

On Constructing a Curriculum Compendium

The world of curriculum scholarship can be a dizzying place to inhabit. It is inhabited by terms, texts, movements, and labels that need to be circumnavigated or, at the very least, given operational definitions. Students enrolled in EDUC 910: Traditions of Curriculum at Queen's University in the Faculty of Education, sought to begin the construction of a Curriculum Compendium to be published online, rather than marketed as a physical text. Contributions are welcome, as we envisage this Compendium as a living and expansive space to develop working definitions of the following:

- a. Movements (i.e., progressive education; reconceptualist)
- b. Protagonists (i.e., John Dewey; Plato)
- c. Concepts (i.e., Normativity; Conscientization)
- d. Contexts (Classical Athens; Depression-Era Ontario)

Compendium entries should be no longer than 250 words. Citations are required in APA format. Arguments are welcome, but they must be asserted on the basis of warrants. Multiple entries on one subject are acceptable, particularly when multiple definitions offer a diversity of opinions or draw on different warrants/evidence. As the Compendium grows, it will serve as a free site for curriculum scholars and practitioners to explore subjects and contribute scholarship for the public good.

Theodore Michael Christou