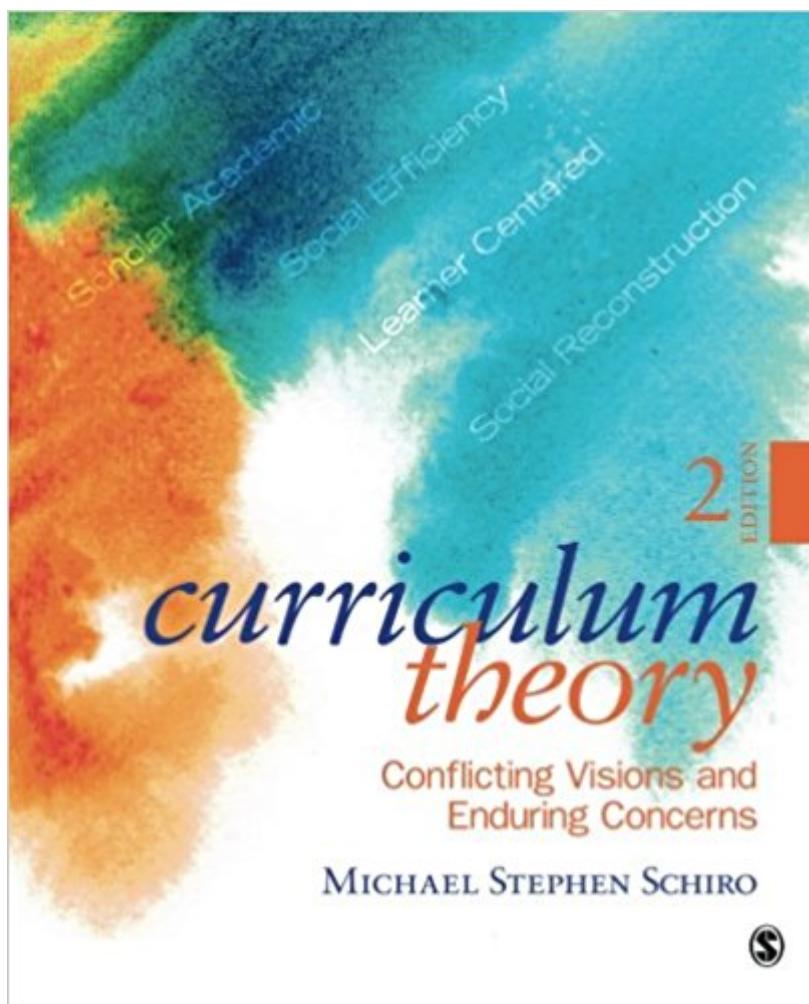


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Curriculum Theory: Conflicting Visions And Enduring Concerns, 2nd Edition (Volume 2)



Synopsis

The essential, comprehensive guide for developing and evolving your educational vision
The Second Edition of Curriculum

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Customer Reviews

Michael Stephen Schiro has taught at the elementary, middle, and high school levels. He received his bachelors from Tufts University and his doctorate from Harvard University. In the 1960s he worked for school desegregation in North Carolina. In the 1970s he worked to improve urban education in Lowell, Massachusetts. He was chair of the Department of Teacher Education and School Administration at Boston College in the 1980s. He specializes in mathematics education and curriculum theory, and taught courses in mathematics education, curriculum theory, computer education, literacy, and multicultural education at Boston College from 1974 to 2009, when he retired. He published eleven books with such diverse titles as *Integrating Children's Literature and Mathematics in the Classroom*, *Oral Story Telling and Teaching Mathematics*, *Mega-Fun Math Games*, *Curriculum for Better Schools: The Great Ideological Debate*, and *Tan and the Shape Changer*.

Asma Bin Ateeq Before reading Curriculum theory: conflicting visions and enduring concerns, I understood myself and my philosophy of education, but it had not yet been deepened by exposure to different and quite progressive ways of thinking and form my clear philosophy. Now, my

philosophy of education has become clearer and ethically aware and more willing to take appropriate risks also. I have a greater vision for my sense of place in the world, as a teacher and a facilitator of understanding, wisdom, grace, creativity, peace, and liberation from righteous ignorance. Schiro presents in his book a four curriculum ideologies Scholar Academic Ideology, Social Efficiency Ideology, Learner Centered Ideology, and Social Reconstruction Ideology. In each ideologies has discussed the overview of the ideology, history, aims, the child, learning, knowledge, teaching, and evaluation. The last a couple chapters will be a comparison between the four ideologies and going more in depth of the individual perspective on the curriculum ideologies. In Scholar Academic Ideology, chapter two, the teachers have to be experts about their subject. The teacher has to transfer all the knowledge to the students. Students would be required to memorize information and to learn in my opinion by rigid methods that were not serving them. Scholar Academic teachers are viewed the child as a mind and they are evaluating the children to check on them if they meet the standard. Social Efficiency Ideology, in the chapter three, Schiro discussed the goal of this ideology which is training the citizens/students to meet the society needs. The educators who are believing in that are pushing their student to gain skills by doing and practice them. They are also view learning as process and throughout these process the students will be able to change and improve. The teacher here is a leader who is leading, controlling the students, and giving them formative and summative evaluation. One clear ideologies that exemplifies these advantages and is an intellectual model to me is Learner Centered Ideology which is chapter four. It is the one that has had the most impact on me as an educator and a woman. I want to use and practice Learner Centered Ideology with my future kindergarten students because it is the closest match to my views on teaching, education, and schools as possible. Learner Centered believed in growth of individuals as an important way to develop children's intrinsic capabilities. Like me, Learner Centered person believes that experiential knowledge is essential for all students. I, too, believe in the cultivation of experience as a way to access greater brain and vision capacity. Through the process of learning, I believe that higher, more mysterious, intuitive, and free aspects of the brain's functioning can be allowed to flow out. This can also help students to construct their knowledge through assimilation and accommodation. I feel a kinship with Learner Centered people because they are working in search of refinement of vision of each individual students. Learner Centered Ideology teaches us that children are capable of great things and that we should invest in them in the right ways, from where they are. To me, it is the closest match to me in terms of ideas about making progress in the field of education. Social Reconstruction education model which is chapter five is imbued with the kind of sensitivity that is fit for our ever more

multiracial and multicultural situations worldwide. It is suitable for the world as it is today, and more than that, it anticipates some of the doctrinal problems and imbalances, politically, religiously, and economically. Social reconstruction people are preparing themselves for the role of high-level social reformer. They are working really hard for experiencing the world. They believe in the knowledge as a way of developing sensitivity and empathy, and they have the foresight to see that it would act as a kind of bridge for intimate relationship with culture, environment, and people. Through education, people could come to appreciate aspects of other cultures while understanding their own cultural position. For me, this is a part of my philosophy and I would want my students to be able to understand themselves and their identity as well as their place in the world. There is a lot of world out there and I am really looking forward to opening my students' eyes, beyond country, beyond cultural barriers. Schiro's ideas have had an impact in my own curriculum development and teaching style, such that the old ways of working with my students that has no certain ideology seem so thoughtless and obsolete. Ultimately, I hope that education at all levels would reach the point where Schiro hopes to take us, in which four philosophical visions can coexist for students and their teachers.

In Curriculum Theory: Conflicting Visions and Enduring Concerns, Michael Stephen Schiro provides a rigorous description and outlook on the major curriculum ideologies that have developed over the 20th century and that still largely impact our education system today. The four curriculum ideologies identified are Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction. Schiro reminds the readers that our actions, as educators and curriculum developers, are largely a combination of the characteristics of each ideology and furthermore, that our beliefs may still be centered on one ideology. In the introduction, readers are asked to complete a short inventory that allows them to visually graph their curriculum actions and beliefs. This gives you, as a reader, a perspective of how your experiences have impacted the lens for which you view education. Then as you continue to read, you will notice your lens broadening and shifting based on the perspectives you gain through each chapter. This is the purpose of the text, as described by Schiro (2013). The purpose is "provide readers with a sympathetic perspective on the visions of schooling and give readers a perspective on their own philosophies of education" (p. 3). As an educator in the current reform movement, I found these aims largely vital in ensuring systematic improvement in our schools. The four middle chapters go into detail over each curriculum ideology. In each chapter, Schiro outlines the ideology's educational aims, view of children, perspective on learning, concept of

teaching, epistemological beliefs of knowledge, and concerns of assessment and evaluation. Throughout the chapter, your understanding the ideology’s conceptual framework is further developed through a thorough description of the historical framework. The historical framework provides readers with an understanding of how the ideologies have developed, major influences of the ideologies development, and how the ideologies have altered throughout the last century. Furthermore, Schiro’s extensive overview of the ideologies’ conceptual framework provides the readers with a thorough understanding in order to make adjustments and/or shifts in personal curriculum beliefs situated among the ideologies. The final two chapters assist the readers in further exploring the interaction of the ideologies and the dynamic nature of change in our own beliefs and the coalesced beliefs of our education system. In the concluding statement of the text, Schiro states, “And I hope this perspective will provide educators with the personal insights and power they need to make themselves into the people they want to be as they confront the multiple visions for the future of education that compete for their allegiance” (p. 261). This statement exemplifies the future of educational reform. Exceptional leadership begins first by becoming more reflective in our actions and thoughts through “personal insights” and identification of our core beliefs. It is through this process, that we begin to possess the skills needed in order to create a shared vision for our school based on collective ideologies. Moreover, it is through this shared vision that we are able to develop a culture of continuous improvement. Schiro’s extensive text will provide teacher leaders with an understanding of the dynamic nature of change and systematic thinking in order to respect each ideology’s strengths and weaknesses and move forward with an action plan of improvement.

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