Teachers Robin Barrow, 2015-06-03. This book first published in 1984 aims to bring together the interests of the theory and practice of the education system and within the former relate the approaches and claims of the constituent disciplines to each other. Throughout the book while arguing for the importance of facing up to the logical links between theory and practice, the author seeks to point out the extent to which more educational theory has had little to say of importance for practice either because it has been a poor theory or because it has concerned itself with matters of little significance to educators. This book will be of interest to students of education as well as educators themselves.

Curriculum Theory and Practice, 1982. *What Is Curriculum Theory?* William F. Pinar, 2019-05-08. This primer for prospective and practicing teachers asks students to question the historical present and their relation to it and in so doing reflect on their own understandings of what it means to teach, to study, to educate, and to become educated in the present moment in the places we inhabit. Not only the implementation of objectives to be assessed by standardized tests, curriculum is communication among older and younger generations informed by academic knowledge and characterized by educational experience. Pinar's concept of *currere*, the Latin infinitive of curriculum, is invoked to provide an autobiographical method for self-study enabling both individuals and groups to understand teaching as passionate participation in the complicated conversation that is the curriculum.

New to the Third Edition: A new allegory of the present, the Harlem Renaissance. New section on technology. New section on the future of curriculum. Expanded section on Freedom Schools. Educators depicted as truth tellers in this post-truth era of fake news. Provocative, compelling, and controversial. *What Is Curriculum Theory* remains indispensable for scholars and students of curriculum studies, teacher education, educational policy, and the foundations of education.

The Nursing Curriculum Fred Greaves, 2025-09-17. Originally published in 1987.

this book expands and develops some of the ideas presented in the author's earlier volume *Nurse Education and the Curriculum A Curricular Model*. This book expands that theoretical discussion and presents an analytical explanation of curriculum design development and evaluation as applied to nursing. It also addresses the practical difficulties of building and implementing an effective curriculum for nursing education and discusses ways and means by which the facilitation of planning strategies can be developed. The book shows how the curriculum process can be used as a conceptual framework for dealing with intentions and purpose, content, methods, and evaluation.

Perspectives in Curriculum Studies A Zama, N. Endeley, 2021-08-19 *Perspectives in Curriculum Studies* by Margaret Nalova Endeley and Martha Ashuntantang Zama is a comprehensive textbook for graduate students of Curriculum Studies and Instruction and a guide for education practitioners wherein they articulate contemporary curriculum concepts, principles, and applications in the field. With illustrations from informed African perspectives, the authors situate curriculum theory and practice in local contexts so that African scholars, educators, and others may be equipped with knowledge and skills to develop and maintain appropriate and relevant curricula for quality education. Framed in sixteen chapters grouped in five parts, the text begins with the exposition of basic terminology, curriculum theory, and foundations of the curriculum, before delving profoundly into the curriculum development process. The latter portion gives the reader the opportunity to explore, analyse, and evaluate different curriculum planning approaches and models, curriculum design dimensions and patterns, and procedures for the development of syllabuses, textbooks, and other curriculum materials. Also, Curriculum implementation tasks as well as strategies for evaluation of programs and courses are presented and discussed. Since curriculum and instruction are highly intertwined notions, instructional design is elaborately treated in two chapters, bringing out its theoretical underpinnings and procedures. The book closes with global perspectives of curriculum development in practice. The goal here is to provide insights into trends, issues, and challenges not only in curriculum development but also in the curriculum field which should generate action towards the improvement of curriculum practice and spur the search for new knowledge.

Adult Education as Theory, Practice and Research Robin Usher, Ian Bryant, 2014-06-23 The authors argue that the aim of research should be to improve practice through a process of critical reflection. Focusing clearly on the everyday concerns and problems of practitioners, they emphasize the importance of practical knowledge. Their definition of practice is wide and includes the generation of theory and the doing of research as well as front-line teaching. They show how notions of adult learning and the adult learner have been constituted mainly through theory and research in psychology and sociology and examine action research as a mode of understanding. They conclude by looking at the curriculum implications for the teaching of adult education as reflective practice.

The Curriculum and the Disciplines of Knowledge Arthur R. King, John Arnold Brownell, 1966

Curriculum Studies: Curriculum knowledge David Scott, 2003

Encyclopedia of Curriculum Studies Craig Kridel, 2010-02-16 The *Encyclopedia of Curriculum Studies* provides a comprehensive introduction to the academic

field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

Exemplars of Curriculum Theory

Arthur K. Ellis, 2014-01-09 This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today It ties together broad educational theories such as progressivism essentialism perennialism etc curriculum models characterized as learner centered society centered or knowledge centered and exemplars of curriculum theories and models such as Reggio Emilia Core Knowledge the International Baccalaureate etc

Curriculum J. Wesley Null, Wesley Null, 2011-03-16 Curriculum introduces readers to curriculum theory and practice Wesley Null provides a unique organization of the curriculum field into five traditions systematic existential radical pragmatic and deliberative He discusses the philosophical and historical foundations as well as the historical and contemporary figures who have shaped each curriculum tradition Additionally he presents case studies that provide the opportunity for scholars and practitioners to resolve curriculum problems through deliberation

The Curriculum Landon E. Beyer, Michael W. Apple, 1998-04-09 Such was the praise for the first edition of The Curriculum Now Landon E Beyer and Michael W Apple join together with other notable contributors in this new edition to examine a range of issues ideas and practices connected to the development evaluation and effects of curriculum ideas and practices With substantially new and revised material the book includes both historical and contemporary efforts to redefine the public

school curriculum It analyzes both the explicit ideas that are conveyed through the curriculum as well as the social political aesthetic ethical and moral perspectives and values with which curriculum is connected In outlining both theoretical and practical aspects of the curriculum and the social values and purposes with which they are connected the book raises a host of important questions and dilemmas about the nature and direction of educational policies and practices Taking an integrated perspective The Curriculum outlines both theoretical issues and practical possibilities in the process raising questions about the nature and direction of educational policies and practices As it clarifies the connections between social possibility and the concrete realities of classrooms and other educational arenas this book elucidates the meaning and value of education and some of the reasons for the continuing debates within the field

Curriculum as Institution and Practice William A. Reid, 2012-12-06 This volume brings together a collection of essays by William A Reid that present and elaborate the deliberative tradition of curriculum theory and examine the implications of a deliberative perspective for approaches to policy making and school systems The essays illustrate the development of Reid s understanding of the deliberative tradition and his efforts to extend it from a focus on practice to one that embraces conceptions of schooling as an institution Institution and practice are the key concepts which guide and illuminate the central thesis of the book To be effective a theory of curriculum must be able to talk not only about questions of desirable practice but also about questions of how practice may be aided or constrained by the nature of the institution within which it takes place This significant new contribution to the literature of curriculum studies represents a unique attempt to synthesize what have often been treated as quite separate issues questions of the philosophical basis for curriculum decision making questions of processes of decision making and questions of the nature of schools and classrooms presents its material in an evolutionary way focusing on the continuing development of ideas rather than on a rhetoric of conclusions and offers a summing up of thought and achievement in the deliberative tradition that is not otherwise available

Cultures of Curriculum Pamela Bolotin Joseph, 2011-05-20 Using cultures of curriculum as a lens this clear compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society It is designed to foster awareness examination and deliberation about the curricula planned for and carried out in classrooms and schools to inspire conversations about theory and practice as well as political social and moral issues and to expand critical consciousness about approaches to curriculum and practice Readers are encouraged to give serious attention to the issues this book raises for them and to join with their colleagues students and communities in considering how to create curricula with purpose and congruent practices and to reculture classrooms and schools A framework of inquiry is presented to facilitate such reflection and to accomplish these goals Cultures of Curriculum Second Edition Introduces the field of curriculum studies by describing theories and questions pertinent to curriculum inquiry Describes the process of curriculum leadership drawing from historical and contemporary research on curriculum change and transformation Presents the concept of cultures of

curriculum as a way of thinking of curriculum as cultural text encompassing histories norms beliefs values roles and environments Connects theory to practice by describing curricular orientations as depicted in practice providing educators with approaches to instruction planning and assessment for creating intentional practices in classrooms and schools Uses a heuristic that helps educators to understand curricular orientations examine curriculum in classrooms and schools and reflect upon their own beliefs and practices Integrates moral and political discourse into discussions of curriculum orientations so that educators can recognize question and challenge aims and actions by examining dominant paradigms and both their direct and unforeseeable influences upon schooling Changes in the second edition Four new chapters Narrowing the Curriculum current trends of standardization and high stakes testing Educating Through Occupations Deweyan progressive and career technical education Sustaining Indigenous Traditions Native American indigenous education Envisioning Peace peace global human rights environmental education Updates and pertinent scholarship in all chapters reflecting recent events and discourses Curricular cultures all are examples of progressive alternatives to traditional education New two part structure Curriculum Studies and Curricular Cultures

Curriculum Theory Michael Stephen Schiro, 2007-08-29 Schiro Boston College has written a text that examines curriculum theory for experience and pre service educators with the purpose of understanding educational philosophies or ideologies that they are likely to encounter in their teaching H B Arnold CHOICE The book provides readers with a clear sympathetic and unbiased understanding of the four conflicting visions of curriculum that will enable them to more productively interact with educators who might hold different beliefs The book stimulates readers to better understand their own beliefs and also to provide them with an understanding of alternate ways of thinking about the fundamental goals of education SIRREADALOT.ORG A much needed insightful view of alternative curriculum orientations This is an exceptionally written book that will be useful to teachers curriculum workers and school administrators Marc Mahlios University of Kansas Curriculum Theory Conflicting Visions and Enduring Concerns is a thought provoking text that invites self analysis Lars J Helgeson University of North Dakota Curriculum Theory Conflicting Visions and Enduring Concerns presents a clear unbiased and rigorous description of the major curriculum philosophies that have influenced educators and schooling over the last century Author Michael Stephen Schiro analyzes four educational visions Scholar Academic Social Efficiency Learner Centered and Social Reconstruction to enable readers to reflect on their own educational beliefs and allow them to more productively interact with educators who might hold different beliefs Key Features Provides a historical perspective on the origins of curriculum ideologies The book places our current educational debates and issues in a historical context of enduring concerns Offers a model of how educational movements can be critically analyzed Using a post structuralist perspective this model enables readers to more effectively contribute to the public debate about educational issues Pays careful attention to the way language is used by educators to give meaning to frequently unspoken assumptions The text s examination helps readers better understand curricular disagreements that

occur in schools Highlights the complexities of curriculum work in a social context With an understanding of the ideological pressures exerted on them by society and colleagues readers can put these pressures in perspective and maintain their own values beliefs and practices Intended Audience This book is designed as a supplemental text for advanced undergraduate and graduate courses such as Curriculum Theory Introduction to Curriculum and Instruction Curriculum Philosophy and Curriculum Theory and Practice in the department of education Talk to the author schiro@bc.edu To visit the author's web site please visit <http://www2.bc.edu/schiro/sage.html>

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Table of Contents The Curriculum Theory And Practice

1. Understanding the eBook The Curriculum Theory And Practice
 - The Rise of Digital Reading The Curriculum Theory And Practice
 - Advantages of eBooks Over Traditional Books
2. Identifying The Curriculum Theory And Practice
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an The Curriculum Theory And Practice
 - User-Friendly Interface
4. Exploring eBook Recommendations from The Curriculum Theory And Practice
 - Personalized Recommendations
 - The Curriculum Theory And Practice User Reviews and Ratings
 - The Curriculum Theory And Practice and Bestseller Lists
5. Accessing The Curriculum Theory And Practice Free and Paid eBooks
 - The Curriculum Theory And Practice Public Domain eBooks
 - The Curriculum Theory And Practice eBook Subscription Services
 - The Curriculum Theory And Practice Budget-Friendly Options

6. Navigating The Curriculum Theory And Practice eBook Formats
 - ePub, PDF, MOBI, and More
 - The Curriculum Theory And Practice Compatibility with Devices
 - The Curriculum Theory And Practice Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of The Curriculum Theory And Practice
 - Highlighting and Note-Taking The Curriculum Theory And Practice
 - Interactive Elements The Curriculum Theory And Practice
8. Staying Engaged with The Curriculum Theory And Practice
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers The Curriculum Theory And Practice
9. Balancing eBooks and Physical Books The Curriculum Theory And Practice
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection The Curriculum Theory And Practice
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine The Curriculum Theory And Practice
 - Setting Reading Goals The Curriculum Theory And Practice
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of The Curriculum Theory And Practice
 - Fact-Checking eBook Content of The Curriculum Theory And Practice
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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