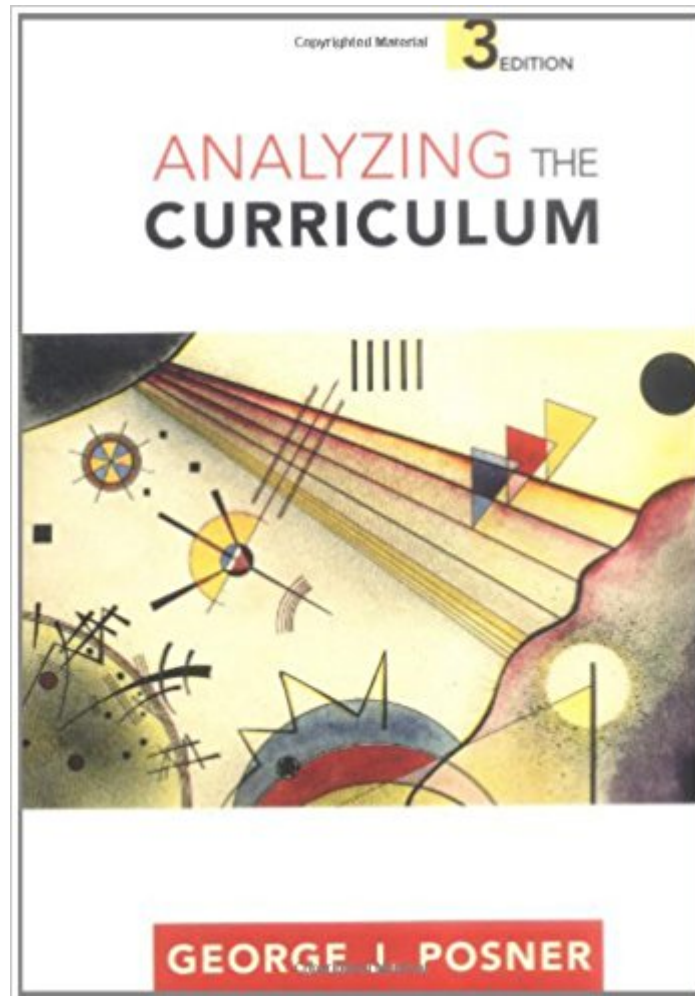




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Analyzing The Curriculum



Synopsis

This primary text provides the backbone for a basic curriculum course at either the senior or graduate level. The book shows how the parts of a curriculum fit together and helps students identify assumptions underlying curricula. In doing so, students develop the ability to determine why a curriculum proves better for some students than for others; what approaches to teaching are compatible with a particular curriculum; what difficulties a curriculum is likely to encounter during implementation; and what kinds of changes parents, students, and administrators are likely to demand.

Book Information

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Customer Reviews

Useful and required for quick reference for designing curriculum.

Wonderful and useful reference for designers approach ..Gave me the task of models and applications .. Thanks for the author and you

book was a required text, so it was adequate for my course, met my expectations for the textbook that was required

easy to read and understand

This book was required for a class. It is very hard to read, especially if you are unfamiliar with curriculum. However, you will learn a lot about what goes into the making of a curriculum and also identify what its missing. You may have to read some pages, chapters, twice to really understand what is trying to be communicated.

Posner's field is curriculum development, and he has written extensively about how teachers, administrators, supervisors, and ultimately the public thinks about curriculum and curriculum reform. In this book, *Analyzing the Curriculum*, he presents tools to understand the conflicts within education and education reform, by underlining the implicit assumptions in all forms of curriculum reform. These assumptions include (1) how learners learn, (2) how teachers teach, (3) the locus of reform (university-based, collegially based in the school); (4) the political contexts of reform. He provides several detailed examples of curriculum analysis, ranging from Jerome Bruner's *Man: A Course of Study* and Jerrold Zacharias' Physical Science Study Committee (both university-based reform curricula) to the "whole language" movement. In each case he is fair to the merits and demerits of the curriculum in question. This is the kind of book you can imagine teacher education colleges use. It has a steep price and apparently is not discounted.

Used at Indiana State University for a course. Great resource.

Mr. Posner's writing style infused both a sense of the practical, with enough theoretical background to create a readable textbook. As I traversed through the chapters, I slowly began to comprehend the true complexity of writing and interpreting curriculum. And, once I completed his book, I felt as though I had learned an entirely new way of viewing curriculum, not as a static document, but rather, as an active voice, and constantly evolving essential component of the professional educator's toolbox. Many Thanks. Respectfully, Mark Kazuo Bradley
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