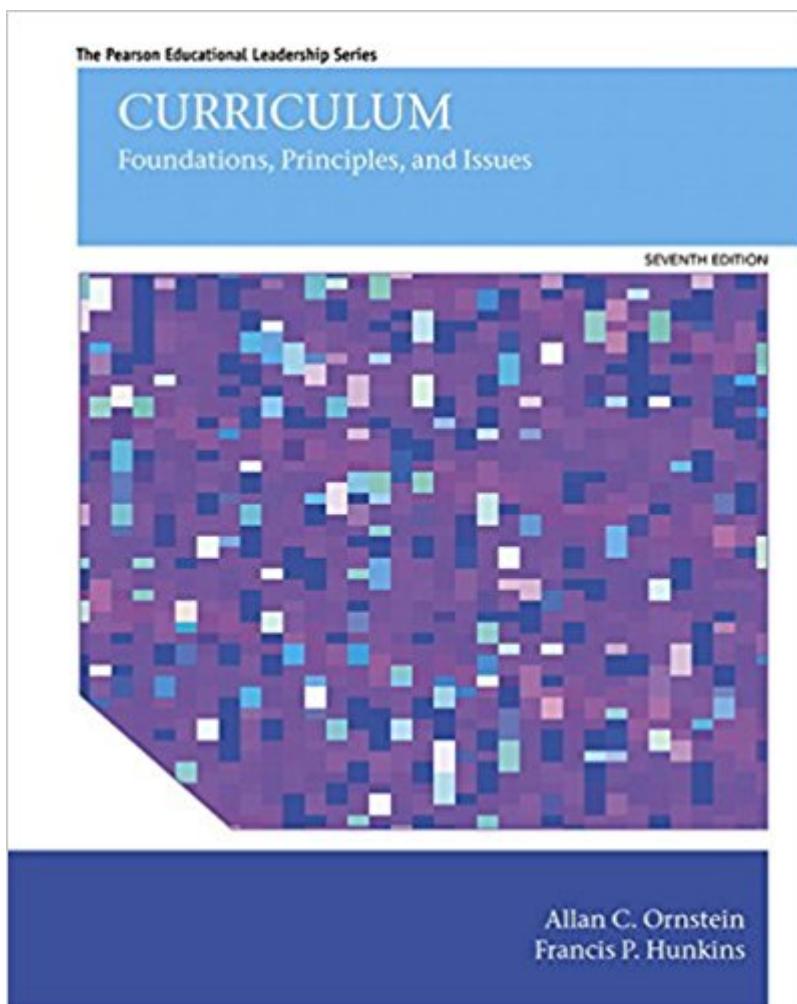


The book was found

Curriculum: Foundations, Principles, And Issues (7th Edition) (Pearson Educational Leadership)



Synopsis

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134290208. This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum: Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material. The Enhanced Pearson eText features embedded videos. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

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Customer Reviews

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Allan C. Ornstein is a professor of education at St. John's University. He is a former Fulbright Hayes Scholar and has been a consultant for more than 60 different government and education agencies, including the American Federation of Teachers, the National Association of Secondary School Principals, and the Educational Testing Service. Dr. Ornstein has published more than 400 articles and 60 books. His latest books are *Wealth vs. Work: How 1% Victimize 99%* (Author House, 2012) and *Excellence vs. Equality: Can Society Achieve Both Goals?* (Paradigm Publishers, 2015). See his website: allanornsteinbooks.com. Francis P. Hunkins was a professor of education specializing in general curriculum, curriculum development, curriculum issues, and curriculum theory in the College of Education at the University of Washington for 35 years. Since retiring, Dr. Hunkins has remained active in writing educational textbooks. As a past president, he also remains active in the Association for Teaching and Curriculum. During his tenure

at the University of Washington, Dr. Hunkins served as chairperson of the area of curriculum and instruction (1995–2000). He also consulted widely with school systems around the country. He twice was a visiting scholar at Monash University in Australia and was also a visiting scholar at the Hong Kong Institute of Education in 1999. Over his career, he has written 21 educational textbooks and numerous articles for educational journals. He makes his home with his wife, Dr. Patricia A. Hammill, in the Seattle area. Norman Eng is an adjunct assistant professor at the City University of New York, Brooklyn College and City College of New York. His work focuses on twenty first century education reform and inequality. He recently co edited a special issue symposium on .com and other websites, "Twenty first Century Excellence in Education" (Society, 2015), which included contributions from scholars such as Nel Noddings, Carol Ann Tomlinson, Yong Zhao, and James Comer. Dr. Eng maintains an education blog called The Educated Society.

I rented this textbook as a coursework requirement for one of my Master's courses, and I expected it to be dry and cumbersome. Instead, I found that even though the text is dense, the information this book contains is phenomenal for anyone who wants to know what drives today's educational system. As a professional in the field of working with children with autism, I now have a much greater appreciation for what goes into curriculum. Not only that, but as a parent, I am suddenly completely aware and educated in regards to my kids' school's curriculum initiatives. Before reading this textbook, I felt like I wanted to be involved with my kids' education, but I didn't know how. Now, when the district comes out with announcements on "formative assessments," I know exactly what they're talking about, and I'm keenly interested in knowing how my children are performing against what the assessments say. Plus, when I attend board meetings, the jargon now all makes sense to me. (This, by the way, seems like a travesty to me. Parents should not need to be earning their Master's degrees in order to understand what their school boards are talking about.) Lastly, I mentioned that I rented this textbook. I now want to buy it. I had no idea that I would want to keep a book I originally assumed would be dry and useless. My incredible mistake. This textbook transformed my ability to be involved in my children's public education. Praise the Lord, and I mean that in all sincerity of heart.

I read this book along with Oliva's and it is quite thorough. Other readers would wonder why read both. They kind of cover the same ground. However, I like that Ornstein makes distinctions between philosophies and educational philosophies. This chapter is broader in scope. Likewise, his history

on education in America seems to cover a greater ground. There is another chapter on social background which Oliva does not have. In his discussion on curriculum designs, he includes backward design curriculums, while Oliva doesn't. This is important to me as a reader because I am strongly influenced by backward design, and there are several authors covering this type of design (Erickson, 2003, 2007; and Wiggins & McTighe, 2005). A big distinction between these two books, however, is that Ornstein's tone is critical. Oliva's is objective, as a newsreporter who is describing what is going on. Ornstein's is editorial, as a person who voices his perspective and describes history with a critical eye. I thought that was important to this textbook.

Informative

This is a great book to read summaries of centuries of philosophical thought and how that helped determine what was taught. Now with the Common Core, I wonder how the foundational curriculum material will be presented - or if it will.

Overall a good textbook, however, it is missing many curriculum development topics and is a bit wordy in several areas. It certainly is useful, however, if this is the only curriculum textbook you are using, you will be missing a lot. Given I've taken other courses with other texts, this was fine. Wouldn't really recommend as a student or an educator.

This book serves well as a supplement to some curriculum introductory books. I don't think it's a complete introduction but it is useful as a fast-track introduction.

I'm definitely learning a lot about curriculum design and its approaches and elements. Everything you need to know is right in this book! I would highly recommend it to academics who are seeking administrative leadership in a school district.

If you are an educator, this book offers an interesting overview of curriculum foundations and theory as well as psychological and social implications for today's teachers and learners. It was required reading for my graduate course and now has turned into an excellent reference for the work I do. Veteran educators especially will find the content helpful in understanding what we need to know to offer 21st century learners better school experiences than what is now in place in most U.S. schools.

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