

<<课程论>>

图书基本信息

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前言

Curriculum: Foundations, Principles, and Issues, Fifth Edition, is a book for re-searchers, theoreticians, and practitioners of curriculum. It is a basic text for those studying curriculum planning, development, implementation, and evaluation, as well as a reference for teachers, supervisors, and administrators who participate in curriculum making. The book is a comprehensive, thoroughly documented overview of the foundations, principles, and issues of curriculum. Foundations are the areas of study outside curriculum that impact the field; principles are the means and methods used in reflecting about the totality of curriculum and in designing, developing, implementing, and evaluating curriculum; issues are the current and evolving educational, political, and social dynamics that influence the curriculum field. The book consists of a one-chapter introduction to the field plus three major parts. Part I, Foundations of Curriculum, has four chapters: one each on the curriculum's philosophical, historical, psychological, and social foundations. Part II, Principles of Curriculum, comprises chapters on curriculum design, development, implementation, and evaluation. Part III consists of one chapter, "Curriculum Issues and Trends." This book differs from other curriculum texts in several ways. Most texts focus on either theory or practice. Some texts advance a particular political or social position. Others approach the field of curriculum as an administrative challenge. This text provides a balanced, comprehensive view of the field of curriculum. We have avoided taking a particular philosophical, educational, political, or social stance. Instead, we have aimed at providing a complete view of the field of curriculum so that readers can consider choices and formulate their own views on curriculum foundations, principles, and issues. In short, we have supplied a mix of material to help researchers and practitioners develop their own interpretations of the field—past, present, and future. The book provides three instructional and learning tools: Curriculum Tips, Focusing Questions, and overview tables. Curriculum Tips give practical meaning to the research and insights into the curriculum process. The Focusing Questions at the beginning of each chapter orient the reader and set the stage for the chapter's main ideas. The overview tables make learning more meaningful and provide summaries of the major concepts and principles discussed in the chapter. Every textbook results from the participation of many people. We are grateful to all. We particularly thank those who reviewed the manuscript: Kimberly Bilica, Cynthia J. Chapel, and Angela Koppang. We also want to acknowledge the contributions of Kelly Villella Canton, series editor at Allyn and Bacon, in the production of the book. Additional thanks to Greg Erb, the production editor. Their efforts are much appreciated.

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内容概要

这是一本经典的课程论教材，全书从根本上围绕这样一个重大课题而展开：作为教育者，我们应该如何应对变革的社会对学校教育和课程提出的挑战？本书视野宽广，但不失思考的深度；视角独特，但始终不偏离探讨的主题。

相信这本书对于我国的读者深入了解课程研究领域大有裨益。

作者简介

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书籍目录

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章节摘录

Taking the NCLB at face value, all students are required to reach proficiency on state reading and math tests by 2014. States are judged on yearly progress and penalized, including by loss of federal funds, if proficiency declines. Currently states use their own definition of proficiency. Obviously, those "states that have the bar lower will have an easier time meeting the mark and avoiding federal sanctions,"⁷¹ but state officials and education policy makers can be expected to address these different standards eventually. In 2003, no states' students did better on the NAEP in 4th grade reading than on the state exam, and only two states' students did better at the eighth grade level (Vermont, 3 percent difference; Missouri, 2 percent difference). Two states' students did better on the NAEP 4th grade math test than on their own state exams (Vermont, 2 percent; Massachusetts, 1 percent), and three states' students did better on the NAEP 8th grade math test (Massachusetts, 1 percent; South Carolina, 7 percent; Missouri, 14 percent).

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编辑推荐

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