

# RECONSTRUCTING THE **COMMON GOOD** IN EDUCATION

Coping with  
Intractable  
American  
Dilemmas

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*Edited by* **LARRY CUBAN**  
*and* **DOROTHY SHIPPS**

# Reconstructing The Common Good In Education

**Ellen F. Paul, David Schmidtz, Jeffrey  
Paul, Fred D. Miller, Jr**



## **Reconstructing The Common Good In Education:**

**Reconstructing the Common Good in Education** Larry Cuban,Dorothy Shipps,2000 What constitutes the common good in American public education This volume explores the ongoing debate between those who expect schools to cultivate citizens through personal moral and social development as well as to bind diverse groups into one nation and a new generation of school reformers intent on using schools to solve the nation s economic problems by equipping students with marketable skills Integrating an Awareness of Selfhood and Society into Virtual Learning Stricker, Andrew,Calongne, Cynthia,Truman, Barbara,Arenas, Fil,2017-01-05 Recent technological advances have opened new platforms for learning and teaching By utilizing virtual spaces more educational opportunities are created for students who cannot attend a physical classroom environment Integrating an Awareness of Selfhood and Society into Virtual Learning is a pivotal reference source that discusses the latest scholarly perspectives on creating meaningful learning and sensory engagement in virtual learning spaces and examines how selfhood is expressed in these environments Highlighting emerging topics in education such as gender considerations leadership development and situated learning this book is ideally designed for professionals practitioners graduate students and academics interested in the role of virtual reality in learning contexts Oversold and Underused Larry CUBAN,2009-06-30 Impelled by a demand for increasing American strength in the new global economy many educators public officials business leaders and parents argue that school computers and Internet access will improve academic learning and prepare students for an information based workplace But just how valid is this argument In Oversold and Underused one of the most respected voices in American education argues that when teachers are not given a say in how the technology might reshape schools computers are merely souped up typewriters and classrooms continue to run much as they did a generation ago In his studies of early childhood high school and university classrooms in Silicon Valley Larry Cuban found that students and teachers use the new technologies far less in the classroom than they do at home and that teachers who use computers for instruction do so infrequently and unimaginatively Cuban points out that historical and organizational economic contexts influence how teachers use technical innovations Computers can be useful when teachers sufficiently understand the technology themselves believe it will enhance learning and have the power to shape their own curricula But these conditions can t be met without a broader and deeper commitment to public education beyond preparing workers More attention Cuban says needs to be paid to the civic and social goals of schooling goals that make the question of how many computers are in classrooms trivial **Handbook of Research on School Choice** Mark Berends,2009-05-07 Since the early 1990s when the nation s first charter school was opened in Minneapolis the scope and availability of school based options to parents has steadily expanded No longer can public education be characterized as a monopoly Sponsored by the National Center on School Choice NCSC this handbook makes readily available the most rigorous and policy relevant research on K 12 school choice Coverage includes charters vouchers home schooling magnet schools cyber schools and other

forms of choice with the ultimate goal of defining the current state of this evolving field of research policy and practice Key Features include Comprehensive this is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives historical political economic legal methodological and international It also includes work on the governance structure process effectiveness and costs of school choice Readable the editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers International in addition to thorough coverage of domestic research the volume also draws on international and comparative studies of choice in foreign countries Expertise the National Center on School Choice NCSC is a consortium that is headquartered at Vanderbilt University and includes the following partners Brookings Institution Brown University Harvard University National Bureau of Economic Research Northwest Evaluation Association and Stanford University This book is suitable for researchers faculty and graduate students in education policy studies politics of education and social foundations of education It should also be of interest to inservice administrators and policy makers New Essays in Moral Philosophy Ellen F. Paul, David Schmidtz, Jeffrey Paul, Fred D. Miller, Jr, 2014-08 **Handbook of Public Pedagogy** Jennifer A. Sandlin, Brian D. Schultz, Jake Burdick, 2010-07-29 Bringing together scholars public intellectuals and activists from across the field of education the Handbook of Public Pedagogy explores and maps the terrain of this burgeoning field For the first time in one comprehensive volume readers will be able to learn about the history and scope of the concept and practices of public pedagogy What is public pedagogy What theories research aims and values inform it What does it look like in practice Offering a wide range of differing even diverging perspectives on how the public might operate as a pedagogical agent this Handbook provides new ways of understanding educational practice both within and without schools It implores teachers researchers and theorists to reconsider their foundational understanding of what counts as pedagogy and of how and where the process of education occurs The questions it raises and the critical analyses they require provide curriculum and educational workers and scholars at large with new ways of understanding educational practice both within and without schools A New Agenda for Research in Educational Leadership William A. Firestone, Carolyn Riehl, 2005-11-12 This book the product of the task force on research co sponsored by the American Educational Research Association Division A and the University Council on Educational Administration sets an ambitious agenda for research in educational leadership Prominent scholars in the field review current knowledge about leadership frame new questions to generate important research in the field and direct researchers and policymakers to rethink how educational administration leadership and policy should be understood Covering a broad range of topics from accountability systems and school community relationships to the education of students from diverse backgrounds the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice **The Institutions of American Democracy** Susan Fuhrman, Marvin Lazerson, 2005-05-26 From curriculum standards and testing to school choice and civic

learning issues in American education are some of the most debated in the United States The Institutions of American Democracy a collection of essays by the nation s leading education scholars and professionals is designed to inform the debate and stimulate change In association with the Annenberg Foundation Trust at Sunnylands and the Annenberg Public Policy Center at the University of Pennsylvania The Institutions of American Democracy is the first in a series of books commissioned to enhance public understanding of the nature and function of democratic institutions A national advisory board including among others Nancy Kassebaum Baker David Boren John Brademas Ellen Condliffe Lagemann David Gergen and Lee Hamilton will guide the vision of the project which includes future volumes on the press and the three branches of government Each essay in The Institutions of American Democracy addresses essential questions for policymakers educators and anyone committed to public education What role should public education play in a democracy How has that role changed through American history Have the schools lost sight of their responsibility to teach civics and citizenship How are current debates about education shaping the future of this democratic institution Among the contributors are William Galston Director of the Institute for Philosophy and Public Policy at the University of Maryland Clarence Stone Professor in the Department of Government and Politics at the University of Maryland College Park and editor of Changing Urban Education and Regime Politics Governing Atlanta 1946 1988 University Press of Kansas 1998 Susan Moore Johnson Pforzheimer Professor of Education in Learning and Teaching Harvard University Michael Johanek Executive Director of K 12 Professional Development College Board Kathy Simon co executive director of the Coalition for Essential Schools and author of Moral Questions in the Classroom Yale University Press 2001 and Jennifer Hochschild Professor of Government and Professor of Afro American Studies at Harvard University and author of Facing Up to the American Dream Race Class and the Soul of the Nation Princeton University Press 1995

**Recent Advances in Applying Identity and Society Awareness to Virtual Learning** Stricker, Andrew G., Calongne, Cynthia, Truman, Barbara, Arenas, Fil J., 2019-06-14 Online and virtual learning has developed into an essential aspect of learning technologies A transdisciplinary perspective is needed to evaluate the interplay between social awareness and online virtual environments Recent Advances in Applying Identity and Society Awareness to Virtual Learning is a critical academic publication that provides a robust examination of the social aspects of virtual learning by providing groundbreaking research on the use of 3D design thinking and cognitive apprenticeship in virtual learning spaces for team science transdisciplinarity idea incubation and curation It also identifies new patterns methods and practices for virtual learning using enhanced educational technology that leverages artificial intelligence cloud computing and the Internet of Things IoT to integrate 3D immersive environments augmented reality games simulations and wearable technology while also evaluating the impact of culture community and society on lifelong learning and self determinism to address critical problems in education such as STEM Focusing on a broad range of topics including learning spaces cloud computing and organizational strategy this publication is ideal for professionals researchers educators and administrators

**The Social Frontier** Eugene F. Provenzo, 2011 The Social Frontier is the most interesting and important educational journal to emerge from the Great Depression First published in 1934 by a group of scholars at Teachers College Columbia University that included George Counts and William Heard Kilpatrick the magazine represented a conscious act of social and political reconstruction With a strong collectivist orientation the magazine was widely misperceived as communist in its approach In fact its editorial position called for a greater social role for teachers and a more just and equitable system of schooling The magazine which was published for a total of nine years included articles by major educational and social thinkers of the period from John Dewey to Robert Hutchins and Harold Rugg Within months of the magazine's first issue it came under attack by right wing political groups particularly the Hurst newspaper chain The Social Frontier A Critical Reader provides a selection of the most interesting and historically important articles from the magazine with a comprehensive introduction and critical commentaries on the selected articles which are as timely today as they were when first published seventy five years ago History, Education, and the Schools William J. Reese, 2010-01-04 Please note this is a Palgrave to Order title Stock of this book requires shipment from an overseas supplier It will be delivered to you within 12 weeks This book grapples with two basic questions What is history And How can history help illuminate contemporary concerns about the nature and character of America's schools From antiquity to the postmodern present history has served multiple purposes including a basic human need to learn from what came before Americans have long invested considerable time energy and emotion in their schools both private and public and a knowledge of history helps explain why

Educational Reconstruction Gary McCulloch, 2013-09-05 This book presents a clear overview of the debates that surrounded the making of the 1944 Act which affected every aspect of education in this country It gives a detailed account of the tripartite divisions into three types of child that were sanctioned in the reforms of the 1940s At the same time it also emphasises the idea of education as a civic project which underlay the reforms and which was such an important part of their lasting authority The education policies of the past decade and the current attempts to shape a new education settlement need to be interpreted in a long term historical framework and in particular in relation to the aims and problems of the last great cycle of reform in the 1940s This book makes an important contribution to the development of such a framework and the social history of education policy in this country *Resources in Education*, 2001-10 *Social Reconstruction* Karen L. Riley, 2006-05-01 Social Reconstruction as a philosophy stream of thought or official program is often synonymous with Depression era Progressivism But Social Reconstruction unlike progressivism enjoyed political stardom The spirit of progressivism at least in terms of education found a home in those enthusiasts who supported a child centered perspective of education Others such as the essentialists viewed their progressive role as one that advanced the view of essential or basic education as the most sound approach to curriculum and teaching Still others more radical in their outlook believed that progress should be framed with questions about social justice and equity Proponents of social reconstruction included Harold

Rugg and George Counts although the movement was rich with supporters To date social reconstruction is only a by word in most texts that deal with the Progressive Era or progressive education perhaps because Rugg and Counts the two most visible proponents sought and received the political limelight no matter how glaring In any event the depths of social reconstruction have yet to be plumbed Hence the first book in this series will offer a comprehensive treatment of Social Reconstruction which include chapters that examine its proponents political nature and social justice programs born of and within the tumultuous context of progressive politics

**Home Schooling In Full View** Bruce S. Cooper, 2006-06-01 This book is a reader that describes discusses and analyzes homeschooling from an array of different and international perspectives We portray the energy of this movement looking at the history of education writ large in a larger social political and religious context Like most movements in education this one is both a reaction to the problems and inadequacies of existing schools and a new direction in schooling that stands on its own This book grew out of the efforts of Associates for Research on Private Education ARPE an international organization of scholars and practitioners affiliated with the American Education Research Association AERA which has spurred interest and research on private schools for over 30 years ARPE publishes quarterly the Private School MONITOR as a means for highlighting the newest developments in the field of private education

**Reframing Education as a Public and Common Good** Rita Locatelli, 2019-08-19 This book examines the normative principles that guide the governance of education in particular the notion of education as a public good Determining whether this concept is still valid is a topic of growing importance especially considering the phenomena of increasing privatisation and marketisation in the sector The author posits that the prioritisation of economic aspects of education may lead to the weakening of the role of the State in ensuring equality of opportunity and social justice and thus to a significant risk of considering education as merely a private marketable good The volume argues that considering education as a common good can lead to the strengthening of democratic and participatory approaches to educational governance based on the recognition of education as a shared endeavour and responsibility It will be of interest and value to students and scholars of education as a public good social justice and the wider neoliberalisation of the education sector

**Schooling Teachers** Megan Blumenreich, Bethany L. Rogers, 2021 This book moves beyond the purported dichotomy between university based teacher education and alternatives such as Teach For America to consider their common challenges and suggest a starting place from which to imagine a future of more effective teacher preparation In focusing on the experiences of the first Teach For America cohort between 1990 1992 the book anchors its analysis in a particular historical moment allowing a significant accounting of a pivotal time in teacher education as well as thoughtful consideration of both change and continuity in how teachers have been prepared and entered the classroom over the decades since Through its use of oral history testimonies Schooling Teachers offers important stories about individuals personal experiences and actions but also reveals the broader collective and social forces that shaped and gave meaning to those

experiences Richly detailed qualitative data in the form of oral history enables the authors to draw from the specific narratives some general insights that speak to the larger issues of staffing and supporting urban schools      **Publics for Public Schools** Kathleen Knight Abowitz, 2015-11-17 This book articulates a path for a renewed conception of and commitment to the public dimensions of schooling It is an interdisciplinary book of philosophy and politics written for educational leaders working in or on behalf of public schooling Publics for Public Schools introduces a fresh view on how educational leaders might view the public ideal In this conception of public work and leadership educational leaders do not work with the public but help to achieve publics for public schools The demos or the people in the case of democratic governance of schools mobilize around particular problems related to young people and schooling they are best understood not as the public but as multiple publics This book provides a conception of public life and of public leadership that can enable educational leaders of all types to help achieve publics for their schools      **The Common Good** Marcus G.

Raskin, 2019-11-19 First published in 1986 In this thought provoking book the widely acclaimed thinker and activist Marcus Raskin moves beyond the limits and failures of socialism and capitalism to an original theory of social reconstruction for a humane society Presenting concrete alternatives for education health economics and national security he develops a new conception of democracy and the rule of law in relation to our common good A political and philosophic tool designed for those who search for alternatives in their lives and in the world The Common Good shows how to organize for social reconstruction the type of leadership now required and the importance of restoring progress as a political purpose Defining politics as broader than the mere manifestation of power Raskin's vision helps the left and liberals find their way towards a new public philosophy and program      **The Longings and Limits of Global Citizenship Education** Jeffrey S.

Dill, 2013-07-18 As the world seemingly gets smaller and smaller schools around the globe are focusing their attention on expanding the consciousness and competencies of their students to prepare them for the conditions of globalization Global citizenship education is rapidly growing in popularity because it captures the longings of so many to help make a world of prosperity universal benevolence and human rights in the midst of globalization's varied processes of change This book offers an empirical account from the perspective of teachers and classrooms based on a qualitative study of ten secondary schools in the United States and Asia that explicitly focus on making global citizens Global citizenship in these schools has two main elements both global competencies economic skills and global consciousness ethical orientations that proponents hope will bring global prosperity and peace However many of the moral assumptions of global citizenship education are more complex and contradict these goals and are just as likely to have the unintended consequence of reinforcing a more particular Western individualism While not arguing against global citizenship education per se the book argues that in its current forms it has significant limits that proponents have not yet acknowledged which may very well undermine it in the long run



## Embracing the Tune of Term: An Mental Symphony within **Reconstructing The Common Good In Education**

In some sort of taken by displays and the ceaseless chatter of fast connection, the melodic splendor and mental symphony developed by the prepared term often diminish in to the backdrop, eclipsed by the relentless noise and disruptions that permeate our lives. But, nestled within the pages of **Reconstructing The Common Good In Education** an enchanting literary value full of organic thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful musician of language, this captivating masterpiece conducts viewers on an emotional trip, well unraveling the concealed songs and profound influence resonating within each cautiously constructed phrase. Within the depths with this poignant review, we will examine the book is central harmonies, analyze their enthralling publishing model, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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