

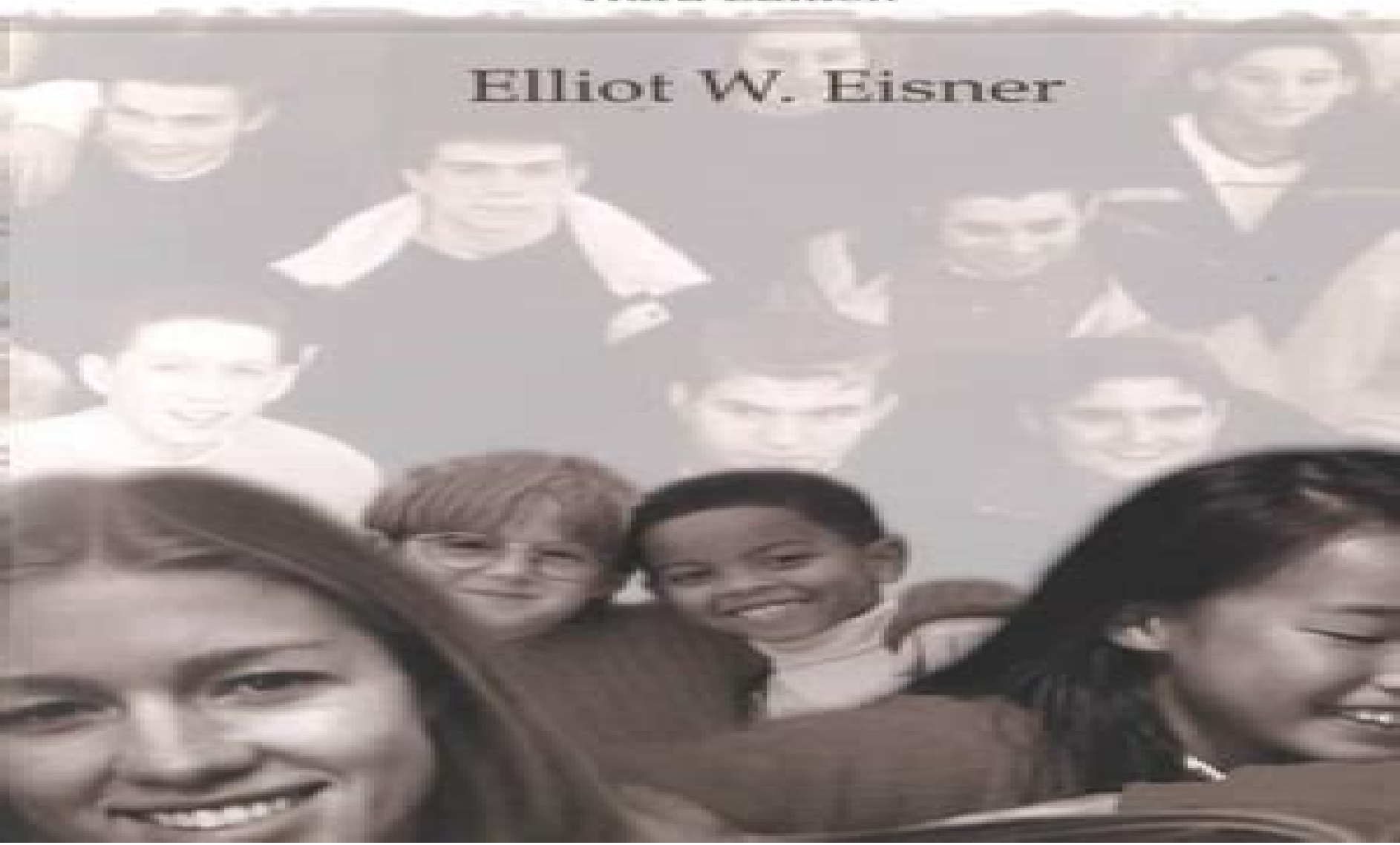


# The Educational Imagination

*On the Design and Evaluation of School Programs*

Third Edition

Elliot W. Eisner



# Educational Imagination On The Design And Education Of School Programs

**Hanan A. Alexander**



## **Educational Imagination On The Design And Education Of School Programs:**

**The Educational Imagination** Elliot W. Eisner, 1994 The Educational Imagination explores the current state of American education and provides a historical view of earlier efforts to reform our schools It describes the ideological positions of those who wish to shape the aims and content of school programs in ways that reflect their values

**The Educational Imagination** Elliot W. Eisner, 1979 This paperback reprint of the 1994 edition is a highly regarded curriculum development book by one of the most prominent figures in the field It is designed to help readers understand the major approaches to curriculum planning and the formation of educational goals In this edition Eisner provides a conceptual framework that shows learners the different ways in which the aims of education can be regarded and describes their implications for curriculum planning and teaching practices Coverage is grounded in the belief that the appropriateness of any given educational practice is dependent upon the characteristics and context of the school program and the values of the community that program serves Chapter titles include Schooling in America Where Are We Headed Some Concepts Distinctions and Definitions Curriculum Ideologies The Three Curricula That All Schools Teach Educational Aims Objectives and Other Aspirations Dimensions of Curriculum Planning On the Art of Teaching The Functions and Forms of Evaluation Reshaping Assessment in Education Some Examples of Educational Criticism and A Criticism of an Educational Criticism For teachers and anyone else involved in planning educational curriculums

**The Educational Imagination** Elliot W. Eisner, 2002

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Design Approaches and Tools in Education and Training Jan van den Akker, Robert Maribe Branch, Kent Gustafson, Nienke Nieveen, Tjeerd Plomp, 2012-12-06 In our contemporary learning society expectations about the contribution of education and training continue to rise Moreover the potential of information and communication technology ICT creates many challenges These trends affect not only the aims content and processes of learning they also have a strong impact on educational design and development approaches in research and professional practices Prominent researchers from the Netherlands and the USA present their latest findings on these issues in this volume The major purpose of this book is to discuss current thinking on promising design approaches and to present innovative computer based tools The book aims to serve as a resource and reference work that will stimulate advancement in the field of education and training It is intended to be useful in academic settings as well as for professionals in design and development practices

Introduction to Education William Edwin Segall, Anna Victoria Wilson, 2004 Introduction to Education Second Edition is written for students beginning their study in education As the school population increasingly reflects the diversity of America's population many prospective teachers typically from the middle classes will be unprepared for the diverse classrooms they will inevitably encounter This text helps students prepare to be teachers in a

pluralistic society whose classrooms represent an increasingly varied set of cultural histories and values Introduction to Education Second Edition identifies and examines key educational topics and issues A history of Education that goes beyond the standard Puritan background and begins instead with indigenous Americans and the influence of the Spanish Surveys of a broad spectrum of children s backgrounds including experiences with drugs poverty and lack of access to vital cultural currency like the Internet And provides numerous pedagogical aides Reflective in text questions that challenge students to think beyond their own cultural backgrounds and to develop an appreciation for a variety of different cultures Student Web materials including supplemental readings involving issues in contemporary American education in text case studies An issues based guide to websites on hot topics like vouchers and the No Child Left Behind Act Instructor s Manual with Test Bank still under construction

Encyclopedia of Evaluation Sandra Mathison,2005 All humans are nascent evaluators Evaluation has been with us throughout history and in its modern form has moved from the margins to the centers of organizations agencies educational institutions and corporate boardrooms No longer a specialized part time activity evaluation has become institutionalized a common practice and indeed an important commodity in political and social life The Encyclopedia of Evaluation is an authoritative first of its kind who what where why and how of the field of evaluation Covering professional practice as well as academia this volume chronicles the development of the field its history key figures theories approaches and goals From the leading publisher in the field of evaluation this work is a must have for all social science libraries departments that offer courses in evaluation and students and professional evaluators around the world The entries in this Encyclopedia capture the essence of evaluation as a practice methods techniques roles people as a profession professional obligations shared knowledge ethical imperatives events places and as a discipline theories and models of evaluation ontological and epistemological issues International Scope Despite the fact that evaluation practice is not institutionalized in the same way around the world the encyclopedia recognizes the international growth of the profession due in large part to organizations such as UNICEF the World Bank and USAID Entries cover the following Afghanistan Belgium Cambodia Ethiopia Germany Greece Guyana Israel Netherlands Niger Scotland South Africa Spain and Uganda In addition the international group of authors includes contributions from more than a dozen nations There are a number of stories about evaluation practice around the world that are set off as sidebars in the text These stories provide a glimpse into the nature of evaluation practice in a diverse set of circumstances delineate the common and uncommon issues for evaluators around the world and point to the complexities of importing evaluation from one culture to another Interdisciplinary Methodological Coverage Much of the practice of evaluation has grown out of the social science research tradition While psychological methods and psychometrics continue to be useful evaluation research today draws from a wide range of disciplines including anthropology education political science literary criticism systems theory and others This Encyclopedia covers all of the relevant methodologies including both qualitative and quantitative approaches Evaluators and Theories The

Encyclopedia of Evaluation includes significant coverage of the major figures in the field throughout its history. Many of these figures are well known for a particular theory or approach and whenever applicable the entries make this connection for the reader as well as provide references for further reading. Good examples include Michael Quinn Patton and Utilization Focused Evaluation, David Fetterman and Empowerment Evaluation, Daniel Stufflebeam's CIPP Model of Evaluation, and Huey Chen and Theory driven Evaluations. Key Themes, Concepts, Evaluation Concepts, Methodological Concepts, Philosophical Concepts, Social Science, Ethics and Standards, Evaluation Approaches and Models, Evaluation around the World, Stories, Evaluation Planning, Evaluation Theory, Laws and Legislation, Organizations, People, Publications, Qualitative Methods, Quantitative Methods, Representation, Reporting, Communicating, Systems, Technology, Utilization, Key Features. More than 100 contributors from around the world. Single affordable volume with nearly 600 entries arranged alphabetically. Entries written by an international team of experts including narratives that depict evaluation practice around the world. Reader's Guide arranges entries into 18 thematic categories to facilitate browsing among core topics. Editorial Board: Ross Connor, University of California, Irvine; Lois Ellin Datta, Consultant; Melissa Freeman, University at Albany; Rodney Hopson, Duquesne University; Saville Kushner, University of the West of England, U.K.; Yvonna S. Lincoln, Texas A M University; Cheryl MacNeil, Community Activist and Evaluation Consultant; Donna M. Mertens, Gallaudet University, Washington DC; James Mugaju, UNICEF; Zenda Ofir, EvalNet; Michael Quinn Patton, Union Institute and University; Hallie Preskill, University of New Mexico; Debra Rog, Vanderbilt University; Patricia Rogers, Evaluation Practitioner, Researcher and Educator; Thomas A. Schwandt, University of Illinois Urbana Champaign; Michael Scriven, Auckland University, New Zealand; Elizabeth Whitmore, Carleton University, Canada.

*Encyclopedia of Education and Human Development* Stephen J. Farenga, Daniel Ness, 2015-07-17. This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

Research Handbook on Migration and Education Halleli Pinson, Nihad Bunar, Dymrna Devine, 2023-12-11. Contributing to the shaping of education and migration as a distinct field of research, this forward looking Research Handbook explores cross cutting questions on the range of challenges facing education systems, migrant children, and students today.

*The Assessment of Learning in Engineering Education* John Heywood, 2016-02-23. Explores how we judge engineering education.

in order to effectively redesign courses and programs that will prepare new engineers for various professional and academic careers Shows how present approaches to assessment were shaped and what the future holds Analyzes the validity of teaching and judging engineering education Shows the integral role that assessment plays in curriculum design and implementation Examines the sociotechnical system s impact on engineering curricula

**The SAGE Handbook of Curriculum, Pedagogy and Assessment** Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world

**The SAGE Handbook of Curriculum and Instruction** JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot

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**Creativity in Primary Education** Anthony Wilson, 2009-05-11 A sound understanding of the role primary creativity plays in learning and teaching will help trainee teachers become creative practitioners and develop creativity in their pupils The second edition of this popular text retains key material from the previous book but it has been substantially updated and revised to include six new chapters which explore creativity in both a subject specific context as well as the broader issues of creativity in SMSC and the Foundation Stage The book is linked throughout to the Standards for the award of QTS and also considers important government agendas such as Every Child Matters

Handbook of Leadership and Administration for Special Education Jean B. Crockett, Bonnie Billingsley, Mary Lynn Boscardin, 2018-07-03 The Handbook of Leadership and Administration for Special Education brings together research informing practice in leading special education from preschool through transition into postsecondary settings The second edition of this comprehensive handbook has been fully updated to provide coverage of disability policy historical roots policy and legal perspectives as well as effective collaborative and instructional leadership practices that support the administration of special education It can be used as a reference volume for scholars administrators practitioners and policy makers as well as a textbook for graduate courses related to the administration of special education

Hyper-Socialised: How Teachers Enact the Geography Curriculum in Late Capitalism David Mitchell, 2019-11-01 Hyper socialised explores the challenges of late capitalist times for education systems schools and teachers It looks at how trends of accountability teaching to the test using pupil voice and reliance on network technologies are all connected to powerful social and economic forces shaping the curriculum as it is taught in classrooms Such forces threaten to overwhelm teachers but in the right hands they can also be harnessed to create influence and teach a truly powerful curriculum for their students Presenting a historical view of curriculum change the book examines how society curriculum and teachers are linked Using geography as an illustrative subject the chapters investigate what influences teachers to what extent they are in control of the curriculum and what else is shaping it Divided into two parts it offers An in depth exploration of the relationship between society teachers and the

curriculum including that what and how to teach remain wide open to debate Evidence based research into the significance and implications of hyper socialised curriculum enactment for teachers and teacher education Four case study portraits of geography departments and personal curriculum stories of each Head of Department Insights into the nature of teaching as a profession and how a crisis of teacher recruitment and retention may be addressed Written in clear and accessible terms this book is an essential resource for teacher educators subject teachers headteachers and educational researchers who want to understand how and why schools and teaching are changing and what this means for them *Teacher Education for Ethical Professional Practice in the 21st Century* Dreon, Oliver, Polly, Drew, 2016-10-06 The rise of online tools is altering the dynamic of modern classrooms as methods of educating students are technologically expanding Due to this advancement institutions and educators of all levels are reconsidering their curriculum in order to integrate new technical demands *Teacher Education for Ethical Professional Practice in the 21st Century* is an authoritative reference work for the latest scholarly research on the emerging use of technology in the educational system Featuring coverage on proper methods arising challenges and educator preparation this publication is an essential reference source for academicians professionals and researchers seeking current research on the impact of the digital age on education *Reclaiming Goodness* Hanan A. Alexander, 2001-05-22 *Reclaiming Goodness* Education and the Spiritual Quest begins with the premise that sound models for achieving both spiritual fulfillment and the good life are lacking in contemporary culture Arguing that contemporary education is responsible for having abandoned spirituality and the cultivation of goodness in people Hanan A Alexander advances a definition of spirituality which acknowledges an integral connection to education *Reclaiming Goodness* charts a way to reintegrate ethical and spiritual values with the values of critical thought and reason Written in accessible and non technical prose it will be of interest to professional educators as well as to a wider audience **History of Multicultural Education: Foundations and stratifications** Carl A. Grant, Thandeka K. Chapman, 2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area



Teacher Educator International Professional Development as Ren Laura Blythe Liu, 2015-05-26 Teacher educator international professional development involves personal and professional research and practice oriented and pragmatic and aesthetic growth This text encourages teacher educators to explore this work as Ren or benevolent human beings in cultivating global professional communities As faculties engage in Ren as a vital 21st century form of development new insights may emerge for how to revive and apply this concept in our changing global society This text begins by discussing evolving concepts of achievement in an era of globalization contrasting comparative conquest with global notions of relational integrity Evolving aspects of achievement in 21st century China are also included The text goes on to explore aspects of 21st century teacher quality and professional development before presenting a theoretical framework for the international professional development of teacher education faculties as a process of becoming professional individuals research based practitioners and aesthetic engineers Narrative inquiry including the aesthetic approach employed in this text is described as the research method used to explore the development of 15 faculty participants in this text s case study of one teacher education research center at a Chinese university Findings from the author s two year immersion at the research site involve three overarching complementary contrasts or tensions held in balance across the 15 faculties in this study These tensions included harmonizing 1 community and individuality 2 adaptability and expression and 3 authority and compassion The findings are discussed in light of the original theoretical framework for teacher educator international professional development by integrating participant interviews research publications and further observations into current academic discourse The text concludes by offering implications for teacher education practice research and policy for China and other countries including the U S and suggests how the findings connect to global academic discourses on teacher educator professional development across international settings *Re-Imagining Citizenship Education* Pablo C.

Ramirez, 2023-06-01 In this special edition we call attention to the role of Critical Multicultural Citizenship Education CMCE in schools societies and global contexts The fundamental goal of CMCE is to increase not only the students awareness of and participation in the political aspects of democracy but also students abilities to create and live in an ethnically diverse and just community Global migration and increasing diversity within nations are challenging conceptions of citizenship all over the world The percentage of ethnic minorities in nation states throughout the world has increased significantly within the past 30 years The United States Census for example projects that 50% of the population will consist of culturally linguistically racially ethnic and religiously diverse groups by 2050 With an increase growth of diversity within national borders issues concerning educational equity equality and civic engagement have not always been well attended to in educational and societal contexts Growing ethnic diversity in schools society has not automatically led to a dismantling of persistent educational barriers or structural inequalities In the past decade culturally ethnically and linguistically diverse populations have faced barriers impacting their rights as citizens in the United States and international contexts Citizenship

and the rights that are associated with being a citizen are re framed when culturally ethnically and linguistically students seek equality In 2020 many urban cities in the United States witnessed Latino Black youth demonstrate peacefully guided by social justice and their civic responsibilities Similarly in international contexts students have demonstrated civil disobedience by expressing concerns about their rights as citizens and the disempowerment of communities We emphatically believe that students in K 12 settings must begin to understand their rights as citizens and also advocate for the rights of others in order for communities in the U S and international contexts to achieve democracy

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