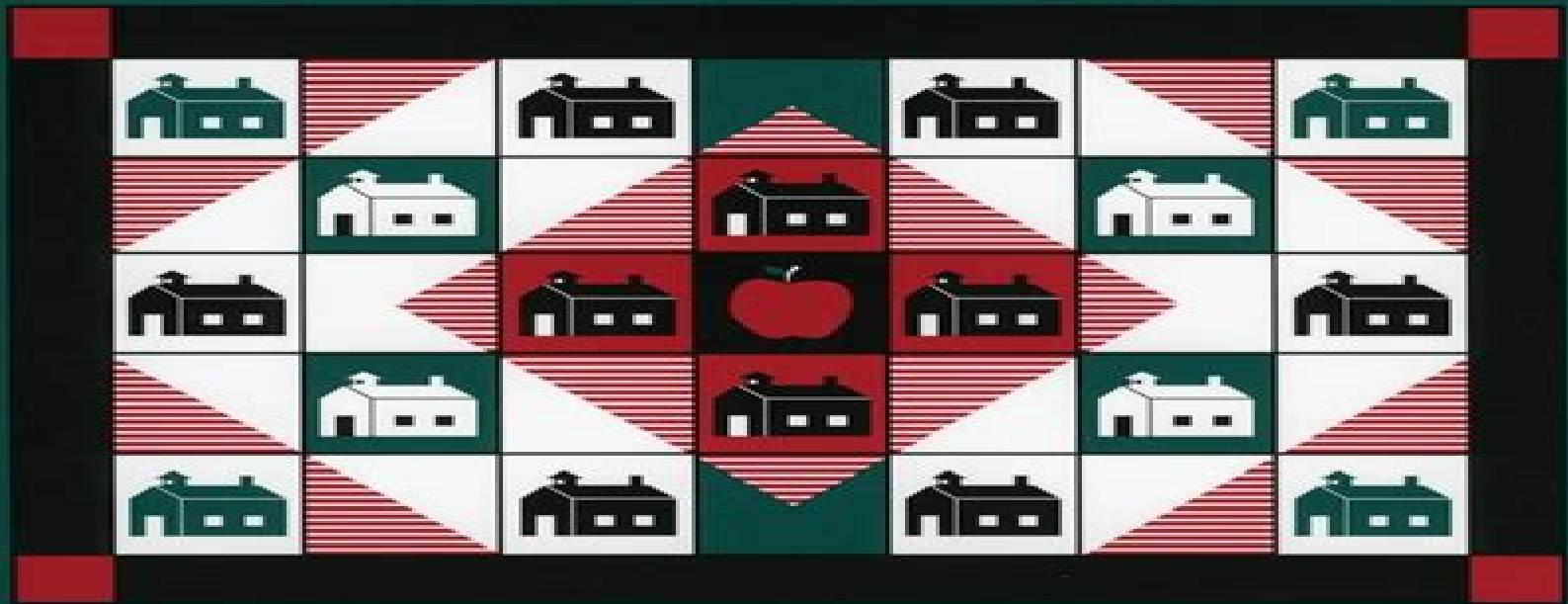


Rediscovering the Democratic Purposes of Education



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

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

Yicheng Fang



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

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.

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

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.

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.

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.

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

Educational Pluralism and Democracy Ashley Rogers Berner, 2024-05-23 A revolutionary proposal for a conceptual and organizational framework for US public education that benefits all citizens

The Impact of Education John Witte, Michael Welker, Stephen Pickard, 2022-02-22 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

Der Einfluss der Bildung auf Charakterbildung ethische Erziehung und Kommunikation von Werten in spätmodernen pluralistischen Gesellschaften Dieses Buch untersucht den Einfluss der Bildung auf die Charakterentwicklung die moralische Erziehung und die Vermittlung von Werten in spätmodernen pluralistischen Gesellschaften Die Beiträge kommen von Wissenschaftlern und Wissenschaftlerinnen aus vier Kontinenten und vielen verschiedenen akademischen Bereichen Während der Rahmen für die Beiträge von christlichen Traditionen geprägt ist decken die Disziplinen eine große Bandbreite ab darunter Theologie Pädagogik Psychologie Literatur Anthropologie Recht und Wirtschaft Daraus ergibt sich eine reiche Vielfalt an thematischen Schwerpunkten und Perspektiven Die Leserinnen und Leser werden schnell erkennen dass die Bildungsgrundlagen und Wege eines jeden Landes bedeutenden Einfluss auf das Gefüge und die Form der Gesellschaft und ihrer Werte ausüben Dies macht Bildung zu einem Gradmesser für das Wohlergehen eines Volkes und seiner Kultur

Entstanden ist ein Band der unser Verständnis von der Rolle der Bildung in heutigen Gesellschaften heben anregen und herausfordern kann Contributions by Chung Hyun Baik Ashley Rogers Berner David S Cunningham Joachim Funke Charles L Glenn Robert W Hefner Darcia Narvaez Stephen Pickard Irene Pieper Jo Anne Reid Heike Springhart Anne W Stewart Michael Welker and John Witte Jr

Handbook of Research in Education Finance and Policy Helen F. Ladd, Margaret E.

Goertz, 2014-12-17 Sponsored by the Association for Education Finance and Policy AEFPP the second edition of this groundbreaking handbook assembles in one place the existing research based knowledge in education finance and policy with particular attention to elementary and secondary education Chapters from the first edition have been fully updated and revised to reflect current developments new policies and recent research With new chapters on teacher evaluation alternatives to traditional public schooling and cost benefit analysis this volume provides a readily available current resource for anyone involved in education finance and policy The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them Chapters show how decision making in school finance inevitably interacts with decisions about governance accountability equity privatization and other areas of education policy Because a full understanding of important contemporary issues requires inputs from a variety of perspectives the Handbook draws on contributors from a number of disciplines Although many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand This comprehensive balanced and accessible resource provides a wealth of factual information data and wisdom to help educators improve the quality of education in the United States *University Dynamics and European Integration* Peter Maassen, Johan P. Olsen, 2007-07-23

This book explores the visions underlying the attempts to reform the European University as well as two European integration processes It presents a framework for analyzing ongoing modernization reforms and reform debates that take place at various governance levels and a long term research agenda It convincingly argues why the knowledge basis under the current University reforms in Europe should be considerably strengthened **Religious Education and the**

Challenge of Pluralism Adam B. Seligman, 2014-09-01 The essays in this volume offer a groundbreaking comparative analysis of religious education and state policies towards religious education in seven different countries and in the European Union as a whole They pose a crucial question can religious education contribute to a shared public sphere and foster solidarity across different ethnic and religious communities In many traditional societies and even in what are largely secular European societies our place in creation the meaning of good and evil and the definition of the good life virtue and moral action are all primarily addressed in religious terms It is in fact hard to come to grips with these issues without recourse to religious language traditions and frames of reference Yet religious languages and identities divide as much as unite and provide a site of contestation and strife as much as a sense of peace and belonging Not surprisingly different countries approach religious education in dramatically different ways Religious Education and the Challenge of Pluralism addresses a pervasive problem how can religious education provide a framework of meaning replete with its language of inclusion and community without at the same time drawing borders and so excluding certain individuals and communities from its terms of collective membership and belonging The authors offer in depth analysis of such pluralistic countries as Bulgaria Israel

Malaysia and Turkey as well as Cyprus a country split along lines of ethno religious difference They also examine the connection between religious education and the terms of citizenship in the EU France and the USA illuminating the challenges of educating our citizenry in an age of religious resurgence and global politics **Deliberation, Participation and Democracy** Shawn W. Rosenberg, 2007-11-09 Political participation is falling and citizen alienation and cynicism is increasing This volume brings together the first work of this kind by leading scholars in the US and Europe to consider the issue Four of the leading philosophers of deliberative democracy contribute their commentaries on the groundbreaking empirical research *Non scuola ma scuole* Ashley Rogers Berner, 2018-05-22 Chi incaricato dell'istruzione l'individuo lo Stato o la societ  civile O ancora lo Stato dovrebbe gestire completamente l'istruzione o piuttosto condividere l'erogazione di questo servizio pubblico con il terzo settore e realt  del privato sociale Domande come queste costituiscono il filo rosso che percorre l'intero impianto del saggio di Ashley Berner Un testo che mira a mettere in discussione molti dei paradigmi culturali ordinamentali e pedagogici che hanno retto finora il sistema d'istruzione pubblico americano al fine di superare un assetto politico istituzionale che privilegia lo Stato sulla societ  civile e un pensiero pedagogico tenacemente trincerato su posizioni che ancorch  involontariamente rafforzano le divisioni di classe e svantaggiano gli alunni pi  bisognosi Se questo capita per gli Usa si pu  immaginare quanto valga per un sistema molto statalista e allo stesso tempo iniquo come quello italiano Il libro permette dunque di ripensare criticamente posizioni date per scontate da decenni senza in realt  esserlo affatto [The Best Books for Academic Libraries: Political science, law, education](#), 2002 Books recommended for undergraduate and college libraries listed by Library of Congress Classification Numbers **Fountain of Youth** Daniel M. Shea, John Clifford Green, 2007 This book serves as a discussion and analysis of the issues surrounding the participation of youth in American politics and the strategies and tactics that can be used to engage young votes in the book the authors provide us with an important discussion of why engaging this generation matters A consistent theme throughout the eleven diverse chapters is the importance of taking young people seriously This book should influence research and political strategy as the Millennial Generation takes its place in the American electorate Back cover **Philosophical Perspectives on Social Cohesion** Mary Healy, 2013-10-24 What would the civic relationship between citizens in a socially cohesive society look like What models might we use to educate young people to support developing these bonds Do these different models have different implications for how we structure the bonds that support a civic relationship Philosophical Perspectives on Social Cohesion challenges the basis of how we characterize civic bonds and how we best organize schools to encourage and develop them Mary Healy argues that metaphors and social imaginaries often give a framework for considering our interrelatedness She re-examines the metaphor of fraternity used as a precursor to elements of the Big Society arguing that such attempts to align fraternity with liberty are mistaken and that equality plays a vital role At a time of increasing diversity of school provision this pertinent book indicates the connection between how we organize school structures and the models of citizenship we

value No Citizen Left Behind Meira Levinson, 2012-04-23 While teaching at an all Black middle school in Atlanta Levinson realized that her students individual self improvement would not necessarily enable them to overcome their historical marginalization In order to overcome their civic empowerment gap students must learn how to reshape power relationships through public political and civic action

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