

<<课程论>>

图书基本信息

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## 前言

Curriculum: Foundations, Principles, and Issues, Fifth Edition, is a book for re-searchers, theoreticians, and practitioners of curriculum. It is a basic text for those studying curriculum planning, development, implementation, and evaluation, as well as a reference for teachers, supervisors, and administrators who participate in curriculum making. The book is a comprehensive, thoroughly documented overview of the foundations, principles, and issues of curriculum. Foundations are the areas of study outside curriculum that impact the field; principles are the means and methods used in reflecting about the totality of curriculum and in designing, developing, implementing, and evaluating curriculum; issues are the current and evolving educational, political, and social dynamics that influence the curriculum field. The book consists of a one-chapter introduction to the field plus three major parts. Part I, Foundations of Curriculum, has four chapters: one each on the curriculum's philosophical, historical, psychological, and social foundations. Part II, Principles of Curriculum, comprises chapters on curriculum design, development, implementation, and evaluation. Part III consists of one chapter, "Curriculum Issues and Trends." This book differs from other curriculum texts in several ways. Most texts focus on either theory or practice. Some texts advance a particular political or social position. Others approach the field of curriculum as an administrative challenge. This text provides a balanced, comprehensive view of the field of curriculum. We have avoided taking a particular philosophical, educational, political, or social stance. Instead, we have aimed at providing a complete view of the field of curriculum so that readers can consider choices and formulate their own views on curriculum foundations, principles, and issues. In short, we have supplied a mix of material to help researchers and practitioners develop their own interpretations of the field—past, present, and future. The book provides three instructional and learning tools: Curriculum Tips, Focusing Questions, and overview tables. Curriculum Tips give practical meaning to the research and insights into the curriculum process. The Focusing Questions at the beginning of each chapter orient the reader and set the stage for the chapter's main ideas. The overview tables make learning more meaningful and provide summaries of the major concepts and principles discussed in the chapter. Every textbook results from the participation of many people. We are grateful to all. We particularly thank those who reviewed the manuscript: Kimberly Bilica, Cynthia J. Chapel, and Angela Koppang. We also want to acknowledge the contributions of Kelly Villella Canton, series editor at Allyn and Bacon, in the production of the book. Additional thanks to Greg Erb, the production editor. Their efforts are much appreciated.

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### 内容概要

这是一本经典的课程论教材，全书从根本上围绕这样一个重大课题而展开：作为教育者，我们应该如何应对变革的社会对学校教育和课程提出的挑战？本书视野宽广，但不失思考的深度；视角独特，但始终不偏离探讨的主题。

相信这本书对于我国的读者深入了解课程研究领域大有裨益。

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## &lt;&lt;课程论&gt;&gt;

## 书籍目录

课程技巧 前言 第一章 课程的领域 课程研究的取向 课程的定义 课程的基础 课程的范围 理论与实践 课程工作者的角色 小结 第一部分 课程的基础 第二章 课程的哲学基础 哲学与课程 主要的哲学观点 教育哲学观 小结 第三章 课程的历史基础 殖民地时期 (1642—1776) 美国建国时期 (1776—1850) 19世纪欧洲的教育家 普及教育 崛起的时期 (1820—1920) 过渡时期 (1893—1918) 课程作为一个研究领域的 诞生 (1918—1949) 当前聚焦 小结 第四章 课程的心理学基础 行为主义 认知主义心理学 现象学和人本主义心理学 小结 第五章 课程的社会基础 社会、教育和学校 后现代 家庭 道德教育 学校会制造差异吗 学习和成就 (1980—1990) 小结 第二部分 课程的原理 第六章 课程设计 连接概念 设计的成分 设计课程需要考虑的基本维度 具有代表性的课程设计模式 小结 第七章 课程开发 技术—科学取向 非技术—非科学取向 课程开发的几个阶段 课程开发的参与者 小结 第八章 课程实施 实施的本质 实施过程中的渐变过程 课程实施模式 关键角色 小结 第九章 课程评价 评价的本质和目的 评价的取向 评价模式 评价的步骤 考试 选择性评价 评价中的人为因素 评价中的关键角色 小结 第三部分 课程的问题 第十章 课程领域的问题和发展趋势 改造教育 教育政治学和教育社会学 道德教育 学术标准和考试 技术、媒体和课程 小结 人名索引 主题索引

## 章节摘录

Taking the NCLB at face value, all students are required to reach proficiency on state reading and math tests by 2014. States are judged on yearly progress and penalized, including by loss of federal funds, if proficiency declines. Currently states use their own definition of proficiency. Obviously, those "states that have the bar lower will have an easier time meeting the mark and avoiding federal sanctions,"<sup>71</sup> but state officials and education policy makers can be expected to address these different standards eventually. In 2003, no states' students did better on the NAEP in 4th grade reading than on the state exam, and only two states' students did better at the eighth grade level ( Vermont, 3 percent difference; Missouri, 2 percent difference ). Two states' students did better on the NAEP 4th grade math test than on their own state exams ( Vermont, 2 percent; Massachusetts, 1 percent ), and three states' students did better on the NAEP 8th grade math test ( Massachusetts, 1 percent; South Carolina, 7 percent; Missouri, 14 percent ).

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编辑推荐

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