Appendix 2: Nine critical curriculum or teaching issues for nurturing CTD

Nine critical curriculum or teaching issues

Issue 1: Basic Education: Traditional Disciplines or Critical Thinking (ch.7)

Position 1 : Teach the basic disciplines

     1. Basic purposes of school – teach fundamental knowledge and skills to the young

Position 2: Teach Critical Thinking

     2. Essential concerning education : not what we teach, but what students learn

	Book Topic	Reference List
1	Bok, D. (2009). A candid look at students learn and why they should be learning more. ch.5	Bok, D. (2009). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more.* Princeton: Princeton University Press.p.109-145
2	Halpern, D. F. (1999). Teaching for critical thinking	Halpern, D. F. (1999). Teaching for critical thinking: Helping college students develop the skills and dispositions of a critical thinker. *New directions for teaching and learning,* 1999(80), 69-74.
3	NelsonJL.et al. (2000). Basic education.ch 7	Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. (2000*). Critical issues in education: Dialogues and dialectics.* Boston, Mass: McGraw-Hill.
4	Pushkin, D. B. (2000). Critical Thinking in Science—How Do We Recognize it. Counterpoints, 211-220.	Pushkin, D. B. (2000). Critical Thinking in Science—How Do We Recognize it? Do We Foster It?. *Counterpoints,* 211-220.

Issue 2: Curriculum control: National or local (ch.10)

1.   Position 1: National :

    1. Standardized content

    2. A guarantee that all students will be taught the crucial components of our cultural heritage

    3. National cohesion

2.   Position 2: Local determination

    1. Cultural literacy of minority people

    2. Underestimate of local cultural and diversity

	Book Topic	Reference List
1	Apple, M. W. (1993). Does a national curriculum make sense	Apple, M. W. (1993). The politics of official knowledge: Does a national curriculum make sense?. *Discourse*, 14(1), 1-16
2	Chitty, C. (2014). Education policy in Britain. ch.7	Chitty, C. (2014). *Education policy in Britain*. Basingstoke : Palgrave Macmillan
3	McCulloch, G., et al, P. (2000). Teachers and the curriculum. ch.5	McCulloch, G., Helsby, G., & Knight, P. (2000). *The politics of professionalism: Teachers and the curriculum*. London : Continuum
4	Nelson, J.K.et al.(2000).Curriculum Control.ch.10	Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. (2000). *Critical issues in education: Dialogues and dialectics*. Boston, Mass: McGraw-Hill.
5	Noll J,W. (2003).Standardized curriculum.ch2.	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues*.Guilford, Conn. : McGraw-Hill/Dushkin
6	Sadovnik, A. R.et al (1994). Exploring Education An Introduction to the Foundations of Education.ch.7	Sadovnik, A. R.et al (1994). *Exploring Education An Introduction to the Foundations of Education London* : Routledge; London Routledge

Issue 3: Standardized testing : Restricted or expand (ch13)

Position 1: Restricted :

    1. Easy to come up with a right answer

    2. Provided the content for curriculum

    3. For comparison with others

Position 2: Expanding test

    1. Fuller picture of performance of a student

	Book Topic	Reference List
1	Archbald, D. A., & Newmann, F. M. (1988). Beyond Standardized Testing. Appendix	Archbald, D. A., & Newmann, F. M. (1988). *Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School.* Reston, Va: National Association of Secondary School Principals.
2	Kohn, A. (2000). The case against standardized testing.ch.5	Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools.* Portsmouth, NH: Heinemann.
3	McNeil, L. (2002). Standardization, Defensive Teaching,.ch.1	McNeil, L. (2002). *Contradictions of school reform: Educational costs of standardized testing.* New York ; London : Routledge
4	McNeil, L. (2002). The educational costs of standardization.ch.7	McNeil, L. (2002). *Contradictions of school reform: Educational costs of standardized testing.* New York ; London : Routledge
5	NelsonJK.et al. (2000). Standardized testing.ch 13	Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. (2000). *Critical issues in education: Dialogues and dialectics.* Boston, Mass. : McGraw-Hill.
6	Phelps,R. (2005).The Rich, Robust Research Literature on Testing's Achievement Benefits	Phelps, R. P. (2005). *Defending standardized testing.* Mahwah, N.J: Lawrence Erlbaum Associates.

Issue 4: Inclusion and mainstreaming: Special or Common education –exceptional children (ch17)

Position 1: Full inclusion

1. X exceptional student
2. X discrimination, isolation and separation disabled persons

Positional 2: Against full inclusion and intrusive mainstream

1. Child has special needs required extra attendance
2. Gifted and talented program for special aid students
3. Classification

	Book Topic	Reference List
1	Barrett, CDT. (2001). inclusive practices in elementary school.thesis.pdf	Barrett, CDT (2001) *Successful inclusive practices for students with disabilities in one elementary school.* College Station, TX, USA: Texas A&M University. Unpublished Ph.D thesis.
2	Howes, A.(2009). Inclusion is a challenge ch.1.pdf	Howes, A., Davies, S. M. B., & Fox, S. (2009). *Improving the context for inclusion.* London ; New York : Routledge /p.3-22
3	Nelson, J.K.et al. (2000). Inclusion and mainstreaming.ch 17	Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. (2000). *Critical issues in education: Dialogues and dialectics.* Boston, Mass.: McGraw-Hill.
4	Noll J,W. (2003) .full inclusion of disabled students.ch.14.pdf	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues.* Guilford, Conn. : McGraw-Hill/Dushkin
5	Sapon-Shevin,M.(2007). Wrong and doing of inclusion.pdf	Sapon-Shevin, M. (2007*). Widening the circle: The power of inclusive classrooms.* Boston, MA: Beacon Press.p.63-84
6	Sin,K.F.(2010).inclusive education in HK.ch4	Sin, K. F. (2010). The practice of inclusive education in an Asian city: Hong Kong SAR.in V.Timmons and Walsh,P.N.(eds). *A long walk to school: Global perspectives on inclusive education,* The Netherlands: Sense Publisher, pp. 63-82.

Issue 5: Do High-stakes assessments improve learning? (issue 9)

Position 1: For

    1.   Stimulate student's development

    2.   Clearer path to school improvement

Position 2: Against

    1.   Constricts student learning

    2.   Prefer constructivism more = how students learn instead of what they learn

	Book Topic	Reference List
1	Geisinger,K.(2011). The future of high-stakes testing in education	Geisinger, K.(2011). The future of high-stakes testing in education. in Bovaird, J. A.,et al. (2011). *High-stakes testing in education Science and practice in K–12 settings*. Washington, DC : American Psychological Association. p.213-248
2	Janesick, V. J. (2006). Issues related to assessment. ch.3	Janesick, V. J. (2006). *Authentic assessment primer.* New York : Routledge
3	Miller,S. & Happel,J.(2011). A role for college admissions tests in state assessment programs	Miller,S. & Happel,J.(2011). A role for college admissions tests in state assessment programs. in Bovaird, J. A.,et al. (2011*). High-stakes testing in education Science and practice in K–12 settings.* p.101-116
4	Noll, J.W. (2003).High-stakes assessments improve learning.ch.9.pdf	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues.* Guilford, Conn. : McGraw-Hill/Dushkin
5	Plake,B.(2011). Current State of high-stakes testing in education	Plake,B.(2011). Current State of high-stakes testing in education. in Bovaird, J. A.,et al. (2011). *High-stakes testing in education Science and practice in K–12 settings*. Washington, DC : American Psychological Association.p.11-26

Issue 6: Is size crucial to school improvement (issue 15)

Position 1: For

    1.   Learn better with students in a class

    2.   Teachers are able to engage students in meaningful discussions

Position 2: Against

    1.   Against small class teaching

    2.   No obvious improvement in student learning when reducing class size

	Book Topic	Reference List
1	Blatchford, P. (2003).Class size, education progress and classroom processes	Blatchford, P. (2003).Class size, education progress and classroom processes in Blatchford, P. (2003*). The class size debate: Is small better?*.UK: McGraw-Hill Educationp.143-166
2	Finn, J. D. (1998). Class Size and Students at Risk	Finn, J. D. (1998). *Class Size and Students at Risk. What Is Known? What Is Next*? Paper commissioned by the National Institute on the Educational of At-Risk Students, Office of Educational Research and Improvement, US Department of Education
3	Galton, M., Lai, K. C., & Chan, K. W. (2014). Small class teaching.ch.1	Galton, M., Lai, K. C., & Chan, K. W. (2014). Small class teaching. In Galton, M., Lai, K. C., & Chan, K. W. (2014). *Learning to teach small classes: Lessons from East Asia*. New York: Routledge.p.3-23
4	Noll JW.(2003).size crucial to school improvement.ch15.	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues*. Guilford, Conn. : McGraw-Hill/Dushkin
5	Summers, A. A., & Wolfe, B. L. (1977). Do schools make a difference	Young, B. (2001). *The effects of class size reduction on teachers' instructional pace in grades two through five*. California, University of San Francisco. Unpublished thesis. P. 46-61
6	Young, B. (2001). The effects of class size reduction on teachers' instructional pace	Summers, A. A., & Wolfe, B. L. (1977). Do schools make a difference?. *The American Economic Review*, 639-652.

Issue 7: Bilingual education – immigrant and migrant, refugee school children (issue 16)

Teach academic subjects to immigrant children in their native languages, which slowly and simultaneously adding English instruction

Position 1: For

    1.   Improve performance of children in most subjects

Position 2: Against

    1.   English problem

    2.   Assimilation, melting point

	Book Topic	Reference List
1	Noll JW.(2003).Abandon Bilingual language(i16)	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues.* Guilford, Conn. : McGraw-Hill/Dushkin
2	Cummins, J. (1998).Searching for common ground in the education of bilingual students	Cummins, J. (1998). Beyond adversarial discourse: Searching for common ground in the education of bilingual students in Ovando, C. J., & McLaren, P. (2000). *The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Crossfire.* USA: McGraw-Hill Companies, p.126-147
3	Crawford, J. (2000). Language politics in the United States	Crawford, J. (2000). *Language politics in the United States: The paradox of bilingual education. The politics of multiculturalism and bilingual education.* in Ovando, C. J., & McLaren, P. (2000). The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Crossfire. USA: McGraw-Hill Companies, 107-125.
4	Crawford, J. (2007). Why is bilingual education so unpopular with the American public	Crawford, J. (2007). Hard sell: Why is bilingual education so unpopular with the American public?. In García, O., & Baker, C. (Eds.). (2007). *Bilingual education: An introductory reader.*UK: Multilingual matters.p.145-164
5	Brisk, M. E. (2006). Bilingual education From compensatory to quality schooling. ch.2	Brisk, M. E. (2006). *Bilingual education: From compensatory to quality schooling.* London: Routledge. p.31-55

Issue 8: Schooling be based on social experiences (issue 1)

Position 1: For

      1.   Experience provides a chance for student to explore

Position 2: Against

      1.   Focus on value and idea

	Book Topic	Reference List
1	Dewey, J. (1938). Experience and education.ch.1	Dewey, J. (1938). *Experience and education.* New York : The Macmillan company
2	Edwards, G., & Kelly, A. V. (1998). Education as development through experience	Edwards, G., & Kelly, A. V. (1998). Education as development through experience.in Edwards, G., & Kelly, A. V. (1998*). Experience and Education-Towards an Alternative National Curriculum.* London: Paul Chapman.
3	Hutchins, R. M. (1937). Ideals in Education.	Hutchins, R. M. (1937). Ideals in Education. *American Journal of Sociology*, 1-15.
4	Kraft, N. P. (2000). The role of service-learning in critical thinking.	Kraft, N. P. (2000). The role of service-learning in critical thinking. *Counterpoints*, 75-94.
5	Noll JW.(2003).Schooling based on social experiences.ch.1	Noll, J. W. (2003). *Taking sides: Clashing views on controversial issues.* Guilford, Conn. : McGraw-Hill/Dushkin

Issue 9: Behaviorism shape educational practices (issue 3)

Position 1: Favour behaviorism
    1.   links learning and motivation to the influence of external forces
Position 2: Favour subjective forces in human motivation
    2.   Advocate freedom to learn

	Book Topic	Reference List
1	Edwards,G. (1998).Political, social and economic education for democratic citizenship.	Edwards,G. (1998).Political, social and economic education for democratic citizenship. in Edwards, G., & Kelly, A. V.(Ed) (1998). *Experience and education: Towards an alternative National Curriculum*. London : P. Chapman.p.178-198
2	Kelly,A.V.(1998).Personal, social and moral education in a democratic society.	Kelly,A.V.(1998).Personal, social and moral education in a democratic society. in Edwards, G., & Kelly, A. V.(Ed) (1998). *Experience and education: Towards an alternative National Curriculum*. London: P. Chapman.
3	Lynne,B.(1998). The problems and persistence of the spiritual.	Lynne,B.(1998). The problems and persistence of the spiritual. in Edwards, G., & Kelly, A. V.(Ed) (1998). *Experience and education: Towards an alternative National Curriculum*. London : P.Chapman.p.143-160
4	Pring, R. (1986). Aims, problems and curriculum contexts.	Pring, R. (1986). Aims, problems and curriculum contexts. in Tomlinson, P., & Quinton, M. (Eds.). (1986). *Values across the curriculum. Philadelphia*, PA: Falmer Press.p.181-194
5	Tomlinson, P. (1986). Values Teaching Some classroom principles	Tomlinson, P.(1986). Values Teaching Some classroom principles. in Tomlinson, P., & Quinton, M. (Eds.). (1986). *Values across the curriculum. Philadelphia*, PA: Falmer Press. p.211-224
6	Noll JW. (2003). Behaviourism shaped educational practice.ch.3.pdf	Noll, J. W. (2003*). Taking sides: Clashing views on controversial issues*. Guilford, Conn. : McGraw-Hill/Dushkin