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| Nota di contenuto | COVER; CONTENTS; INTRODUCTION: PLANNING THE HANDBOOK - Practice, Context, and Theory; PART I: CURRICULUM IN PRACTICE; SECTION A: MAKING CURRICULUM; 1 - CURRICULUM POLICY AND THE POLITICS OF WHAT SHOULD BE LEARNED IN SCHOOLS; 2 - CURRICULUM PLANNING; 3 - MAKING CURRICULA; 4 - SUBJECT MATTER; SECTION B: MANAGING CURRICULUM; 5 - STRUCTURING CURRICULUM; 6 - CURRICULUM IMPLEMENTATION AND SUSTAINABILITY; 7 - TECHNOLOGY'S ROLE IN CURRICULUM AND INSTRUCTION; PART II: CURRICULUM IN CONTEXT; SECTION C: DIVERSIFYING CURRICULUM; SECTION C: DIVERSIFYING CURRICULUM; 8 - CURRICULUM AND CULTURAL DIVERSITY 9 - IDENTITY, COMMUNITY, AND DIVERSITY 10 - STUDENTS' EXPERIENCE OF SCHOOL CURRICULUM; 11 - IMMIGRANT STUDENTS' EXPERIENCE OF CURRICULUM; 12 - TEACHING FOR DIVERSITY; SECTION D: TEACHING CURRICULUM; 13 - TEACHER EDUCATION AS A BRIDGE?; 14 - CULTIVATING THE IMAGE OF TEACHERS AS CURRICULUM MAKERS; 15 - TEACHERS' EXPERIENCE OF CURRICULUM; SECTION E: |

INTERNATIONALIZING CURRICULUM; 16 - INDIGENOUS RESISTANCE AND RENEWAL; 17 - GLOBALIZATION AND CURRICULUM; 18 - COMMUNITY EDUCATION IN DEVELOPING COUNTRIES; PART III: CURRICULUM IN THEORY; SECTION F: INQUIRING INTO CURRICULUM; 19 - CURRICULUM INQUIRY
20 - CURRICULUM POLICY RESEARCH
21 - HIDDEN RESEARCH IN CURRICULUM; 22 - REENVISIONING THE PROGRESSIVE TRADITION IN CURRICULUM; 23 - WHAT THE SCHOOLS TEACH; 24 - CURRICULUM DEVELOPMENT IN HISTORICAL PERSPECTIVE; 25 - CURRICULUM THEORY SINCE 1950; 26 - THE LANDSCAPE OF CURRICULUM AND INSTRUCTION; AUTHOR INDEX; SUBJECT INDEX; ABOUT THE EDITORS; ABOUT THE PART EDITORS; ABOUT THE CONSULTING AUTHORS; ABOUT THE CONTRIBUTING AUTHORS

Sommario/riassunto

This edited work emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. The book is aimed at lecturers, professors and academics.
