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Psychology study human as independent entity, how he perceive information, how he transform from unknown to known, how he develop from neonite to adulthood, how a child acquire skills knowledge, ideas, values, norms etc. Psychology study how human develop cognitively; Piaget theory, attitudinally, emotionally, socially, etc. with that in mind we can say that Psychology serves as one of the curriculum foundations since what is to be planned in curriculum must reflect the needs, aspirations, age ...

~~Four Major Foundations of~~

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~~Curriculum and their Importance~~ . . .

The Sociological Foundation refers to issues from society that have an influence on curriculum. Since the school exists within a given society; and the fact that the 'products' of the school i.e. the 'graduates' go back to the society, makes the latter an inevitable determinant of the curriculum. There are many aspects of the society that need consideration in curriculum making.

~~Sociological and Political Foundations of Curriculum~~

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and curriculum because the
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units of society that
educate or influence the way
people think such as
families and friends as well
as communities foundations
of curriculum in education
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As part of the Character
Education for a Better
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objectives, the professional
learning program will
provide a robust curriculum
around character education.

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Curriculum offers a much needed reassessment and realignment of curriculum studies in the UK and international contexts. Comprising a collection of eleven original chapters by prominent, nationally and internationally known experts in the field of curriculum studies, the book leads and fosters critical, generic debates about formal education and its relationships to wider society. Focusing on key debates that have been present for as long as formal state education has been in existence, the contributors contextualise them within a future-

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orientated perspective that takes particular account of issues specific to life in the early years of the twenty-first century. These include globalisation and nationalism; poverty and wealth; what it means to be a good citizen; cultural pluralism and intolerance; and - centrally - what it is that young people need from a school curriculum in order to develop as happy, socially just adults in an uncertain and rapidly-changing world. The book is organized into four sections: issues and contexts values and learners school curricula in the digital age exploring the

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possible: globalisation,
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This widely used text has been expanded to include the most important issues in contemporary schooling, including: New end-of-chapter sections for Further Reading. New references added to the useful Additional Resources section. School and Society, Fifth Edition uses realistic case studies, dialogues, and open-ended questions designed to stimulate thinking about problems related to school and society, including curriculum reform, social justice, and competing forms

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of research. Written in a style that speaks directly to today's educator, this book tackles such crucial questions as: Do schools socialize students to become productive workers? • Does schooling reproduce social class and pass on ethnic and gender biases? • Can a teacher avoid passing on dominant social and cultural values? • What besides subjects do students really learn in schools? School and Society is one of the five books in the highly regarded Teachers College Press Thinking About Education Series, now in its Fifth Edition. All of the books in this series are

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designed to help pre- and in-service teachers bridge the gap between theory and practice. Praise for Previous Editions! "I have been surprised and pleased by the relevance of this particular book to the lives and work of my beginning teachers." -Teaching Education "[This series] does a masterful job of bringing together the basic issues and teaching methods that should frame social and philosophical foundations curricula." -Educational Theory Walter Feinberg is Professor of Educational Policy Emeritus at the University of Illinois at Urbana-Champaign. Jonas F.

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Soltisis William Heard
Kilpatrick, Professor
Emeritus of Philosophy and
Education at Teachers
College, Columbia
University.

In this single volume, readers will find two of John Dewey's insightful essays on education in America. He considered proper education to be fundamental to a functioning democracy. The problem, according to Dewey in *The School and Society*, with the old education model was that elementary schools did not encourage exploration and curiosity in their students. In *The Child and the*

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Curriculum, Dewey expands upon his definition of the ideal teaching method. A child's life, he says, is an integrated whole. A child will flow from one topic to another, taking a natural interest in subjects and dealing with a world of direct experience. School, on the other hand, addresses a world disconnected from a child's life. A more reasonable approach would be to strive to integrate their experience with the vast body of knowledge that society wishes them to know. By honoring the individual, both the student and the subject matter will come together in a process that

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produces a mature adult.
American educator and
philosopher JOHN DEWEY
(1859–1952) helped found the
American Association of
University Professors. He
served as professor of
philosophy at Columbia
University from 1904 to 1930
and authored numerous books,
including *How We Think*
(1910), *Experience and
Nature* (1925), *Experience
and Education* (1938), and
Freedom and Culture (1939).

*Schooling, Society and
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Comprising a collection of eleven original chapters by prominent, nationally and internationally known experts in the field of curriculum studies, the book leads and fosters critical, generic debates about formal education and its relationships to wider society. Focusing on key debates that have been present for as long as formal state education has been in existence, the contributors contextualise them within a future-orientated perspective that takes particular account of issues specific to life in the early years of the twenty-first century. These

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include globalisation and nationalism; poverty and wealth; what it means to be a good citizen; cultural pluralism and intolerance; and - centrally - what it is that young people need from a school curriculum in order to develop as happy, socially just adults in an uncertain and rapidly-changing world. The book is organized into four sections: issues and contexts values and learners school curricula in the digital age exploring the possible: globalisation, localisation and utopias.

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Citizenship and Political
Education Today brings
together a collection of
essays from around the
world; including discussion
of politics and education in
Australia, The United States
of America, New Zealand,
Norway, England, France,
Germany and the wider
European Union. The
contributors discuss vital
and interesting issues
involved in the engagement
of citizens in politics and
political institutions and
the role of education in
encouraging education for
citizenship. The book is an
important contribution to
ongoing debates on
citizenship.

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Foundations And Futures

Historians in recent years have paid considerable attention to sport and leisure in the past, and historians of education are no exception. The chapters in this book showcase the breadth and depth of scholarship in this area, bringing new perspectives to bear on the history of physical education in several different European countries. Ranging from schoolgirl cricket in early postwar England to the varying approaches to physical education in the nineteenth-century Netherlands, the contributions all emphasise

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the importance of physical education to wider conceptions of education for citizenship. A number of chapters tackle issues in gender history, while others focus on the effects - often unintended - of policy-makers and the conflicts that could arise from the imposition of new physical education curricula. Covering England, Scotland, France, Germany, the Netherlands and Greece, this book features the work of both established and emerging scholars, and is an important contribution to the historiography of both education and sport. This book was originally

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published as a special issue
of History of Education.

This book presents a new way for educators at all levels - from early years to university - to think about curriculum priorities. It focuses on the curriculum as a form of specialised knowledge, optimally designed to enable students to gain access to the best knowledge available in any field. Papers jointly written by the authors over the last eight years are revised for this volume. It draws on the sociology of knowledge and in particular the work of Emile Durkheim and Basil Bernstein, opening

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up the possibilities for collaborative inter-disciplinary enquiry with historians, philosophers and psychologists. Although primarily directed to researchers, university teachers and graduate students, its arguments about specialised knowledge have profound implications for policy makers.

This was originally published in 1971. Recent years have seen a renewal of interest in the field of curriculum development. Until now, however, relatively little account has been taken of the historical aspects of

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curriculum change. Topics covered include: The relationship between Renaissance achievements and humanist education The contribution made by educationists of the Civil War period who drew their inspiration from science rather than the classics. The formation in the eighteenth century of "academic honeycombs" - groups of scholars concerned with the growth of science and technology. Nineteenth century developments on art education and an assessment of the work of the scientific innovators.

What is the main problem of

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Rasoul Nejadmehr argues that the cardinal problem with education is that it does not have an adequate notion of truth underpinning it. Thinkers mainly tend to veer towards two poles - absolutism and relativism. While a one-sided tendency toward absolutism leads to reified categories of thought and alienation, a tendency toward relativism leads to lack of universality and nihilism. Education, Science and Truth suggests a way out by bridging not only divides between and within analytical and continental philosophy but also those of

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modernism and postmodernism.

By using a range of issues, disciplines and literature, Nejadmehr formulates a new version of the concept of objectivity based on the inclusion of multiple perspectives, including ones from art, philosophy and marginalized groups.

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