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Key Concepts for Understanding the Curriculum is aimed at assisting various personnel concerned about and involved in curriculum decision-making. Of course, a major clientele are those pre-service teachers who will be commencing full-time careers in schools, namely students who are taking teacher

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Some major curriculum concepts could

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be either social-oriented, student-centred, knowledge-centred or eclectic, as identified by Longstreet and Shane (1993). These guiding concepts can be combined...

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One useful starting point when studying what is curriculum is to consider three levels, namely the 'planned curriculum', the 'enacted curriculum' and the 'experienced curriculum' (Marsh and Willis, 2007). The planned curriculum is all about what knowledge is of most worth – the important goals and objectives.

What is curriculum? | Key Concepts for Understanding ...

Key Concepts for Understanding the Curriculum. Perspectives. DOI link for Perspectives. Perspectives book. Key Concepts for Understanding the Curriculum. By Colin Marsh. Edition 1st Edition . First Published 1997 . eBook

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Concept-based curriculum is the evolution of facts to theory: Facts — Topics — Concepts — Principle

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Generalization — Theory Therefore, the ideas are often broader and cross-curricular. Concepts are transferrable and interact across subjects to push students to the generalization and theory level.

A Quick Guide to Concept-Based Learning and Curriculum ...

Outlines and describes The 12 Core Concepts: Concepts for Understanding Traumatic Stress Responses in Children and Families. ... Provides an introduction and overview to the NCTSN Core Curriculum on Childhood Trauma (CCCT). This fact sheet offers information on the CCCT including its strengths-based approach, learning objectives, its elements ...

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fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field.

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First, in the written curriculum, when the curriculum is a set of documents that guide planning, instruction is only one relatively minor aspect of the curriculum. Those retrievable documents used in planning for learning typically specify five components: a rationale for the curriculum; the aims, objectives, and content

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