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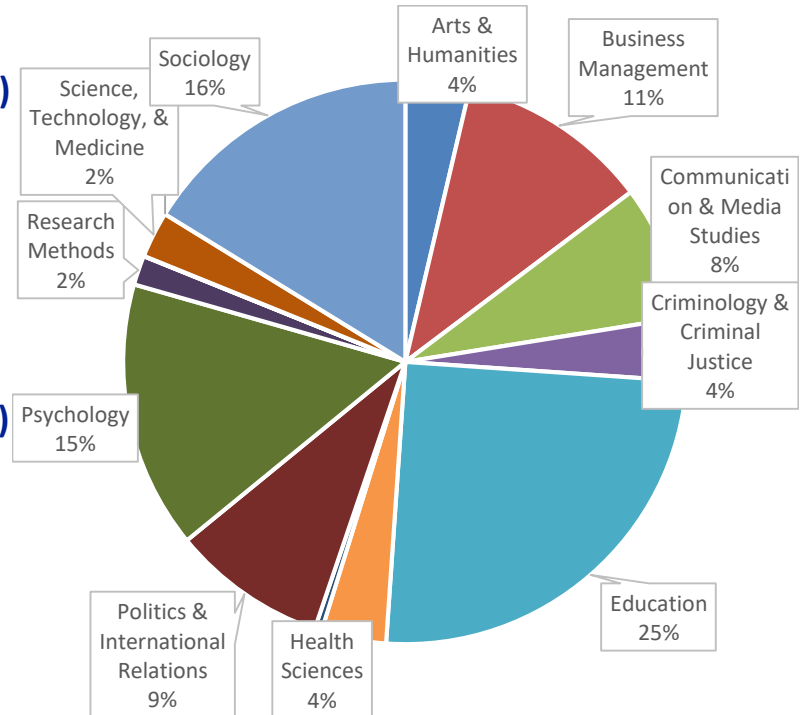
Last updated: Feb 2020

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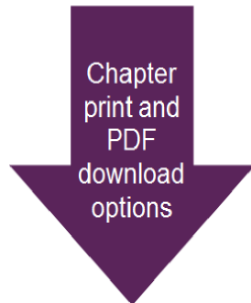
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Curriculum Design
Found in: **Breaking the Learning Barrier for Underachieving Students: Practical Teaching Strategies for Dramatic Results**
Convin Press (2006)
Full Text: ... [Page 99] Curriculum Design Curriculum design The design elements for a curriculum (plot) that ...

Competency-Based Curriculum
Found in: **Encyclopedia of Curriculum Studies**
Laurel K. Chehayl
SAGE Publications, Inc. (2010)
Full Text: ... Competency-Based Curriculum Competency-based curriculum design is a model in which educative ... paradigmatic perspectives in the field of curriculum studies. In a competency-based curriculum, emphasis is not placed upon the ...

An Overview: Collaborative Curriculum Design as Professional Learning
Found in: **Accelerating Student and Staff Learning: Purposeful Curriculum Collaboration**
Convin Press (2009)
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Keywords

children, classrooms, curriculum, learners, literacy, mathematics, pupils, staff, students, teaching

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books

Chapter 6: Curriculum Design

By: George D. Nelson

In: Breaking the Learning Barrier for Underachieving Students: Practical Teaching Strategies for Dramatic Results
DOI: <http://dx.doi.org/10.4135/9781483329130.n6>

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Curriculum Design

The design elements for a curriculum (plot) that will best meet the learning needs of dramatic learners are not much different from those elements typically used for traditional lesson and unit planning. Teachers and administrators who have developed sound curriculum-designing skills should have no problems making the adjustments necessary to create learning experiences that are better targeted to reach their dramatic learners. In reality, we need to understand and master just a few simple keys to make the planning process more successful. Though they may seem like minor adjustments to standard lesson planning practices, these keys are essential to use when working with this particular population of learners.

It doesn't matter how we have fared with other learners. We must change what we are doing so it appeals to the learning preferences of the dramatic learner. In fact, we have to move out of our own comfort zones as teachers to be able to teach them. This is hard for many teachers to do because it asks them to take risks they simply are not willing to take. In response to those concerns, I have to reiterate a question posed earlier: Is it more likely that success will come from these learners changing the way they learn to meet the way we teach, or will we find more success if we learn to modulate the way we teach to better fit their style of learning? The correct answer is all too obvious.

Chapters

- Chapter 5
The Structure of Dramatic Learning
- Chapter 7
Getting into It, HiPA Deep

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Keywords

worksheets, lesson plans, learners, word lists, skills, natural resources, students

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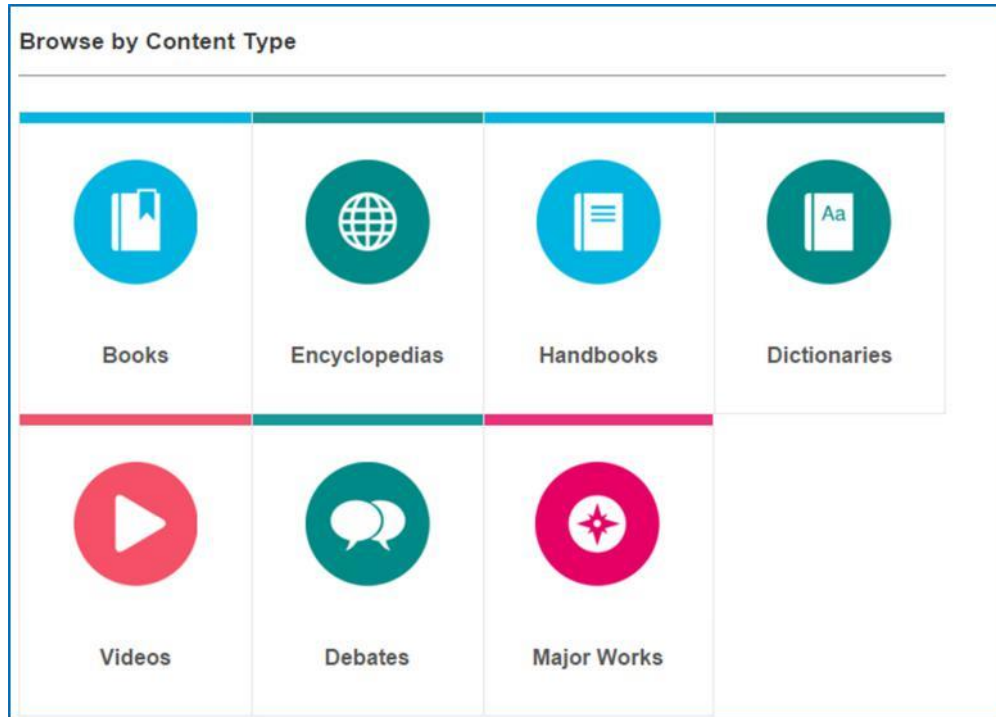
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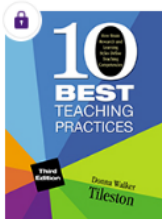
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10 Best Teaching Practices: How Brain Research and Learning Styles Define Teaching Competencies



Donna Walker Tileston

Publication Year: 2011

DOI: <http://dx.doi.org/10.4135/9781483387277>

Subject: Brain-friendly Teaching & Learning, Student Engagement & Motivation, Learning Styles

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