

1. Record Nr.	UNINA9910254972503321
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Titolo	New Perspectives on Curriculum, Learning and Assessment // by David Scott
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	9783319228310 3319228315
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (217 p.)
Collana	Evaluating Education: Normative Systems and Institutional Practices, , 2570-026X
Disciplina	370
Soggetti	Education - Curricula Learning, Psychology of Educational tests and measurements Curriculum Studies Instructional Psychology Assessment and Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Preface -- Acknowledgements -- 1. Introduction: Curriculum, Learning and Assessment -- 2. Curriculum Frameworks -- 3. Theories of Learning -- 4. Knowledge and the Curriculum -- 5. Learning Environments and Transitions -- 6. Accountability -- 7. Globalisation Mechanisms -- 8. International Comparisons -- 9. A New Model of Curriculum -- Notes -- References.- Author Index -- Subject Index.
Sommario/riassunto	This book offers a detailed analysis and assessment of the state of education round the world. The argument is made that education and curriculum practices are deficient for two reasons. The first is the adoption by governments, policy-makers and practitioners of a set of knowledge practices that can be broadly characterised as empiricist and technicist, and which has come to dominate how curricula are constructed and certainly how education systems and their work can be described. The second is the adoption of a model of curriculum that is both backward-looking and, in its own terms, confused and muddled.

This book then sets out an alternative model, which is more cogent and better focused on human wellbeing.
