

## The Future Of The Curriculum School Knowledge In The Digital Age The John D And Catherine T Macarthur Foundation Reports On Digital Media And Learning

In advocating an action-oriented and issues-based curriculum, this book takes the position that a major, but shamefully neglected, goal of science and technology education is to equip students with the knowledge, skills, attitudes and values to confront the complex and often ill-defined socioscientific issues they encounter in daily life as citizens in an increasingly technology-dominated world carefully, critically, confidently and responsibly. In outlining proposals for addressing socioscientific issues through a curriculum organized in terms of four increasingly sophisticated levels of consideration, the author adopts a highly critical and politicized stance towards the norms and values that underpin both scientific and technological development and contemporary scientific, engineering and medical practice, criticizes mainstream STS and STSE education for adopting a superficial, politically naïve and, hence, educationally ineffective approach to consideration of socioscientific issues, takes the view that environmental problems are social problems occasioned by the values that underpin the ways in which we choose to live, and urges teachers to encourage students to reach their own views through debate and argument about where they stand on major socioscientific issues, including the moral-ethical issues they often raise. More controversially, the author argues that if students are to become responsible and politically active citizens, the curriculum needs to provide opportunities for them to experience and learn from sociopolitical action. The relative merits of direct and indirect action are addressed, notions of learning about action, learning through action and learning from action are developed, and a case is made for compiling a user-friendly database reflecting on both successful and less successful action-oriented curriculum initiatives. Finally, the book considers some of the important teacher education issues raised by this radically new approach to teaching and learning science and technology. The book is intended primarily for teachers and student teachers of science, technology and environmental education, graduate students and researchers in education, teacher educators, curriculum developers and those responsible for educational policy. The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education (University of Toronto), Adjunct Professor of Science Education at the University of Auckland and Visiting Professor of Science Education at the University of Hong Kong. His research interests include considerations in the history, philosophy and sociology of science and their implications for science and technology education, STSE education and the politicization of both students and teachers, science curriculum history, multicultural and antiracist education, and teacher education via action research.

The links between education and sustainable development are deepening, although subject to much controversy and debate. The success of the sustainability discourse depends both on the pedagogic and research functions of higher education. Similarly, for higher education itself to remain relevant and engaged it faces pressure not only to integrate the insights and lessons drawn from the perspective of sustainable development, but also to be responsive to scrutiny of its own practices in relation to sustainability. Among professionals in higher education, sustainable development has its supporters and detractors. It is embraced by some individuals and departments while being perceived by others as a threat to the coherence of particular disciplines. Although it is not currently an academic discipline in its own right, increasing public and professional familiarity with the term, and the increasing urgency of global calls for the implementation of sustainable development mean that this is rapidly changing. This volume analyses the impact of the concepts and practices of sustainability and sustainable development on various academic disciplines, institutional practices, fields of study and methods of enquiry. The contributors, drawn from a wide-range of disciplines, perspectives, educational levels and institutional contexts, examine the purpose of the modern university and the nature of sustainable education, which includes exploring links to social movements for sustainability projects, curriculum change, culture and biodiversity, values relating to gender equality and global responsibility, and case studies on the transformation, or otherwise, of some specific disciplines.

This open access book provides a theoretical framework and case studies on decision science for regional sustainability by integrating the natural and social sciences. The cases discussed include solution-oriented transdisciplinary studies on the environment, disasters, health, governance and human cooperation. Based on these case studies and comprehensive reviews of relevant works, including lessons learned from past failures for predictable surprises and successes in adaptive co-management, the book provides the reader with new perspectives on how we can co-design collaborative projects with various conflicts of interest and how we can transform our society for a sustainable future. The book makes a valuable contribution to the global research initiative Future Earth, promoting transdisciplinary studies to bridge the gap between science and society in knowledge generation processes and supporting efforts to achieve the UN's Sustainable Development Goals (SDGs). Compared to other publications on transdisciplinary studies, this book is unique in that evolutionary biology is used as an integrator for various areas related to human decision-making, and approaches social changes as processes of adaptive learning and evolution. Given its scope, the book is highly recommended to all readers seeking an integrated overview of human decision-making in the context of social transformation.

This volume of *The Handbook of Research in Middle Level Education* is a significant contribution to the literature on middle level schools because it is written specifically with policymakers in mind. Middle level scholars have illuminated the most important issues concerning the education of young adolescents of which policymakers must be knowledgeable. It is only by having informed policymakers that middle level schools can truly thrive and provide the kind of education that every young adolescent deserves. The future of our country depends on it.

This collection traces the development and findings of curriculum studies of environmental education since the mid-1970s. Based on a virtual special issue of the *Journal of Curriculum Studies*, the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics, planning and implementation, including which educative experiences should a curriculum foster and why; what the scope of a worthwhile curriculum should be and how it should be decided, organised and reworked; why distinctive curricula are provided to different groups of students; and how curriculum should best be enacted and evaluated? The editor and contributors call for renewed attention to the possibilities for future directions in research, in light of previously published work and innovations in scholarship. They also offer critical commentary on curriculum, critique and crisis in environmental education, through new material and previous studies from the journal, by addressing three key themes: perspectives on curriculum and environment education; accounting for curriculum in environmental education; and changes in curriculum for environmental education.

For more than 40 years, Computerworld has been the leading source of technology news and information for IT influencers worldwide. Computerworld's award-winning Web site (Computerworld.com), twice-monthly publication, focused conference series and custom research form the hub of the world's largest global IT media network.

With the rise of distance education in the post-modern world, progressive research on the best methods, tools, and technologies in the field is necessary to continue to take advantage of the pedagogical opportunities and improvements offered through remote learning platforms. The Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology focuses on the latest innovations and technological developments surrounding distance learning, instructional design, and computer-mediated communication in educational settings. This comprehensive research work will be of use to teachers, academicians, IT developers, upper-level students, and school administrators interested in the latest trends in online learning.

Covering each of the core curriculum areas in turn, this is a reference on school subject teaching. The authors assess the development of teaching within each subject area since the 1944 Education Act up to the year 2000. Future challenges are also explored.

This book brings together voices and perspectives from across the world and draws in a new generation of curriculum scholars to provide fresh insight into the contemporary field. By opening up Curriculum Studies with contributions from twelve countries—including every continent—the book outlines and exemplifies the challenges and opportunities for transnational curriculum inquiry. While curriculum remains largely shaped and enabled nationally, global policy borrowing and scholarly exchange continue to influence local practice. Contributors explore major shared debates and future implications through four key sections: Decolonising the Curriculum; Knowledge Questions and Curriculum Dilemmas; Nation, History, Curriculum; and Curriculum Challenges for the Future.

The 60-Year Curriculum explores models and strategies for lifelong learning in an era of profound economic disruption and reinvention. Over the next half-century, globalization, regional threats to sustainability, climate change, and technologies such as artificial intelligence and data mining will transform our education and workforce sectors. In turn, higher education must shift to offer every student life-wide opportunities for the continuous upskilling they will need to achieve decades of worthwhile employability. This cutting-edge book describes the evolution of new models—covering computer science, inclusive design, critical thinking, civics, and more—by which universities can increase learners' trajectories across multiple careers from mid-adolescence to retirement. Stakeholders in workforce development, curriculum and instructional design, lifelong learning, and higher and continuing education will find a unique synthesis offering valuable insights and actionable next steps.

The story of a world-renowned institution and "a broad investigation of early twentieth-century public health ideology in America" (Journal of the American Medical Association). At the end of the nineteenth century, public health was the province of part-time political appointees and volunteer groups of every variety. Public health officers were usually physicians, but they could also be sanitary engineers, lawyers, or chemists—there was little agreement about the skills and knowledge necessary for practice. In Disease and Discovery, Elizabeth Fee examines the conflicting ideas about public health's proper subject and scope and its search for a coherent professional unity and identity. She draws on the debates and decisions surrounding the establishment of what was initially known as the Johns Hopkins School of Hygiene and Public Health, the first independent institution for public health research and education, to crystallize the fundamental questions of the field. Many of the issues of public health education in the early twentieth century are still debated today. What is the proper relationship of public health to medicine? What is the relative importance of biomedical, environmental, and sociopolitical approaches to public health? Should schools of public health emphasize research skills over practical training? Should they provide advanced training and credentials for the few or simpler educational courses for the many? Fee explores the many dimensions of these issues in the context of the founding of the Johns Hopkins school. She details the efforts to define the school's structure and purpose, select faculty and students, and organize the curriculum, and she follows the school's growth and adaptation to the changing social environment through the beginning of World War II. As Fee demonstrates, not simply in its formation but throughout its history, the School of Hygiene served as a crucible for the forces shaping the public health profession as a whole.

The whole landscape of space use is undergoing a radical transformation. In the workplace a period of unprecedented change has created a mix of responses with one overriding outcome observable worldwide: the rise of distributed space. In the learning environment the social, political, economic and technological changes responsible for this shift have been further compounded by constantly developing theories of learning and teaching, and a wide acceptance of the importance of learning as the core of the community, resulting in the blending of all aspects of learning into one seamless experience. This book attempts to look at all the forces driving the provision and pedagogic performance of the many spaces, real and virtual, that now accommodate the experience of learning and provide pointers towards the creation and design of learning-centred communities. Part 1 looks at the entire learning universe as it now stands, tracks the way in which its constituent parts came to occupy their role, assesses how they have responded to a complex of drivers and gauges their success in dealing with renewed pressures to perform. It shows that what is required is innovation within the spaces and integration between them. Part 2 finds many examples of innovation in evidence across the world – in schools, the higher and further education campus and in business and cultural spaces – but an almost total absence of integration. Part 3 offers a model that redefines the learning landscape in terms of learning outcomes, mapping spatial requirements and activities into a detailed mechanism that will achieve the best outcome at the most appropriate scale. By encouraging stakeholders to creating an events-based rather than space-based identity, the book hopes to point the way to a fully-integrated learning landscape: a learning community.

A pervasive disconnect exists between the job/career culture and the present economic reality in America. This book offers powerful strategies for stemming the employment crisis and proposes comprehensive solutions for businesses, government, and job seekers alike. • Explains how the current job skills crisis stems from a broad structural failure of the education-to-employment system and has sweeping societal and economic consequences • Identifies the "hot jobs" of the current decade and the requisite skills and educational preparation needed to obtain them • Describes how digital technology has permanently altered the nature of the U.S. and global job/labor market • Provides information critical to a wide audience: businesses seeking to fill vacant jobs, community organizations and governments trying to attract new enterprises and retain current businesses, educators preparing students for careers, and students and parents concerned about job and career options

Corruption is alive and well in Nigeria—and it must be eliminated. Moreover, the Nigerian church can no longer watch it go unchecked. Though conscious of his limitations as a priest and theologian, the author takes an in-depth look at how corruption has taken hold of Nigeria and its people in this scholarly work. He challenges the church as a socio-moral actor and the civil authorities that govern Nigeria, arguing that the nation will collapse if corruption continues. He notes that even though the Nigerian people have lashed out against corruption, it has only gotten worse—either because morality has been relegated to the background or not enough has been done to inculcate morality into Nigeria's politics. The author employs a holistic approach in examining issues such as: bishops and their vision of Nigeria vis-à-vis Nigerian politics; democracy and the power equation among the various arms of government; principal biases that characterize Nigerian politics; and class affiliation and its impact in Nigerian politics. Find out how corruption is ruining Nigeria, and discover how the church and government can work together to fix the problem in Nigerian Politics and Corruption.

Biology is where many of science's most exciting and relevant advances are taking place. Yet, many students leave

school without having learned basic biology principles, and few are excited enough to continue in the sciences. Why is biology education failing? How can reform be accomplished? This book presents information and expert views from curriculum developers, teachers, and others, offering suggestions about major issues in biology education: what should we teach in biology and how should it be taught? How can we measure results? How should teachers be educated and certified? What obstacles are blocking reform?

"Mathematics curriculum has long been a topic of keen interest in mathematics education and remains a central issue in efforts to improve mathematics learning opportunities for students. This Yearbook continues in a long line of NCTM Yearbooks that have addressed various facets of the changing mathematics curriculum. Although some factors such as tradition can inhibit significant change, other factors such as policy (e.g., federal No Child Left Behind legislation), societal needs (mathematically literate graduates), and technological advances (computer software, calculators) foster and accelerate the need for change. In the past year alone, a major state-initiated process for developing 'common core standards' is underway. With 48 states and several territories participating in the articulation of 'college and career-ready' high school graduation expectations and common K-12 standards, 2010 promises to be a landmark year of discussion and dialogue about mathematics curriculum. This Yearbook reflects some of the many issues that the field is currently discussing so it serves as both a record of current advances and a summary of challenges regarding curriculum. We hope that it will both guide and stimulate thinking about where we have been, where we are, and where we need to go."--Publisher's description.

An examination of curriculum innovations that are shaped by new ideas about digital media and learning. Although ideas about digital media and learning have become an important area for educational research, little attention has been given to the practical and conceptual implications for the school curriculum. In this book, Ben Williamson examines a series of contemporary curriculum innovations in the United States, Great Britain, and Australia that reflect the social and technological changes of the digital age. Arguing that the curriculum is always both forward- and rearward-looking, Williamson considers how each of these innovations represents a certain way of understanding the past while also promoting a particular vision of the future. The curriculum initiatives are all examples of what Williamson calls "centrifugal schooling," expressing a vision of education and learning that is decentered, distributed, and dispersed, emphasizing networks and connections. In centrifugal schooling, a curriculum is actively assembled and improvised from a heterogeneous mix of people, groups, coalitions, and institutional structures. Participants in curriculum design and planning include local governments, corporations, foundations, charities, and nongovernmental organizations. Among the curriculum innovations Williamson examines are High Tech High, a charter school network in San Diego that integrates technical and academic education; Opening Minds, a "competence-based" curriculum used in 200 British secondary schools; and Quest to Learn, a "school for digital kids" in New York City (with a sister school in Chicago). He also describes two major partnerships: the Partnership for 21st Century Skills, which advocates for "21st century readiness" for American students; and the Whole Education Alliance in Britain, a network of "third sector" educational organizations. Reframing the Curriculum is a practical, hands-on guide to weaving the concepts of healthy communities, democratic societies, and social justice into academic disciplines. Developed for future and practicing teachers, this volume is perfect for teacher education courses in instructional design, social foundations, and general education, as well as for study in professional learning communities. The author outlines the philosophies, movements, and narratives shaping the future, both in and out of classrooms, and then challenges readers to consider the larger story and respond with curriculum makeovers that engage students in solving problems in their schools, communities, and the larger world. The book's proven method for designing units gives educators across grades and disciplines the tools to bring sustainability and social justice into experiential, project-based instructional approaches. Pedagogical features include: Specific examples and templates that offer readers a framework for reworking their units and courses while meeting required standards and incorporating innovative classroom practices. Activities and discussion questions that bring the content to life and establish ties with the curriculum. eResources, including a Facilitator's Guide, offering examples of fully developed units created with this model and an editable template for redesigning existing units.

This practical, step-by-step guide examines the stages of contemplating, planning, and implementing curriculum mapping initiatives that can improve student learning and create sustainable change.

Recent writing on education and social change, and a growing number of new governmental initiatives across Western societies have proceeded in denial or ignorance of the personal missions and biographical trajectories of key public sector personnel. This book stems from an underpinning belief that we have to understand the personal biographical if we are to understand the fate of social and political initiatives. In education a pattern has emerged in many countries around the world. Each new government enshrines targets and tests to ensure that teachers at the frontline delivery are 'more accountable'. Whilst this often provides evidence of symbolic action to the electorate or professional audiences, the evidence at the level of service delivery is often far less impressive. Targets, tests and tables may win wide support from the public, but there are often negligible or even contradictory effects at the point of delivery, enforced by the ignorance or denial of personal missions and biographical mandates. This book locates most of its analysis and discussion at the point of culture clash between centralised dictates, and individual and collective life missions. Whilst the early part of the book considers a range of issues related to school curriculum, the focus on the biographical and life narrative becomes increasingly important as the analysis proceeds. Curriculum, Personal Narrative and the Social Future will be of key interest to practising teachers, educational researchers and students on teacher training courses, postgraduate courses and doctoral courses.

Pre-school children have fundamentally different attitudes towards the future and attendant notions of time and space. For this reason, early childhood professionals are optimally placed to lay important foundations for young children's long

term development. Children's flexibility of thought, their positive and constructive outlook on life, their sense of the continuity of time, their creativity and imagination, and their sense of personal connection with time and the future, are all qualities that should be recognized and addressed in early childhood educational programmes as a means of counteracting the difficulty youths experience in knowing what to expect in their future lives and coming to understand their roles in shaping them. Reframing the Early Childhood Curriculum offers fresh insight into: \* examining futurists' and early childhood theorists' thinking of the relevance of planning for children's long term needs in early childhood \* identifying the skills, attitudes and outlooks required to assist young children attending early childhood programmes in their long term growth and development \* exploring the means through which these skills, attitudes and outlooks can be achieved in curriculum frameworks through specific goals and learning experiences against the background of youth and young children's views of the future.

This book explores the technologies that can be used in curricula to make education "smarter" and more adaptive in order to better meet the needs of today's learners. The main emphasis is based on the theory and best practices of incorporating emerging technologies into curricula so as to educate learners in the 21st century. The book provides valuable insights into the future of education and examines which pedagogies are most suitable for integrating emerging technologies. It will help educators and stakeholders design and implement curricula that effectively prepare learners for the challenges of tomorrow.

Written at a time of uncertainty about the implications of the English government's curriculum policies, *Knowledge and the Future School* engages with the debate between the government and large sections of the educational community. It provides a forward-looking framework for head teachers, their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum. While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3. They link Future 3 to the idea of 'powerful knowledge' for all pupils as a curriculum principle for any school, arguing that the question of knowledge is intimately linked to the issue of social justice and that access to 'powerful knowledge' is a necessary component of the education of all pupils. *Knowledge and the Future School* offers a new way of thinking about the problems that head teachers, their staff and curriculum designers face. In charting a course for schools that goes beyond current debates, it also provides a perspective that policy makers should not avoid.

In an effort to enhance the quality of education, universities and colleges are developing programs that help faculty and staff internationalize curriculum. These programs will purposefully develop the intercultural perspectives of students. *Curriculum Internationalization and the Future of Education* is a critical scholarly resource that examines the steps taken to diversify a number of courses from various disciplines and addresses the challenges with curriculum internationalization. Featuring coverage on a broad range of topics, such as active learning, student engagement, and grounded globalism, this book is geared towards academics, upper-level students, educators, professionals, and practitioners seeking current research on curriculum internalization.

Grounded in research and theory, this text for secondary mathematics methods courses provides useful models of how concepts typically found in a secondary mathematics curriculum can be delivered, so that students develop a positive attitude about learning and using mathematics in their daily lives.

The Curriculum of the Future From the 'New Sociology of Education' to a Critical Theory of Learning Routledge

Working away from trends in government policy, this book takes a future-oriented re-imagining of schools with a focus on four innate human capacities: collaboration, critical reflection, communication and creativity. Miranda Jefferson and Michael Anderson draw together examples of practice from around the world to provide a reimagining of education. They show how our schools can be sustainably transformed to be places of support, challenge and joy in learning, responsive to students' needs and the needs in our workplaces and wider society. Readers are empowered to use knowledge and experience to create the reality they would like to see in their school, building engaged, innovative and active learning, pedagogy curriculum and leadership. Key ideas are summarised at the end of each chapter along with an extensive referencing and bibliography, and a supporting glossary.

*A People's Curriculum for the Earth* is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from *Rethinking Schools* magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. *A People's Curriculum for the Earth* has the breadth and depth of *Rethinking Globalization: Teaching for Justice in an Unjust World*, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for *A People's Curriculum for the Earth* "To really confront the climate crisis, we need to think differently, build differently, and teach differently. *A People's Curriculum for the Earth* is an educator's toolkit for our times." — Naomi Klein, author of *The Shock Doctrine* and *This Changes Everything: Capitalism vs. the Climate* "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the *Rethinking Schools* team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today's young people about humanity's responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of *Place- and Community-based Education in Schools*

How to ensure your ELA teaching sticks How can you teach for understanding and meet Common Core standards at the same time? The answer: with a concept-based curriculum. Fusing Lynn Erickson's groundbreaking curriculum model with implementation guidelines and sample units, this book puts you on the fast track to using concept-based curriculum in your school or district. Lanning shows you how to design a curriculum that: Functions as a framework for lesson plans Unites the efforts of ELA teachers district-wide Addresses core standards while focusing on student understanding Creates a ripple effect helping to align curriculum, assessments, and instruction

Higher education has changed significantly over time. In particular, traditional face-to-face degrees are being revamped in a bid to ensure they stay relevant in the 21st century and are now offered online. The transition for many universities to online learning has

been painful—only exacerbated by the COVID-19 pandemic, forcing many in-person students to join their virtual peers and professors to learn new technologies and techniques to educate. Moreover, work has also changed with little doubt as to the impact of digital communication, remote work, and societal change on the nature of work itself. There are arguments to be made for organizations to become more agile, flexible, entrepreneurial, and creative. As such, work and education are both traversing a path of immense changes, adapting to global trends and consumer preferences. The Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design is a comprehensive reference book that analyzes the realities of higher education today, strategies that ensure the success of academic institutions, and factors that lead to student success. In particular, the book addresses essentials of online learning, strategies to ensure the success of online degrees and courses, effective course development practices, key support mechanisms for students, and ensuring student success in online degree programs. Furthermore, the book addresses the future of work, preferences of employees, and how work can be re-designed to create further employee satisfaction, engagement, and increase productivity. In particular, the book covers insights that ensure that remote employees feel valued, included, and are being provided relevant support to thrive in their roles. Covering topics such as course development, motivating online learners, and virtual environments, this text is essential for academicians, faculty, researchers, and students globally.

An examination of curriculum innovations that are shaped by new ideas about digital media and learning. Although ideas about digital media and learning have become an important area for educational research, little attention has been given to the practical and conceptual implications for the school curriculum. In this book, Ben Williamson examines a series of contemporary curriculum innovations in the United States, Great Britain, and Australia that reflect the social and technological changes of the digital age. Arguing that the curriculum is always both forward- and rearward-looking, Williamson considers how each of these innovations represents a certain way of understanding the past while also promoting a particular vision of the future. The curriculum initiatives are all examples of what Williamson calls "centrifugal schooling," expressing a vision of education and learning that is decentered, distributed, and dispersed, emphasizing networks and connections. In centrifugal schooling, a curriculum is actively assembled and improvised from a heterogeneous mix of people, groups, coalitions, and institutional structures. Participants in curriculum design and planning include local governments, corporations, foundations, charities, and nongovernmental organizations. Among the curriculum innovations Williamson examines are High Tech High, a charter school network in San Diego that integrates technical and academic education; Opening Minds, a "competence-based" curriculum used in 200 British secondary schools; and Quest to Learn, a "school for digital kids" in New York City (with a sister school in Chicago). He also describes two major partnerships: the Partnership for 21st Century Skills, which advocates for "21st century readiness" for American students; and the Whole Education Alliance in Britain, a network of "third sector" educational organizations.

Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the "what to teach" aspect). Since its founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences, journals, and the interaction of its members. The purpose of the organization was originally defined in Article 1, Section 2 of the AATC Constitution: "To promote the scholarly study of teaching and curriculum; all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged." Curriculum and Teaching Dialogue seeks to fulfill that mission.

In this important book the author looks back on the 'knowledge question'. What knowledge gets selected to be validated as school knowledge or as part of the school curriculum, and why is it selected? Looking forward, Young discusses how most developed countries have high levels of participation in post-compulsory education, but still use curricula designed for a time when only the elite pursued further education. He argues the need to rethink post-16 education to shift focus onto vocational education, school-work issues and lifelong learning.

This book is based on the changes a five year-old, Angelica will see in her lifetime. It predicts that the career of teaching will change and the work of the professional educator will differ significantly.

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