

An Integrative Approach To Curriculum Development In

Demystifies curriculum integration describing a variety of curriculum integration options ranging from concurrent teaching of related subjects to fusion of curriculum focus to residential study focusing on daily living, from two-week units to year-long courses.

This updated resource offers ten models that allow teachers to work together to create learner-centered classrooms by grouping elements from various content areas into a coherent, standards-based curriculum.

The quintessential resource on the important topic of curriculum integration! Going well beyond other books on this subject, James Beane details the history of curriculum integration and analyzes current critiques to provide a complete theory of curriculum integration. He defines curriculum integration as a comprehensive approach rather than simply “rearranging subjects.” Using many classroom examples, he explains the relationship between curriculum integration and the disciplines of knowledge. The approach set forth in this groundbreaking volume translates into a democratic vision of general education that transcends the current standards movement. “Offers clear and understandable examples of what curriculum integration means, how it can work, and how it fits a model of democratic education.” —Choice “In this time of conservative attacks on progressive education, it is crucial that we defend and extend democratic policies and practices. James Beane has been one of the most important figures in articulating democratic possibilities in schools. Curriculum Integration shows why he so deserves our respect. It provides a clear and insightful picture of the arguments and realities of democratic curriculum development and teaching.” —Michael W. Apple, University of Wisconsin-Madison “Jim Beane urges us to completely rethink how we pursue intellectual inquiry, as well as who makes the decisions in the classroom and what our ultimate goals are. Taken seriously, as it ought to be, [his] approach could revolutionize American education.” —Alfie Kohn, author of Punished by Rewards and Beyond Discipline “Beane writes directly with a passion that reflects long-in-the-making and deeply rooted convictions about education, youth, and democracy.... This book is a critically important resource . . . and it will remain so for years to come.” —John H. Lounsbury, National Middle School Association

The Integrative Approach

Iona M.S. in Ed. Curriculum Project

An Integrated Play-based Curriculum for Young Children

To Teaching Chinese As Additional Language in PYP Schools

Evidence-Based Practice: An Integrative Approach to Research, Administration, and Practice

Designing the Core of Democratic Education

Dissolving Boundaries

How lessons from kindergarten can help everyone develop the creative thinking skills needed to thrive in today's society. In kindergartens these days, children spend more time with math worksheets and phonics flashcards than building blocks and finger paint. Kindergarten is becoming more like the rest of school. In Lifelong Kindergarten, learning expert Mitchel Resnick argues for exactly the opposite: the rest of school (even the rest of life) should be more like kindergarten. To thrive in today's fast-changing world, people of all ages must learn to think and act creatively—and the best way to do that is by focusing more on imagining, creating, playing, sharing, and reflecting, just as children do in traditional kindergartens. Drawing on experiences from more than thirty years at MIT's Media Lab, Resnick discusses new technologies and strategies for engaging young people in creative learning experiences. He tells stories of how children are programming their own games, stories, and inventions (for example, a diary security system, created by a twelve-year-old girl), and collaborating through remixing, crowdsourcing, and large-scale group projects (such as a Halloween-themed game called Night at Dreary Castle, produced by more than twenty kids scattered around the world). By providing young people with opportunities to work on projects, based on their passions, in collaboration with peers, in a playful spirit, we can help them prepare for a world where creative thinking is more important than ever before.

Evidence-Based Practice: An Integrative Approach to Research, Administration, and Practice, Third Edition focuses on how research-based evidence drives scholarly practice.

This book describes an approach to engineering education that integrates a comprehensive set of personal, interpersonal, and professional engineering skills with engineering disciplinary knowledge in order to prepare innovative and entrepreneurial engineers. The education of engineers is set in the context of engineering practice, that is, Conceiving, Designing, Implementing, and Operating (CDIO) through the entire lifecycle of engineering processes, products, and systems. The book is both a description of the development and implementation of the CDIO model and a guide to engineering programs worldwide that seek to improve the education of young engineers.

How to Integrate the Curricula

General Practice

Curriculum for the Primary Years

Integrated Approaches in Teacher Preparation and Practice

Five Research-Based Practices to Help College Students Connect Learning Across Disciplines and Lived Experience

Creating Significant Learning Experiences

Human Diversity in Education

This book is appropriate for curriculum development courses in both early childhood education and elementary education. Promoting the idea of teachers as reflective practitioners, rather than managers of time and activities, this reader-friendly approach to the early childhood (ages 4-8) curriculum. With its conversational style, the text is immediately engaging as it promotes developmentally appropriate practices that encompass the diverse interests, abilities, and backgrounds of all children. The text provides a clear, practical, and fundamental, practical application of a child-sensitive approach to curriculum development, delivery, and assessment.

Originally published as a special issue of the Middle School Journal, this book presents integrative curriculum as a foundational element of the middle school. By addressing the current gap in literature on curriculum integration in the middle school, this book can be organized around authentic concepts or questions which cut across disciplines and speak to young adolescents. Providing a current, nuanced, and comprehensive review of what it means to embrace and implement an interdisciplinary approach to curriculum development, this book considers how educators can create and deliver a high-quality integrative curriculum which is enjoyable, challenging, and inclusive. Examples of implementation in teacher preparation programs and middle grade classrooms showcase integrative practices that have been key in tackling social inequities, increasing engagement with STEM, and supporting collaboration. This text will be of great interest to graduate and postgraduate students, researchers, academics and libraries in the fields of Curriculum Studies, Teacher Education, Theories of Learning, and STEM Education.

A guide to integrating standards across the curriculum through the Know/Do/Be framework.

The Early Childhood Curriculum

Cultivating Creativity through Projects, Passion, Peers, and Play

Lifelong Kindergarten

Integrated Curriculum

Integrative Learning in US Undergraduate Public Health Education: Effective High-Impact Practices

An Integrative Introduction

Meeting Standards Through Integrated Curriculum

Never HIGHLIGHT a Book Again! Virtually all of the testable terms, concepts, persons, places, and events from the textbook are included. Cram101 Just the FACTS101 studyguides give all of the outlines, highlights, notes, and quizzes for your textbook with optional online comprehensive practice tests. Only Cram101 is Textbook Specific. Accompanys: 9780024287625.

Secondary schools are continually faced with the task of preparing students for a world that is more connected, advanced, and globalized than ever before. In order to adequately prepare students for their future, educators must provide them with strong reading and writing skills, as well as the ability to understand scientific concepts. The Handbook of Research on Science Literacy Integration in Classroom Environments is a pivotal reference source that provides vital research on the importance of cross-curriculum/discipline connections in improving student understanding and education. While highlighting topics such as curriculum integration, online learning, and instructional coaching, this publication explores practices in teaching students how to analyze and interpret data, as well as reading, writing, and speaking. This book is ideally designed for teachers, graduate-level students, academicians, instructional designers, administrators, and education researchers seeking current research on science literacy adoption in contemporary classrooms.

This book documents and compares the experiences of a wide range of universities across the five continents with regard to sustainable development, making it of special interest to sustainability researchers and practitioners. By showcasing how integrative approaches to sustainable development at the university level can be successfully employed to bridge the gaps between disciplines, the book provides a timely contribution to the literature on sustainability and offers a valuable resource for all those interested in sustainability in a higher education context.

Integrative Education

Curriculum

Ethics and Values in Social Work

The CDIO Approach

A Curriculum for the Twenty-first Century

A Contribution to the Improvement of School Curricula

Careers in Psychology Curriculum

Students' ability to integrate learning across contexts is a critical outcome for higher education. Often the most powerful learning experiences that students report from their college years are those that prompt integration of learning, yet it remains an outcome that few educators explicitly work towards or specify as a course objective. Given that students will be more successful in college (and in life) if they can integrate their learning, James Barber offers a guide for college educators on how to promote students' integration of learning, and help them connect knowledge and insights across contexts, whether in-class or out-of-class, in co-curricular activities, or across courses and disciplinary boundaries. The opening chapters lay the foundation for the book, defining what integration of learning is, how to promote it and students' capacities for reflection; and introduce the author's research-based Integration of Learning (IOL) model. The second section of the book provides practical, real-world strategies for facilitating integration of learning that college educators can use right away in multiple learning contexts. James Barber describes practices that readers can integrate as appropriate in their classes or activities, under chapters respectively devoted to Mentoring, Writing as Praxis, Juxtaposition, Hands-On Experiences, and Diversity and Identity. The author concludes by outlining how to apply IOL to a multiplicity of settings, such as a major, a single course, programming for a student organization, or other co-curricular experience; as well as offering guidance on assessing and documenting students' mastery of this outcome. This book is addressed to a wide range of educators engaged with college student learning, from faculty to student affairs administrators, athletic coaches, internship supervisors, or anyone concerned with student development.

An examination of the issues surrounding the concept of change is fundamental to curriculum improvement for elementary and middle schools. New beliefs surround an integrative rather than a separate subject isolation approach to curriculum. This report examines past, current, and future curriculum practice and considerations, focusing on a new vision of the middle level curriculum as an integrated curriculum. Chapters are: (1) "The Process of Curriculum Development"; (2) "A Rationale for Curriculum Integration"; (3) "The Curriculum Continuum: Moving Where You Need To Be"; (4) "Integrated Studies for Multi-Age Classrooms: Solon Elementary School, Maine"; (5) "Hand-Crafting an Integrated Curriculum: Timothy Edwards Middle School: South Windsor, Connecticut"; (6) "One District's Perspective: Staff Development Stimulates Curriculum Integration: Blue Valley, Kansas"; (7) "First Steps toward Curriculum Integration: Using Student Questions: Ashland Middle School, Maine"; (8) "Twenty Years Later: Multidisciplinary to Integrated Units: McKelvie Middle School, Bedford, New Hampshire"; (9) "Interdisciplinary Study in a Technology Education Class: Garland Street Middle School, Bangor, Maine"; (10) "Pushing the Envelope: What Curriculum Integration Can Be: Brown Barge Middle School, Pensacola, Florida"; (11) "The Curriculum Planning Process: More than Interdisciplinary Units"; and (12) "Reflections--What We Have Learned from These Schools." Contains 133 references. (BGC) This research-based, comprehensive introduction to multicultural education and diversity prepares future teachers for the wide diversity of students they will meet in their classrooms, schools, and communities. Moving beyond the purely cultural approach of many comparable texts, Human Diversity in Education addresses the full range of human diversity found in today's schools--including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels. Based on the assumption that change begins with the individual teacher, the text argues that prospective teachers must learn to incorporate issues of diversity in all of their work--including in their interactions with children, parents, colleagues, and the community.

Handbook of Research on Science Literacy Integration in Classroom Environments

Today's Curriculum

Inquiry Learning Through Integration

Using an Integrative Approach to Teach Reading on the Second Grade Level

Rethinking Engineering Education

Facilitating the Integration of Learning

Branches from the Same Tree

Social work ethics provide practitioners with guidance on how to promote social work values such as respect, social justice, human relationships, service, competence, and integrity. Students entering the profession need to develop a real-world understanding of how to apply these values in practice while also managing the dilemmas that arise when social workers, clients, and others encounter conflicting values and ethical obligations. Ethics and Values in Social Work offers a comprehensive set of teaching and learning materials to help students develop the knowledge, self-awareness, and critical thinking skills required to handle values and ethical issues in all levels of practice--individual, family, group, organization, community, and social policy. BSW and MSW students will particularly appreciate how complex ethical obligations and theories have been translated into plain language. Additionally, the comprehensive set of case examples and exercises provides realistic scenarios to develop critical thinking and problem solving skills across a range of practice situations.

The concept of 'Multiliteracies' has gained increasing influence since it was coined by the New London Group in 1994. This collection edited by two of the original members of the group brings together a representative range of authors, each of whom has been involved in the application of the pedagogy of Multiliteracies.

Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities, The Early Childhood Curriculum shows how to make such an approach work for all children, preschool through the primary grades. The text demonstrates how to confidently teach using inquiry-based methods that address the whole child, while also meeting and exceeding academic standards. Offering a foundation in early childhood theory, philosophy, research, and development, the 2nd edition of this unique textbook helps future teachers, as well as current educators, understand the "why" of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own. Since each curricular subject has its own integrity, there is a chapter for each discipline, grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration. The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards, particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards. Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child-centered educational experience. Chapters contain real-life vignettes that demonstrate inquiry and integration in practice. The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners.

Toward an Integrative Curriculum

Vibrant Learning

Curriculum Integration

Curriculum Integration and Lifelong Education

Making the Links

Interdisciplinary Curriculum

Educational Leadership and Planning for Technology

This current Research Topic does not derive directly from Boyer’s Model of Scholarship, but nonetheless represents a well-timed exploration and example of where higher education has progressed in bringing the innovative, integrative conceptualization of higher education scholarship and practice laid out by Boyer, to realization through the growing arena of undergraduate public health programs. At the same time, the authors included here were invited to specifically address a second arena of scholarly practice associated with additional elements of Boyer’s legacy, effective High-Impact Practices (HIPs) - practices that engage students, faculty and often broader communities in integrative learning that connect academic and extra-academic learning environments. Undergraduate public health programs are perfectly positioned to provide a framework for integrated learning through High-Impact Practices. Such practices encompass not only the essential learning outcomes that employers continue to demand – critical thinking, working with diverse others, written and oral communications, ethics, analysis, etc. – but also a curriculum that is scaffolded and replete with opportunities to practice and enhance performance and application of knowledge and abilities to important personal, social and global challenges and needs.

In the United States, broad study in an array of different disciplines à€”arts, humanities, science, mathematics, engineeringà€” as well as an in-depth study within a special area of interest, have been defining characteristics of a higher education. But over time, in-depth study in a major discipline has come to dominate the curricula at many institutions. This evolution of the curriculum has been driven, in part, by increasing specialization in the academic disciplines. There is little doubt that disciplinary specialization has helped produce many of the achievement of the past century. Researchers in all academic disciplines have been able to delve more deeply into their areas of expertise, grappling with ever more specialized and fundamental problems. Yet today, many leaders, scholars, parents, and students are asking whether higher education has moved too far from its integrative tradition towards an approach heavily rooted in disciplinary “silos”. These “silos” represent what many see as an artificial separation of academic disciplines. This study reflects a growing concern that the approach to higher education that favors disciplinary specialization is poorly calibrated to the challenges and opportunities of our time. The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education examines the evidence behind the assertion that educational programs that mutually integrate learning experiences in the humanities and arts with science, technology, engineering, mathematics, and medicine (STEMM) lead to improved educational and career outcomes for undergraduate and graduate students. It explores evidence regarding the value of integrating more STEMM curricula and labs into the academic programs of students majoring in the humanities and arts and evidence regarding the value of integrating curricula and experiences in the arts and humanities into college and university STEMM education programs.

The aim of the book is to provide a comprehensive General Practice text book which takes a contemporary, integrative approach to diagnosis, investigation and management of health issues and disease states encountered in the general practice environment. The book will cover the philosophy underpinning general practice in the 21st Century, and deal with primary and secondary prevention as well as acute and chronic disease management. General Practice: The Integrative Approach will inform doctors as fully as possible about potential treatment and prevention options, as well as potential pitfalls according to the growing evidence base in this area. The book is directed at best practice rather than alternative practice. The first section of the textbook lays the foundations and principles of Integrative Medicine and the second section examines important medical conditions in a systems based approach. Each chapter begins by detailing the allopathic medical and consulting knowledge required of a standard GP text, discussing physiology and pharmacological management plans of systems-based conditions. The chapter then leads into an evidence-based discussion of the therapeutic options available for the treatment of associated factors, essentially providing practitioners with the knowledge required to adapt their approach to meet the needs of the individual patient. A national panel of experts with experience in Chinese medicine, herbal medicine, nutritional medicine, naturopathy, and exercise therapy have contributed to their various fields of expertise to incorporate management plans that utilise a variety of therapeutic modalities to achieve the best clinical outcome. Incorporates evidence-based and safe therapies including conventional medical care, lifestyle interventions, complementary therapies. Approach is holistic in focus Focuses on prevention and health promotion Symptomatic layout matches the approach of contemporary medical curriculum Each therapeutic modality and therapeutics contributor will be allocated an icon, throughout the book the icon will appear near the corresponding therapeutics text for easy modality reference Unique chapter - Integrative Medicine and the Law - covering medico-legal issues. Ready reference herb/drug interaction chart

An Integrative Approach

An Integrative Approach to Education

Design and Implementation

An Integrative Approach to Curriculum Design for the Art, Home Economics, and Industrial Arts Subject Areas in the Middle Grades

Unified Arts

Learning by Design

An Integrative Approach to Teaching Content Area Disciplines

The Generative and Integrative Approach is the first Chinese as foreign language approach and curriculum, which makes the integration between Chinese as foreign language and Unit of Inquiry happen, and is backed up by embedded versions of readers.

The guidance for how to deliver teaching under this curriculum enhanced the effectiveness of this new approach.

Using numerous examples with real data, this textbook closely integrates the learning of statistics with the learning of R. It is suitable for introductory-level learners, allows for curriculum flexibility, and includes, as an online resource, R-code script files for all examples and figures included in each chapter, for students to learn from and adapt and use in their future data analytic work. Other unique features created specifically for this textbook include an online R tutorial that introduces readers to data frames and other basic elements of the R architecture, and a CRAN library of datasets and functions that is used throughout the book. Essential topics often overlooked in other introductory texts, such as data management, are covered. The textbook includes online solutions to all end-of-chapter exercises and PowerPoint slides for all chapters as additional resources, and is suitable for those who do not have a strong background in mathematics.

Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. This book offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment.

Teaching the Entrepreneurial Mindset Across the University

Integrative and Interdisciplinary Curriculum in the Middle School

An Integrated Approach to Designing College Courses

The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education

Statistics Using R

Choosing Among the Options

The Whole Truth

Technology in schools has evolved from the predominance of stand-alone computers to a blend of computer, media, communications, and other forms of technology dominated by the ubiquitous Internet and World Wide Web. In addition, K-12 education has evolved into a much more outcomes-driven enterprise that depends upon technology and data to perform many of its basic functions. The newly revised fifth edition of Educational Leadership and Planning for Technology provides educators with both the theoretical and the practical considerations for planning and implementing technology in today's schools, with an emphasis on the total application of technology including both administrative and instructional uses. Designed for preservice and inservice educators such as administrators, teachers, technology coordinators, and media specialists, this fifth edition text builds a strong foundation from which educators may provide informed leadership and become agents for realizing the powerful potential of technology in their schools. "I have used the textbook in teaching my course, Leadership in Educational Technology, in an online format the past four springs. I began the course and found this text to be the best available. I am still of that opinion." --Patrick Durow, Creighton University "I have used this text primarily because of it's accessible writing and it's completeness of coverage. I do not use many texts in my teaching, so it is a compliment to any author when I can use their work in my courses." --Steven Smith, Northern Kentucky University

Human Diversity in Education: An Integrative Approach is a research-based, comprehensive text designed to provide an introduction to multicultural education and diversity in society. The text prepares future teachers for the wide diversity of students that they are certain to meet in their classrooms, schools, and communities. It provides an updated and broad treatment of the various forms of human diversity found in today's schools including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels. The text maintains a unique approach - a research-based cross-cultural psychological emphasis on how people learn about culture. The text is based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all of their teaching, including, but not limited to their interactions with children, parents, other teachers and the community. In the fourth edition new Case Studies are used to introduce major concepts at the start of chapters and Critical Incidents refer back to the Case Studies throughout the chapter. New coverage includes an emphasis on globalization and a new chapter on intercultural development. Important topics covered include: intercultural development of individuals, globalization and international education, religion in society and schools, gender and sexuality, exceptionality, and diversity with respect to early childhood.

"It stretches no point to suggest that creativity, innovation and risk-taking will decide our future societal prosperity. We cannot spread those values too widely, so having taught engineering faculty in their first book, these authors now aim to boost the spirit across all disciplines. What a great success for all of us if they succeed." - Mitchell E. Daniels, Jr., president of Purdue University and former governor of Indiana Despite the relevancy of the entrepreneurial mindset for all career paths, only a small percentage of the higher education student population takes part in entrepreneurially-minded learning opportunities. This gap can be attributed to several factors. From a program perspective, many degrees are already at credit capacity which allows limited room in the existing curriculum to add new courses. From a student perspective, entrepreneurship education is thus positioned as optional and requires extra time (and in some cases tuition) to do so. Finally, from an educator perspective, the majority of faculty members across the university have not been trained in entrepreneurship and may not know where to start. Teaching the Entrepreneurial Mindset Across the University: An Integrative Approach overcomes these challenges by providing higher education faculty with a toolkit, including tips and strategies, to integrate the entrepreneurial mindset into existing courses regardless of discipline. The book is broken into three core parts: Motivation: The importance of the entrepreneurial mindset for all students is established; Design: The Entrepreneurial Mindset Teaching Blueprint is introduced as a tool for integrating entrepreneurially-minded curricular learning experiences within existing courses; Application: Example entrepreneurially-minded curriculum from across the university are provided. By integrating the entrepreneurial mindset across the curriculum, students from all disciplinary backgrounds will be better prepared to enter the workforce, solve complex social issues, and leverage entrepreneurial thinking in their everyday lives. This book is meant for educators who want to make an impact and truly prepare graduates for the real world.

The Generative and Integrative Approach

An Integrative Approach : the Ohio State University at Lima

Integrative Approaches to Sustainable Development at University Level

An Integrated Approach for a Comprehensive Curriculum

An Integrative Approach to Foreign Language Teaching

A Pedagogy of Multiliteracies

Vibrant Learning focuses on creating language-rich and literacy-based classrooms where discourse, explaining and justifying, is the norm in all of the content areas.

Curriculum Integration and Lifelong Education: A Contribution to the Improvement of School Curricula highlights the need to improve the school curriculum from the perspective of lifelong education. Functions, categories, components, and other elements of curriculum integration are discussed, along with different patterns of implementation under the various categories of integration, their objectives, preconditions, conclusions, and implications. A gradually developed, research validated theory of articulation in education is described.

Comprised of seven chapters, this volume begins with an overview of the relationship between lifelong education and curriculum integration, their common purposes, and possible means of mutual support. The discussion then turns to the essential meanings of the concept of curriculum integration and the different ways in which it can be operated; educational purposes served by curriculum integration; and the ways in which curriculum integration affects teaching methods. The principles of integrative learning and the practice of integrative teaching are considered. The effects of integration on school organization and its role in social change are also explored, along with some of the principal problems posed by curriculum integration and its prospects in the educational enterprise. The final chapter evaluates the place of subjects and integration in lifelong education, and views curriculum integration from the larger perspective of integration in life, thus giving it a personal and community focus and not just an educational one. This book is intended primarily for curriculum specialists, educators, and interested researchers.

For undergraduate and graduate courses in Curriculum Development and/or Curriculum Planning. Defining curriculum broadly, as "what is taught in schools," this practical text arranges content around two major themes: 1) curriculum processes involve decision making by people who are guided by their beliefs and values about what students should learn; and, 2) curricular change occurs only after individuals have made internal transitions. Unlike its competition, this text painstakingly bridges curriculum theory to practice, exploring ways to develop curriculum, implement a curriculum plan, and assess a school's curriculum by applying chapter content to sample curriculum projects. Through accessible, jargon-free language and student-friendly pedagogy, the author shows both how practice informs theory and how use of theory helps educators engage in curriculum tasks appropriately.