

# CONTENTS

Foreword	xiii
Introduction	1
1. The Nature and Purpose of the Study	1
2. The Scope and Structure of the Study	1
Chapter 1: LIFELONG EDUCATION AND CURRICULUM INTEGRATION	4
1.1 The Relationship between Lifelong Education and Curriculum Integration	4
1.2 What is Lifelong Education?	5
a) <i>Education and Schooling: A Common Misconception</i>	5
b) <i>Education in Quarantine: The Effects of Isolationism</i>	6
c) <i>Education for Ever: Education, Schooling and Life</i>	7
d) <i>The Relevance of Integration</i>	7
1.3 Significance of Curriculum Integration	8
a) <i>Education for Change</i>	8
b) <i>School and Society</i>	9
c) <i>Open Education</i>	11
d) <i>Knowledge that is Useful</i>	12
e) <i>Operational Learning</i>	13
f) <i>Consensus for Action</i>	15

g) <i>The Primacy of the Person</i>	16
1) <i>Personality Development</i>	16
2) <i>Individualisation of Learning</i>	17
h) <i>The Enhancement of Educability</i>	18
1) <i>Manifest Educability</i>	18
2) <i>Latent Educability</i>	18
1.4 <i>The Prospect of Mutual Support</i>	19
Chapter 2: THE NATURE AND VARIETIES OF CURRICULUM INTEGRATION	22
2.1 <i>The Nature of Curriculum Integration</i>	22
a) <i>Different Views of Integration</i>	22
b) <i>Subjects, Disciplines and Integration</i>	24
2.2 <i>The Varieties of Curriculum Integration</i>	26
a) <i>Structural and Functional Types</i>	28
b) <i>Structural Types: Quantitative and Qualitative</i>	28
c) <i>Quantitative Structural Types: Summation Category</i>	29
d) <i>Quantitative Structural Types: Contribution Category</i>	30
e) <i>Qualitative Structural Types: Fusion Category</i>	30
f) <i>Qualitative Structural Types: Synthesis Category</i>	31
1) <i>Linear Synthesis</i>	31
2) <i>Cyclical Synthesis</i>	33
3) <i>Methodological Synthesis</i>	34
4) <i>Holistic Synthesis</i>	34
g) <i>Functional Types: Intrinsic and Extrinsic</i>	36
h) <i>Functional Types: Intrinsic Category</i>	37
1) <i>Integrative Learning through Needs and Interests</i>	37

Contents	ix
2) <i>Integrative Learning through Activity</i>	39
3) <i>Integrative Learning through Enquiry</i>	39
4) <i>Integrative Learning through Experience</i>	40
i) <i>Functional Types: Extrinsic Category</i>	40
1) <i>Inductive (Problem) Approaches</i>	41
2) <i>Deductive (Teleological) Approaches</i>	41
2.3 The Ubiquity of Types	41
<b>Chapter 3: FUNCTIONS OF INTEGRATION</b>	<b>43</b>
3.1 Epistemological Functions	44
a) <i>Coping with Changes in Knowledge</i>	44
b) <i>Interrelating Different Areas of Knowledge</i>	46
c) <i>Providing a Sense of Purpose</i>	47
3.2 Psychological Functions	49
a) <i>Providing a Curriculum Conducive to Learning</i>	49
b) <i>Promoting Personality Development through Learning</i>	50
3.3 Social Functions	53
a) <i>Teaching and Learning through Sharing</i>	53
b) <i>Coping with Interdisciplinary Issues</i>	54
c) <i>Relating School and Society</i>	54
3.4 Types and Functions	55

Chapter 4:	TEACHING STYLES AND INTEGRATED APPROACHES	57
4.1	Are Integrated Approaches Necessarily Progressive?	57
4.2	Planning an Integrated Programme	58
	a) <i>The Importance of Planning</i>	58
	b) <i>Planning Criteria</i>	59
	c) <i>Formulating Intentions</i>	60
4.3	Teaching an Integrated Programme	61
	a) <i>Principles of Integrative Learning</i>	
	1) <i>Learning to Know</i>	62
	2) <i>Learning to Do</i>	63
	3) <i>Learning to Be</i>	64
	b) <i>The Practice of Integrative Teaching</i>	65
	1) <i>Creative Teaching</i>	65
	2) <i>Facilitative Teaching</i>	66
	3) <i>Cooperative Teaching</i>	66
4.4	Assessment and Evaluation of Integrated Work	67
	a) <i>Assessment of Pupils</i>	67
	b) <i>Evaluation of Programmes</i>	69
4.5	Types, Functions and Styles	69
Chapter 5:	INTEGRATION AND SCHOOL ORGANISATION	71
5.1	Integration and Social Change	71
	a) <i>School and Society</i>	71
	b) <i>Contrasting Forms of Curricular Organisation</i>	72
5.2	Integration and Management in the School Setting	74
	a) <i>Integration and Classroom Management</i>	74

Contents	xi
b) <i>Integration and School Management</i>	75
5.3 Integration and the Administrative Structure of the School	77
a) <i>Integration and the Use of Time</i>	77
b) <i>Integration and the Use of Space</i>	78
c) <i>Integration and the Use of Resources</i>	80
5.4 Knowledge and System	81
Chapter 6: PROBLEMS AND PROSPECTS	82
6.1 Vision and Reality	82
6.2 Integration and Knowledge	82
a) <i>Integration and the Structure of Knowledge</i>	83
b) <i>The Articulation of Subject and Integrated Teaching</i>	84
c) <i>Breadth and Depth of Knowledge</i>	86
d) <i>Progressive Ordering of Content</i>	87
6.3 Integration and Society	87
a) <i>Integration and National Educational Policy</i>	87
b) <i>Integration and the Examination System</i>	88
c) <i>Integration and Political Action</i>	89
6.4 Integration and People	90
a) <i>Curriculum Integration and Educational Purpose</i>	90
b) <i>Curriculum Integration and the Pupil</i>	91
c) <i>Curriculum Integration and the Teacher</i>	91
6.5 Integration, Institutionalisation and Individualisation	92

Chapter 7: TOWARDS LIFELONG INTEGRATION	94
7.1 Integration, Subjects and Life	94
a) <i>The Similarity between the Goals of Lifelong Education and Curriculum Integration</i>	94
1) <i>Education for Change</i>	95
2) <i>School and Society</i>	95
3) <i>Open Education</i>	95
4) <i>Knowledge that is Useful</i>	96
5) <i>Operational Learning</i>	96
6) <i>Consensus for Action</i>	96
7) <i>The Primacy of the Person</i>	96
8) <i>Enhancement of Educability</i>	96
b) <i>Curriculum Integration as a Practical Outlet for the Principles of Lifelong Education</i>	97
c) <i>Lifelong Education and Subject Teaching</i>	97
7.2 From Curriculum to Community	100
REFERENCES	102
INDEX	113