



The SAGE Guide to
**Curriculum
in Education**

Edited by
Ming Fang He, Brian D. Schultz
and William H. Schubert



The Sage Guide To Curriculum In Education

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The Sage Guide To Curriculum In Education:

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William Henry Schubert, 2015 The Guide to Curriculum in Education illuminates how four commonplaces of curriculum subject matter teachers learners and milieu are interdependent and interconnected in curriculum making and the ties between and controversies over public debate policy making university scholarship and school practice in defining and developing curricula

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

The SAGE Guide to Educational Leadership and Management Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into

challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic *The SAGE Guide to Educational Leadership and Management* Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic

Dialogical Engagement with the Mythopoetics of Currere Brian Casemore, 2022-05-18 This volume showcases a series of chapters that elaborate on Mary Aswell Doll s contributions to the field of curriculum theory through her examination of currere as a mythopoetics By bringing Doll s Jungian autobiographical and literary perspectives into conversation with emergent forms of subjective inquiry including aesthetic concepts ecological questions and spiritual themes the volume foregrounds the originality and significance of Doll s book *The Mythopoetics of Currere* in particular while simultaneously

extending it and demonstrating its applications in various scholarly conversations. Leading scholars in the field of curriculum studies such as William F. Pinar and Molly Quinn demonstrate how they use Doll's ideas as pedagogy as theoretical framing for their work and as the basis of their own study and self-exploration. A response essay from Doll herself concludes the text bringing further thought and insight to the mythopoetic dimensions of curriculum. This text will benefit scholars, academics, and students in the fields of curriculum studies, curriculum theory, and the foundations of education. More broadly, teachers and teacher educators interested in the conceptualization of curriculum in humanities education will also benefit from this volume.

Research and Reflections on Southeast Asian American Education and Advancement Wayne E.

Wright, Vikrant Chap, Phitsamay S. Uy, Chhany Sak-Humphry, Vichet Chhuon, Bryan Thao Worra, 2025-05-15. This book is in commemoration of the twentieth anniversary of the Journal of Southeast Asian American Education and Advancement (JSAAEA) and the fiftieth anniversary of Southeast Asian American refugee resettlement in the United States. Pivotal research articles, reviews, and creative works from past issues of JSAAEA have been selected for this volume to document the history and experiences of Cambodian, Laotian, Hmong, and Vietnamese Americans since initial refugee resettlement began in the United States in 1975, as well as the experiences of more recent Southeast Asian immigrant and refugee groups. Reviews of academic books, novels, memoirs, children's books, and motion pictures further highlight Southeast Asian American perspectives and experiences. Creative works including poetry and short stories by Cambodian, Laotian, Hmong, Vietnamese, Thai, and Burmese American writers provide additional and often intimate insights and reflections on the Southeast Asian American experience.

Historical Foundations of Education Theodore Michael Christou, 2023-03-23. This volume considers history as a foundational discipline in education. It shows how history is a means for exploring what it means to be human by considering those stories, sources, forces, and contexts that shape the way we construct narratives. History is more than content; no matter what we might recall from our experiences in schools. The volume shows how studying history is one means of uncovering why institutions, beliefs, policies, and practices are as they are. Educational structures are like all things mutable. History empowers the individual to be an actor in this process of change and to act judiciously.

About the Educational Foundations series: Education as an academic field, taught at universities around the world, emerged from a range of older foundational disciplines. The Educational Foundations series comprises six volumes, each covering one of the foundational disciplines of philosophy, history, sociology, policy studies, economics, and law. This is the first reference work to provide an authoritative and up-to-date account of all six disciplines, showing how each field's ideas, methods, theories, and approaches can contribute to research and practice in education today. The six volumes cover the same set of key topics within education, which also form the chapter titles: Mapping the Field, Purposes of Education, Curriculum, Schools and Education Systems, Learning and Human Development, Teaching and Teacher Education, Assessment and Evaluation. This structure allows readers to study the volumes in isolation by discipline or laterally by topic and facilitates a comparative

thematic reading of chapters across the volumes Throughout the series attention is paid to how the disciplines comprising the educational foundations speak to social justice concerns such as gender and racial equality

Deterritorializing/Reterritorializing Nancy Ares,Edward Buendía,Robert Helfenbein,2017-05-10 This volume features scholars who use a critical geography framework to analyze how constructions of social space shape education reform In particular they situate their work in present day neoliberal policies that are pushing responsibility for economic and social welfare as well as education policy and practice out of federal and into more local entities States cities and school boards are being given more responsibility and power in determining curriculum content and standards accompanied by increasing privatization of public education through the rise of charter schools and for profit organizations incursion into managing schools Given these pressures critical geography s unique approach to spatial constructions of schools is crucially important Reterritorialization and deterritorialization or the varying flows of people and capital across space and time are highlighted to understand spatial forces operating on such things as schools communities people and culture Authors from multiple fields of study contribute to this book s examination of how social political and historical dimensions of spatial forces especially racial ethnic and other markers of difference shape are shaped by processes and outcomes of school reform Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources,2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is

currently being implemented in all aspects of education

Light a Fire and Watch It Burn Michael L.

Boucher, 2025-08-30 **Light a Fire and Watch It Burn** Disruptive Qualitative Methods in Education Research revolutionizes how qualitative research is conceptualized taught and practiced Edited by Michael L Boucher Jr Ph D this groundbreaking collection of essays by emerging and established scholars introduces equity centered justice oriented methodologies designed to challenge entrenched systems of power and privilege With a focus on amplifying marginalized voices and fostering transformative social action this book serves as an inspiring accessible resource for educators researchers and graduate students Traditional qualitative research texts provide invaluable foundations for understanding methods such as participant observation coding and analysis Yet they often fail to address innovative approaches that challenge oppressive norms and center lived experiences of marginalized communities **Light a Fire and Watch It Burn** fills this critical gap presenting 15 concise practice oriented chapters on disruptive methods including photovoice duoethnography feminist critical discourse analysis and arts based research like ethnodrama These approaches reimagine qualitative inquiry as a vehicle for equity inclusion and justice equipping readers with tools to create meaningful change Each chapter follows a consistent structure making the book an ideal classroom text for qualitative research courses Readers will find clear explanations of the methodologies their theoretical foundations and how they disrupt systems of oppression while empowering participants Practical examples discussion questions and curated lists of further readings encourage deep reflection and active engagement This structure ensures seamless integration into weekly lessons for master's and doctoral students while also serving as a reference for scholars seeking to expand their methodological repertoire From exploring anticolonial ethics to embracing culturally responsive frameworks like iwi methodologies and Pláticas the book highlights the potential of qualitative research to humanize and transform Contributors share personal narratives and research experiences that illuminate how these methodologies foster trust amplify silenced voices and dismantle academic hierarchies The metaphor of lighting a fire reflects the catalytic potential of these methods to spark curiosity disrupt traditional paradigms and ignite transformative social action while watching it burn underscores the boldness and urgency of these practices in reimagining education research Accessible inspiring and deeply rooted in critical theory **Light a Fire and Watch It Burn** is an essential companion for students and educators who dare to confront power and reimagine research as a tool for justice It challenges readers to move beyond the safe confines of traditional methods and embrace innovative practices that center humanity equity and resilience Whether you are a graduate student beginning your journey a scholar seeking to disrupt academic norms or an educator looking for practical tools to inspire your students this book provides the guidance and vision needed to reshape qualitative research and ultimately the world it seeks to understand **Light a Fire and Watch It Burn** is not just a book it is a call to action for those ready to create a more inclusive equitable future through research Perfect for courses such as Introduction to Qualitative Research Methods Critical Theory in Education Advanced Qualitative Research

Design Participatory Research in Education Feminist Research in Social Sciences Decolonizing Research Practices Arts and Humanities Based Inquiry Social Justice in Education Education Policy and Practice Research Ethics and Methodologies

Teaching in the Anthropocene Alysha J. Farrell, Candy Skyhar, Michelle Lam, 2022-07-29 This new critical volume presents various perspectives on teaching and teacher education in the face of the global climate crisis environmental degradation and social injustice Teaching in the Anthropocene calls for a reorientation of the aims of teaching so that we might imagine multiple futures in which children youths and families can thrive amid a myriad of challenges related to the earth s decreasing habitability Referring to the uncertainty of the time in which we live and teach the term Anthropocene is used to acknowledge anthropogenic contributions to the climate crisis and to consider and reflect on the emotional responses to adverse climate events The text begins with the editors discussion of this contested term and then moves on to make the case that we must decentre anthropocentric models in teacher education praxis The four thematic parts include chapters on the challenges to teacher education practice and praxis affective dimensions of teaching in the face of the global crisis relational pedagogies in the Anthropocene and ways to ignite the empathic imaginations of tomorrow s teachers Together the authors discuss new theoretical eco orientations and describe innovative pedagogies that create opportunities for students and teachers to live in greater harmony with the more than human world This incredibly timely volume will be essential to pre and in service teachers and teacher educators FEATURES Offers critical reflections on anthropocentrism from multiple perspectives in education including continuing education educational organization K 12 post secondary and more Includes accounts that not only deconstruct the disavowal of the climate crisis in schools but also articulate an ecosophical approach to education Features discussion prompts in each chapter to enhance student engagement with the material Chinese Currere, Subjective Reconstruction, and Attunement Wanying Wang, 2020-03-16 This book proposes a new way of understanding the concept of currere first described by William Pinar as an approach to curriculum studies Derived from her subject position as a Chinese woman who has studied in Beijing and Hong Kong and now researches in Vancouver the author sets out to contribute to the distinctiveness of a Chinese cosmopolitan theory of curriculum as experienced the initial formulation of a Chinese currere Juxtaposing currere with elements of ancient Chinese philosophical thought to inform a cosmopolitan concept of spirituality chapters articulate the author s own journey through subjective reconstruction shedding light on how her subjectivity has been reconstructed through autobiography and academic study toward a coherent self capable of sustained critical and creative engagement with the world Teaching Peace and Conflict Catherine Vanner, Spogmai Akseer, Thursica Kovinthan Levi, 2022-06-14 This book illustrates the multiple roles of textbooks as victim transformer and accomplice to conflict by introducing the Intersecting Roles of Education in Conflict IREC framework for use in the research development production distribution and dissemination of textbooks and learning materials The framework illustrates these three potentially overlapping roles by mapping the complex educational contexts of conflict affected

societies and considering how textbooks learning materials and education systems more broadly may simultaneously operate within these various roles Country case studies from Asia Europe Africa and the Middle East are used to analyze primary and secondary school textbook development content and application from a variety of approaches that articulate conflict as protracted and or socio political violence The breadth of case studies shows how conflict discourse circulates in educational systems and materials in a wide range of contexts indicating that the complexity of the relationship between textbooks and conflict is not unique to one culture geographic region or type of conflict

Disciplinary Literacy as a Support for Culturally and Linguistically Responsive Teaching and Learning Haas, Leslie, Tussey, Jill T., 2022-05-13 All students deserve inclusive and engaging learning experiences Opportunities for student growth and environments that honor culture and language are essential in a modern society that promotes inclusivity Thoughtful disciplinary literacy practices offer embedded opportunities across grade levels and content areas to support inclusive classroom cultures Therefore the value of culturally and linguistically responsive pedagogy supported through literacy experiences should not be underestimated and should become a priority within K 12 education Disciplinary Literacy as a Support for Culturally and Linguistically Responsive Teaching and Learning develops a conceptual framework and pedagogical support for disciplinary literacy practices related to culturally and linguistically responsive teaching and learning It presents a variety of research and practice protocols supporting student success through explored connections between disciplinary literacy and inclusive pedagogical practices Covering topics such as cultural awareness racialized text and gender identity development this premier reference source is an indispensable resource for pre service teachers educators of K 12 and higher education educational administration government officials curriculum directors literacy professionals professional development coordinators teacher preparation programs libraries researchers and academicians

Building the Innovation School T. Philip Nichols, 2022 There is no shortage of innovations on offer for schools Hardly a week passes without someone marching out the latest device app service curricular add on or instructional technique that we are told is sure to cure the perennial woes of systemic education This book is an investigation of this enchantment with innovation and its implications for not only everyday teaching and learning but also the future of public education Based on a study of The Innovation School a public high school organized around makerspaces design thinking and personalized technology the author challenges conventional wisdom about how educational transformation unfolds and argues that the popular understanding of innovation exacerbates inequality and undermines teacher and student autonomy Building the Innovation School demonstrates how attending to the infrastructures of innovation leads to educational change that is driven by the interests and values of educators Repair rather than disruption is the focus a commitment to schools that allow all students to flourish Book Features Shows how specific innovations actually work over time in the everyday life of the classroom Challenges the conventional wisdom about innovation offering resources for breaking through the hype of current and future innovations of the day Offers a framework

for innovating from below tailoring local innovations to the needs values and priorities of students educators and the community Includes an appendix of resources for teachers and administrators interested in applying the frameworks from the book in their schools and classrooms The Reclamation of Black Lives Matter in Education Hines III, Mack T.,2025-06-06 The reclamation of Black Lives Matter BLM in education represents a powerful movement to confront and dismantle systemic racism within schools and academic institutions Rooted in the struggle for racial justice this initiative highlights Black voices experiences and histories marginalized or excluded from traditional curricula It challenges disciplinary policies and institutional practices that disproportionately harm Black students As educators students and communities push for more inclusive and equitable learning environments the BLM movement in education reclaims space and prioritizes the right to thrive learn and be recognized within the educational system The Reclamation of Black Lives Matter in Education explores the integration of Black Lives Matter principles into educational practices and curricula It examines three strands reclamation reframing and renewal delving into Black voices narratives around race and justice and educational practices to better serve Black students This book covers topics such as mental health sociology and gender and diversity and is a useful resource for educators sociologists policymakers government officials academicians researchers and scientists **Educating Students with Refugee and Asylum Seeker Experiences** Maura Sellars,2019-12-16 This book discusses the educational systems into which students with refugee backgrounds are placed when relocated into many of their new homelands It discusses the current climate of neo liberalism which pervades schooling in many western countries and the subsequent impact on curriculum focus and teaching strategies It proposes ways in which these students who are currently the most vulnerable students in school can be educated with policies and perspectives which respect the diversity and uniqueness that characterises the world today as the result of the global unrest and subsequent diaspora The impact of power politics people and pedagogies on the prospects of these is investigated and a model for holistic education which includes the wisdom and care of pedagogical love is discussed as way in which a more human and compassionate approach to education for these and all students of difference can be integrated into school communities despite neo liberal imperatives in education Research indicates that schools which are spaces of safety and belonging through leadership of care and empathy can provide successful educational opportunities for students who have asylum seeker and refugee backgrounds and experiences **The Evolving Landscape of Higher Education in India** Sudhanshu Bhushan,2025-01-23 The edited volume discusses the long period of post colonial developments in higher education in India It examines the legitimacy of the policies pursued post pandemic with a focus on the role of teachers and the students voices It addresses the essential question of how the technological ascendance in higher education addresses social justice What is the role of teachers in a new landscape of higher education It offers insights into the efficiency centric proposition of the state market technology triad the current paradigm of higher education worldwide It presents evidence to understand how efficiency has a tradeoff

with various aspects of social justice The authors deal with questions such as the challenges of privatization and how the commodification of higher education runs counter to the idea of inclusive higher education The authors critically look at the online form of higher education and how it has led to the shrinkage of democratic spaces in higher education It discusses the transformative role of teachers with increasing managerialism of higher education The book highlights a deep understanding of the increasing role of the market and technology and their influence in negating an inclusive and democratic public space in higher education It appeals to teachers and students by enabling them to understand the market s and technology s impacts on higher education It has the potential to be a reference book in colleges and universities It will help the large community of practitioners and policymakers guard against the dangers of overt marketization The book benefits policymakers university administrators and teachers and researchers of higher education interested in governance technology teaching and research in higher education

Queering Professionalism: Pitfalls and Possibilities Adam Davies and Cameron Greensmith, The Mythopoetics of Currere Mary Aswell Doll, 2018-04-19 In The Mythopoetics of Currere Doll uses depth psychology myth and literature to offer a new approach to currere the root of curriculum through essays exploring significant literary images that open doorways into the fictions that layer the self Offering a focus on the body queer love false belief strangeness otherness and chaos this book suggests new metaphors for understanding why currere is what matters most in curriculum

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


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