

RATIONALITY, EDUCATION AND THE SOCIAL ORGANIZATION OF KNOWLEDGE

Papers for a reflexive sociology of education

Edited by
Chris Jenks

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Rationality Education And The Social Organization Of Knowledge

Chris Jenks



Rationality Education And The Social Organization Of Knowledge:

Rationality, Education and the Social Organization of Knowledge Chris Jenks, 1978 **Rationality, Education and the Social Organization of Knowledge (RLE Edu L)** Chris Jenks, 2013-06-17 The manner in which we variously come to an understanding of our world presents problems for us all but the unified method by which we ought best to acquire such knowledge represents the particular problem of contemporary education This important book seeks to explore some of the underlying practises and assumptions that go to produce and sustain both such sets of activities As a result of its concerns with the social organization of knowledge at all levels the sociology of education has become a central form of much contemporary sociological theory All the papers in this collection are formulations of a reflexive method of theorizing within sociology of education This is a mode of address deriving partly from social phenomenology which seeks to display the grounds of the theorists speech as itself an essential feature of any informative dialogue Major themes in education and in sociology are considered in this way including the social form of rationality the constitution of curricula normative beliefs about Learning the nature of literary study as liberal education and the character of scientific knowledge in the social world

Social Realism, Knowledge and the Sociology of Education Karl Maton, Rob Moore, 2010-01-06 Towards the Sociology of Truth Rob Moore, 2011-11-03 This innovative monograph is concerned with a set of inter related problems associated with the nature of knowledge how it is produced within intellectual fields and the implications of those things for education and the transmission of knowledge in the classroom It covers issues in the sociology of knowledge the educational system and policy social differences in educational attainment educational research and teaching At various points it critically engages with the ideas of major thinkers such as Durkheim Bernstein and Bourdieu and others and draws on contributions representing an emerging new approach in the sociology of education associated with recent work by John Beck Karl Maton Johan Muller Michael F D Young and others This provocative and challenging book will undoubtedly stimulate debate among educationists across the world

Knowledge, Ideology and the Politics of Schooling Rachel Sharp, 2017-04-28 First published in 1980 this book argues that a theory of ideology is essential to a theory of education It relates developments in the Marxist theory of ideology to the analysis of schooling in a capitalist society Beginning with an appraisal of the early twentieth century liberal social theorists including Weber Durkheim Veblen and Mannheim it demonstrates that the weakness of their approaches arose from a failure to comprehend adequately the nature of capitalism It then outlines the state of the theory of ideology at the time and applies the concept in an analysis of contemporary schooling concluding with a discussion of its political implications The application of the theory of ideology offers important possibilities for a radical socialist strategy on education

Globalization of Racism Donaldo Macedo, Panayota Gounari, 2015-11-17 Addressing ethnic cleansing culture wars human sufferings terrorism immigration and intensified xenophobia The Globalization of Racism explains why it is vital that we gain a nuanced understanding of how ideology

underlies all social cultural and political discourse and racist actions The book looks at recent developments in France Germany Greece Ireland Israel Italy Portugal Spain and the United States and uses examples from the mass media popular culture and politics to address the challenges these and other countries face in their democratic institutions The eminent authors of this important book show how we can educate for critical citizenry in the ever increasing multicultural and multiracial world of the twenty first century Contributors are David Theo Goldberg Loic Wacquant Edward W Said Zygmunt Bauman Peter Mayo and Carmel Borg Anna Aluffi Pentini and Walter Lorenz Peter Gstettner Georgios Tsiakalos Franz Hamburger Julio Vargas Lena de Botton and Ramon Flecha Concetta Sirna Jan Fiola Joao Paraskeva Henry A Giroux It explores new forms of racism in the era of globalization *Ideology and Curriculum* Michael Apple,2004-03-01 To celebrate the 25th anniversary of its publication Michael W Apple has thoroughly updated his influential text and written a new preface The new edition also includes an extended interview circa 2001 in which Apple relates the critical agenda outlined in *Ideology and Curriculum* to the more contemporary conservative climate Finally a new chapter titled *Pedagogy Patriotism and Democracy Ideology and Education After 9 11* is also included *Bringing Knowledge Back In* Michael Young,2007-10-19 This book tackles some of the most important educational questions of the day It is rare to find a book on education which is theoretically sophisticated and practically relevant this book is From the Foreword by Hugh Lauder What is it in the twenty first century that we want young people and adults returning to study to know What is it about the kind of knowledge that people can acquire at school college or university that distinguishes it from the knowledge that people acquire in their everyday lives everyday lives at work and in their families *Bringing Knowledge Back In* draws on recent developments in the sociology of knowledge to propose answers to these key but often overlooked educational questions Michael Young traces the changes in his own thinking about the question of knowledge in education since his earlier books *Knowledge and Control* and *The Curriculum of the Future* He argues for the continuing relevance of the writings of Durkheim and Vygotsky and the unique importance of Basil Bernstein s often under appreciated work He illustrates the importance of questions about knowledge by investigating the dilemmas faced by researchers and policy makers in a range of fields He also considers the broader issue of the role of sociologists in relation to educational policy in the context of increasingly interventionist governments In so doing the book provides conceptual tools for people to think and debate about knowledge and education in new ways provides clear expositions of difficult ideas at the interface of epistemology and the sociology of knowledge makes explicit links between theoretical issues and practical policy questions offers a clear focus for the future development of the sociology of education as a key field within educational studies This compelling and provocative book will be essential reading for anyone involved in research and debates about the curriculum as well as those with a specific interest in the sociology of education *Toward a Sociology of Education* John Beck,Chris Jenks,Nell Keddie,Michael F. D. Young,2020-03-10 By including material from literary philosophical and anthropological sources and by

selecting readings which consider educational practice both within and beyond formal educational contexts this book broadens the character of sociological inquiry in education The editors bring together material they have found valuable when working with students of education and sociology at all levels Many of these articles and extracts are either inaccessible or have not been reprinted The collection should stimulate inquiry about the assumptions underlying current debates on curriculum streaming school organization methods of teaching and preconceived notions of ability

Curriculum and the Specialization of Knowledge Michael Young, Johan Muller, 2015-09-07 This book presents a new way for educators at all levels from early years to university to think about curriculum priorities It focuses on the curriculum as a form of specialised knowledge optimally designed to enable students to gain access to the best knowledge available in any field Papers jointly written by the authors over the last eight years are revised for this volume It draws on the sociology of knowledge and in particular the work of Emile Durkheim and Basil Bernstein opening up the possibilities for collaborative inter disciplinary enquiry with historians philosophers and psychologists Although primarily directed to researchers university teachers and graduate students its arguments about specialised knowledge have profound implications for policy makers

Rationality, Education and the Social Organization of Knowledge Chris Jenks, 1977

Knowledge and Knowers Karl Maton, 2013-09-11 We live in knowledge societies and work in knowledge economies but accounts of social change treat knowledge as homogeneous and neutral While knowledge should be central to educational research it focuses on processes of knowing and condemns studies of knowledge as essentialist This book unfolds a sophisticated theoretical framework for analysing knowledge practices Legitimation Code Theory or LCT By extending and integrating the influential approaches of Pierre Bourdieu and Basil Bernstein LCT offers a practical means for overcoming knowledge blindness without succumbing to essentialism or relativism Through detailed studies of pressing issues in education the book sets out the multi dimensional conceptual toolkit of LCT and shows how it can be used in research Chapters introduce concepts by exploring topics across the disciplinary and institutional maps of education how to enable cumulative learning at school and university the unfounded popularity of student centred learning and constructivism the rise and demise of British cultural studies in higher education the positive role of canons proclaimed revolutions in social science the two cultures debate between science and humanities how to build cumulative knowledge in research the unpopularity of school Music how current debates in economics and physics are creating major schisms in those fields LCT is a rapidly growing approach to the study of education knowledge and practice and this landmark book is the first to systematically set out key aspects of this theory It offers an explanatory framework for empirical research applicable to a wide range of practices and social fields and will be essential reading for all serious students and scholars of education and sociology

Rationality, Education and the Social Organization of Knowledge Chris Jenks, 2011-12-08 The manner in which we variously come to an understanding of our world presents problems for us all but the unified method by which we ought best to acquire such knowledge represents the

particular problem of contemporary education This important book seeks to explore some of the underlying practises and assumptions that go to produce and sustain both such sets of activities As a result of its concerns with the social organization of knowledge at all levels the sociology of education has become a central form of much contemporary sociological theory All the papers in this collection are formulations of a reflexive method of theorizing within sociology of education This is a mode of address deriving partly from social phenomenology which seeks to display the grounds of the theorists speech as itself an essential feature of any informative dialogue Major themes in education and in sociology are considered in this way including the social form of rationality the constitution of curricula normative beliefs about Learning the nature of literary study as liberal education and the character of scientific knowledge in the social world **Teaching Science** Ralph

Levinson,2005-08-05 Science education has undergone far reaching changes in the last fifty years The articles collected together in this reader examine how we have reached our present consensus and what theories we now use to explain how children learn science The central sections of the reader examine how all this can be translated into effective and stimulating teaching how learning can be most accurately and fairly assessed and how the impact of gender ethnicity and other factors on children s performance can be addressed in methods of teaching which make science accessible to all The articles in the final section of the book are a reminder that the debate is not finished yet and raise some challenging questions about what science education is and what it is for Ideology and Curriculum Michael W. Apple,1990-02-22 When Ideology and Curriculum was first published in 1979 it was quickly established as a path breaking statement on the relationship between cultural and economic power in education It has been translated into many languages including Chinese Japanese Korean Spanish Portuguese and Greek and it has had a profound impact on the debates about education and democracy in many nations Most recently it has been named one of the 20 most influential volumes in the history of western education

Leaders in Curriculum Studies Leonard J. Waks,Edmund C. Short,2009-01-01 In the 1950s and 1960s school teaching became a university based profession and scholars and policy leaders looked to the humanities and social sciences in building an appropriate knowledge base By the mid 1960s there was talk about a new philosophy history and sociology of education Curriculum thinkers such as Joseph Schwab Dwayne Heubner and Paul Hirst initiated new intellectual projects to supplement applied work in curriculum By the 1970s the field was in the process of re conceptualization as a new generation of scholars provided deep critical insights into the social political and cultural dynamics of school experience and templates for renewal of curriculum research and practice In this book 18 leading curriculum scholars since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences in teaching and curriculum development creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

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Trans-Disciplinary Knowledge and Skills for an Uncertain Future: Are Educational Media up to It? Guilherme Gabriel Ballande Romanelli, Jesús Rodríguez Rodríguez, 2024-01-01 This volume collects some of the papers presented at the 16th IARTEM Conference held in Florence in April 2022 It was a difficult conference held at a time when the pandemic was still present and therefore an important opportunity to resume a dialogue that seemed to have been interrupted The richness of the content which is the result of the reflections of authors from all over the world allows us to provide a precise scenario of the research state of art in the field of textbooks and digital resources for teaching

Chinese & French Views on Knowledge and Society Today Alain-Marc Rieu, 2012

Teachers as Intellectuals Henry A. Giroux, 2024-12-26 First published in 1988 Teachers as Intellectuals encourages us to see schools as democratic spaces in which teachers and students work together to transform society Giroux incorporates the most valuable insights of critical pedagogy into a more comprehensive and practical theory of schooling committed to educating students in the language of critique and possibility At the heart of his vision for schooling is the ability of the teacher to act as a transformative intellectual and to use critical pedagogy as a form of cultural politics The book includes an introduction by Paulo Freire a foreword by Peter McLaren and new introduction from the author

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