



Book Review on “Curriculum from Theory to Practice” of Wesley Null

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Among the useful articles is the one by Wesley Null titled as “Curriculum from Theory to Practice.” It categorizes the curriculum into six parts traditions, systematic, existential, radical, pragmatic and deliberative. The strategies presented by Null are useful for educators, policymakers and researchers pointing out how to design efficient education experiences. It has added new figures to the text and focuses on the changes in the characteristics of current democracy, which makes the book more suitable for curriculum development and enactment. Null removes the curtain from the curriculum theory, explains different models, and provides directions for practice. Nevertheless, it can be less culturally sensitive and may not pay enough attention to equity, diversity, and social justice. In conclusion, the book by Null is relevant to education, as it offers rich information about curriculum development and its application.

Keywords: *Book review; curriculum from theory to practice; Wesley Null.*

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1. INTRODUCTION

1.1 Curriculum from Theory to Practice by Wesley Null

Wesley Null is a renowned academician who once applied simple language to explain educational theories (Popov, et al., 2021). Furthermore, Null has extensive experience in curriculum studies and educational leadership (Bertoni, 2024). His work in synthesizing theories and placing these into practice in teaching is well documented (Allsopp, et al., 2006).

In "Curriculum from Theory to Practice," Wesley Null explores the complexity of curriculum development and practice (Smith, 2018). This way, Null provides a practical vision for educators who want to advance in the field of curriculum development (Jain, 2023). By analyzing various curriculum models and frameworks, Null offers readers essential means for addressing the challenges of educational planning and implementation (Gouëdard, et al., 2020).

1.2 The Most Important Theoretical Postulates Discussed in the Book

Null begins by distinguishing what curriculum theory entails and examining how it can help explain educational phenomena (Yaşar, & Aslan, 2021). Through the enshrinement of this generally unclear topic, Null is able to enlighten readers and make them understand the fundamental aspect of curriculum development and its implications for practice of teaching and learning (Petersen, et al., 2023).

1.3 Exploring Other Curriculum Models

In reviewing several curriculum models, Null discusses different approaches to curriculum development (Henson, 2015). The traditional and progressive models of multicultural education are presented by Null, where the author outlines the advantages and disadvantages of each model, as well as focusing on the potential ways of curriculum transformation for students with different learning needs (Sleeter, & Carmona, 2017).

1.4 A Critique of the Uses of Curriculum Theory

Another aspect where Null performed well is in the application of theoretical knowledge (Baker,

2022). With the help of the examples and the case studies shared by Null, the audience can witness how different aspects of curriculum theories can be incorporated into classroom practice (Pinar, W. F. (2019). The fact that Null offers practical recommendations and suggestions enables readers to turn ideas into practice in various contexts (Josua, 2022).

1.5 Assessment of Effectiveness in Learning Environment

Unlike other theorists, Null explains the practical effects of curriculum design on learners (Raycroft, 2020). In this way, through critically reviewing various approaches, Null allows readers to effectively review their curriculum practices in order to improve student learning and outcomes (Walker, 2023).

1.6 Evaluation of the Arguments and Strategies Employed by the Author

Null has also demonstrated the ability to translate sophisticated theories in education, to the public domain (Mason, 2008). His advice is grounded and relatable for educators who would like to enhance their curricular competencies (Buchanan, et al., 2022). The fact that Null does not favor one particular type of curriculum models but provides all the necessary information about the topic makes the reader to have a broader understanding of the subject (Habiburrahim, 2021).

Lack of Diversity in Perspectives: The book may lean towards Western or Eurocentric theory and fail to incorporate multicultural perspectives in curriculum development. This limitation makes it less applicable in international or intercultural settings, which may erase non-European ways of knowing (Darder et al., 2017). Furthermore, the curriculum based on Eurocentrism does not meet the educational needs of students from different communities, thus limiting the education for all principle.

Insufficient Focus on Equity and Inclusion: The book may not give comprehensive information on equity, diversity and inclusion in curriculum development and delivery. These aspects are relevant in the current learning environment, and their absence may be a major drawback. Addressing diversity is important in curriculum development since exclusion makes educational disparities continue (Sleeter & Grant, 2009).

Limited Discussion of Social Justice: The curriculum is an effective agent of social justice and can easily address issues of injustice in society. If the book does not demonstrate how curriculum can address the social justice issues, then it lacks a vital aspect of contemporary curriculum. Education for social justice can assist in decreasing the inequalities present in society (Apple, 2013). Teachers and other educators have the responsibility of enhancing equity and inclusion in the education system (Moldavan, et al., 2023).

Representation of Marginalized Groups: The detailed coverage of these groups may seem as inadequate in the book. Inclusive classroom

practices are important for managing students' diverse characteristics and ensuring equality (Taylor, 2020). Skewed curriculum reinforces exclusion of the marginalized in educational settings since it does not address them in curriculum (Banks, 2015).

Despite this, some of the readers may be overwhelmed by the voluminous information provided in Null's book (Gouédard, et al., 2020). Some ideas can be oversimplified and giving more support to trainee educators could improve comprehensibility (Palmer, 2023). It may be useful to consider expanding the list of voices that are represented by the authors when it comes to discussing the theory of curriculum (Goodson, 2013).

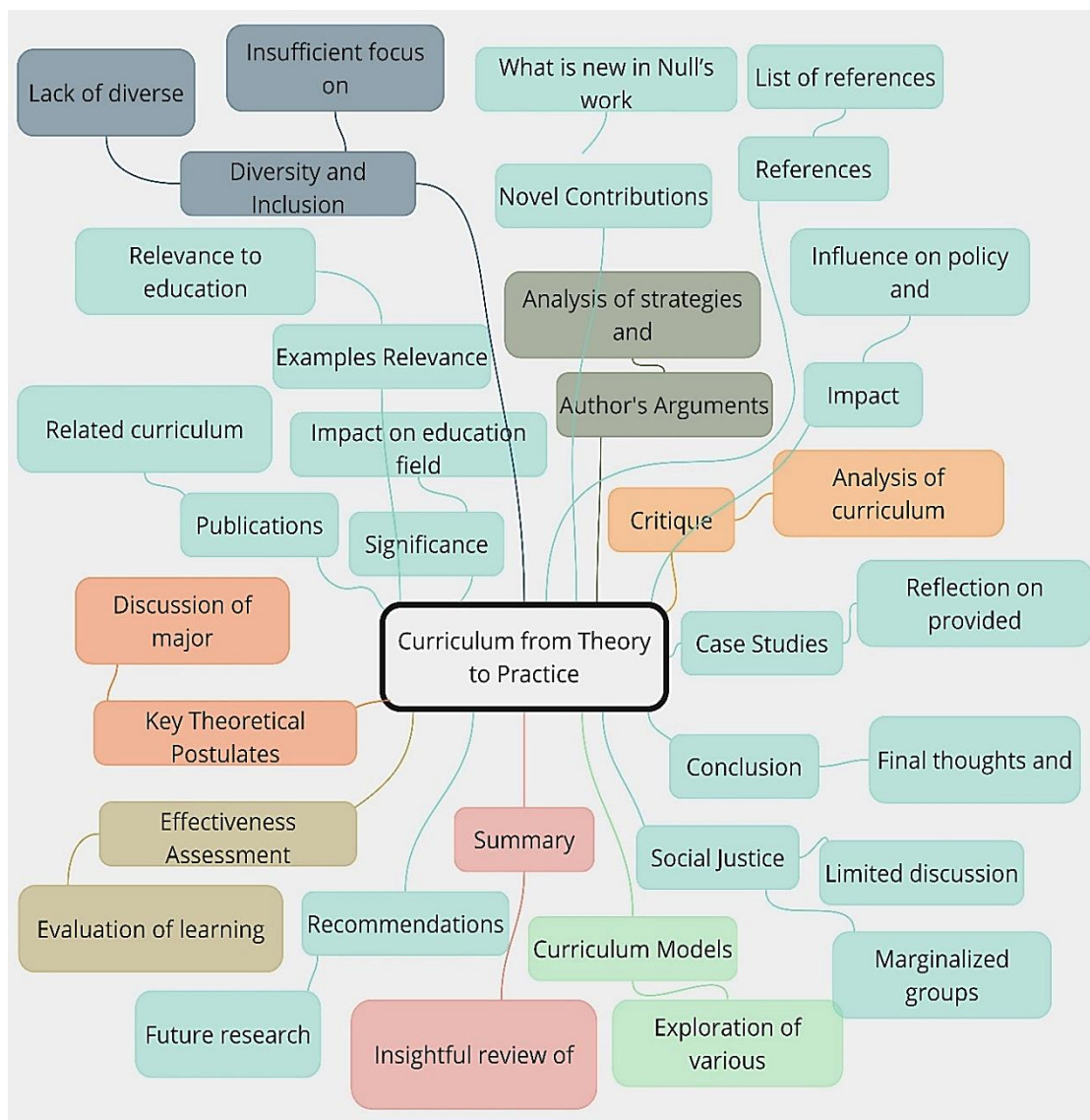


Fig. 1. Mind map for book review about curriculum from theory to practice by wesley null

2. REFLECTION ON CASE STUDIES AND EXAMPLES GIVEN IN THE BOOK

2.1 Analysis of Specific Cases

Null's book contains a large number of case studies that describe actual educational situations (Carver & Klahr, 2001). These case studies highlight new curricular approaches, and other challenges faced by teachers, and hence offer readers a bevy of experiences to mull over (Many, J. E. (2002). I find this section rather interesting because Null has provided concise observations and made an effective effort to draw parallels from these cases (Petersen, et al., 2023).

2.2 Relevance of the Examples to the Practice of Education

One notable aspect of Null's work is the applicability of examples to the real-world. He also does not indulge in abstract debates that may make educators lose interest (Chapman, & Hobbel, 2010). Instead, Null uses real-life examples in his arguments that educators can easily apply in the classroom (Liu, 2024). This is in sync with the call for curriculum theory to take cognizance with the existing scenarios that educators deal with (Paraskeva, 2021). In this way, Null goes from the abstract to the concrete, explaining how the theories work in practice and, therefore, making this book useful for educators at all levels (Harris, et al., 2023).

3. THE SIGNIFICANCE OF THE BOOK IN RELATION TO THE FIELD OF EDUCATION

3.1 Publications Related to Curriculum Development Discussion

According to Chapman & Hobbel (2010), Null's book has helped inform the discourse on curriculum creation. Through the presentation of important theories and their application, Null has expanded the thinking about the curriculum development, implementation, and assessment (Liu, 2024). His ideas have helped in informing strategies for curriculum implementation for teachers and policy makers alike (Harris, et al., 2023).

3.2 Impact on Educational Policy and Practice

Null's work benefits academic discourse (Barton, 2021) as well as educational policy and practice.

In this way, Null provides decision-supporting guidelines and examples that can be adopted by educators when designing curriculum. As such, it is an essential book for anyone who wants to contribute to the enhancement of educational systems and promote an effective learning environment: educators, administrators, and policymakers (Thuy, & Lebailly, 2019).

Comparing Null's work with others in the curriculum development field shows how clear and understandable his writing is. While some authors may be overwhelmed with the language or theory, Null goes out of his way to explain ideas concisely and as simply as possible for a reader who may not be all that familiar with the concepts at hand. This focus on concise language makes his work a change of pace from the abstraction found in other texts. Even though Null does not have a formal background in education, the approach that is used in his book is suitable for any teacher.

3.3 Defining What Exactly New in Null's Work Was

The theoretical nature and applicability of Null's work also make it unique. Compared to other authors, Null approaches both the concept of curriculum development and how it can be practically implemented. They also include the use of examples and case studies, which make his work stand out and be useful in education.

4. CONCLUSION AND SUGGESTED READINGS

In conclusion, Wesley Null's "Curriculum from Theory to Practice" is an important text in the field of education. Thus, its case studies, examples, and input into curriculum development debates would be valuable to educators, policymakers, and anyone interested in improving education. When compared with other works, it emphasizes the opportunities that were available only to Null, making his book a good choice for further research.

5. RECOMMENDATIONS FOR FUTURE RESEARCH AND EXPLORATION

For those who are interested in reading more about curriculum development, Null's works are merely an introduction to the topic. To enrich the understanding of the topic, it is possible to read other works of outstanding education scholars which are devoted to the topic.

Interacting with different opinions will enhance your knowledge in curriculum development and provide significant input to existing debates. "Curriculum from Theory to Practice" by Wesley Null is a masterpiece that sparks insights and encourages critical thinking regarding conventional perspectives and methodologies of curriculum development and delivery. Thinking back to the analysis of Null's work one can only conclude that his writing enhances the meaning of curriculum theory while at the same time providing knowledge that allows for the generation of effective educational experiences. In turn, it is crucial to continue the future advancement and expansion upon the work laid out in this piece in order to maintain the progressive and overall excellence of curriculum development as a discipline.

- A. In what ways does "Curriculum from Theory to Practice" stand out from other texts dealing with curriculum development?
- B. There are several practical implications that educators can learn from Wesley Null's book.
- C. In what ways does Null overcome the difficulties of applying the theoretical concepts in practice-based learning environments?
- D. Based on Null's understanding of curriculum theory and practice, what are some major implications that may be relevant to policymakers and researchers?
- E. Add your own if readers find something more.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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