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Higher education has changed significantly over time. In particular, traditional face-to-face degrees are being revamped in a bid to ensure they stay relevant in the 21st century and are now offered online. The transition for many universities to online learning has been painful—only exacerbated by the COVID-19 pandemic, forcing many in-person students to join their virtual peers and professors to learn new technologies and techniques to educate. Moreover, work has also changed with little doubt as to the impact of digital communication, remote work, and societal change on the nature of work itself. There are arguments to be made for organizations to become more agile, flexible, entrepreneurial, and creative. As such, work and education are both traversing a path of immense changes, adapting to global trends and consumer preferences. The Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design is a comprehensive reference book that analyzes the realities of higher education today, strategies that ensure the success of academic institutions, and factors that lead to student success. In particular, the book addresses essentials of online learning, strategies to ensure the success of online degrees and courses, effective course development practices, key support mechanisms for students, and

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ensuring student success in online degree programs. Furthermore, the book addresses the future of work, preferences of employees, and how work can be re-designed to create further employee satisfaction, engagement, and increase productivity. In particular, the book covers insights that ensure that remote employees feel valued, included, and are being provided relevant support to thrive in their roles. Covering topics such as course development, motivating online learners, and virtual environments, this text is essential for academicians, faculty, researchers, and students globally.

Reframing the Curriculum is a practical, hands-on guide to weaving the concepts of healthy communities, democratic societies, and social justice into academic disciplines. Developed for future and practicing teachers, this volume is perfect for teacher education courses in instructional design, social foundations, and general education, as well as for study in professional learning communities. The author outlines the philosophies, movements, and narratives shaping the future, both in and out of classrooms, and then challenges readers to consider the larger story and respond with curriculum makeovers that engage students in solving problems in their schools, communities, and the larger world. The book's proven method for designing units gives educators across grades and disciplines the tools to bring sustainability and social justice into experiential, project-based instructional approaches. Pedagogical features include: Specific examples and templates that offer readers a framework for reworking their units and courses while meeting required standards and incorporating innovative classroom practices. Activities and discussion questions that bring the content to life and establish ties with the curriculum. eResources, including a Facilitator's Guide, offering examples of fully developed units created with this model and an editable template for

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redesigning existing units.

Working away from trends in government policy, this book takes a future-oriented re-imagining of schools with a focus on four innate human capacities: collaboration, critical reflection, communication and creativity. Miranda Jefferson and Michael Anderson draw together examples of practice from around the world to provide a reimagining of education. They show how our schools can be sustainably transformed to be places of support, challenge and joy in learning, responsive to students' needs and the needs in our workplaces and wider society. Readers are empowered to use knowledge and experience to create the reality they would like to see in their school, building engaged, innovative and active learning, pedagogy curriculum and leadership. Key ideas are summarised at the end of each chapter along with an extensive referencing and bibliography, and a supporting glossary.

Recent writing on education and social change, and a growing number of new governmental initiatives across Western societies have proceeded in denial or ignorance of the personal missions and biographical trajectories of key public sector personnel. This book stems from an underpinning belief that we have to understand the personal biographical if we are to understand the fate of social and political initiatives. In education a pattern has emerged in many countries around the world. Each new government enshrines targets and tests to ensure that teachers at the frontline delivery are 'more accountable'. Whilst this often provides evidence of symbolic action to the electorate or professional audiences, the evidence at the level of service delivery is often far less impressive. Targets, tests and tables may win wide support from the public, but there are often negligible or even contradictory effects at the point of delivery, enforced by the ignorance or denial of personal missions and biographical

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mandates. This book locates most of its analysis and discussion at the point of culture clash between centralised dictates, and individual and collective life missions. Whilst the early part of the book considers a range of issues related to school curriculum, the focus on the biographical and life narrative becomes increasingly important as the analysis proceeds. Curriculum, Personal Narrative and the Social Future will be of key interest to practising teachers, educational researchers and students on teacher training courses, postgraduate courses and doctoral courses.

An examination of curriculum innovations that are shaped by new ideas about digital media and learning. Although ideas about digital media and learning have become an important area for educational research, little attention has been given to the practical and conceptual implications for the school curriculum. In this book, Ben Williamson examines a series of contemporary curriculum innovations in the United States, Great Britain, and Australia that reflect the social and technological changes of the digital age. Arguing that the curriculum is always both forward- and rearward-looking, Williamson considers how each of these innovations represents a certain way of understanding the past while also promoting a particular vision of the future. The curriculum initiatives are all examples of what Williamson calls “centrifugal schooling,” expressing a vision of education and learning that is decentered, distributed, and dispersed, emphasizing networks and connections. In centrifugal schooling, a curriculum is actively assembled and improvised from a heterogeneous mix of people, groups, coalitions, and institutional structures. Participants in curriculum design and planning include local governments, corporations, foundations, charities, and nongovernmental organizations. Among the curriculum innovations Williamson examines are High Tech High, a charter school

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network in San Diego that integrates technical and academic education; Opening Minds, a “competence-based” curriculum used in 200 British secondary schools; and Quest to Learn, a “school for digital kids” in New York City (with a sister school in Chicago). He also describes two major partnerships: the Partnership for 21st Century Skills, which advocates for “21st century readiness” for American students; and the Whole Education Alliance in Britain, a network of “third sector” educational organizations.

This book explores the technologies that can be used in curricula to make education “smarter” and more adaptive in order to better meet the needs of today’s learners. The main emphasis is based on the theory and best practices of incorporating emerging technologies into curricula so as to educate learners in the 21st century. The book provides valuable insights into the future of education and examines which pedagogies are most suitable for integrating emerging technologies. It will help educators and stakeholders design and implement curricula that effectively prepare learners for the challenges of tomorrow.

The 60-Year Curriculum explores models and strategies for lifelong learning in an era of profound economic disruption and reinvention. Over the next half-century, globalization, regional threats to sustainability, climate change, and technologies such as artificial intelligence and data mining will transform our education and workforce sectors. In turn, higher education must shift to offer every student life-wide opportunities for the continuous upskilling they will need to achieve decades of worthwhile employability. This cutting-edge book describes the evolution of new models—covering computer science, inclusive design, critical thinking, civics, and more—by which universities can increase learners’ trajectories across multiple careers from mid-adolescence to retirement. Stakeholders in workforce development,

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curriculum and instructional design, lifelong learning, and higher and continuing education will find a unique synthesis offering valuable insights and actionable next steps.

Renowned cognitive scientist Allan Collins proposes a school curriculum that will fit the needs of our modern era. Examining how advances in technology, communication, and the dissemination of information are reshaping the world, Collins offers guidelines to help schools foster flexible, self-directed learners who will succeed in the global workplace.

"It is a pleasure to have a full length treatise on this most important topic, and may this focus on transfer become much more debated, taught, and valued in our schools." - John Hattie

Teach students to use their learning to unlock new situations. How do you prepare your students for a future that you can't see? And how do you do it without exhausting yourself? Teachers need a framework that allows them to keep pace with our rapidly changing world without having to overhaul everything they do. Learning That Transfers empowers teachers and curriculum designers alike to harness the critical concepts of traditional disciplines while building students' capacity to navigate, interpret, and transfer their learning to solve novel and complex modern problems. Using a backwards design approach, this hands-on guide walks teachers step-by-step through the process of identifying curricular goals, establishing assessment targets, and planning curriculum and instruction that facilitates the transfer of learning to new and challenging situations. Key features include Thinking prompts to spur reflection and inform curricular planning and design. Next-day strategies that offer tips for practical, immediate action in the classroom. Design steps that outline critical moments in creating curriculum for learning that transfers. Links to case studies, discipline-specific examples, and podcast interviews with educators. A companion website that hosts templates,

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planning guides, and flexible options for adapting current curriculum documents. Using a framework that combines standards and the best available research on how we learn, design curriculum and instruction that prepares your students to meet the challenges of an uncertain future, while addressing the unique needs of your school community.

The 'gender gap' in GCSE results continues to be of prime concern, and there is now a real need for knowledge about how teachers can address this gap. In this volume, a team of contributors considers the gender issues particular to each subject of the secondary curriculum. They discuss effective strategies supported by their research and practice, and offer some ways forward for teachers. The book begins with an overview of contemporary social and cultural approaches to schooling and gender, focusing particularly on the contribution of feminist scholars to the debate. It further examines key aspects of the secondary school curriculum and the implications for learners of their gendered identity. The final section moves beyond the classroom to discuss the influence of current theoretical perspectives on the complex inter-relationship between the curriculum and young peoples' gendered identities, and its implications for their future development. In discussing the character of boys' and girls' achievements in a range of school subjects, the authors seek to 'balance the books' by debating the different, if sometimes competing needs of both boys and girls.

Stay a step ahead of technological change so that every student can flourish! Students and classrooms are growing more technologically savvy every semester, and falling behind is not an option. This new edition of an essential text shows educational leaders how to equip their students for the future, with updates such as: Digital developments of the past decade that

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school leaders must address New content covering the Common Core, distributed leadership, adult learning theory, digital citizenship, cybersecurity, cloud computing, and more A new chapter on creating a “culture of technology” that goes beyond mere user manuals to create responsible, tech-savvy students

This collection explores why powerful knowledge matters for social justice and discusses its implications for curriculum and pedagogy. The contributors argue that the purpose of education is to provide all students with access to powerful knowledge so that they acquire the means to move beyond their experiences and enhance their lives.

"Is there an 'ideal' primary school curriculum? Who should decide what the curriculum is? Should teachers have autonomy over how they teach? The curriculum is the heart of what teachers teach and learners learn: effective teaching is only possible with an effective curriculum. Yet in spite of its importance, there has been a crisis in curriculum that has been caused in large part by governments assuming direct control over the curriculum, assessment, and increasingly, pedagogy. Creating the Curriculum tackles this thorny issue head on, challenging student and practising primary school teachers to think critically about past and present issues and to engage with a new wave of curriculum thinking and development. Considering curriculum construction and its impact on teaching and learning in the four countries of the UK, key issues considered include: - Who should decide the curriculum, its aims and its values - The extent to which issues in primary education swing back and forth - Subjects versus thematic organisation, stages and phases, progression, breadth and balance - Prescription versus teacher autonomy - The key features of effective classroom practice - Strategies for assessing the whole curriculum - How language in the classroom influences

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curriculum design - Understanding curricula in the context of children's social and personal circumstances - Creativity, curriculum and the classroom Illustrated throughout with strategies and case studies from the classroom, Creating the Curriculum accessibly links the latest research and evidence with concrete examples of good practice. It is a timely exploration of what makes an effective and meaningful curriculum and how teachers can bring new relevance, motivation and powerful values to what they teach"--

Improves English progress at Key Stage 2 by 3.75 times the UK national average Dominic Traynor, the founder of LitFilmFest, and experienced educator Cath Bufton-Green offer a practical method for primary teachers to radically improve English attainment in their classroom. This innovative approach links global challenges including politics, social change, the environment, health and advertising to the five key National Curriculum areas in English: reports, instructions, persuasive language, fiction and poetry, and presentation skills. It develops reading and writing through exciting, real-world tasks such as emailing a politician, creating a viral video and using social media to start petitions. Literacy Beyond the Classroom presents ready-to-use lesson plans, exercises and activities to help teachers bring this concept to life in the primary classroom. This way of learning has been found to improve English progress at Key Stage 2 by 3.75 times the UK national average. The projects can be completed in Adobe Spark. By teaching English in this practical, purposeful and more meaningful way, we can inspire the YouTube generation to learn the literacy skills they need to influence the world around them and have a positive impact as global citizens.

"Mathematics curriculum has long been a topic of keen interest in mathematics education and remains a central issue in efforts to improve mathematics learning opportunities for students.

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This Yearbook continues in a long line of NCTM Yearbooks that have addressed various facets of the changing mathematics curriculum. Although some factors such as tradition can inhibit significant change, other factors such as policy (e.g., federal No Child Left Behind legislation), societal needs (mathematically literate graduates), and technological advances (computer software, calculators) foster and accelerate the need for change. In the past year alone, a major state-initiated process for developing 'common core standards' is underway. With 48 states and several territories participating in the articulation of 'college and career-ready' high school graduation expectations and common K-12 standards, 2010 promises to be a landmark year of discussion and dialogue about mathematics curriculum. This Yearbook reflects some of the many issues that the field is currently discussing so it serves as both a record of current advances and a summary of challenges regarding curriculum. We hope that it will both guide and stimulate thinking about where we have been, where we are, and where we need to go."--Publisher's description.

In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high

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educational standards for all students. Educating One and All examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

This anthology introduces the Framework for 21st Century Learning from the Partnership for 21st Century Skills as a way to re-envision learning and prepare students for a rapidly evolving global and technological world. Highly respected education leaders and innovators focus on why these skills are necessary, which are most important, and how to best help schools include them in curriculum and instruction.

This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the

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formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar's formulation of allegories-of-the-present — a concept in which subjectivity, history, and society become articulated through the teacher's participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.

A real-world action plan for educators to create personalized learning experiences Learning Personalized: The Evolution of the Contemporary Classroom provides teachers, administrators, and educational leaders with a clear and practical guide to personalized learning. Written by respected teachers and leading educational consultants Allison Zmuda, Greg Curtis, and Diane Ullman, this comprehensive resource explores what personalized learning looks like, how it changes the roles and responsibilities of every stakeholder, and why it inspires innovation. The authors explain that, in order to create highly effective

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personalized learning experiences, a new instructional design is required that is based loosely on the traditional model of apprenticeship: learning by doing.

Learning Personalized challenges educators to rethink the fundamental principles of schooling that honors students' natural willingness to play, problem solve, fail, re-imagine, and share. This groundbreaking resource: Explores the elements of personalized learning and offers a framework to achieve it Provides a roadmap for enrolling relevant stakeholders to create a personalized learning vision and reimagine new roles and responsibilities Addresses needs and provides guidance specific to the job descriptions of various types of educators, administrators, and other staff This invaluable educational resource explores a simple framework for personalized learning: co-creation, feedback, sharing, and learning that is as powerful for a teacher to re-examine classroom practice as it is for a curriculum director to reexamine the structure of courses.

As Asian education systems increasingly take on a stronger presence on the global educational landscape, of special interest is an understanding of the ways in which many of these states direct their schools towards higher achievement. What is missing, however, are accounts that take seriously the particular construction of the strong, developmental state witnessed across many Asian societies, and that seek to understand the politics and possibilities of curriculum

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change vis a vis precisely the dominance of such a state. By engaging in analyses based on some of the best current social and cultural theories, and by illuminating the interactions among various state and non-state pedagogic agents, the chapters in this volume account for the complex post-colonial, historical and cultural consciousnesses that many Asian states and societies experience. At a time when much of the educational politics in Asia remains in a state of transition and as many of these states seek out through the curriculum new forms of social control and novel bases of political legitimacy, such a volume offers enduring insights into the real if not also always relative autonomy that schools and communities maintain in countering the hegemonic presence of strong states.

The book presents an innovative Multidimensional Curriculum Model that develops future thinking literacy among all ages and levels of school students. It combines theory and practice with each chapter highlighting a strategy or thinking tool, followed by a unit description and lesson plans.

In an effort to enhance the quality of education, universities and colleges are developing programs that help faculty and staff internationalize curriculum. These programs will purposefully develop the intercultural perspectives of students. Curriculum Internationalization and the Future of Education is a critical scholarly

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resource that examines the steps taken to diversify a number of courses from various disciplines and addresses the challenges with curriculum internationalization. Featuring coverage on a broad range of topics, such as active learning, student engagement, and grounded globalism, this book is geared towards academics, upper-level students, educators, professionals, and practitioners seeking current research on curriculum internalization.

Written at a time of uncertainty about the implications of the English government's curriculum policies, Knowledge and the Future School engages with the debate between the government and large sections of the educational community. It provides a forward-looking framework for head teachers, their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum. While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3. They link Future 3 to the idea of 'powerful knowledge' for all pupils as a curriculum principle for any school, arguing that the question of knowledge is intimately linked to the issue of social justice and that access to 'powerful knowledge' is a necessary component of the education of all

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pupils. Knowledge and the Future School offers a new way of thinking about the problems that head teachers, their staff and curriculum designers face. In charting a course for schools that goes beyond current debates, it also provides a perspective that policy makers should not avoid.

The Curriculum is the focal point for the study of educational practice. It is the area in which individual, group and societal needs and interests meet and is consequently the source of much friction and contention. This book, first published in 1988, introduces students to some of the major points of debate; in particular, the role of curriculum-based study in the development of physical education and the credibility of the subject as an educational activity. David Kirk emphasises the beneficial effects of physical education and suggests ways in which instructive programmes can be created. A practical and interesting title, this reissue will be of particular value to students and teachers of sport science, and educational practitioners more generally.

Biology is where many of science's most exciting and relevant advances are taking place. Yet, many students leave school without having learned basic biology principles, and few are excited enough to continue in the sciences. Why is biology education failing? How can reform be accomplished? This book presents information and expert views from curriculum developers, teachers, and others, offering suggestions about major issues in biology

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education: what should we teach in biology and how should it be taught? How can we measure results? How should teachers be educated and certified? What obstacles are blocking reform? The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, this book reflects the paramount scholarship of caring science educators. The volume intertwines visionary thinking with blueprints, living exemplars, and dynamic directions for the application of fundamental principles. It features emancipatory teaching/learning scholarship, and student/teacher, relation/evaluation models for adoption into education and practice regimens. Divided into five units, the text addresses the history of the caring curriculum revolution and its reemergence as a powerful presence within nursing. Unit II introduces intellectual and strategic blueprints for caring-based education, including action-oriented approaches for faculty-student relations, teaching/learning skills, emancipatory pedagogical practices, critical-reflective-creative approaches to evolving human consciousness, and power relation dynamics. The third unit addresses curriculum structure and design, the evolution of a caring-based college of nursing, the philosophy of caring-human science, caring in advanced practice education, caring as a pedagogical approach to nursing education, and teaching-learning professional caring based on Watson's theory of human caring. Unit IV explores an alternative approach to evaluation. The final unit explores the future of the caring science curriculum as a way of emancipating the human spirit, with caritas nursing as a transformative model. Key Features: Expands upon the premiere resource for maximizing caring science in education, research, and practice (Bevis and Watson's *Toward a Caring Curriculum: A New Pedagogy for Nursing*, 1989) Provides a broad application of caring science for graduate educators, students, and nursing leaders Features case studies from two leading U.S. and

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Canadian universities Distills the expertise of world-renowned scholars Includes reflexive exercises to maximize student engagement

In advocating an action-oriented and issues-based curriculum, this book takes the position that a major, but shamefully neglected, goal of science and technology education is to equip students with the knowledge, skills, attitudes and values to confront the complex and often ill-defined socioscientific issues they encounter in daily life as citizens in an increasingly technology-dominated world carefully, critically, confidently and responsibly. In outlining proposals for addressing socioscientific issues through a curriculum organized in terms of four increasingly sophisticated levels of consideration, the author adopts a highly critical and politicized stance towards the norms and values that underpin both scientific and technological development and contemporary scientific, engineering and medical practice, criticizes mainstream STS and STSE education for adopting a superficial, politically naïve and, hence, educationally ineffective approach to consideration of socioscientific issues, takes the view that environmental problems are social problems occasioned by the values that underpin the ways in which we choose to live, and urges teachers to encourage students to reach their own views through debate and argument about where they stand on major socioscientific issues, including the moral-ethical issues they often raise. More controversially, the author argues that if students are to become responsible and politically active citizens, the curriculum needs to provide opportunities for them to experience and learn from sociopolitical action. The relative merits of direct and indirect action are addressed, notions of learning about action, learning through action and learning from action are developed, and a case is made for compiling a user-friendly database reflecting on both successful and less successful action-oriented

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curriculum initiatives. Finally, the book considers some of the important teacher education issues raised by this radically new approach to teaching and learning science and technology. The book is intended primarily for teachers and student teachers of science, technology and environmental education, graduate students and researchers in education, teacher educators, curriculum developers and those responsible for educational policy. The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education (University of Toronto), Adjunct Professor of Science Education at the University of Auckland and Visiting Professor of Science Education at the University of Hong Kong. His research interests include considerations in the history, philosophy and sociology of science and their implications for science and technology education, STSE education and the politicization of both students and teachers, science curriculum history, multicultural and antiracist education, and teacher education via action research.

Covering each of the core curriculum areas in turn, this is a reference on school subject teaching. The authors assess the development of teaching within each subject area since the 1944 Education Act up to the year 2000. Future challenges are also explored.

A new paradigm for teaching and learning in the 21st century! Marc Prensky, who first coined the terms "digital natives" and "digital immigrants," presents an innovative model that promotes student learning through the use of technology. Discover how to implement partnership learning, in which: Digitally literate students specialize in content finding, analysis, and presentation via multiple media Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality Administrators support, organize, and facilitate the process schoolwide Technology becomes a tool that students use

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for learning essential skills and "getting things done"

Of Interview Findings after the Implementation of the Course -- Discussion -- Conclusion -- Acknowledgments -- References -- Chapter 3 -- The Transition from Internationalization to Globalization: Japanese Curriculum Reforms in the Twenty-First Century -- Abstract -- Introduction -- Method -- Discussion and Finding -- Background of the Post-WWII Japanese Curriculum System -- Curriculum Revision in 1958 -- "Internationalization" of Japanese Education in the 1980s -- Curriculum Revision in the Late 1990s and the 2000s -- Curriculum Revision in 2008

A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People's Curriculum for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People's Curriculum for the Earth is an educator's toolkit for our times." — Naomi Klein, author of The Shock Doctrine and This Changes Everything: Capitalism vs. the Climate "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and

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making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison
"Bigelow and Swinehart have created a critical resource for today's young people about humanity's responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of Place- and Community-based Education in Schools

This book is based on the changes a five year-old, Angelica will see in her lifetime. It predicts that the career of teaching will change and the work of the professional educator will differ significantly.

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This report highlights that economic, societal and environmental changes are happening rapidly and technologies are developing at an unprecedented pace, but education systems are relatively slow to adapt. Time lag in curriculum redesign refers to the discrepancies between the content of today's curriculum

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and the diverse needs of preparing students for the future.

With the rise of distance education in the post-modern world, progressive research on the best methods, tools, and technologies in the field is necessary to continue to take advantage of the pedagogical opportunities and improvements offered through remote learning platforms. The Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology focuses on the latest innovations and technological developments surrounding distance learning, instructional design, and computer-mediated communication in educational settings. This comprehensive research work will be of use to teachers, academicians, IT developers, upper-level students, and school administrators interested in the latest trends in online learning.

The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning. Thanks to the COVID-19 pandemic, online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment. Though some have already returned to the traditional classroom, or plan to very soon, others have begun to appreciate the value of online education – initiatives that had previously been

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discussed but never acted upon as they have been in the past year. With plenty of positive and negative aspects, online learning is a complex issue with numerous factors to consider. It is an issue that must be studied and examined in order to improve in the future. Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning, as well as potential solutions and best practices. This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments. While addressing key elements of remote learning, such as keeping student data safe, as well as methods in which to engage students, this book covers topics that include assessment tools, teaching deaf students, web technology, and standardized curricula. Ideal for K-12 teachers, college faculty, curriculum developers, instructional designers, educational software developers, administrators, academicians, researchers, and students, this book provides a thorough overview of online education and the benefits and issues that accompany it.

In this important book the author looks back on the 'knowledge question'. What knowledge gets selected to be validated as school knowledge or as part of the school curriculum, and why is it selected? Looking forward, Young discusses how

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most developed countries have high levels of participation in post-compulsory education, but still use curricula designed for a time when only the elite pursued further education. He argues the need to rethink post-16 education to shift focus onto vocational education, school-work issues and lifelong learning.

"What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: * Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. * Program structures--How to improve our use of time and space and groupings of students and staff. * Technology--How it's transforming teaching, and how to take advantage of students' natural facility with technology. * Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media. * Globalization--What steps to take to

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help students gain a global perspective. * Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

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