

POWER/ KNOWLEDGE/ PEDAGOGY

edited

by

Dennis

Carlson

and

Michael W.

Apple

**The Meaning
of Democratic
Education in
Unsettling Times**

Power Knowledge Pedagogy The Meaning Of Democratic Education In Unsettling Times

Linda McNeil



Power Knowledge Pedagogy The Meaning Of Democratic Education In Unsettling Times:

Power/knowledge/pedagogy Dennis Carlson, 2018-03-05 The essays in this volume explore the educational implications of unsettling shifts in contemporary culture associated with postmodernism These shifts include the fragmentation of established power blocs the emergence of a politics of identity growing inequalities between the haves and the have nots in a new global economy and the rise in influence of popular culture in defining who we are In the academy postmodernism has been associated with the emergence of new theoretical perspectives that are unsettling the way we think about education These shifts the authors suggest are deeply contradictory and may lead in divergent political directions some of them quite dangerous Power Knowledge Pedagogy examines these issues with regard to four broad domains of educational inquiry state educational policy and curriculum reform student identity formation the curriculum as a text and critical pedagogy The book contributes to the dialogue on the forging of a new commonsense discourse on democratic educational renewal attuned to the changing times in which we live

Power/Knowledge/Pedagogy Dennis Carlson, Michael Apple, 1999-04-02 The essays in this volume explore the educational implications of unsettling shifts in contemporary culture associated with postmodernism These shifts include the fragmentation of established power blocs the emergence of a politics of identity growing inequalities between the haves and the have nots in a new global economy and the rise in influence of popular culture in defining who we are In the academy postmodernism has been associated with the emergence of new theoretical perspectives that are unsettling the way we think about education These shifts the authors suggest are deeply contradictory and may lead in divergent political directions some of them quite dangerous Power Knowledge Pedagogy examines these issues with regard to four broad domains of educational inquiry state educational policy and curriculum reform student identity formation the curriculum as a text and critical pedagogy The book contributes to the dialogue on the forging of a new commonsense discourse on democratic educational renewal attuned to the changing times in which we live

Understanding and Using Challenging Educational Theories Karl Aubrey, Alison Riley, 2024-08-30 Introducing 20 key educational thinkers who have offered challenging perspectives on education Exploring Their ideas how to apply them in practice and their relevance to teaching and learning today Understanding The strengths and limitations of each theory and links to other concepts This third edition includes Two new chapters on the works of Diane Ravitch and Gloria Ladson Billings Revamped reflective tasks with a greater practical focus for the classroom Fully updated chapters with links to current educational socio political developments and expanded critical commentary This is an essential textbook for any university course that includes learning theory with particular relevance for initial teacher education education studies and early childhood degrees Karl Aubrey has recently retired from his post at Bishop Grosseteste University Alison Riley is the Programme Leader for the BA Early Childhood Studies at Bishop Grosseteste University The perfect companion to Aubrey Riley Understanding and Using Educational Theories 3e 9781529761306

Creativity and Early Years Education Anna Craft, 2002-12-31 Creativity is firmly

embedded in curricular exam and inspection schemes Focusing on children aged three to eight this book discusses the teaching of creativity explaining the implications for practice theory and policy through a consideration of pedagogy curriculum learning and assessment

Dalit Women's Education in Modern India Shailaja Paik, 2014-07-11 Inspired by egalitarian doctrines the Dalit communities in India have been fighting for basic human and civic rights since the middle of the nineteenth century In this book Shailaja Paik focuses on the struggle of Dalit women in one arena the realm of formal education and examines a range of interconnected social cultural and political questions What did education mean to women How did changes in women s education affect their views of themselves and their domestic work public employment marriage sexuality and childbearing and rearing What does the dissonance between the rhetoric and practice of secular education tell us about the deeper historical entanglement with modernity as experienced by Dalit communities Dalit Women s Education in Modern India is a social and cultural history that challenges the triumphant narrative of modern secular education to analyse the constellation of social economic political and historical circumstances that both opened and closed opportunities to many Dalits By focusing on marginalised Dalit women in modern Maharashtra who have rarely been at the centre of systematic historical enquiry Paik breathes life into their ideas expectations potentials fears and frustrations Addressing two major blind spots in the historiography of India and of the women s movement she historicises Dalit women s experiences and constructs them as historical agents The book combines archival research with historical fieldwork and centres on themes including slum life urban middle classes social and sexual labour and family marriage and children to provide a penetrating portrait of the actions and lives of Dalit women Elegantly conceived and convincingly argued Dalit Women s Education in Modern India will be invaluable to students of History Caste Politics Women and Gender Studies Education Studies Urban Studies and Asian studies

Schoolhouse Gothic Sherry R. Truffin, 2009-03-26 The Schoolhouse Gothic undertaken by insiders and outsiders to the academy alike and embodied both in literature and in academic discourse draws on Gothic metaphors and themes in representing and interrogating contemporary American schools and educators Curses from the past take the form of persistent power inequities of race gender class and age and rather ironically the very Enlightenment that was to save the moderns from rigid ancient mystified hierarchies In Schoolhouse Gothic literature including works by Stephen King Flannery O Connor Toni Morrison Joyce Carol Oates and David Mamet school buildings classrooms and or offices function as traps or analogues to the claustrophobic family mansions monasteries and convents of old In Schoolhouse Gothic scholarship the trap is academic objectivity viewed not as a lofty goal but rather as an institutional strategy of concealment that blinds the scholar to his or her own prejudices and renders even the most well meaning complicit with inequitable power structures The combination of curse and trap common to the Gothic scenario produces paranoia violence and monstrosity In Schoolhouse Gothic literature schools turn students into psychopaths and machines In the scholarship the product is discourse or epistemic violence reified The Schoolhouse Gothic suggests at the very least that

Americans have become increasingly uneasy about the role of the academy increasingly mistrustful of its guardians and increasingly convinced that something sinister lies behind its officially benevolent exterior Higher Education in Vietnam L. Tran, S. Marginson, H. Do, T. Le, Nhai Nguyen, T. Vu, Thach Pham, 2016-01-13 Higher and tertiary education are crucial to modern nations Vietnam has great potential but its universities and colleges are poor performing under funded and slow to change compared to those in neighbouring East Asian nations This book analyses the problem and provides constructive solutions for the reform of higher education *Critical Constructivism Primer* Joe L. Kincheloe, 2005 The Critical Constructivism Primer introduces education students to the study of knowledge how it is inscribed by particular values and produced in problematic ways whose interests it serves and how it shapes the identities of those who consume it Critical constructivism is an epistemological position that examines the process by which knowledge is socially constructed Joe L. Kincheloe takes readers through the basic concepts and alerts them to the dangers of objectivism reductionism and the pathological views of self and world that emerge if students and educators are unaware of the construction of knowledge by dominant power interests The book is essential reading for individuals who want to become researchers and educators

Contradictions of School Reform Linda McNeil, 2002-09-11 Parents and community activists around the country complain that the education system is failing our children They point to students failure to master basic skills even as standardized testing is widely employed in efforts to improve the educational system *Contradictions of Reform* is a provocative look into the reality for students as well as teachers of standardized testing A detailed account of how student improvement and teacher effectiveness are evaluated *Contradictions of Reform* argues compellingly that the preparation of students for standardized tests engenders teaching methods that vastly compromise the quality of education *Diversity, Equity, and Inclusive Education: A Voice from the Margins* C.P. Gause, 2011-07-23 The United States is more ideologically philosophically culturally linguistically racially and ethnically diverse than she has been in any given point in her history however many of her citizens are currently living in a state of fear What stands out the most is how we allow this fear to take over our lives in multiple ways We fear our neighbors therefore we do not engage them We fear young people and the way they look therefore we do not have conversations with them We fear the possibility of terrorists attacks therefore we utilize eavesdropping and surveillance devices on our citizens There are some of us who fear the loss of gun rights therefore we stockpile weapons We fear anything that is different from who we are and what we believe This nation has at many points within our history become more united because of our fear however as our borders physical and virtual become less protective and the opportunities to connect more via the digital world expand we must educate our citizenry to not live in fear but in hope To teach learn and lead democratically requires the individual to engage in problem posing and in critiquing taken for granted narratives of power and privilege Critical change occurs with significant self sacrifice potential alienation rejection and costly consequences Educators must do justice to the larger social public and institutional responsibility of our positions and we

must exercise courage in creating opportunities for change Diversity Equity and Inclusive Education A Voice from the Margins provides the space and opportunity to move beyond a state of fear into a state of organic transformation a place where fear creates the energy to speak those things that are not as though they were **Handbook of Cultural Politics and Education** ,2010-01-01 In academia the effects of the cultural turn have been felt deeply In everyday life tenets from cultural politics have influenced how people behave or regard their options for action such as the reconfiguration of social movements protests and praxis in general Many authors writing in this field are known for their scholarship and social activism both of which are arguably guided by principles of cultural politics about the nature of representation and the deployment of power in political discourses The Handbook of Cultural Politics and Education is less an attempt to standardize contemporary educational scholarship and more a collection that engages the problems and promises of recent themes in social and cultural thought which require our attention and demand a response In other words it opens doors to questions rather than convenient answers to difficult educational dilemmas The Handbook is part of the appraisal of an opening created by interdisciplinary writings on such themes as representation civil society cultural struggle subjectivity and media within the context of education Indeed cultural politics troubles traditional frameworks in search of critical explanations concerning education s place within society The contributions in the collection support this endeavor *Promises to Keep* Greg Dimitriadis,Dennis Carlson,2003-05-01 This book takes a serious look at the erosion of democratic public life and public education and offers directions for re imagining re designing and re inventing the current system Bridging the disciplines of film studies postcolonial studies curriculum theory and politics these essays suggest new possibilities for curriculum and shed new light on what shape public education could take in coming decades **Education Theories for a Changing World** Karl Aubrey,Alison Riley,2023-09-08 How can education be a vehicle for social change This book looks at how different educational theories can be used to address complex and vital issues in society by exploring key concepts and challenging traditional thought through an educational lens Each topic area is explored in both theoretical and practical terms with direct application to the classroom throughout Key topics include The climate crisis The Black Lives Matter movement The rise of right wing populism The experience of LGBTQ students in school The impact of COVID 19 This is essential reading for anyone training to teach at any age phase and students undertaking the academic study of education *Learning and Teaching in a Metropolis* Lynn Ang,John Trushell,Patricia Walker,2010 At the interface Probing the Boundaries seeks to encourage and promote cutting edge interdisciplinary and multi disciplinary projects and inquiry by bringing people together from differing contexts disciplines professions and vocations the aim is to engage in conversations that are innovative imaginative and creatively interactive *Foundations of Qualitative Research* Jerry W. Willis,2007-01-26 Foundations of Qualitative Research introduces key theoretical and epistemological concepts replete with historical and current real world examples Author Jerry W Willis provides an invaluable resource to guide the critical and qualitative

inquiry process written in an accessible and non intimidating style that brings these otherwise difficult concepts to life

Teaching of English Iresha Madhavi Karunaratne, 2009 Study conducted in government schools of Colombo Sri Lanka

Teaching the Practitioners of Care Nancy L. Diekelmann, 2012-11 Contributors Nancy L Diekelmann Karin Dahlberg Margaretha Ekebergh Pamela M Ironside Kathryn Hopkins Kavanagh Melinda M Swenson Sharon L Sims Rosemary A McEldowney Jan D Sinnott Critical Transformative Educational Leadership and Policy Studies - A Reader João M. Paraskeva, 2021-03-24 A 2022 SPE Outstanding Book Award Winner Critical Transformative Educational Leadership and Policy Studies A Reader is a comprehensive collection of critical contributions from most of the leading voices in the fields of educational leadership and educational policy studies pushing back against the current neoliberal authoritarian environment The volume offers alternative ways to perceive and to formulate education leadership and policy from a critical transformative perspective Individual chapters discuss such topics as social justice in education poverty race and public education counter hegemonic education movements the privatization of schools and school reform and advocacy leadership among others all from a critical perspective It is a crucial and timely volume for educators school administrators educational leaders social activists and union leaders concerned with the current state of our universities and our education system Perfect for courses such as Political Economy of Urban Education Leadership and Policy Studies Educational Policy and Reform Politics of Education Cultural Studies Curriculum Theory and Development Socio Historical Foundations Indigenous Knowledges and Methodologies Cultural Studies and Education *Asia as Method in Education Studies* Hongzhi Zhang, Philip Chan, Jane Kenway, 2015-02-11 Unlearning and re inventing the theoretical frameworks of Intercultural and Asian Studies is central to this book as it is to Chen Kuan Hsing s evocative *Asia as Method* this book s inspirational source Chen insists that studies of Asia move beyond their paralysing fixation on the West as either a positive or negative referent and that they develop their own standpoints reference points and research agendas *Asia as Method in Education Studies* is therefore a provocative and suggestive exploration of educational ideas imported from the West Chen s challenge provokes the writers in this collection to consider the implications of colonial and imperialist forces for education systems policies and practices as well as for educational research itself The writers offer examples of what it means to rethink and re examine education in Asia beyond both the Western imperialist eye and the post colonial politics of resentment *Asia as Method in Education Studies* combines the diverse research of scholars from various countries of Asia as they consider for example Struggles to Construct New Research Imaginations in Response to Chen s Challenges East West Dialogue Three Cases in Chinese Educational Research Asia as a method of Complexity and Dialogue Generalizing the Self Asianizing Perspectives on International Education and the Formation of Self Against Asia centric Methods Australia China Theoretic linguistic Knowledge Co production Highly anticipated for its novel contemporary perspectives this book offers researchers specialising in educational studies and policy making fresh practices of thought **Reconstructing Policy in Higher**

Education Elizabeth J. Allan, Susan Iverson, Rebecca Ropers-Huilman, 2009-10-16 *Reconstructing Policy in Higher Education* highlights the work of accomplished and award winning scholars and provides concrete examples of how feminist poststructuralism effectively informs research methods and can serve as a vital tool for policy makers analysts and practitioners The research examines a range of topics of interest to scholars and professionals including purposes of Higher Education administrative leadership athletics diversity student activism social class the history of women in postsecondary institutions and quality and science in the globalized university Students enrolled in Higher Education and Educational Policy programs will find this book offers them tools for thinking differently about policy analysis and educational practice Higher Education faculty managers deans presidents and policy makers will find this book contributes significantly to their own policy analysis practice and discourse Elizabeth J Allan is an Associate Professor of Higher Education at the University of Maine where she is also an affiliated faculty member with the Women s Studies program Susan V Iverson is an Assistant Professor of Higher Education Administration Student Personnel at Kent State University where she is also an affiliated faculty member with the Women s Studies Program Rebecca Ropers Huilman is a Professor of Higher Education at the University of Minnesota

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