

The one-year post graduate certificate in education programme for design & technology teachers is all too short. Understandably the emphasis is on meeting the immediate and relatively short-term needs of those entering the teaching profession. A particular omission is current research findings that are relevant to classroom practice in design & technology. There is no shortage of high quality and pertinent research, but this is spread throughout academic literature and not easily accessible to busy teachers in the early stages of their career.

"Design & technology - For the next generation" has been written to fill this gap. Each of the authors is an acknowledged international expert with many years experience in a relevant field of study. Virtually all of them have been school teachers at some stage in their careers. They were commissioned to distil their areas of expertise into readable pieces that are provocative, stimulate reflection and lead those entering the profession to question current practice and engage in curriculum development. The result is a collection of writing that will serve as the basis for considerable professional development.

<p>Richard Green</p> <p><i>Change in design & technology is more regular and rapid than in other subjects.</i></p>	<p>David Barlex</p> <p><i>Developing your curriculum will require creative collaboration.</i></p>	<p>David Spendlove</p> <p><i>Being creative is fraught with uncertainty.</i></p>	<p>Dov Kipperman</p> <p><i>Mind (not) the gap ... take the risk!</i></p>	<p>Frank Banks</p> <p><i>Learning to make is important for ALL pupils.</i></p>	<p>Gwyneth Owen-Jackson</p> <p><i>Should hi-tech making supplant craft?</i></p>
<p>James Pitt</p> <p><i>Teachers must be prepared to deal with conflict.</i></p>	<p>John Dakers</p> <p><i>Design & technology education is not vocational.</i></p>	<p>Malcolm Welch</p> <p><i>Might reliance on sketching hinder the pupil designer?</i></p>	<p>Marc de Vries</p> <p><i>There is no such thing as a normal design process.</i></p>	<p>Margarita Pavlova</p> <p><i>Let teachers confess their own duplicity.</i></p>	<p>Steve Keirl</p> <p><i>Teaching is a political act.</i></p>
<p>Mark Sanders</p> <p><i>STEM educators are estranged from one another.</i></p>	<p>Moshe Barak</p> <p><i>Problem-solving involves ordered and disordered thinking.</i></p>	<p>Patricia Murphy</p> <p><i>Gender is a social construction.</i></p>	<p>Paul Black</p> <p><i>Assessment for learning is a voyage of discovery.</i></p>	<p>Stephanie Atkinson</p> <p><i>Feedback to pupils should avoid focusing on judgement and competition.</i></p>	<p>Stephen Petrina</p> <p><i>A spectre is haunting the matrix, the spectre of open source.</i></p>
<p>Marion Rutland</p> <p><i>Teaching for creativity is dependent on the teacher.</i></p>	<p>Torben Steeg</p> <p><i>Design & technology has the remit of opening up minds.</i></p>	<p>Nick Bladwin</p> <p><i>What aspects will fire your imagination and fuel your vision for the subject?</i></p>	<p>David Layton</p> <p><i>Does design & technology bear the weight of unrealistic responsibilities?</i></p>	<p>Wendy Dow</p> <p><i>Our implicit beliefs influence all aspects of our practice.</i></p>	<p>Peter Toft</p> <p><i>It is essential to challenge and preserve and restore technological rigour.</i></p>

BARCODE & ISBN



Design & technology for the next generation

Edited by David Barlex



Design & technology

For the next generation

A collection of provocative pieces, written by experts in their field, to stimulate reflection and curriculum innovation



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