



# Wheeler Model Of Curriculum Development

**A Zama,N. Endeley**



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*Curriculum Process* D. K. Wheeler, 1967-01-01      Perspectives in Curriculum Studies A Zama, N. Endeley, 2021-08-19

*Perspectives in Curriculum Studies* by Margaret Nalova Endeley and Martha Ashuntantang Zama is a comprehensive textbook for graduate students of Curriculum Studies and Instruction and a guide for education practitioners wherein they articulate contemporary curriculum concepts principles and applications in the field With illustrations from informed African perspectives the authors situate curriculum theory and practice in local contexts so that African scholars educators and others may be equipped with knowledge and skills to develop and maintain appropriate and relevant curricula for quality education Framed in sixteen chapters grouped in five parts the text begins with the exposition of basic terminology curriculum theory and foundations of the curriculum before delving profoundly into the curriculum development process The latter portion gives the reader the opportunity to explore analyse and evaluate different curriculum planning approaches and models curriculum design dimensions and patterns and procedures for the development of syllabuses textbooks and other curriculum materials Also Curriculum implementation tasks as well as strategies for evaluation of programs and courses are presented and discussed Since curriculum and instruction are highly intertwined notions instructional design is elaborately treated in two chapters bringing out its theoretical underpinnings and procedures The book closes with global perspectives of curriculum development in practice The goal here is to provide insights into trends issues and challenges not only in curriculum development but also in the curriculum field which should generate action towards the improvement of curriculum practice and spur the search for new knowledge      Aesthetic Teaching Pedagogies Reynaldo B. Inocian, 2018-10-09 This book presents an assortment of teaching and assessment strategies appropriate for 21st century learners based on the author s 25 years of teaching experience in private and state school institutions in the Philippines It highlights the outcomes based assessment of learning the curriculum basics for arts based teaching learning activities based on the integrated arts for an effective instructional process and examples in the teaching of critical thinking communication collaboration and creativity known as the Four Cs While the monograph focuses on the author s local context a plethora of citations provides clear connections that address learner diversity in recent global education contexts The text is a useful guide for students who want to pursue a degree in teaching as well as novice and expert teachers university professors and advocates for teaching and learning      *Curricular Needs of Slow Learners* W. K. Brennan, 2018-09-03 First published in 1979 This report discusses the existing practices of over 500 primary secondary and special schools with their special needs pupils The study outlines the variety of provisions facilities and equipment in the schools and the extent of use with slow learners It maps out the curricular activities in many organisational contexts and across all subject areas and discusses comparative strengths and weaknesses It relates the findings to the problems of improving the quality of education offered to slow learning pupils suggesting areas where improvement is needed and outlining possible new approaches      *Learning*

*Theories Simplified* Bob Bates, 2023-07-05 Are you struggling to get your head around John Dewey's educational pragmatism? What exactly is Jean Piaget saying about cognitive development? Maybe you're running out of time and patience making sense of Rosenshine's Principles of Instruction. Have you reached breaking point reading Daniel T. Willingham on educational neuroscience? Written for busy teachers, students, trainers, managers, and this dip-in-dip-out guide makes theories of learning accessible and practical. It explores 134 classic and contemporary learning theorists in an easy-to-use bite-sized format with clear relevant illustrations on how each theory will benefit teaching and learning. Each model or theory is explained in less than 350 words followed by a how-to-use-it section. New to this third edition: New section on cognitive learning theory including Arthur Shimamura, Alison Gopnik, John Flavell, and more. Enhanced critical perspectives offering a deeper examination of each theory's strengths and weaknesses. A new entry on Gloria Ladson-Billings and Critical Race Theory in education.

Curriculum J. S. Shiundu, S. J. Omulando, 1992 The text provides a comprehensive survey of the basic knowledge and concepts in curriculum studies. It targets the three main aspects of curriculum as a discipline: namely context, design, and development. It will go a long way in filling the existing gap in the education literature in the Eastern Africa region.

*Modern Educational Methods and Strategies in Teaching Mathematics* Yousef Methkal, Abd Algan, Jamal Eshan, 2022-11-18 This book looks into the subject of classroom mathematics education. It shows that students' understanding and enthusiasm in mathematics grow as they progress through elementary school, as do their thinking skills. It defines the five building blocks of learning mathematics for primary school children, as well as the motivational and affective determinants in elementary school mathematics. The book also argues that mathematical aptitude is critical for a society's economic success, as other professions such as engineering, sciences, social sciences, and even the arts require a strong grasp of the field. Thus, in secondary mathematics education, the formation of identity, as well as how students prefer to learn, is stated. The text includes an overview of curriculum design and the main components of curriculum development. It shows that mathematics education and learning may be viewed as a progressive system and emphasizes the importance of student involvement in learning.

Basic Adult Non-formal Education Curricula Tai Afrik, 1995

**Pedagogical Innovations in Computer Science Education** Garcia, Manuel B., 2026-02-25 Pedagogical innovations in computer science education are reshaping how learners learn with technology. Moving beyond traditional lecture instruction, these approaches emphasize active learning and real-world application to make complex computational concepts more accessible and meaningful. By integrating innovative teaching strategies, educators can create a better understanding, equipping students with the skills and mindset needed to thrive in a rapidly evolving technological landscape. *Pedagogical Innovations in Computer Science Education* explores new directions in computer science education through a critical and research-informed lens. It examines how evolving pedagogical practices can better align with the realities of today's technological landscape. Covering topics such as pedagogy, computer science education, and technological advancements, this book is an excellent resource for educational institutions and educators.

technology developers researchers academicians and graduate researchers

**Curriculum Development and Implementation** Mkpa A. Mkpa,1987 **Kajian Teoritik dan Implementatif Pengembangan Kurikulum** Dr. Abdurrahmansyah, M.Ag.,2023-08-30 Kurikulum sebagai lapangan kajian field of study sejak lama telah diminati para ilmuwan Berbagai penelitian dan studi bersifat akademik telah dihadirkan sehingga bidang kajian ini semakin populer Bagi kalangan praktisi pendidikan kurikulum dianggap sebagai the heart of education jantungnya pendidikan sehingga kualitas pendidikan akan sangat ditentukan oleh kualitas kurikulum Kurikulum yang baik adalah kurikulum yang dapat diterapkan secara efektif Karena itu dokumen kurikulum written curriculum harus mampu diejawantahkan menjadi implemented curriculum dengan baik Para sarjana pendidikan guru guru dan praktisi pendidikan harus memiliki pengetahuan yang baik mengenai kurikulum sehingga melahirkan sikap yang baik dalam melihat kurikulum untuk selanjutnya dapat menerapkan kurikulum dalam bentuk proses pembelajaran yang efektif Kelemahan pendidikan sering kali terletak pada lemahnya pemahaman sikap perilaku para pelaku pendidikan terhadap kurikulum Buku ini hadir untuk menjembatani agar pemahaman teoritik dan implementatif tentang kurikulum menjadi utuh holistic Selain mengulas aspek aspek konseptual teoritik buku ini menyajikan aspek aspek praktis terutama yang terkait dengan tahapan pengembangan kurikulum dan pembelajaran Keutuhan dalam memahami kurikulum secara teoritik dan praktis mampu menghasilkan tawaran baru berupa inovasi kurikulum dan pembelajaran sesuai dengan konteks dan situasi tertentu Inilah makna ungkapan curriculum is a product of its time bahwa inovasi kurikulum harus terus menerus dilakukan sebagai produk dari zamannya Buku ini sangat cocok untuk dibaca para mahasiswa fakultas keguruan guru dosen widyaiswara pimpinan lembaga pendidikan peneliti kurikulum praktisi pendidikan dan masyarakat luas peminat isu isu kurikulum dan pembelajaran

**Curriculum Development** Donald P. Chipeta,2000 *Theoretical and Practical Issues in the Implementation of the Current Ethiopian School Curriculum*

Derebssa Dufera,2008 **Proceedings of the Fourth World Conference on Engineering Education** E. R. Krueger,F. A. Kulacki,1995 **Educational Challenges in Africa for the 21st Century** Mrs. M. Olu Odusina,1997 *Curriculum*

Terence John Lovat,David L. Smith,1991 This book is directed to the student teacher or the experienced teacher engaged in study or reflection on curriculum For the student teacher it will introduce the notion of curriculum and illustrate its central importance in the knowledge and skills required of the profession For the experienced teacher it will offer the most up to date research and reflection on curriculum from the Australian and international scenes The work examines and appraises the contribution made to current curriculum thinking by the most recent insights from educational psychology sociology and philosophy In particular it assesses common approaches to classroom curriculum management in light of some of the most important educational philosophies of the day especially those of the critical theorists It then draws these perspectives together in evaluating current trends and directions in curriculum in Australia

*Implementing Multilingual Education* Joachim Friedrich Pfaffe,2003 *Report of the ... North Central Association Teacher Education Summer Workshop ,1973*

Vestes ,1976

**Language, Curriculum Processes, and Emerging Issues in Education** John Njenga Kimemia,2002

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