

# Knowledge, Power and the Curriculum (Semester 2)

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This module explores key aspects of curriculum design and delivery including theories and models of knowledge and curriculum, recent curriculum initiatives, implications for teaching and learning and the management of curriculum change.

## 39 items

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**Knowledge and the future school: curriculum and social justice**, by Michael F. D. Young; David Lambert; Carolyn R. Roberts; Martin Roberts, 2014

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**Knowledge and the future school: curriculum and social justice**, by Michael F. D. Young; David Lambert; Carolyn R. Roberts; Martin Roberts, 2014

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**The curriculum of the future: from the "new sociology of education" to a critical theory of learning**, by Michael F. D. Young, 1998

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**Educating citizens in a multicultural society**, by James A. Banks, c2007

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**Defining 'knowledge' in vocational education qualifications in England: an analysis of key stakeholders and their constructions of knowledge, purposes and content** - in Journal of Vocational Education and Training, by Bathmaker, Ann-Marie, 2013

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**Four decades of body-surfing the breakers of school reform: just waving, not drowning.** - in International handbook of school effectiveness and improvement, by Beare, H., cop. 2007

[Chapter](#) | Not currently held by the library. However, the relevant chapter is freely available online through Google Books (click the Online Resource button)

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**Assessment and Classroom Learning** - in Assessment in Education: Principles, Policy & Practice, by Black, Paul; Wiliam, Dylan, 1998

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**Understanding educational leadership: people, power and culture**, by Hugh Busher, 2006

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**Communal e-learning styles in the online classroom.** - in Research in Education, by Coole, Hilary; Watts, Mike, 2009

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**Subject Matter: defining and theorizing school subjects.** - in The SAGE handbook of curriculum and instruction, by Deng, Z.; Luke, A., c2008

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**Curriculum and national identity: exploring the links between religion and nation in**

**Pakistan** - in Journal of Curriculum Studies, by Durrani, Naureen; Dunne, Máiréad, 2010

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**Commitment, compliance and comfort zones: the effects of formative assessment on vocational education students' learning careers** - in Assessment in Education: Principles, Policy & Practice, by Ecclestone, Kathryn, 2007

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**Beyond the rhetoric of student voice: new departures or new constraints in the transformation of 21st century schooling?** - in Forum, by Fielding, Michael, 2001

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**Responsive curriculum design in secondary schools: meeting the diverse needs of students**, by Douglas Fisher; Nancy Frey, 2005

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**Global concerns**, by Simon Foster, 2003

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**Behaving like adults: meeting the needs of younger learners in further education**, by Joe Harkin; Learning and Skills Research Network, 2006

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**Extended review of "Bringing knowledge back in" by Michael Young** - in British Journal of Sociology of Education, by Hartley, David, 2007

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**Next steps toward teaching the Reggio way: accepting the challenge to change**, by Joanne Hendrick, c2004

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**The curriculum: theory and practice**, by A. V. Kelly, 2009

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**Educating for the knowledge economy?: critical perspectives**, by Hugh Lauder, 2012

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**Distributed curriculum leadership in action: a Hong Kong case study** - in Educational Management Administration & Leadership, by Law, Edmond; Galton, Maurice; Wan, Sally, 2010

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**Key concepts for understanding curriculum**, by Colin J. Marsh, 2009

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**Key concepts for understanding curriculum**, by Colin J. Marsh, 2009

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**Levels and equivalence in credit and qualifications frameworks: contrasting the prescribed and enacted curriculum in school and college** - in Research Papers in Education, by Miller, Kate Helen; Edwards, Richard; Priestley, Mark, 2010

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**Education and knowledge, not "standards and accountability": a critique of reform rhetoric through the ideas of Dewey, Bagley, and Schwab.** - in Educational Studies, by Null, J.

Wesley, 2003

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**Perils in the meticulous specification of goals and assessment criteria** - in Assessment in Education: Principles, Policy & Practice, by Royce Sadler, D., 2007

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**The influence of constructivism on teaching and learning** - in Knowledge, values and educational policy: a critical perspective, by Scott, S.E.; Sullivan Palincsar, A.M., 2009

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**Curriculum, plans, and processes in instructional design: international perspectives**, by Norbert M. Seel; S. Dijkstra, 2004

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**Attitudes, skills, knowledge: how to teach learning-to-learn in the secondary school : meeting the challenges of twenty-first century learning**, by Juliet Strang; Philip Masterson; Oliver Button; Bill Lucas, c2006

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**Getting to the heart of authentic Assessment for Learning** - in Assessment in Education: Principles, Policy & Practice, by Swaffield, Sue, 2011

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**Chain of influence from policy to practice in the New Zealand literacy strategy** - in Research Papers in Education, by Timperley, Helen; Parr, Judy, 2009

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**Addressing social issues in the classroom and beyond: the pedagogical efforts of pioneers in the field**, by Samuel Totten; Jon E. Pedersen, c2007

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**Effective learning in classrooms**, by Chris Watkins; Eileen Carnell; Caroline Lodge, 2007

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**Effective learning in classrooms**, by Chris Watkins; Eileen Carnell; Caroline Lodge, 2007

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**Why general education? Peters, Hirst and history** - in Journal of Philosophy of Education, by White, J., 2009

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**Understanding by design**, by Grant P. Wiggins; Jay McTighe, c2005

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**The cubic curriculum**, by E. C. Wragg, 1997

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**From constructivism to realism in the sociology of the curriculum** - in Review of Research in Education, by Young, Michael, 2008

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**The return to subjects: a sociological perspective on the UK Coalition government's approach to the 14–19 curriculum** - in Curriculum Journal, by Young, Michael, 2011

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