

Curriculum Reform and Curriculum Theory: a case of historical amnesia

IVOR GOODSON

Professor, Faculty of Education, University of Western Ontario

The school curriculum is a social artefact, conceived of and made for deliberate human purposes. It is therefore a supreme paradox that in many accounts of schooling the written curriculum, this most manifest of social constructions, has been treated as a given. Moreover the problem has been compounded by the fact that it has often been treated as a *neutral* given embedded in an otherwise meaningful and complex situation. Yet in our own schooling we know very well that while we loved some subjects, topics or lessons, we hated others. Some we learnt easily and willingly, others we rejected whole-heartedly. Sometimes the variable was the teacher, or the time, or the room, or us, but often it was the form or content of the curriculum itself. Of course beyond such individualistic responses there were, and are, significant collective responses to curriculum, and again when patterns can be discerned it suggests this is far from a 'neutral' factor.

Why then, has so little attention been given to the making of curriculum? We have a social construction which sits at the heart of the process by which we educate our children. Yet in spite of the patchy exhortations of sociologists, sociologists of knowledge in particular, one looks in vain for serious study of the process of social construction which emanates as curriculum.

The reasons for this lacuna in our educational studies can be focused on two specific aspects: first, the nature of curriculum as a source for study, and secondly, associated with this, questions relating to the *methods* we employ in approaching the study of curriculum.

In this article I shall deal with some of the problems involved in employing curriculum as a source. Part of the problem has already been mentioned: namely that many accounts of schooling accept the curriculum as a given, an inevitable and essentially unimportant variable. Of course, some important work in the fields of curriculum studies and sociology of knowledge have provided a continuing challenge to this kind of curriculum myopia.

But once it accepted that the curriculum itself is an important source for study a number of further problems surface. For 'the curriculum' is a perennially elusive and multi-faceted concept. The curriculum is such a slippery concept because it is defined, redefined and negotiated at a number of levels and in a number of arenas. It would be impossible to arbitrate over which points in the ongoing negotiations were critical. In addition, the terrain differs substantially according to local or national

Basic Curriculum Theory Research And Reform

Dina Pei, Dongming Bao



Basic Curriculum Theory Research And Reform:

Basic Curriculum Theory : Research and Reform Anil Chandra,2003-01-01 The problem of how to change the curriculum has seldom been solved successfully Everyone who has been involved in programmes of curriculum development knows that all sorts of resistance to curriculum changes arise from parents teachers students administrators organized groups and from educational agencies beyond the local community Author Anil Chandra was professor of Chemistry in the regional college of Education Mysore *Handbook of Curriculum Theory, Research, and Practice* Peter Pericles

Trifonas,Susan Jagger,2024-02-22 This Handbook paints a portrait of what the international field of curriculum entails in theory research and practice It represents the field accurately and comprehensively by preserving the individual voices of curriculum theorist researchers and practitioners in relation to the ideas rules and principles that have evolved out of the history of curriculum as theory research and practice dealing with specific and general issues Due to its approach to both specific and general curriculum issues the chapters in this volume vary with respect to scope Some engage the purposes and politics of schooling in general Others focus on particular topics such as evaluation the use of instructional objectives or curriculum integration They illustrate recurrent themes and historical antecedents and the curricular debates arising from and grounded in epistemological traditions Furthermore the issues raised in the handbook cut across a variety of subject areas and levels of education and how curricular research and practice have developed over time This includes the epistemological foundations of dominant ideas in the field around theory research and practice that have led to marginalization based on race class gender sexuality ethnicity age religion and ability The book argues that basic curriculum issues extend well beyond schooling to include the concerns of anyone interested in how people come to acquire the knowledge skills and values that they do in relation to subjectivity and experience **Handbook of Contemporary**

Chinese Social Sciences Ping Hao,2025-10-09 This Handbook presents thorough literature reviews and detailed analyses on the development of China s social sciences research since the reform and opening up in 1978 The handbook is comprised of 4 sections politics and law sociology and economics demography and education journalism studies and library science Written and edited by leading scholars from Peking University each volume critiques the research findings and provides guidance for future investigations of the respective field Given its scope the handbook will offer international academics an in depth and up to date understanding of the development of Chinese scholars research on Chinese social sciences over the past forty years *Constructing a Future Development Model for China's Basic Education* Dina Pei,Dongming

Bao,2020-11-24 Focusing on the future development of basic education in China and on overcoming related issues this book identifies key breakthroughs priorities and important fields of basic education reform In addition it introduces the Three Power Model decision making principals leadership and learning power to help address the challenges of future development Unlike much of the research on basic education reform the book draws on a forward thinking realistic and comprehensive

project bringing together 15 universities and research institutes 16 provincial administration departments and 100 selected primary and secondary schools it has also been strongly endorsed by the nation's leaders After five years of practice and innovation it has made significant breakthroughs in many provinces Sharing unique insights into the project and its outcomes the book offers an invaluable asset for education researchers primary and secondary school teachers and anyone interested in the evolution of basic education in China

International Handbook of Curriculum Research William F.

Pinar,2013-10-15 Continuing its calling to define the field and where it is going the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide providing a panoramic view of the state of curriculum studies globally Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide Changes in the Second Edition Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally Countries absent in the First Edition are represented Chile Colombia Cyprus Ethiopia Germany Iran Luxembourg Nigeria Peru Poland Portugal Singapore South Africa Spain and Switzerland 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America This handbook is an indispensable resource for prospective and practicing teachers for curriculum studies scholars and for education students around the world

Bridging Educational Leadership, Curriculum Theory and Didaktik Michael Uljens,Rose M. Ylimaki,2017-10-04 This book is open access under a CC BY 4.0 license This volume argues for the need of a common ground that bridges leadership studies curriculum theory and Didaktik It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields It concludes with implications of its coherent theoretical framing for future empirical research Recent neoliberal policies and transnational governance practices point toward new tensions in nation-state education These challenges affect governance leadership and curriculum involving changes in aims and values that demand coherence Yet the traditionally disparate fields of educational leadership curriculum theory and Didaktik have developed separately both in terms of approaches to theory and theorizing in USA Europe and Asia and in the ways in which these theoretical traditions have informed empirical studies over time An additional aspect is that modern education theory was developed in relation to nation-state education which in the meantime has become more complicated due to issues of globalism This volume examines the current state of affairs and addresses the issues involved In doing so it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives

Curriculum Innovations in Changing Societies K. W.

Chau,2013-12-31 dfg *Curriculum for Utopia* William B. Stanley,1992-01-01 This book examines the relationship between contemporary forms of critical theory and social reconstructionism as they relate and contribute to the construction of a

radical theory of education It illustrates many of the persistent issues problems and goals of radical educational reform including the importance of developing a language of possibility utopian thought and the critical competence necessary to reveal and deconstruct forms of oppression Stanley perceptively and clearly reexamines new challenges posed to various forms of critical pedagogy including reconstructionism by the development of postmodern and poststructuralist theory focusing on the connections and continuities between them *Life-Practice Educology* Lan Ye,2020-03-23 In *Life Practice Educology A Contemporary Chinese Theory of Education* Ye Lan presents the theory of a contemporary Chinese school of Educology It consists of two main parts The first part proposes a fully formulated view on Life Practice School of Educology and expounds on current thinking in China that denies the independence of educology as a discipline The second part explains both inherited and new understandings of the Life Practice School of Educology covering Chinese traditional culture and the current debate It further refines the Chinese understanding of Education jiaoyu as teaching the knowledge of nature and society and cultivating a self consciousness towards life

Proceedings of the 2024 4th International Conference on Modern Educational Technology and Social Sciences (ICMETSS 2024) Vishalache A/P Balakrishnan,Muhammad Faizal Bin A. Ghani A. Ghani,Rafiza Binti Abdul Razak Abdul Razak,Ghadah Hassan Al Murshidi,2024-11-30 This is an open access book The term modern educational technology refers to the theory and practice of optimizing teaching through the design development utilization management and evaluation of instructional processes and resources using contemporary educational theories and advanced information technology Education and social sciences are mutually reinforcing disciplines that play a crucial role in the new social development pattern The knowledge capacity of individuals is increasingly becoming the decisive factor for modern productivity growth Consequently education has emerged as a vital investment field for intellectual resource development Investing in education yields significant benefits by transforming scientific and technological potential into tangible productivity outcomes Ultimately it is imperative to prioritize education and foster lifelong learning opportunities ICMETSS 2024 will concentrate on advancing modern educational technology alongside social sciences while exploring their interrelationship to promote mutual progress

International Conference on Education and Management Science (ICEMS2014) ,2014-09-24 2014 International Conference on Education and Management Science ICEMS2014 will be held in Beijing China on August 19 20 2014 The main purpose of this conference is to provide a common forum for researchers scientists and students from all over the world to present their recent findings ideas developments and application in the border areas of Education and Management Science It will also report progress and development of methodologies technologies planning and implementation tools and standards in information systems Education is an internal topic It is a process of delivering knowledge in a basic meaning Humans are hard to define the actual definition of education But it is the key point for our society to step forward Management science is the discipline that adapts the scientific approach for problem solving to help managers making informed decisions The goal of management science is

to recommend the course of action that is expected to yield the best outcome with what is available

Euro-Asian Encounters on 21st-Century Competency-Based Curriculum Reforms Weili Zhao, Daniel Tröhler, 2021-07-12 This book offers a geographically unique cultural comparative lens to examine the issue of transnational curriculum knowledge re production Prompted by the ongoing competency based curriculum reforms on a global scale this book examines where global frameworks like the OECD s core competency definitions are rooted and how they are borrowed resisted and or re contextualized in various European states with a Christian foremost Protestant educational cultural heritage and Asian countries with a Confucian educational cultural heritage It highlights the roles that various factors such as history culture religious attitudes ideology and state governance play in nation states re contextualization of global curriculum policies and practices beyond a simplistic and dualistic globalism power and nationalism resistance dynamic In doing so it provides a global context to better understand individual nation state s continuing curriculum reforms and school practices At the same time it situates individual nation state s latest curriculum reforms and practices within an international community for healthy dialogues and mutual sharing By selecting two educational cultural systems and wisdom Christian Protestant and Confucian it also offers a springboard for international curriculum studies beyond the usual confinement of geopolitical nation state constructs It not only sheds new light on each nation state s curriculum policies and practices but also creates new collaboration spaces within similar and across disparate cultural educational regions With its wide geopolitical and educational cultural scope this book appeals to a global market and can be used in a variety of undergraduate and graduate courses in comparative education history of education curriculum theory school and society and curriculum history

The Logic of China's New School Reforms Qiquan Zhong, 2021-10-25 This is a collection of essays on China s new curriculum reforms in basic education covering various aspects of the reforms ranging from education theory to classroom activity transformation from teacher training to teaching quality evaluation Prof Zhong presents rich experiences in the reforms in the last decade as collisions between old ideas and new ones marking the end of the Kairov Era pedagogy This book discusses profound changes in China s basic education propelled by both top down designs and bottom up innovations from grass root teachers

Application of Big Data, Blockchain, and Internet of Things for Education Informatization Mian Ahmad Jan, Fazlullah Khan, 2021-10-12 This two volume set constitutes the refereed proceedings of the First International Conference International Conference on Application of Big Data Blockchain and Internet of Things for Education Informatization The conference was held in August 2021 and due to COVID 19 pandemic virtually The 99 revised full papers and 45 short papers have been selected from 503 submissions The papers describe research fields such as big data and information education The aim of the conference is to provide international cooperation and exchange platforms for big data and information education experts scholars and enterprise developers to share research results discuss existing problems and challenges and explore cutting edge science and technology

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Education 2012 Proceedings Baohui Zhang, Gavin W. Fulmer, Xiufeng Liu, Weiping Hu, Shujin Peng, Bing Wei, 2014-05-06 This book contains papers presented at the International Conference on Science Education 2012 ICSE 2012 held in Nanjing University Nanjing China It features the work of science education researchers from around the world addressing a common theme Science Education Policies and Social Responsibilities The book covers a range of topics including international science education standards public science education and science teacher education It also examines how STEM education has dominated some countries science education policy ways brain research might provide new approaches for assessment how some countries are developing their new national science education standards with research based evidence and ways science teacher educators can learn from each other Science education research is vital in the development of national science education policies including science education standards teacher professional development and public understanding of science Featuring the work of an international group of science education researchers this book offers many insightful ideas experiences and strategies that will help readers better understand and address challenges in the field *Proceedings of the 2025 6th International Conference on Mental Health, Education and Human Development (MHEHD 2025)* Zhenjian Yu, Brian Lee Chin Hin, Muhamad Fazil bin Ahmad, Goh Yi Sheng, 2025-10-02 This is an open access book 2025 6th International Conference on Mental Health Education and Human Development will be held on May 23 25 2025 in Tangshan China MHEHD2025 is to bring together innovative academics and industrial experts in the field of Mental Health Education and Human Development to a common forum The primary goal of the conference is to promote research and developmental activities in Mental Health Education and Human Development and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world The conference will be held every year to make it an ideal platform for people to share views and experiences in Mental Health Education and Human Development and related areas We warmly invite you to participate in MHEHD2025 and look forward to seeing you in Tangshan China Education Technology in Physical Education and Sports Dr. Rakesh Gupta, 2021-05-19 Rapid developments in electronic technology have made important effects on Education systems in the world It is doubtless that new technology has affected both economical system and social and education system People who plan the future education have to know where this technology inclines to and act considering this Technology is a powerful mean to reform schools increase students success and makes education effective In the history of various country s cultures physical education has served people for differing purposes Since the primitive ages physical activities have played an important role in the society formally or informally Physical activities have been needed for a number of reasons such as defense environmental factors and continuing the lives In some other situations the most important motive for physical activity has been the longing for a more quality life It was found that the use of technology in physical education programs increased the motivation to materials offered and learning Physical education teachers have started to be enthusiastic n using the

technology together with the potential of the internet in their class The results of the studies showed that the use of technology in physical education as a teaching tool could be useful for both the teachers and the students Technology offers the atmosphere which can provide students autonomous learning

Social Justice, the Common Core, and Closing the Instructional Gap Janet C. Richards, Kristien Zenkov, 2015-10-01 There is little doubt that the Common Core State Standards CCSS are a controversial entity They are provocative for the way in which they have been developed for the ways they are being implemented and evaluated for their content and for their failure to explicitly consider the needs interests and histories of diverse populations While the CCSS continue to be problematized by critics around the country including the editors of this volume it is evident our nation is moving toward some would argue we have arrived at a national set of standards and or a national curriculum This text will be an important volume for multiple audiences in large part because it will bring together critical perspectives on the CCSS and the notion of national standards curricula It will simultaneously provide a social justice orientation as a way to interpret the CCSS and respond to their limits while presenting practical examples of social justice oriented CCSS focused curricula that empower diverse learners and their teachers Social Justice the Common Core and Closing the Instructional Gap will consist of chapters by classroom teachers and university scholars who portray honest engaging first person accounts of their successes and challenges connecting a social justice pedagogical orientation to the Common Core State Standards These authors candidly and passionately share the challenges of navigating between a social justice curriculum and high stakes standards and test driven environments They highlight their accomplishments that include effectively supporting students to consider social injustices and devise plans to work toward a more equitable world

The Frontier of Education Reform and Development in China Fang Wu, Feng Chen, 2025-09-30 This book is a collection of academic articles selected from papers published in the Chinese journal Education Research in 2023 Educational Research is an authoritative journal in the field of education in China It was first published in 1979 and is a national comprehensive and theoretical journal of education research This book presents 20 important educational research articles and covers various topics such as pedagogy educational policies teacher education vocational education and higher education It promotes the global dissemination of educational research in China enabling readers worldwide to gain a comprehensive understanding of China's education reform and development especially in recent years

Encyclopedia of Teacher Education Michael A. Peters, 2022-08-26 This encyclopaedia is a dynamic and living reference that student teachers teacher educators researchers and professionals in the field of education with an accent on all aspects of teacher education including teaching practice initial teacher education teacher induction teacher development professional learning teacher education policies quality assurance professional knowledge standards and organisations teacher ethics and research on teacher education among other issues The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions the global policy convergence and counter

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