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SCIENTISTS IN THE CLASSROOM



*The Cold War Reconstruction
of American Science Education*

John L. Rudolph



Scientists In The Classroom The Cold War Reconstruction Of American Science Education

David Kaiser



Scientists In The Classroom The Cold War Reconstruction Of American Science Education:

Scientists in the Classroom J. Rudolph, 2002-05-02 During the 1950s leading American scientists embarked on an unprecedented project to remake high school science education. Dissatisfaction with the soft school curriculum of the time advocated by the professional education establishment and concern over the growing technological sophistication of the Soviet Union led government officials to encourage a handful of elite research scientists fresh from their World War II successes to revitalize the nation's science curricula. In *Scientists in the Classroom*, John L. Rudolph argues that the Cold War environment long neglected in the history of education literature is crucial to understanding both the reasons for the public acceptance of scientific authority in the field of education and the nature of the curriculum materials that were eventually produced. Drawing on a wealth of previously untapped resources from government and university archives, Rudolph focuses on the National Science Foundation-supported curriculum projects initiated in 1956. What the historical record reveals, according to Rudolph, is that these materials were designed not just to improve American science education but to advance the professional interest of the American scientific community in the postwar period as well. **Scientists in the**

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Rudolph, 2015-12-23 During the 1950s leading American scientists embarked on an unprecedented project to remake high school science education. Dissatisfaction with the soft school curriculum of the time advocated by the professional education establishment and concern over the growing technological sophistication of the Soviet Union led government officials to encourage a handful of elite research scientists fresh from their World War II successes to revitalize the nation's science curricula. In *Scientists in the Classroom*, John L. Rudolph argues that the Cold War environment long neglected in the history of education literature is crucial to understanding both the reasons for the public acceptance of scientific authority in the field of education and the nature of the curriculum materials that were eventually produced. Drawing on a wealth of

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Educational Internationalism in the Cold War Damiano Matasci,Raphaëlle Ruppen Coutaz,2024-11-27 This edited volume delves into the intricate landscape of educational internationalism during the Cold War providing an in depth examination of its diverse forms impulses and global impacts Through multilingual archival research the chapters uncover a variety of experiences that have fostered cross border exchanges and cooperation within between and beyond the Western and Eastern blocs Promoted by a wide range of individual and collective actors internationalism in education has extended across a broad spectrum of fields including academic mobility schemes cultural interchanges youth science competitions development programs and training courses This collection offers for the first time a comprehensive analysis of these initiatives revealing their intersections with national educational policies and processes of decolonization development and Europeanization It also challenges conventional historical narratives by both uncovering forms of collaboration and solidarity that transcended the Iron Curtain and emphasizing the pivotal role of the Global South as a central arena of encounters Educational Internationalism in the Cold War presents a rich understanding of the Cold War as a laboratory of contemporary globalization and is a valuable addition to the scholarship on one of the most critical moments of the twentieth century

Science Education and Citizenship S. Terzian,2012-12-28 Science fairs clubs and talent searches are familiar fixtures in American education yet little is known about why they began and grew in popularity In *Science Education and Citizenship* Sevan G Terzian traces the civic purposes of these extracurricular programs for youth over four decades in the early to mid twentieth century He argues that Americans mobilization for World War Two reoriented these educational activities from scientific literacy to national defense a shift that persisted in the ensuing atomic age and has left a lasting legacy in American science education

The Hope for American School Reform Ronald W. Evans,2010-12-14 The Hope of American School Reform tells the story of the origins of the reform in science and math education The book is drawn in part on new research from previously untapped archival sources The aim of this work is to contribute to our understanding of a major effort to reform school curricula

Changing Teacher Professionalism Sharon Gewirtz,Pat Mahony,Ian Hextall,Alan Cribb,2009-01-08 Significant changes in the policy and social context of teaching over the last 30 years have had substantial implications for teacher professionalism This collection of work by leading international scholars in the field makes a unique contribution to understanding both how these changes are impacting on teaching and how teachers might change their practice for the better

The New Math Christopher J. Phillips,2014-12-04 An era of sweeping cultural change in America the postwar years saw the rise of beatniks and hippies the birth of feminism and the release of the first video game It was also the era of new math Introduced to US schools in the late

1950s and 1960s the new math was a curricular answer to Cold War fears of American intellectual inadequacy In the age of Sputnik and increasingly sophisticated technological systems and machines math class came to be viewed as a crucial component of the education of intelligent virtuous citizens who would be able to compete on a global scale In this history Christopher J Phillips examines the rise and fall of the new math as a marker of the period s political and social ferment Neither the new math curriculum designers nor its diverse legions of supporters concentrated on whether the new math would improve students calculation ability Rather they felt the new math would train children to think in the right way instilling in students a set of mental habits that might better prepare them to be citizens of modern society a world of complex challenges rapid technological change and unforeseeable futures While Phillips grounds his argument in shifting perceptions of intellectual discipline and the underlying nature of mathematical knowledge he also touches on long standing debates over the place and relevance of mathematics in liberal education And in so doing he explores the essence of what it means to be an intelligent American by the numbers

Holograms Sean Johnston, 2016 Holograms have been in the public eye for over a half century but their influences have deeper cultural roots No other visual experience is quite like interacting with holograms no other cultural product melds the technological sublime with magic and optimism in quite the same way As holograms have evolved they have left their audiences alternately fascinated bemused inspired or indifferent From expressions of high science to countercultural art to consumer security holograms have represented modernity magic and materialism Their most pervasive impact has been to galvanise hopeful technological dreams Engineers artists hippies and hobbyists have played with and dreamed about holograms This book explores how holograms found a place in distinct cultural settings It is aimed at readers attracted to pop culture visual studies and cultural history scholars concerned with media history fine art and material studies and most of all cross disciplinary audiences intrigued about how this ubiquitous but still mysterious visual medium grew up in our midst and became entangled in our culture This book explores the technical attractions and cultural uses of the hologram how they were shaped by what came before them and how they have matured to shape our notional futures Today holograms are in our pockets as identity documents and in our minds as gaming fantasies and faux hologram performers Why aren t they more often in front of our eyes

Handbook of Research on Learning and Instruction Richard E. Mayer, Patricia A. Alexander, 2011-02-15 During the past twenty years researchers have made exciting progress in the science of learning i e how people learn and the science of instruction i e how to help people learn This Handbook examines learning and instruction in a variety of classroom and non classroom environments and with a variety of learners both K 16 students and adult learners The chapters are written by leading researchers from around the world all of whom are highly regarded experts on their particular topics The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second languages and physical education as well as learning to think critically learning to self monitor and learning with

motivation The instruction section consists of chapters on effective instructional methods feedback examples self explanation peer interaction cooperative learning inquiry discussion tutoring visualizations and computer simulations Each chapter reviews empirical research in a specific domain and is structured as follows Introduction Defines key constructs and provides illustrative examples or cases Historical Overview Summarizes the historical context for the topic or domain Theoretical Framework Summarizes major models or theories related to the topic or domain Current Trends and Issues Synthesizes the research literature and highlights key findings or conclusions Practical Implications Suggests relevance of the research for educational practice Future Directions Considers next steps or stages needed for future research

Teaching Machines Audrey Watters, 2021-08-03 How ed tech was born Twentieth century teaching machines from Sidney Pressey's mechanized test giver to B F Skinner's behaviorist bell ringing box Contrary to popular belief ed tech did not begin with videos on the internet The idea of technology that would allow students to go at their own pace did not originate in Silicon Valley In *Teaching Machines* education writer Audrey Watters offers a lively history of predigital educational technology from Sidney Pressey's mechanized positive reinforcement provider to B F Skinner's behaviorist bell ringing box Watters shows that these machines and the pedagogy that accompanied them sprang from ideas bite sized content individualized instruction that had legs and were later picked up by textbook publishers and early advocates for computerized learning Watters pays particular attention to the role of the media newspapers magazines television and film in shaping people's perceptions of teaching machines as well as the psychological theories underpinning them She considers these machines in the context of education reform the political reverberations of Sputnik and the rise of the testing and textbook industries She chronicles Skinner's attempts to bring his teaching machines to market culminating in the famous behaviorist's efforts to launch Didak 101 the pre verbal machine that taught spelling Alternate names proposed by Skinner include Autodidak Instructomat and Autostructor Telling these somewhat cautionary tales Watters challenges what she calls the teleology of ed tech the idea that not only is computerized education inevitable but technological progress is the sole driver of events

Teacher Education in the Trump Era and Beyond Laura Baecher, Megan Blumenreich, Shira Eve Epstein, Julie Horwitz, 2018-12-21 This book aims to start the conversation about how the consequences of the historic 2016 election can be addressed in the teacher education classroom Taking as its starting point the Trump administration's dramatic influence on education educational policy the culture in schools and the safety of children contributors demonstrate how teacher educators across the United States are adapting their curriculum The chapters represent a variety of aspects of teacher support and preparation and address practices such as rejecting xenophobia developing critical thinking and responding to children's emotional lives The issues addressed in this volume are a continuation of conflicts and challenges with which educators have long grappled and the contributors' insights will be valuable under a range of future political circumstances

The SAGE Handbook for Research in Education Clifton F. Conrad, Ronald C. Serlin, 2011-06-10 The SAGE Handbook for Research in Education

Pursuing Ideas as the Keystone of Exemplary Inquiry edited by Clifton F Conrad and Ronald C Serlin stimulates and encourages students faculty and educational practitioners including individuals in Pre K 16 education government and the private sector who conduct applied and policy oriented educational research to place the pursuit of ideas at the epicenter of their research from framing meaningful problems to identifying and addressing key challenges to the reporting and dissemination of their findings As well as supporting readers to place the pursuit of ideas as the keystone of exemplary inquiry the Handbook draws on the perspectives of scholars representing diverse fields within the field of education from pre kindergarten to elementary and secondary school to higher education as well as qualitative quantitative and mixed methods approaches to inquiry The chapters are punctuated throughout by the voices of authors who wrestle with the formidable challenges of framing and conducting and reporting meaningful inquiry

A Cultural History of Education in the Modern Age Judith Harford, Tom O'Donoghue, 2023-04-20 A Cultural History of Education in the Modern Age presents essays that examine the following key themes of the period church religion and morality knowledge media and communications children and childhood family community and sociability learners and learning teachers and teaching literacies and life histories The twentieth century brought profound and far reaching changes to education systems globally in response to significant social economic and political transformation This volume draws together work from leading historians of education to present a tapestry of seminal and enduring themes that characterize the many educational developments since 1920 An essential resource for researchers scholars and students in history literature culture and education

The Hope And Vision Of J. Robert Oppenheimer Michael A Day, 2015-09-15 Michael Day's insightful philosophical biography of J Robert Oppenheimer stands out from other works on the so called father of the atomic bomb by its focus on the post war period and by the depth of its philosophical engagement with his humanistic thought on science and culture Centaurus Review Incorporating elements from history science philosophy and international relations theory this book takes a fresh look at the life and thought of Robert Oppenheimer The author argues that not only are Oppenheimer's ideas important engaging and relevant but also more coherent than generally assumed He makes a convincing case that Oppenheimer has much to say about 21st century issues and his voice should be brought back into the public forum The book recovers and reconstructs what Oppenheimer said and wrote during the 1940s 50s and 60s i e his hope and vision with the goal of identifying what might be of general philosophical interest today It considers not only Oppenheimer's thought but also his life using philosophical ideas developed by contemporary philosophers In addition to deepen and broaden the discussion and demonstrate the relevance of Oppenheimer's vision for the present the author analyzes his views using contemporary international relations theory with a special emphasis on nuclear nonproliferation and disarmament This examination reveals ways in which Oppenheimer's reasoning was prescient of current work being carried out to control and possibly move beyond the nuclear revolution

The Tragedy of American School Reform Ronald W. Evans, 2011-05-09 Two

persistent dilemmas haunt school reform curriculum politics and classroom constancy Both undermined the 1960s new social studies a dynamic reform movement centered on inquiry issues and social activism Dramatic academic freedom controversies ended reform and led to a conservative restoration On one side were teachers and curriculum developers on the other conservative activists determined to undo the revolutions of the 1960s The episode brought a return to traditional history a turn away from questioning and the re imposition of authority Engagingly written and thoroughly researched The Tragedy of American School Reform offers a provocative perspective on current trends

The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein

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Sexual Orientation and Teacher Identity Patrick M. Jenlink, 2019-11-26 Sexual Orientation and Teacher Identity Professionalism and GLBT Politics in Teacher Preparation and Practice examines the nature of LGBTQ issues and teacher identity as social cultural and political constructs In particular the contributing authors to this collection of chapters present a collection of chapters contemporary discourses that will illuminate and critique the practices structures and politics in both teacher preparation programs and public school settings that affect LGBTQ teachers and their identity in relation to the struggles of teachers as professionals face in obtaining recognition The contributing authors of the book focus on teachers are entering educational settings where difference connotes not equal and discourses of LGBTQ politics identity and difference are interwoven with a realization of discrimination and marginalization The authors drawing on their personal and professional experiences give much needed voice to recognition and the formation of identity from a LGBTQ viewpoint as they relate to teachers teacher educators and other cultural workers responsible for shaping professional identities of teachers and for teaching students in schools and classrooms across the nation

Becoming MIT David Kaiser, 2012-09-14 The evolution of MIT as seen in a series of crucial decisions over the years How did MIT become MIT The Massachusetts Institute of Technology marks the 150th anniversary of its founding in 2011 Over the years MIT has lived by its motto Mens et Manus Mind and Hand dedicating itself to the pursuit of knowledge and its application to real world problems MIT has produced leading scholars in fields ranging from aeronautics to economics invented entire academic disciplines and transformed ideas into market ready devices This book examines a series of turning points crucial decisions that helped define MIT Many of these issues have relevance today the moral implications of defense contracts the optimal balance between government funding and private investment and the right combination of basic science engineering and humanistic scholarship in the curriculum Chapters describe the educational vision and fund raising acumen of founder William Barton Rogers MIT was among the earliest recipients of land grant funding MIT's relationship with Harvard its rival doppelgänger and for a brief moment degree conferring partner the battle between pure science and industrial sponsorship in the early twentieth century MIT's rapid expansion during World War II because of defense work and military training courses the conflict between Cold War gadgetry and the humanities protests over defense contracts at the height of the Vietnam War the uproar in the local community over the perceived riskiness of recombinant DNA research and the measures taken to reverse years of institutionalized discrimination against women scientists

Teaching History for the Common Good Keith C. Barton, Linda S. Levstik, 2004-07-13 In Teaching History for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of

current research on students historical thinking In many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In Teaching History for the Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject

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