

Marxism Against Postmodernism in Educational Theory



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Marxism Against Postmodernism In Educational Theory

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Marxism Against Postmodernism In Educational Theory:

Marxism Against Postmodernism in Educational Theory Dave Hill, 2002-01-01 Written by renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research

Marxism Against Postmodernism in Educational Theory Mike Cole, Dave Hill, Peter McLaren, 2002-12-11 Postmodernism has become the orthodoxy in educational theory It heralds the end of grand theories like Marxism and liberalism scorning any notion of a united feminist challenge to patriarchy of united anti racist struggle and of united working class movements against capitalist exploitation and oppression For postmodernists the world is fragmented history is ended and all struggles are local and particularistic Written by internationally renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work Postmodernism in Educational Theory critically examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research The writers argue that postmodernism provides neither a viable educational politics nor the foundation for effective radical educational practice and offer an alternative politics of human resistance which puts the challenge to capitalism firmly on the agenda of educational theory politics and practice

Marxism and Educational Theory Mike Cole, 2007-10-18 Mike Cole considers the origins and developments within the evolution of Marxist theory and postmodern theory He analyses how Marxism and postmodernism are articulated within the sociology of education since its inception up to the present

Renewing Dialogues in Marxism and Education A. Green, G. Rikowski, H. Raduntz, 2007-12-25 In the first book in their series on Marxism and Education Rikowski and Green use Marxist theory to examine the dialectic between race and power in education The series is aimed at educationalists teachers researchers policy makers or administrators as well as activists who consider the Marxist tradition a valuable and important resource

Critical Theories, Radical Pedagogies, and Global Conflicts Gustavo Fischman, 2005 We are living in a time of resurgent global conflicts and imperialistic tensions a time in which many children are being left behind by school systems that appear more concerned with developing accountability schemes and standardized models of testing than with defending the right of every child to have access to a good education The efforts of countless teachers activists and families working and living in poor areas around the world are labeled as failures entirely discredited on the basis of their expendability in relation to capital gains or simply ignored In response to these oppressive and challenging conditions this book s contributors a group of committed educators and activists working in an ethos of solidarity across geopolitical and geographical borders have advanced arguments and strategies that link educational transformation to the larger struggle to transform oppressive social relations In a clear attempt to move beyond both nostalgia and romanticism Critical Theories Radical Pedagogies and Global Conflicts draws from a range of viewpoints conceptual and thematic transnational and crosscultural First World and Third World to

articulate new directions for teachers and activists working to demonstrate that another education and indeed another world is possible The Praeger Handbook of Urban Education Philip M. Anderson, Kecia Hayes, Joe Kincheloe, Karel Rose, 2006-03-30 Maintaining that urban teaching and learning is characterized by many contradictions this work proposes that there is a wide range of social cultural psychological and pedagogical knowledge urban educators must possess in order to engage in effective and transformative practice It is necessary for those teaching in urban schools to be scholar practitioners rather than bureaucrats who can only follow rather than analyze understand and create Ten major sections cover the myriad issues of urban education as it exists today *Contesting Neoliberal Education* Dave Hill, 2011-02-09 Neoliberal education policies have privatised marketised decentralized controlled and surveilled managed according to the business and control principles of new public managerialism attacked the rights and conditions of education workers and resulted in a loss of democracy critique and equality of access and outcome This book written by an impressive international array of scholars and activists explores the mechanisms and ideologies behind neoliberal education while evaluating and promoting resistance on a local national and global level Chapters examine the activities and impacts of the arguably socialist revolution in Venezuela the Porto Alegre democratic community experimental model in Brazil the activities of the Rouge Forum of democratic socialist teachers and educators in the USA Public Service International resistance movements against the GATS General Agreement on Trade in Services and trade union and social movement and community parental opposition to neoliberal education policies in Britain and in Latin America Schooling and Equality Dave Hill, Mike Cole, 2013-10-16 This text covers the range of equality issues in school level education from the perspective and needs of educators trainee teachers and students of education It uses a blend of issues concepts facts and research to open up key issues and consider policy developments in the field **Storied Inquiries in International Landscapes** Tonya Huber, 2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author s graduate research according to Cabell s Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebastião Salgado s Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research **Teaching Peter McLaren** Marc Pruyn, Luis

M. Huerta Charles, 2005 Teaching Peter McLaren the first volume in the Teaching Contemporary Scholars series focuses on the work of educational scholars on the left who have made major contributions to the field In this book editors Marc Pruyn and Luis M Huerta Charles have assembled a notable group of contributors who reflect on analyze and critique over two decades s worth of scholarship produced by Peter McLaren one of the most influential and widely read leftist scholars working in academia today Specifically this book focuses on the nexus of education critical theory Marxism globalization and struggles for social justice via the work and theorizing of McLaren

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