

Modern Educational *myths*

The future of
democratic
comprehensive
education

Edited by Bob O'Hagan

Modern Educational Myths

Adey, Philip, Dillon, Justin



Modern Educational Myths:

Modern Educational Myths O'Hagan, Bob, 2013-04-15 Focusing on some of the fallacies in the education system in the UK the contributors to this text dissect controversial topics including are higher pass rates the key to success is school really a community does good management create a good school and can A levels survive 50 Myths and Lies That Threaten America's Public Schools David C. Berliner, Gene V Glass, 2014 Two of the most respected voices in education and a team of young education scholars identify 50 myths and lies that threaten America's public schools With hard hitting information and a touch of comic relief Berliner Glass and their Associates separate fact from fiction in this comprehensive look at modern education reform They explain how the mythical failure of public education has been created and perpetuated in large part by political and economic interests that stand to gain from its destruction They also expose a rapidly expanding variety of organizations and media that intentionally misrepresent facts Many of these organizations also suggest that their goal is unbiased service in the public interest when in fact they represent narrow political and financial interests Where appropriate the authors name the promoters of these deceptions and point out how they are served by encouraging false beliefs This provocative book features short essays on important topics to provide every elected representative school administrator school board member teacher parent and concerned citizen with much food for thought as well as reliable knowledge from authoritative sources Berliner and Glass are long time critics of wrong headed education reforms 50 Myths and Lies continues their record of evidence based truth telling Joined by 19 young scholars in identifying 50 of the worst ideas for changing our nation's schools they are able to sort through the cacophony of today's all too often ill informed debate Anyone involved in making decisions about today's schools should read this book Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University This book is true grit It's the gritty reality of hard data It's the irritating grit that makes you shift in your seat And it's the grit that sometimes makes you want to weep Well argued well written whether you agree or disagree with this book if you care about the future of public education you mustn't ignore it Andy Hargreaves professor Thomas More Brennan Chair in Education Lynch School of Education Boston College 50 Myths and Lies is a powerful defense of public education and a discerning refutation of the reckless misimpressions propagated by a juggernaut of private sector forces and right wing intellectuals who would gladly rip apart the legacy of democratic schooling in America It is a timely and hard hitting book of scholarly but passionate polemic The teachers of our children will be grateful Jonathan Kozol educator author of Fire in the Ashes What do you get when two world class scholars and a team of talented analysts take a hard look at 50 widely held yet unsound beliefs about U S public schools Well in this instance you get a flat out masterpiece that by persuasively blending argument and evidence blasts those beliefs into oblivion Required reading You bet W James Popham professor emeritus UCLA David C Berliner is an educational psychologist and bestselling author He was professor and dean of the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University Gene V

Glass is a senior researcher at the National Education Policy Center and a research professor in the School of Education at the University of Colorado Boulder Their Associates are the hand picked leading PhDs and PhDs in training from their respective institutions

Seven Myths About Education Daisy Christodoulou, 2014-03-14 In this controversial new book Daisy Christodoulou offers a thought provoking critique of educational orthodoxy Drawing on her recent experience of teaching in challenging schools she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles She examines seven widely held beliefs which are holding back pupils and teachers Facts prevent understanding Teacher led instruction is passive The 21st century fundamentally changes everything You can always just look it up We should teach transferable skills Projects and activities are the best way to learn Teaching knowledge is indoctrination In each accessible and engaging chapter Christodoulou sets out the theory of each myth considers its practical implications and shows the worrying prevalence of such practice Then she explains exactly why it is a myth with reference to the principles of modern cognitive science She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence less theory and bad practice This blisteringly incisive and urgent text is essential reading for all teachers teacher training students policy makers head teachers researchers and academics around the world

23 Myths about the History of American Schools Sherman Dorn, David A. Gamson, 2024 In this fascinating collection some of the foremost historians of education including Barbara Beatty Larry Cuban Linda Eisenmann Yoon K Pak John L Rury and Jonathan Zimmerman debunk commonly held myths about American schooling Each short readable chapter focuses on one myth explaining what the real history is and how it helped shape education today Contributors take on a host of tall tales including the supposed agrarian origins of summer vacation exaggerated stories of declining student behavior and academic performance persistent claims that some people are born to be teachers idealistic notions that the 1954 Brown decision ended segregation in American schools misleading beliefs that classrooms operate in ways designed to fit the industrial era and more 23 Myths About the History of American Schools will awaken the inner history nerd of everyone who ever asked How did we get this irrational school system It will affirm the truth that its readers are as entitled to think critically about schooling as anyone else Book Features Examines how the history of American education has been distorted and misrepresented either intentionally or unintentionally Provides important stories that can help guide discussion about the future of education Anticipates what local and state politicians are likely to say and misstate about schooling Provides engaging chapters that highlight why real history is important and more fascinating than the myths Accessible to a wide range of readers from undergraduates to career educators

Making Sense of Mass Education Gordon Tait, 2015-10-09 This second edition of Making Sense of Mass Education has been comprehensively updated and expands on the previous edition's structure of derailing traditional myths about education as a point of discussion It also features two new chapters on Big Data and Globalisation and what they mean

for the Australian classroom Inclusive Education Felicity Armstrong, Derrick Armstrong, Len Barton, 2016-01-08 First published in 2000 This book looks at inclusive education in the context of policy and practice in a number of different countries particularly in relation to children and young people of school age At the heart of the idea of inclusive education lie serious issues concerning human rights equal opportunities and social justice The papers in this book will hopefully contribute to stimulating further debate and dialogue over both the conceptualisation and understanding of a cross cultural approach to inclusion and exclusion **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1976 *Schools and Religions* Julian Stern, 2007-05-08 The link between schools and religions is an area of lively debate Looking at two challenges of the 21st century social inclusion and globalization this book analyses the role that religion can play in fostering communities in schools and its implications for social cultural and other developments in both national and international contexts *Taking Education Really Seriously* Michael Fielding, 2004-08-02 Michael Fielding looks at what the Labour Government has achieved in the last four years with its policy of education education education There has been widespread disappointment in New Labour s education policies which on the whole have not steered too far wide of those put in place by Margaret Thatcher including issues of marketisation testing and performativity Michael Fielding has called on the key policy thinkers in education to offer their opinions on what has happened in education over the first three to four years of the New Labour Government Education policy is a controversial subject and with a General Election expected within the next few months this book will be read widely by people within education politicians and journalists and by others anxious to get to facts and avoid the spin The subject matter and the presence of so many high profile educationalists make this an essential read **The Spirit of the School** Julian Stern, 2011-11-03 Recent interest in personalized learning and the issues raised by Every Child Matters have led to renewed enthusiasm for the more personal and holistic aspects of schooling This fascinating monograph draws on empirical evidence from schools across the world to answer key questions such as What is the spirit of the school How does it differ from school ethos What can teachers and pupils do to contribute to the spirit of the school Drawing heavily on research into learning theories from the social constructivist tradition community from the philosophy of John Macmurray and dialogue from the philosophy of Martin Buber Julian Stern s unique and illuminating book will stimulate fresh thinking about spiritual education Involving Parents in their Children's Learning Margy Whalley, 2017-05-15 *Involving Parents in their Children s Learning* is the story of the pioneering work of the Pen Green Centre for children and families Showing how early years practitioners can collaborate effectively with parents the book includes case studies of parents and children who have attended the centre and charts developments in learning for both children and parents The authors show how to support parents as their child s first educator provide practical and psychological support to parents involve fathers and male carers share important child development concepts support and extend children s learning connect with services that parents may find hard to reach This

New Edition is updated throughout revisiting some of the families and practitioners who feature in the previous editions and also includes 2 brand new chapters on Parents as Researchers and Family Drop in sessions Cath Arnold will be discussing key ideas from Involving Parents in their Children's Learning in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie *Supporting Improving Primary Schools* Paul Lincoln, Geoff Southworth, 2005-06-27 Drawn from the experience of the Essex Primary School Improvement programme this book shows how primary schools in the county have improved their standards subsequent to OFSTED inspection It explores the role of the LEA in supporting schools and their efforts to improve It also looks at the collaborative relationship that LEAs and schools can form and the implications for school leadership and for students The book also sheds light on issues of consultancy information and data handling and evaluating school improvement Education beyond Europe Cristiano Casalini, Edward Choi, Ayenachew A. Woldegiyorgis, 2021-02-15 The focus of this volume is on illuminating how local educational traditions developed in particular contexts around the world before or during the encounter with European early modern culture In this vein this volume breaks from the common narrative of educational historiography privileging the imposition of European structures and its consequences on local educational traditions Such a narrative lends to historiographical prejudice that fosters a distorted image of indigenous educational cultures as historyless as if history was brought to them merely through the influence of European models Fifteen multi disciplinary scholars globally have contributed with surveys and perspectives on the history of local traditions in countries from around the globe before their own modernities Contributors include Guochang Shen Yongyan Wang Xia Shen Ga tan Rappo Sunghwan Hwang Jan S Aritonang Mere Skerrett Saiyid Zaheer Husain Jafri Zackery M Heern Judith Francis Zeitlin Layla Jorge Teixeira Cesar Mustafa G nd z Igor Fedyukin Edit Szegedi Inese Runce Sigur ur Gylfi Magn sson and Dav lafsson Myth and Geology Luigi Piccardi, W. Bruce Masse, 2007 This book is the first peer reviewed collection of papers focusing on the potential of myth storylines to yield data and lessons that are of value to the geological sciences Building on the nascent discipline of geomythology scientists and scholars from a variety of disciplines have contributed to this volume The geological hazards such as earthquakes tsunamis volcanic eruptions and cosmic impacts that have given rise to myths are considered as are the sacred and cultural values associated with rocks fossils geological formations and landscapes There are also discussions about the historical and literary perspectives of geomythology Regional coverage includes Europe and the Mediterranean Afghanistan Cameroon India Australia Japan Pacific islands South America and North America Myth and Geology challenges the widespread notion that myths are fictitious or otherwise lacking in value for the physical sciences **BOOK JACKET**

Japanese Higher Education as Myth Brian J. McVeigh, 2015-03-04 In this dismantling of the myth of Japanese quality education McVeigh investigates the consequences of what happens when statistical and corporatist forces monopolize the purpose of schooling and the boundary between education and employment is blurred **The Creative College** Graham

Jeffery,2005 Drawing on case studies this book explores how teachers artists and arts organisations can collaborate to create a culture of artistic aspiration and success for students It analyses and explains what is needed to make such partnerships a success and explores the challenges and issues faced

Governing Knowledge Ivar Bleiklie,Mary Henkel,2005-07-18 In this book an international group of leading higher education researchers draw on a wealth of social theory and comparative empirical research to analyse current developments and their implications Different contributions focus on different levels of higher education the system the institution and the academic practitioner in different national and international contexts However strong common themes bind these contributions together They include not only the significance of massification globalisation neo liberalism and managerialism for the governance of higher education its knowledge and values but also the complexities of change processes the importance of context and history and the strength of the stabilities that remain The inspiration for this work comes from the career and personal influence of an individual scholar Maurice Kogan A central feature of his work has been empirically grounded analysis of interconnections between knowledge values authority and power and how these are reflected in institutional structures and individual practices As a historian as well as a political scientist he has always insisted on locating contemporary developments in a longer term perspective This volume is for researchers in higher education studies students in postgraduate courses in higher education policy and management higher education policy makers in national and international organisations higher education institutional leaders senior academics managers and administrators Professor Teboho Moja New York University USA It will be an invaluable resource inter alia for higher education students scholars and institutional leadership The book could provide a major contribution to the field of higher education because of the different perspective different authors present and an array of issues as well as frameworks to discuss them This book is bound for the desktops instead of the bookshelves of administrators researchers and graduate students It is likely to be used time and again as readers explore new ways to transform education systems or institutions meet their needs for program improvement policy development and general research I expect that most readers will weave through the chapters on an as needed basis until they have engaged all its excellent content

Catholic Schools Gerald Grace,2002-11-01 In this ground breaking book Gerald Grace addresses the dilemmas facing Catholic education in an increasingly secular and consumer driven culture The book combines an original theoretical framework with research drawn from interviews with sixty Catholic secondary head teachers from deprived urban areas Issues discussed include Catholic meanings of academic success tensions between market values and Catholic values threats to the mission integrity of Catholic schools the spiritual moral and social justice commitments of contemporary Catholic schools This book will be equally useful to leaders of Catholic and other schools and to all those interested in values and leadership in schooling

Achievement and Inclusion in Schools Lani Florian,Martyn Rouse,Kristine Black Hawkins,2024-11-01 Winner of the nasen Special Educational Needs Academic Book award 2008 There is an enduring and widespread perception amongst policy

makers and practitioners that certain groups of children in particular those who find learning difficult have a detrimental effect on the achievement of other children Challenging this basic assumption Achievement and Inclusion in Schools argues that high levels of inclusion can be entirely compatible with high levels of achievement and that combining the two is not only possible but essential if all children are to have the opportunity to participate fully in education Packed with vivid case studies that explore the benefits and tensions for children and schools this book sets out to answer the following questions What is the nature of the relationship between the inclusion of some children and the achievement of all Are there strategies which can raise the achievement of all children whilst safeguarding the inclusion of others who are more vulnerable What changes can a school make to ensure high levels of inclusion as well as high levels of achievement for all its children Achievement and Inclusion in Schools offers an up to date analysis of current issues provides practical guidance for practitioners and policy makers and will be of interest to anyone passionate about inclusive education *Bad Education: Debunking Myths In Education* Adey, Philip, Dillon, Justin, 2012-10-01 As Ben Goldacre's Guardian Bad Science column debunks popular scientific myths this book aims to do the same for education myths and unjustified claims

The Enigmatic Realm of **Modern Educational Myths**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Modern Educational Myths** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those that partake in its reading experience.

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Table of Contents **Modern Educational Myths**

1. Understanding the eBook **Modern Educational Myths**
 - The Rise of Digital Reading **Modern Educational Myths**
 - Advantages of eBooks Over Traditional Books
2. Identifying **Modern Educational Myths**
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an **Modern Educational Myths**
 - User-Friendly Interface
4. Exploring eBook Recommendations from **Modern Educational Myths**
 - Personalized Recommendations
 - **Modern Educational Myths** User Reviews and Ratings
 - **Modern Educational Myths** and Bestseller Lists

5. Accessing Modern Educational Myths Free and Paid eBooks
 - Modern Educational Myths Public Domain eBooks
 - Modern Educational Myths eBook Subscription Services
 - Modern Educational Myths Budget-Friendly Options
6. Navigating Modern Educational Myths eBook Formats
 - ePub, PDF, MOBI, and More
 - Modern Educational Myths Compatibility with Devices
 - Modern Educational Myths Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Modern Educational Myths
 - Highlighting and Note-Taking Modern Educational Myths
 - Interactive Elements Modern Educational Myths
8. Staying Engaged with Modern Educational Myths
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Modern Educational Myths
9. Balancing eBooks and Physical Books Modern Educational Myths
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Modern Educational Myths
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Modern Educational Myths
 - Setting Reading Goals Modern Educational Myths
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Modern Educational Myths
 - Fact-Checking eBook Content of Modern Educational Myths
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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