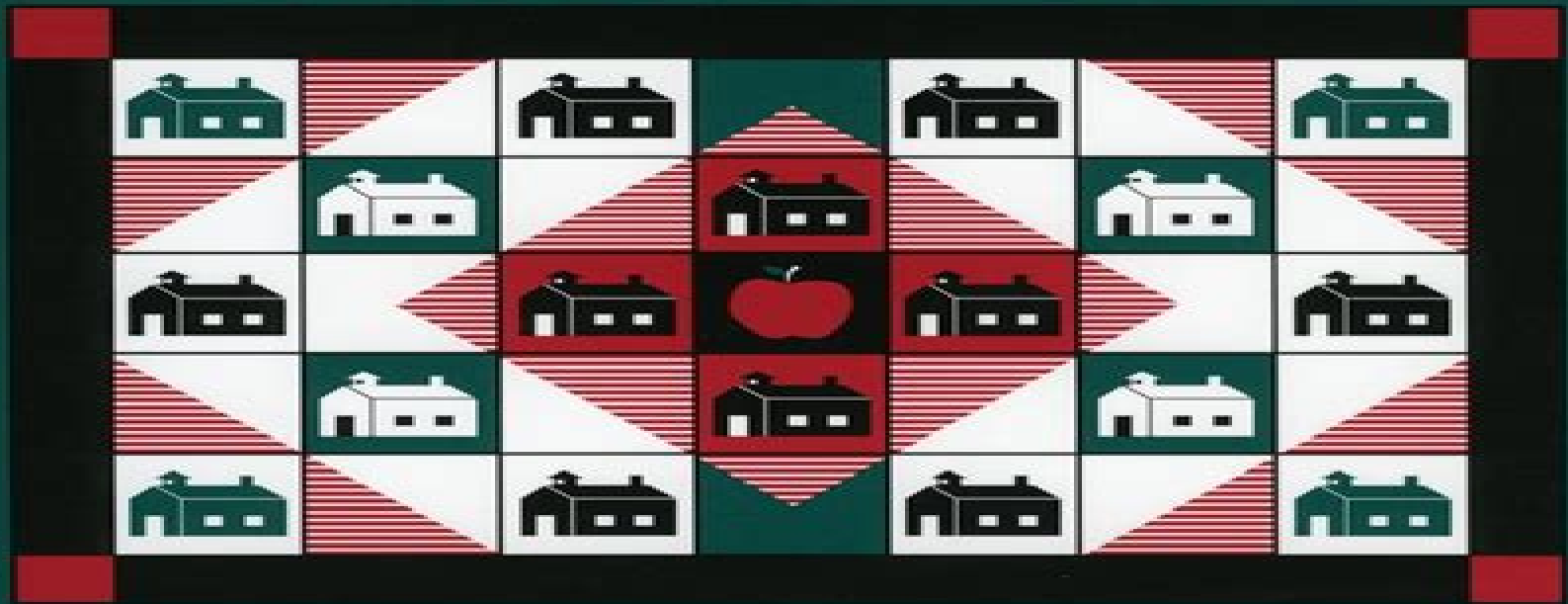


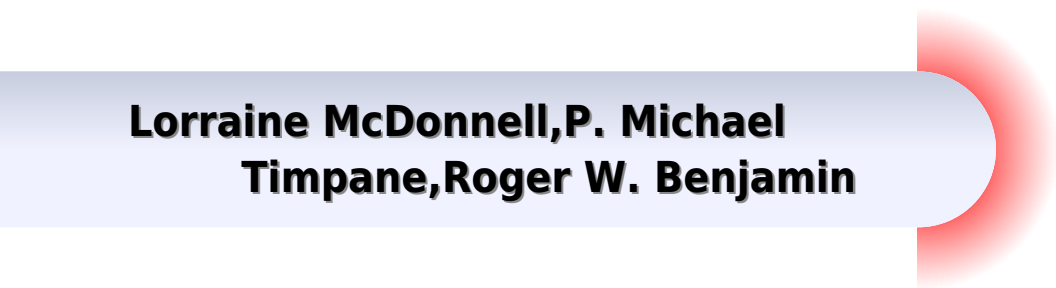
Rediscovering the Democratic Purposes of Education



**Edited by Lorraine M. McDonnell,
P. Michael Timpone, and Roger Benjamin**

Rediscovering The Democratic Purposes Of Education Studies In Government And Public Policy

**Lorraine McDonnell, P. Michael
Timpone, Roger W. Benjamin**



Rediscovering The Democratic Purposes Of Education Studies In Government And Public Policy:

Rediscovering the Democratic Purposes of Education Lorraine McDonnell, P. Michael Timpane, Roger W. Benjamin, 2000 Education theorists demonstrating that a democratically informed education is not an outmoded idea establish intellectual foundations for revitalizing American schools and offer ideas for how the educational process can become more democratic An initial series of articles reexamines the original premise of American education as articulated by thinkers like Jefferson and Dewey A second set identifies flaws in how schools are currently governed and offers models for change The final group analyzes the implications for education posed by value conflicts arising over the twin strands of a democracy socialization and governance Annotation copyrighted by Book News Inc Portland OR

Rediscovering the Democratic Purposes of Education Lorraine McDonnell, P. Michael Timpane, Roger W. Benjamin, 2000 Why do America s public schools seem unable to meet today s social challenges As competing interest groups vie over issues like funding and curricula we seem to have lost sight of the democratic purposes originally intended for public education Public schools were envisioned by the Founders as democratically run institutions for instilling civic values but today s education system seems more concerned with producing good employees than good citizens Meanwhile our country s diversity has eroded consensus about citizenship and the professionalization of educators has diminished public involvement in schools This volume seeks to demonstrate that the democratic purposes of education are not outmoded ideas but can continue to be driving forces in public education Nine original articles by some of today s leading education theorists cut a broad swath across the political spectrum to examine how those democratic purposes might be redefined and revived It both establishes the intellectual foundation for revitalizing American schools and offers concrete ideas for how the educational process can be made more democratic The authors make a case for better empirical research about the politics of education in order to both reconnect schools to their communities and help educators instill citizenship An initial series of articles reexamines the original premise of American education as articulated by important thinkers like Jefferson and Dewey A second group identifies flaws in how schools are currently governed and offers models for change A final section analyzes the value conflicts posed by the twin strands of democratic socialization and governance and their implications for education policy Spanning philosophy history sociology and political science this book brings together the best current thinking about the specifics of education policy vouchers charter schools national testing and about the role of deliberation in a democracy It offers a cogent alternative to the exchange paradigm and shows how much more needs to be understood about an issue so vital to America s future

American Public Education and the Responsibility of Its Citizens Sarah Marie Stitzlein, 2017 Rather than poorly performing schools the current educational crisis is really about citizen responsibility Citizens must insure that democratic processes are nurtured This is perhaps most achievable in public schools Therefore citizens have a responsibility to support public schools and this book offers tools and knowledge to help citizens fulfill it

Pluralism and American Public Education

Ashley Rogers Berner, 2016-11-11 This book argues that the structure of public education is a key factor in the failure of America's public education system to fulfill the intellectual civic and moral aims for which it was created. The book challenges the philosophical basis for the traditional common school model and defends the educational pluralism that most liberal democracies enjoy. Berner provides a unique theoretical pathway that is neither libertarian nor state focused and a pragmatic pathway that avoids the winner takes all approach of many contemporary debates about education. For the first time in nearly one hundred fifty years, changing the underlying structure of America's public education system is both plausible and possible, and this book attempts to set out why and how.

School Segregation and Social Cohesion in Santiago

Andres Molina, 2021-04-16 This book examines the consequences of educational segregation from the perspective of social cohesion. It investigates the impact of separating students along socioeconomic lines on student attitudes, dispositions, and outlooks considered important for social cohesion, as well as on achievement, opening the discussion about the social costs of school segregation. The separation of students based on their social background is a common feature of schooling in many modern systems. This is not only due to the influence of residential segregation but also to the effects of policies promoting educational privatisation, parental choice, and student academic selection. By recognising the importance of schooling for citizenship and social integration, the chapters in this book explore how the separation of students throughout their school lives can contribute to the division of citizens beyond school and how social segregation in school systems affects social cohesion more broadly. By exploring the case of Santiago, Chile, the study is a timely contribution to the understanding of the roots of social division and the role that schools play in creating cohesive societies. The originality of the approach and the evidence presented draw on implications that should be of interest to a wider audience concerned with contemporary discussions on solidarity and its erosion by educational segregation in urban environments.

Hard Questions

Judith L. Pace, 2021-02-15 Teaching controversial issues in the classroom is now more urgent and fraught than ever as we face up to rising authoritarianism, racial and economic injustice, and looming environmental disaster. Despite evidence that teaching controversy is critical, educators often avoid it. How then can we prepare and support teachers to undertake this essential but difficult work? **Hard Questions: Learning to Teach Controversial Issues** based on a cross-national qualitative study examines teacher educators' efforts to prepare preservice teachers for teaching controversial issues that matter for democracy, justice, and human rights. It presents four detailed cases of teacher preparation in three politically divided societies: Northern Ireland, England, and the United States. The book traces graduate students' learning from university coursework into the classrooms where they work to put what they have learned into practice. It explores their application of pedagogical tools and the factors that facilitated or hindered their efforts to teach controversy. The book's cross-national perspective is compelling to a broad and diverse audience, raising critical questions about teaching controversial issues and providing educators, researchers, and policymakers tools to help them fulfill this essential democratic mission of education.

Cultivating Imagination in

Leadership Gillian Judson, Meaghan Dougherty, 2023 This comprehensive book provides a theoretical understanding of how imagination contributes to effective leadership as well as practical tools all educational leaders can employ to cultivate their imaginations and the imaginations of others in their communities To support these goals book chapters offer multiple perspectives on what imagination is why it is essential for educational leaders and how it can be developed Contributions by leadership scholars and school based leaders are organized around three themes exploring possibilities poetics of memory and imagination s role in social justice and equity Each section opens with a leadership story that shows how a school leader developed and used imagination to create solutions to real problems Contributors to this volume were invited to read each other s work and share their questions and thoughts This work can now be used by individuals or within formal or informal learning communities to expand deepen and apply concepts Expanding on Kieran Egan s theory of Imaginative Education this book will help current and future leaders employ imagination to make sense of and address the day to day challenges they encounter Book Features Brings together empirical and conceptual research on imagination s varied roles in educational leadership Provides practical strategies and implementable techniques for cultivating leadership imagination Demonstrates what cognitive tools all leaders can use to deepen their understanding of issues to emotionally and imaginatively engage their school communities and to support equity diversity and inclusion Offers easy to use activities and guidelines for applying imagination to key leadership processes and practices Includes Cultivating Curiosity Conversation and Imagination sections at the end of chapters to stimulate individual reflection and collaborative discussion Contributors Laurie Anderson Sean Blenkinsop Lori Driussi Lynn Fels Mark Fettes James W Koschoreck Dan Laitsch Craig Mah Jessica Masterson Moraimo Machado Sarah Pazur Rose Pillay Tara Preston Courtney Robertson Jonathan Sclater Karen Steffensen Katie Strom Zachary D Thomas and Kara Mitchell Viesca *Handbook of Education Policy Research* Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are

objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Public Schools, Private Governance J. Celeste Lay, 2022-05-20 Examines the post Hurricane Katrina transformation of New Orleans public schools to an all charter system and the consequences of this change for local democracy

The Impact of Education Stephen Pickard, Michael Welker, John Witte, 2022-07-29 This book investigates the impact of education on the formation of character moral education and the communication of values in late modern pluralistic societies Scholars from four continents and many different academic fields are involved While the basic framework for the contributions is informed by Christian traditions the disciplines cover a significant range including theology education psychology literature anthropology law and business This makes for a rich variety of thematic concentrations and perspectives Readers will quickly sense that the educational foundations and trajectories of any given country are pervasive and have a significant reach into the fabric and shape of the society and its values making education a barometer of the well being of a people and their culture The result is a volume that will inform stimulate and challenge our understanding of the role of education in contemporary societies

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