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Suppose That Thought Experiments Comparing How Advanced Placement United States History Would Be Taught If The Traditional Deweyan And Makiguchian Pedagogical Methodologies Were Used

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Summary : Free suppose that thought experiments comparing how advanced placement united states history would be taught if the traditional deweyan and makiguchian pedagogical methodologies were used pdf download - advanced placement united states history and ap as a whole are undergoing dramatic changes there has been a growing emphasis on making thematic connections with the course content and less of a focus on presenting data to be learned the nature of the problem is that the apush course and curriculum have become data driven the amount of information to be learned and assessed in a class that is nine months long has a significant impact on how the course will be taught teaching apush can also be seen as more like a race to cover all of the content within the allotted time as opposed to teaching the depth and breadth of the content as a result three thought experiments were conducted to determine if other models of instruction could provide better educative experiences the purpose of a thought experiment is to examine the process undertaken a traditional deweyan and makiguchian approach were used when curricula and instructional methodologies were constructed each approach was compared with each other and their respective strengths and weaknesses were analyzed lastly the purpose of these thought experiments is to provide a process where insight about different pedagogical practices can be gained and utilized

Pusblisher : ProQuest on 2008 / **ISBN :** 9780549603382

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