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The Curriculum Journal is an international peer-reviewed journal that publishes original contributions to the study of curriculum theory, as well as curriculum-making practices. It encompasses issues relating to governance and policy development, teacher professional learning, assessment and pedagogy, insofar as they pertain to curriculum.

The Curriculum Journal - Wiley Online Library

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Journal of Curriculum Studies, Volume 52, Issue 5 (2020) Articles . Article. John Dewey and the New Left, 1960-1988. Thomas Fallace . Pages: 593-607. Published online: 24 Jun 2020. [Abstract](#) | [Full Text](#) | [References](#) | [PDF \(303 KB\)](#) ...

Journal of Curriculum Studies: Vol 52, No 5

The Journal of Curriculum and Pedagogy is dedicated to the study of curriculum theory, educational inquiry, and pedagogical praxis. This leading international journal brings together scholars from a variety of disciplines as a means to expand perspectives on educational phenomena, from schools and cultural institutions to sites and concerns beyond school and institutional boundaries.

Journal of Curriculum & Pedagogy – Curriculum and Pedagogy

The Curriculum Journal is an international peer-reviewed journal that publishes original contributions to the study of curriculum, pedagogy and assessment. Papers reporting empirical studies and theoretical analyses from a range of perspectives, including philosophical and historical, are welcome.

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The Curriculum Journal | BERA

The journal is published by the Foundation for Curriculum Theory and is associated with the Bergamo Conference on Curriculum Theory and Classroom Practice, held in the autumn of each year. JCT is indexed in The Education Index. NOTICE: As of December 2008, the Journal of Curriculum Theorizing (Volume 24, Issue 1) and all future issues

Journal of Curriculum Theorizing

The journal welcomes innovative papers that analyse the ways in which the social and institutional conditions of education and schooling contribute to shaping curriculum, including political, social and cultural studies; education policy; school reform and leadership; teaching; teacher education; curriculum development; and assessment and accountability.

Journal of Curriculum Studies - SCImago Journal Rank

The Journal of Curriculum Studies Research (JCSR) is a double-blind peer-reviewed scholarly online journal. The JCSR is published twice a year in June and December. JCSR is sponsored and published by . There is no publication fee in the JCSR.

About the Journal | Journal of Curriculum Studies Research

Journal of Curriculum and Teaching Journal of Curriculum and Teaching (JCT) is a peer-reviewed journal, published by Sciedu Press. It is devoted to publishing

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manuscripts in curriculum and instruction, learning and teaching, and related disciplines at global and local levels.

Journal of Curriculum and Teaching - Sciedu Press

The journal publishes articles that promote innovative curriculum thinking, multiple ways of knowing and understanding, and critical and creative problem solving to develop solutions that can make a difference in the lives of students and their communities.

Curriculum Perspectives | Home

The Journal of Curriculum Studies Research (JCSR) is an international, online, open access and peer-reviewed journal. JCSR publishes research papers, theoretical works, literature reviews, research reports and book reviews on all aspects of curriculum studies.

Journal of Curriculum Studies Research

If the definition of ‘ curriculum ’ used in the guidance is taken seriously, then ‘ curriculum ’ includes ‘ all of the learning experiences and assessment activities planned in pursuit of the four purposes of the curriculum ’ (Welsh Government, 2019b, p. 6). If this defines the New Welsh Curriculum, then much of the broad and balanced subject based curriculum strand of the Areas of ...

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Can the New Welsh Curriculum achieve its purposes ...

Journal of the Canadian Association for Curriculum Studies should also be a student of instructional methods—or whether curriculum involves all learning experiences, or refers simply to a blueprint for achieving restricted objectives in a school setting, or includes the statement of

What Is Curriculum?

Hege Hermansen, Recontextualising assessment resources for use in local settings: opening up the black box of teachers' knowledge work, *The Curriculum Journal*, 10.1080/09585176.2014.956771, 25, 4, (470-494), (2014).

The complexities of change: formative assessment in ...

The curriculum, essentially, is a set of documents for implementation. Another way of looking at curriculum theory and practice is via process. In this sense curriculum is not a physical thing, but rather the interaction of teachers, students and knowledge.

What is curriculum? Exploring theory and practice – infed.org:

This paper aims at probing into the nature of curriculum by critically reviewing literature relevant to the term "curriculum." The multiple definitions associated with the term are inductively...

(PDF) The Various Concepts of Curriculum and the Factors ...

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Journal of Curriculum Studies publishes original refereed contributions on all aspects of curriculum studies (including those derived from historical, philosophical, comparative and policy-related investigations), pedagogic theory, teacher education and development, assessment.....

Taylor and Francis - Journal of Curriculum Studies Template

The set of journals have been ranked according to their SJR and divided into four equal groups, four quartiles. Q1 (green) comprises the quarter of the journals with the highest values, Q2 (yellow) the second highest values, Q3 (orange) the third highest values and Q4 (red) the lowest values.

Taking a collection of seminal articles from the Journal of Curriculum Studies, this book offers readers a vantage point for thinking about the worlds of schools and curricula, focusing in particular on the concept of seeing schools, curricula and teaching in new ways. Each of the chapters sheds fresh light on the ways of thinking the aforementioned. Themes include: classrooms and teaching pedagogy science and history education school and curriculum development students ' lives in schools. Written by an international group of distinguished scholars from Britain, North America, Sweden and Germany, the chapters draw on the perspectives offered by curriculum and pedagogical theory, history, ethnography, sociology, psychology and organisational studies and experiences in curriculum-making. Together they invite

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many questions about why teaching and curricula must be as they are. Rethinking Schooling provides new futures for education and alternative ways of seeing them.

Even though the curriculum can be tightly specified and controlled by strong accountability mechanisms, it is teachers who decisively shape the educational experiences of children and young people at school. Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher, this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development and delivery. The book is organised around three major themes: Taking its lead from Lawrence Stenhouse, Part One looks at ‘defining the curriculum problem’ from a variety of perspectives and includes papers from some of the most influential curriculum theorists over the last thirty years. Part Two explores the framing of new orders of educational experience. It has papers from leading educational thinkers who have contributed to debates about how to make education more inclusive, humane, liberating, creative and educational. Part Three is focused on teachers and teaching. It offers a selection of papers from significant scholars in the field reflecting on the experience of teaching and how it is personally as well as socially constructed and theorised. The papers are drawn from important and eventful periods of educational history spanning the curriculum reform movement of the 1960s and 1970s to the present age of

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surveillance, accountability and control. A specially written Introduction contextualises the papers. Part of the Routledge Education Heritage series, Curriculum and the Teacher presents landmark texts from the Cambridge Journal of Education, offering a wealth of material for students and researchers in education.

Most teachers have experienced some kind of formal mentoring or induction program. What these programs can miss is the meaningful daily interaction with peers that builds mutual trust and instructional collaboration-the organic, coachable moments that boost professional learning. Based on a unique investigative study of nearly 300 teachers, this powerful new resource provides informative teacher perspectives of informal, naturally occurring, teacher-to-teacher professional development. Jo and Joseph Blase use this research to identify the following five teacher behaviors that can positively influence other teachers morale, teaching skills, and professional growth. Building healthy relationships by communicating, caring, and developing trust Using five guiding principles for structuring learning experiences Planning and organizing for learning Showing and sharing Guiding for classroom management This excellent resource helps school leaders promote a culture that encourages lasting professional development. Each chapter presents practical concepts and strategies

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that can occur in and out of the classroom. Educators share specific experiences and examples, showing each skill in action. School leaders will learn what strong teacher peer "consultants" actually do that leads to improved teacher confidence and motivation, enhanced trust and mutual respect, and reflective instructional behavior among their colleagues. These cost-effective, authentic strategies will build camaraderie and leadership in your school, engaging colleagues as a team in the vital mission of all schools-educating our youth.

The SAGE Handbook of Curriculum and Instruction emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. Each contributing author was asked to comprehensively review the research literature in their assigned topic. These topics, however, are defined by practical places on the landscape e.g. schools and governmental policies for schools. Key Features:

- o Presents a different vision or re-conceptualization of the field
- o Provides a comprehensive and inclusive set of authors, ideas, and topics
- o Takes a global rather than North American parochial approach
- o Recognizes that curriculum and instruction is broader in scope than is suggested by university research and theory
- o Reflects post-1992 changes in curriculum policy, practice and scholarship
- o Represents a rethinking of how school subject matter areas are treated. Teacher education is included in the Handbook with the intent of addressing the role and place of teacher education in bridging state and national curriculum policies and curriculum

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as enacted in classrooms.

Originally published in 1979. Celebrating the tenth anniversary of the Journal of Curriculum Studies. This edited collection of ten significant papers, five of them specially commissioned to critically survey a decade of intellectual effort in selected areas of curriculum studies, not only identifies the emerging frontiers in an important field within the study of education but also provides an excellent set of teaching and learning resources in an area where the usual text book can be counter-productive.

This book presents an overview of seventeen forms of inquiry used in curriculum research in education. Conventional disciplinary forms of inquiry, such as philosophical, historical, and scientific, are described, as well as more recently acknowledged forms such as ethnographic, aesthetic, narrative, phenomenological, and hermeneutic. Interdisciplinary forms such as theoretical, normative, critical, deliberative, and action research are also included. These forms of inquiry are distinguished from one another in terms of purposes, types of research questions addressed, and the processes and logic of procedure employed in arriving at knowledge claims.

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