

Chapter 5 Models For Curriculum Development

Integrated Teaching Methods Bruce Frazee
1995

Resources in Education 1982

Nursing Education Barbara Ann Moyer
2007-08-10 Whether you are new to teaching or an experienced educator looking for innovative techniques, this new resource offers a wealth of theoretical knowledge and practical guidance from a who's who of nursing education leaders. From foundational concepts, curriculum development, and instructional principles and methods...through intervention and evaluation methods for didactic and clinical settings...to technology and visions for nursing education's future, every aspect of teaching is covered in step-by-step detail.

An Inquiry Into Evolutionary Inquiry Samuel

Shapleigh Donovan 2005

Developing the Curriculum Peter F. Oliva
2005 This highly readable, practical text guides students step-by-step through the process of curriculum development, providing a solid foundation of key models and concepts. "Developing the Curriculum, Sixth Edition, " is full of references to classic and current curriculum writings, providing students with a synthesis of historic and contemporary principles and practices associated with creating an effective curriculum. In addition, the author introduces a model that combines curriculum and instruction and carefully explores issues and challenges at each stage. Features: Up-to-date coverage reflects today's best practices and current trends in current development. Actual examples are interspersed throughout each

chapter to reinforce major chapter content. Each chapter contains objectives, Website and media references, end-of-chapter questions as well as supplementary exercises, providing students the opportunity to critically analyze and review key concepts and strategies. Extensive bibliographies enable students to conduct research on chapter topics. Chapter 15, Issues in Curriculum Development, provides clear and concise analyses accompanied by an easy-to-use bibliography. An Appendix provides teachers with references to ERIC Clearinghouses, Regional Educational Laboratories, National Research and Development Centers, Institute of Education Sciences, and curriculum journals. Peter F. Oliva, formerly professor and chairperson at Southern Illinois University, Florida International University, and Georgia Southern University, is author of several textbooks. He has taught in high school and at the Universities of Florida, Hawaii, Mississippi, and Indiana State University.

Health Education in the Elementary & Middle-level School Dean F. Miller 1996 Designed as an introduction to health education, this edition includes information about the school of health programme content in basic health concepts and material covering health teaching methodology. It includes a range of teaching suggestions and techniques for elementary and middle-level school teachers, providing information for prospective teachers.

Models of Early Childhood Education Ann S. Epstein 1996 Inspired by the High/Scope educational approach, this book attempts to systematically and objectively compare different curriculum-based approaches to training early childhood teachers, and to assess how these models could individually and collectively address the problem of improving early childhood program quality nationwide. An analytical and an empirical study were carried out to compare approaches including the Montessori Method, the Bank Street

Developmental-Interaction approach, the High/Scope Curriculum, the Kamii-DeVries constructivist perspective, Teaching Strategies' Creative Curriculum, and the Direct Instruction model. In the analytical study, a set of criteria were identified to examine and compare the practices and effects of such models. In the empirical study, the prevalence of various curriculum models were assessed through the use of questionnaires. A summary and comparison of these six curriculum-based training models, including a list of questions in cross-model comparison, is presented and discussed in relation to their development. The implications for teaching and training, research and development, and public policy are discussed in the last chapter. Contains 208 references. (MOK)

An Administrator's Guide for Evaluating Programs and Personnel Edward F. DeRoche 1987

Teaching Models in Education of the Gifted

C. June Maker 1995

Historical Development of Secondary Education from Prehistoric Times to the Christian Era

Frank Webster Smith 1916

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant Teacher's Handbook for Elementary Social Studies Hilda Taba 1967

Exceptional Child Education Resources 1996

The Process of Developing and Improving Course Content for Military Technical Training 1969

How School Administrators Solve Problems

Edward F. DeRoche 1985

Design and Implementation of Higher Education Learners' Learning Outcomes (HELLO) Barua, Kuntal 2023-12-22

The Higher Education Learners' Learning Outcomes (HELLO) project offers a comprehensive solution to the challenge of creating comparative metrics of learning outcomes that are valid across various cultures, languages, and higher

education institution types. Traditional methods of assessing learning outcomes in higher education have limited institutions' abilities to compare student performance to that of their peers, hindering efforts to improve teaching practices and enhance student learning. This project creates learning outcome measures that are culturally and linguistically appropriate for different types of higher education institutions, enabling institutions to compare student performance to that of their peers as part of efforts to improve teaching practices and enhance student learning. Design and Implementation of Higher Education Learners' Learning Outcomes (HELLO), edited by Kuntal Barua, Neyara Radwan Mohammed, Virendra Singh, and Ronnie Figueiredo, provides a persuasive account of the HELLO project and is intended for all students, teachers, administrations, and higher education institutions interested in improving teaching practices and enhancing student learning

outcomes. The book presents the challenges in traditional methods of assessing learning outcomes, the limitations of diverse attempts to fill the quality information gap, and the rationale for HELLO beyond collegial approaches and student-centered learning. The book also explores key challenges in developing and executing HELLO, such as the risks of ranking and value-added methodologies. By offering a comprehensive overview of the HELLO project, this book provides higher education institutions with the information and motivation they need to participate in the project and enhance their students' learning outcomes.

The Gifted Program Handbook Juanita S. Sorenson 1988

National Assessment and Social Studies Education National Council for the Social Studies 1975

Models and Methods for Bilingual Education Bernard H. Cohen 1979

Middle School Teaching Richard Dean

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