

1. Record Nr.	UNINA9910779276403321
Autore	Lawton Denis.
Titolo	Theory and practice of curriculum studies // Denis Lawton. [et al.]
Pubbl/distr/stampa	Abingdon, Oxon ; ; New York : , : Routledge, , 2012
ISBN	1-136-71001-9 1-280-67608-6 9786613653017 1-136-71002-7 0-203-81484-3
Descrizione fisica	1 online resource (321 p.)
Collana	Routledge library editions. Education ; ; v. 23
Disciplina	375.0001 375.001 375/.0001
Soggetti	Curriculum planning Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: London : Routledge & Kegan Paul, 1978.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	THEORY AND PRACTICE OF CURRICULUM STUDIES; Copyright; Theory and Practice of Curriculum Studies; Original Copyright; Contents; Preface; Acknowledgments; Introduction: Why Curriculum Studies?; Part One Approaches Through the Disciplines; Chapter 1 The Nature of Educational Theory; Chapter 2 Philosophical Issues; Chapter 3 Psychological Issues; Chapter 4 Sociological Issues; Chapter 5 Language and Curriculum; Chapter 6 A Multidisciplinary Approach to Curriculum; Part Two Psychological Issues; Chapter 7 Learning Theories; Chapter 8 Theories of Motivation Chapter 9 Theories of Cognitive and Moral Development Chapter 10 Two Theories of Instruction: Bruner and Gagne; Chapter 11 Creativity and Intelligence; Part Three Philosophical and Social Issues; Chapter 12 Tradition and Change in the Curriculum; Chapter 13 Problems of Justification; Chapter 14 Curriculum Content: Principles of Selection; Chapter 15 Curriculum Content: Sociology of Knowledge; Part Four Evaluation and Assessment; Chapter 16 Curriculum Objectives; Chapter 17 Curriculum Evaluation: with Reference to Some Projects; Chapter 18

## Curriculum Evaluation: New Approaches

Chapter 19 Methods of Assessment Appendix: Historical Background to Examinations; Part Five The Teacher, Accountability and Control; Chapter 20 Role of the Teacher; Chapter 21 Changing Role of the Teacher; Chapter 22 Teacher as Researcher; Chapter 23 Control of the Curriculum; Chapter 24 Accountability; Chapter 25 Authority and Participation; Conclusion: Why Change the Curriculum?; Bibliography; Index

---

### Sommario/riassunto

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 accou

---