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Sinopsis

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Using "cultures of curriculum" as a lens, this clear, compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society. It is designed to foster awareness, examination, and deliberation about the curricula planned for and carried out in classrooms and schools; to inspire conversations about theory and practice as well as political, social, and moral issues; and to expand critical consciousness about approaches to curriculum and practice. Readers are encouraged to give serious attention to the issues this book raises for them, and to join with their colleagues, students, and communities in considering how to create curricula with purpose and congruent practices and to reculture classrooms and schools. A framework of inquiry is presented to facilitate such reflection and to accomplish these goals.

Cultures of Curriculum, Second Edition:

Introduces the field of curriculum studies by describing theories and questions pertinent to curriculum inquiry

Describes the process of curriculum leadership drawing from historical and contemporary research on curriculum change and transformation

Presents the concept of cultures of curriculum as a way of thinking of curriculum as cultural text encompassing histories, norms, beliefs, values, roles, and environments.

Connects theory to practice by describing curricular orientations as depicted in practice, providing educators with approaches to instruction, planning, and assessment for creating intentional practices in classrooms and schools

Uses a heuristic that helps educators to understand curricular orientations, examine curriculum in classrooms and schools, and reflect upon their own beliefs and practices

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Integrates moral and political discourse into discussions of curriculum orientations so that educators can recognize, question, and challenge aims and actions by examining dominant paradigms and both their direct and unforeseeable influences upon schooling