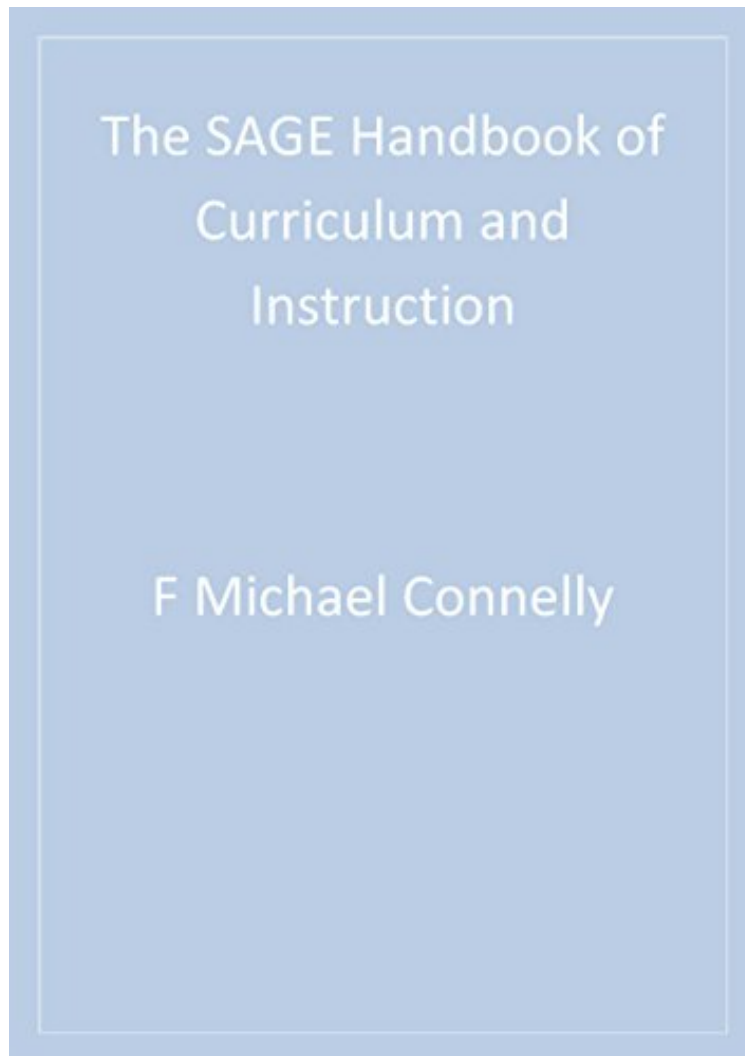


The SAGE Handbook of Curriculum and Instruction

*F. Michael Connelly, Ming Fang He, JoAnn Phillion
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F. Michael Connelly, Ming Fang He, JoAnn Phillion : The SAGE Handbook of Curriculum and Instruction
before purchasing it in order to gage whether or not it would be worth my time, and all praised The SAGE Handbook of Curriculum and Instruction:

0 of 0 people found the following review helpful. Tons of information!By AddictThis text has been indispensable as a professional and student!0 of 0 people found the following review helpful. great resourceBy R. ReedGreat resource6 of 6 people found the following review helpful. Sage handbook truly is!By D. DutkofskiAs a doctoral student in Education, focusing on curriculum and instruction, I can say that the articles found in the Sage handbook are both current and critical. For an overview of the field, the range of articles presented in this handbook are comprehensive and tap into the minds of the leading figures in the field from Apple to Short, with Levin, Null, Fullar, and Pinar just to name a few. From the person interested in the area to the student wanting a complete overview of the field, the Sage

Handbook of Curriculum and Instruction is ideal.

The SAGE Handbook of Curriculum and Instruction emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. Each contributing author was asked to comprehensively review the research literature in their assigned topic. These topics, however, are defined by practical places on the landscape e.g. schools and governmental policies for schools. Key Features:

- o Presents a different vision or re-conceptualization of the field
- o Provides a comprehensive and inclusive set of authors, ideas, and topics
- o Takes a global rather than North American parochial approach
- o Recognizes that curriculum and instruction is broader in scope than is suggested by university research and theory
- o Reflects post-1992 changes in curriculum policy, practice and scholarship
- o Represents a rethinking of how school subject matter areas are treated.

Teacher education is included in the Handbook with the intent of addressing the role and place of teacher education in bridging state and national curriculum policies and curriculum as enacted in classrooms.

About the Author

F. Michael Connelly is Professor Emeritus, and formerly Director, Centre for Teacher Development, and Chair, Department of Curriculum, Ontario Institute for Studies in Education/University of Toronto (OISE/UT). He is Director of a Hong Kong Institute of Education/OISE/UT Doctoral Program, and a founder and editor of Curriculum Inquiry. Professor Connelly was the recipient of the 1987 Outstanding Canadian Curriculum Scholar Award of the Canadian Society for the Study of Education, the 1991 Canadian Education Association Whitworth Award for Educational Research, the 1995 Ontario Confederation of University Faculty Associations Outstanding Teaching Award, and the 1999 Lifetime Achievement Award in Curriculum Studies from the American Educational Research Association. He has written widely, with his collaborator Jean Clandinin, in science education, teaching and teacher knowledge, curriculum and narrative inquiry.

Ming Fang He is an Associate Professor of Curriculum Studies at Georgia Southern University. She received her Ph.D. from the Ontario Institute for Studies in Education of the University of Toronto at the Centre for Teacher Development with Michael Connelly. She taught English as a Foreign Language in P. R. China and English as a Second Language to immigrant adults and children in Toronto, Canada. She currently advises doctoral students, directs doctoral dissertations, and teaches graduate courses in curriculum studies, multicultural education, and qualitative research methods. Her preservice teacher education courses are in foundations of education. She has also taught doctoral level courses in Hong Kong, and currently advises doctoral students and serves on dissertation committees, for the Ontario Institute for Studies in Education cohort-based doctoral program for Hong Kong Institute of Education faculty members. Her work is on cross-cultural narrative inquiry of language, culture, and identity in multicultural contexts, cross-cultural teacher education and curriculum studies. Her book, *A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape*, is published with Information Age Publishing. She is Professor of Curriculum, an editor of Curriculum Inquiry, and an associate editor of Multicultural Perspectives.

JoAnn Phillion is Associate Professor in the Department of Curriculum and Instruction at Purdue University. She received her Ph.D. from the Ontario Institute for Studies in Education of the University of Toronto at the Centre for Teacher Development with Michael Connelly. She was awarded the AERA Division B Outstanding Dissertation Award in 2000. She is past Chair of Division B Equity Committee and member of AERA Affirmative Action Council. She is Editor of Curriculum Inquiry. Her research interests are in narrative approaches to multiculturalism, teacher knowledge, and teacher education. She teaches graduate courses in curriculum theory and multicultural education, and an undergraduate course in pre-service teacher development. She is involved in international teacher development in Hong Kong and Honduras. She published *Narrative Inquiry in a Multicultural Landscape: Multicultural Teaching and Learning* with Ablex Publications in 2002.