

1. Record Nr.	UNINA9910807615003321
Titolo	Cultures of curriculum // edited by Pamela Bolotin Joseph
Pubbl/distr/stampa	New York, : Routledge, c2011
ISBN	1-136-86940-9 1-136-86941-7 1-283-04290-8 9786613042903 0-203-83727-4
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (629 p.)
Collana	Studies in Curriculum Theory Series
Altri autori (Persone)	JosephPamela Bolotin
Disciplina	374/.001
Soggetti	Curriculum planning - United States Education - Curricula - Social aspects - United States
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	STUDIES IN CURRICULUM; Contents; Preface; References; Acknowledgments; Part I Curriculum Studies; Chapter 1 Conceptualizing Curriculum; Multiple Curricula; Curriculum as Text; Curriculum Commonplaces; Curriculum as Complex Questions; Paradigms; Curricular Orientations; Educational Philosophies; Conflicting Conceptions of Curriculum; Adult Education Philosophical Orientations; African American Curriculum Orientations; Cultures of Curriculum; References; Chapter 2 Understanding Curriculum as Culture; The Nature of Culture; Becoming Aware of Culture; Seeing Curriculum as Culture A Framework for Studying Curriculum as CultureCultures of Curriculum; References; Chapter 3 Narrowing the Curriculum; Prevailing Classroom and School Cultures; The Business of Schooling: History; The Business of Schooling: Norms; The Business of Schooling: Consequences; Curriculum Abandoned; References; Chapter 4 Reculturing Curriculum; Reculturing; Prerequisites for Reculturing; Obstacles to Reculturing; Curriculum Leadership and Reculturing; Curricular Cultures; Curricular Cultures for Inquiry; Curricular Cultures in Classrooms and Schools; The Nature of Vision; References

Part II Curricular Cultures
Chapter 5 Constructing Understanding; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References;
Chapter 6 Developing Self and Spirit; Visions; History; Belief and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References;
Chapter 7 Educating Through Occupations; Visions; History Beliefs and Practices: Learners and Teachers Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References;
Chapter 8 Connecting to the Canon; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References;
Chapter 9 Sustaining Indigenous Traditions; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context Beliefs & Practices: Curriculum Planning and Evaluation Dilemmas of Practice; Critique; References;
Chapter 10 Deliberating Democracy; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References;
Chapter 11 Confronting the Dominant Order; Visions; History; Beliefs and Practices: Learners and Teachers; Beliefs and Practices: Content and Context; Beliefs and Practices: Curriculum Planning and Evaluation; Dilemmas of Practice; Critique; References
Chapter 12 Envisioning Peace

Sommario/riassunto

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
