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overall curriculum development, and curriculum theory must guide all curriculum activities (Zais, 1976; Marsh, 2004). In light of the above, this chapter is intended to raise awareness of the curriculum in concept and the perspectives and approaches that serve as criteria for curriculum evaluation, with particular reference to curriculum

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important to understand the  
theory behind curriculum  
reform Curriculum-related  
theories are developed after  
examining research, and can  
be used in order to develop  
models of change to try to  
explain why some initiatives

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by Havelock, 1971) suggest  
that the process should not  
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2 CURRICULUM CHANGE: A  
THEORETICAL FRAMEWORK 2.1  
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CHAPTER 2: Curriculum  
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framework 20 use a centre-  
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Curriculum development is a cooperative group activity. A curriculum developer or designer must decide what contents what teach, philosophy or point of view to support, how to provide multicultural groups, what methods or strategies and what type of evaluation to use. 6.

## **CHAPTER 2 CRAFTING THE CURRICULUM**

CHAPTER 2 A REVIEW OF THE  
LITERATURE ON CURRICULUM  
DEVELOPMENT AND REFORM, WITH  
PARTICULAR REFERENCE TO  
SOUTH AFRICA 2.1

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## Introduction Chapter 1

provided a rationale for the proposed research which is underpinned by national curriculum reform in South African education.

Transforming a curriculum has

## **CHAPTER 2**

2. Curriculum as an attempt to achieve certain ends in students - product. 3. Curriculum as process. 4. Curriculum as praxis. It is helpful to consider these ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines: the

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Developmental, the productive  
and the ...

**What is curriculum?**

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practice - infed.org:**

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For me, the most useful parts of the book were Chapter 4 ('Curriculum Reviewing Criteria') with its template for creating, developing, and reviewing curricula; and Chapter 12 ('National Curriculum and Summative Testing'), in which the book's hitherto rather veiled critique of political 'meddling' in curriculum and assessment processes burst into the open, in its strong advocacy ...

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## Development And

Curriculum Theory Henry A. Giroux 1980 One of the major tasks of the curriculum field is to demonstrate in consistent fashion the process of self-criticism and self-renewal.

Unfortunately, such a task is more easily stated than accomplished. Yet, while the reasons for the loss of this

## **Chapter Two: Dialectics and the Development of Curriculum ...**

II The Racial Politics of Curriculum Reform 72 III Students and the Civil Rights Movement 77 IV Freedom Schools 80 V The Gender Politics of

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Curriculum Reform 84 4 The  
Significance of the South 93  
I Curriculum-in-Place 93 II  
Racial and Sexed Bodies 96  
III "America's National  
Crime" 98 IV White Trash:  
Class in the South 103 V  
White Ladies and Black Women  
106 VI Complicated Eyes 114

## **What Is Curriculum Theory?**

Glatthorn's (1980) analysis of the curriculum into mastery, organic, and enrichment elements might be described as a basic theory. Middle-range theory, Stage 2, includes hypotheses that have been empirically tested. An effort has been made to eliminate unlikely variables and relations by

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Development And  
the use of models and  
testing.

## **Chapter 3**

63CHAPTER 4 Learning  
Theories Applied to  
Curriculum Development  
Coleen Saylor OBJECTIVES  
Upon completion of Chapter  
4, the reader will be able  
to: 1. Evaluate learning  
theories as possible  
foundations to guide nursing  
and health care program  
curricula including learning  
objectives, strategies, and  
outcomes 2. Compare learning  
theory strengths,  
weaknesses, and relevancy as  
a conceptual basis ...

**Learning Theories Applied to**

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## Curriculum Development ...

Chapter 2 • Curriculum  
History 41 In the syllabus,  
Tyler noted that the first  
question that must be  
answered in developing any  
curriculum is “What  
educational purposes should  
the school seek to attain?”

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