Curriculum Theorists

**Dewey**
- provide education that matches needs, wants, and capacities of kids (not same education for all)
- experiential continuum: discriminate btw experiences that are worthwhile educationally and those that are not
defective experiences: no connection to further experiences
- educators should know how to utilize surroundings so that they can extract information that helps them build up worthwhile experiences
- normal experience is interplay of internal conditions and objective conditions
- problem-based learning
- banking system
dialogue relationship btw teacher and student
- problem-posing education
- acts of cognition & tranferance of knowledge
- conscientizacao: learning to perceive social, political, & economic contradictions & to take actions against oppressive elements of reality
- create situations for authentic thinking

**Freire**
- learning for the sake of knowledge
- 3 virtues (truth, beauty, goodness) - holistic development
- content-independent
- depth over breadth
- multiple intelligences - different ways in which people can be smart. different cultures assign different priorities to different problem solving

**Gardner**
- learning 'structures of knowledge' promotes transfer
- foundations can be taught in some form at any stage of schooling
criteria for subject selection: 'does knowing this as a child make a better adult?'
- 'spiral curriculum': keep learning something in an increasing complex way
- content-independent
- depth over breadth
- multiple intelligences - different ways in which people can be smart. different cultures assign different priorities to different problem solving

**Bruner**
- inquiry-based learning
- 'wonderful ideas': every comment is valuable
- ownership of ideas: you don’t have an idea unless you’ve created it
- foundations can be taught in some form at any stage of schooling
criteria for subject selection: 'does knowing this as a child make a better adult?'
- 'spiral curriculum': keep learning something in an increasing complex way

**Duckworth**
- inquiry-based learning
- 'wonderful ideas': every comment is valuable
- ownership of ideas: you don’t have an idea unless you’ve created it

**Noddings**
- care for self, intimate others, associates & distant others, non-human life, human made environment of objects & instruments, ideas
- capacities of all children must be developed through centers of care and concern
- education should nurture the speical cognitive capacities or intelligences of all children - multiple intelligences
- centers of care are more importan than disciplines to a full human life