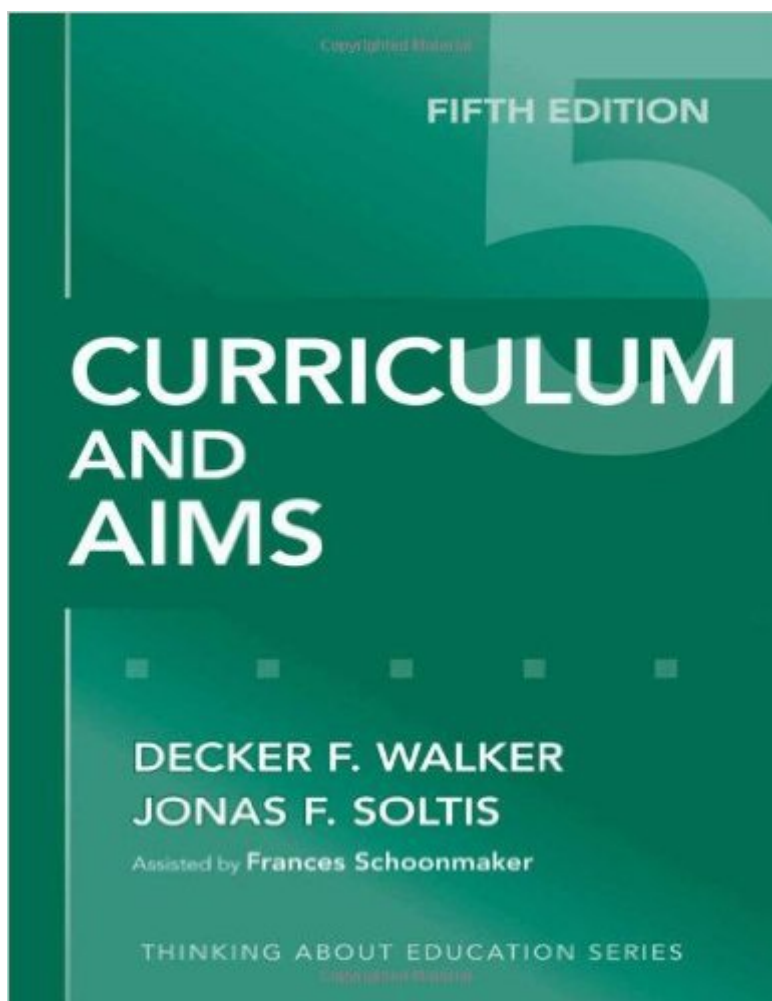


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# Curriculum And Aims, Fifth Edition (Thinking About Education) (Thinking About Education Series)



## Synopsis

Educational Theory says..."[This series] does a masterful job of bringing together the basic issues and teaching methods that should frame social and philosophical foundations curricula." -- Reviewing the first edition The revised Fifth Edition of Curriculum and Aims provides a broad perspective on the basic curriculum questions educators face regarding the purposes, content, design, and structure of educational programs. After examining aims that have been proposed by classical educational thinkers and reviewing the dominant educational debate of the 20th century between traditionalists and progressives, authors Decker F. Walker and Jonas F. Soltis deal with fundamental contemporary issues of curriculum theory and instructional practice. As in the other volumes in the Thinking About Education Series, this new edition provides realistic case studies that inspire pre-service teachers to grapple with the issues of curriculum and aims in the context of classroom situations. The Fifth Edition features a new case on Education and Equity: Closing the Achievement Gap and includes updated references to important recent ideas in a new section at the end of each chapter called For Further Inquiry. Curriculum and Aims is one of the five books in the highly regarded Teachers College Press THINKING ABOUT EDUCATION SERIES, now in its Fifth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice.

## Book Information

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## Customer Reviews

There is a need for educational professionals and practitioners to understand the relationship between the function, purpose, and goals of education and the planning, developing, and enacting of the curriculum, which assumes the critical role of structuring effectively the many and varied components of a flourishing educational program. Attempting to analyze and clarify the intricate processes involved when envisioning, constructing, evaluating, and reforming the curriculum, the authors traverse a broad and highly complex spectrum of curriculum issues and problems, including: the debate on educational aims, the concern for the best type of general education to pursue, procedures for effectively making curriculum, and methods for critiquing the curriculum with the potential for successful change and reform. The book, in a logical and coherent manner, synthesizes a staggering number of curriculum issues for the reader. Although the authors successfully organize and thoroughly explain their topic, the reader is left with the undeniable impression that curriculum making is an intricate and highly complex endeavor. It is a formidable task for any educator. For example, even when attempting to decide which sets of basic skills are best to teach, an issue that might be traditionally conceived in terms of reading, writing, and counting, the reader is brought to the realization that these basic issues also include ancillary concerns of an indispensable nature such as the issue of media in relation to education, ethics, physical and psychological health, political and civic responsibility, and a sense of economic awareness.

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