

1. Record Nr.	UNINA9910820613603321
Titolo	Children and their curriculum : the perspectives of primary and elementary school children // edited by Andrew Pollard, Dennis Thiessen, and Ann Filer
Pubbl/distr/stampa	London ; ; Washington, D.C., : Falmer Press, 1997
ISBN	1-135-71555-6 1-138-18035-1 1-135-71556-4 1-280-10991-2 0-203-45432-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (215 p.)
Altri autori (Persone)	PollardAndrew <1949-> ThiessenDennis FilerAnn
Disciplina	372.19
Soggetti	Education, Elementary - Curricula - Great Britain Education, Primary - Curricula
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 index.
Nota di contenuto	Book Cover; Title; Contents; Acknowledgments; Introduction: New Challenges in Taking Children's Curricular Perspectives Seriously; Pupils, Teachers and the Ownership of Curriculum Knowledge: Editors' Introduction; The Relevance of Creative Teaching: Pupils' Views; The Tale of a Task: Learning Beyond the Map; Pupils' Lives and the Curriculum as Lived Experience: Editors' Introduction; Shared and Negotiated Territories: The Socio-cultural Embeddedness of Children's Acts of Meaning; 'At Least They Were Laughing': Assessment and the Functions of Children's Language in Their 'News' Session Withdrawal, Resistance and Adaptation in Shaping the Experienced Curriculum: Editors' Introduction The Politics of Primaries: The Micropolitical Perspectives of 7-Year-Olds; Experience through the Eyes of Quiet Bird: Reconnecting Personal Life and School Life; Methodological Challenges: Editors' Introduction; Observing Children on a School Playground: The Pedagogics of Child-watching; In Search

of Authenticity: Researching Young Children's Perspectives; Knowing about, Acting on Behalf of, and Working with Primary Pupils' Perspectives: Three Levels of Engagement with Research Notes on ContributorsIndex

Sommario/riassunto

The aim of this text is to encourage educators and researchers in recognizing pupil perspectives. Its central argument is that understanding some of the disparity between "curriculum as intended" and "curriculum as experienced" will increase the quality of school life and improve learning.
