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2.2.1 Why it is important to
understand the theory behind
curriculum reform Curriculumrelated theories are developed after
examining research, and can be
used in order to develop models of
change to try to explain why some
initiatives are less or more successful
than

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20 use a centreperiphery approach, as the initiatives in most cases are taken by the researchers or developers with the receivers remaining mostly passive (Havelock, 1971). Guba and Miles (cited by Havelock, 1971) suggest that the process should not stop once diffusion has occurred. In reality CHAPTER 2 CURRICULUM CHANGE: A

THEORETICAL FRAMEWORK 2.1 ...

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

Curriculum Development | SAGE Publications Ltd

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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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 approaches that serve as criteria for curriculum evaluation, with particular CHAPTER 2 CRAFTING THE

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remaining mostly passive (Havelock, 1971). Guba and Miles (cited by Havelock, 1971) suggest that the process should not stop once diffusion has occurred. In reality CHAPTER 2 CURRICULUM CHANGE: A THEORETICAL FRAMEWORK 2.1 ... 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.

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Framework The implementation of self-criticism and self-renewal. of curriculum structure that is sari-sari and developed through hula-hula, lakas ng kutob or gaya-gaya, becomes problematic because of the confusion that it creates. limiting its effectiveness in producing the desired outcomes. Taking into account the considerable...

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What is curriculum? **Exploring theory and** practice – infed.org: 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

Page 8/9 March. 27 2025 learning theory strengths, weaknesses, and relevancy as a conceptual basis ... CHAPTER 2 **CHAPTER 2 A REVIEW OF** THE LITERATURE ON CURRICULUM **DEVELOPMENT AND** REFORM, WITH PARTICULAR REFERENCE TO SOUTH AFRICA 2.1 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