Political And Social Foundations Of Education

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2012-2013 UNCG Graduate School Bulletin

Inquiries Into the Social Foundations of Education Alfred Lightfoot 1972
Social Foundations of Education; Current Issues and Research Dorothy Westby-Gibson 1967
Zemecha Paulos Milkias 197?
Social Reconstruction Karen L. Riley 2006-05-01 Social Reconstruction as a philosophy, stream of thought or “official program” ois 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.

Teaching Social Foundations of Education Dan W. Butin 2014-04-08 This book, the first comprehensive, critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education: *Articulates central questions in the field--such as "What is social foundations?"; "Is there a social foundations canon?"; "Is it possible to teach for social justice?"; "What is student resistance?"; *Explores the limits and possibilities of teaching social foundations of education; *Provides strong arguments for the continued relevance of the discipline for teacher education; *Features a variety of clearly presented,
theoretically grounded models for teaching social foundations within teacher education programs—including aesthetic education, critical theory, and eco-justice perspectives, the use of community-based oral histories, and experiential learning activities; *Provides concrete examples, actual syllabi, and a host of additional resources to help faculty teach, publish, and do research; and *Proposes new directions for research and dialogue within the field. This volume is an ideal entrance into the field for graduate students, junior faculty, and professors from other areas of education who are teaching in the social foundations field for the first time.

Notes and Abstracts in the Social Foundations of American and International Education 1965

Philosophy of STEM Education Nataly Z. Chesky 2015-07-30 Winner of the American Educational Studies Association (AESA) Critics' Choice Book Award for 2016 Philosophy of STEM Education uses philosophical methods to investigate STEM education's purpose and assumptions. It details the why (axiology), the how (epistemology) and the what (ontology) of STEM by drawing upon a variety of philosophies of education, science, mathematics, and technology.

Ideology, Curriculum, and the New Sociology of Education Lois Weis 2013-01-11 For more than three decades Michael Apple has sought to uncover and articulate the connections among knowledge, teaching and power in education. Beginning with Ideology and Curriculum (1979), Apple moved to understand the relationship between and among the economy, political and cultural power in society on the one hand "and the ways in which education is thought about, organized and evaluated" on the other. This edited collection invites several of the world's leading education scholars to reflect on the relationships between education and power and the continued impact of Apple's scholarship. Like Apple's work itself, the essays will span a range of disciplines and inequalities; emancipatory educational practices; and the linkage between the economy and race, class and gender formation in relation to schools.

Handbook of Research in the Social Foundations of Education Steven Tozer 2011 Using analytical methods borrowed from the humanities and social sciences, this book provides critical, interdisciplinary perspectives of teaching and school practices. It provides traditional and emerging theoretical perspectives (or lens) that can be used to view and analyze any educational phenomena.

American Education Joel Spring 2015-08-14 Joel Spring’s American Education introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward and concise approach to describing complex issues, Spring illuminates events and topics that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. In this edition he looks closely at the global context of education in the U.S. Featuring current information and challenging perspectives—with scholarship that is often cited as a primary source, students will come away from this clear, authoritative text informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping of the American educational system. Changes in the 17th Edition include new and updated material and statistics on economic theories related to “skills” education and employability the conflict between a skills approach and cultural diversity political differences regarding education among the Republican, Democratic, Libertarian and Green parties social mobility and equality of opportunity as related to schooling global migration and student diversity in US schools charter schools and home schooling

Social Foundations of Education William Oliver Stanley 1956

Political Education in a Democracy Harold Entwistle 2012-05-04 In this volume the author analyzes the relationships...
of concepts such as socialization and political education, explains those aspects of the theory and practice of democracy that are especially relevant for schools, and suggests ways in which teachers can better provide for the political education of their students.

The RoutledgeFalmer Reader in Multicultural Education, David Gillborn 2004 Bringing together scholarship from both sides of the Atlantic, this book focuses on the questions that shape the field of multicultural education, offering the reader an opportunity to achieve a real grasp of the subject.

Encyclopedia of Curriculum Studies, Craig Kridel 2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum, beginning in the early 20th century, served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The Encyclopedia of Curriculum Studies serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose, implementation, and evaluation Contemporary issues, e.g., standards, tests, and accountability Curricular dimensions of teaching and teacher education interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes, mass media, workplaces, organizations, and relationships Impact of race, class, gender, health, belief, appearance, place, ethnicity, language Relationships of curriculum and poverty, wealth, and related factors Modes of curriculum inquiry and research Curriculum as cultural studies, exploring the formation of identities and possibilities Corporate, state, church, and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations, journals, and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs


Social Foundations of Education, Harold Ordway Rugg 1955

The Politics of Education Reform in the Middle East, Samira Alayan 2012-06-30 Education systems and textbooks in selected countries of the Middle East are increasingly the subject of debate. This volume presents and analyzes the major trends as well as the scope and the limits of education reform initiatives undertaken in recent years. In curricula and teaching materials, representations of the "Self" and the "Other" offer insights into the contemporary dynamics of identity politics. By building on a network of scholars working in various countries in the Middle East itself, this book aims to contribute to the evolution of a field of comparative education studies in this region.

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index, Eugene F. Provenzo, Jr. 2009 The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources.
Knowledge & Power in the Global Economy David Gabbard 2008
The second edition of Knowledge and Power in the Global Economy examines how neoliberal and neoconservative policies are working in tandem to privatize and commercialize public schools. It looks at how these policies and the agendas behind them have impacted the internal dynamics of school management, teaching, and learning, as well as how they have transformed the external dynamics of education from a public good or service offered to serve public interests to a private enterprise primarily serving private interests. In addition to information, critique, and analysis, multiple perspectives are provided that readers can draw upon to formulate an alternative vision of education as a crucial element of social change along democratic and egalitarian lines. The first edition of this volume provided a critical encyclopedic approach to the rhetoric of educational reform as it developed from the 1980s through the 1990s—critiquing its vocabulary, elaborating the multiplicity of ways that the logic of neoliberalism and the emerging patterns of high stakes testing and accountability were impacting the curriculum, and introducing ideas associated with alternative and liberatory educational projects. Since its publication in 2000, policy developments, such as the No Child Left Behind Act of 2001 in the U.S. and others in the U.K. and other parts of the world, have nationalized and intensified these patterns, deepening the logic and extent of neoliberalism’s hold over educational reforms. At the same time, it is impossible to understand the current crises in education solely in terms of neoliberalism; the impact of neoconservatism must also be considered. Hence this second edition has a new subtitle: The Effects of School Reform in a Neoliberal/Neoconservative Age. This edition is structured around five themes: *Political and Social Foundations; *Anti-Educational Foundations: The Set-Up; *Anti-Educational Foundations: The Trap; *Classroom Consequences; and *Democracy’s Path. This volume will particularly interest scholars and professionals across the fields of educational foundations, curriculum theory, and educational policy, and is well suited as a text for courses in these areas.

Daedalus 1981
Resources in Education 1996
Exploring Education Alan R. Sadovnik 2017-10-10 This much-anticipated fifth edition of Exploring Education offers an alternative to traditional foundations texts by combining a point-of-view analysis with primary source readings. Pre- and in-service teachers will find a solid introduction to the foundations disciplines -- history, philosophy, politics, and sociology of education -- and their application to educational issues, including school organization and teaching, curriculum and pedagogic practices, education and inequality, and school reform and improvement. This edition features substantive updates, including additions to the discussion of neo-liberal educational policy, recent debates about teacher diversity, updated data and research, and new selections of historical and contemporary readings. At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction, Exploring Education helps teachers to think critically about the "what" and "why" behind the most pressing issues in contemporary education.

Sociological Foundations of Education II Jina Mukherjee 2022-07-19
Social Foundations of Education Cole Speicher Brembeck 1966
Sociological Foundations of Education in Contemporary India Satya Pal Ruhela 1970
Policy and Education Paul Adams 2014-01-21 Written specifically for education studies students, this accessible text
offers a clear introduction to education policy. It aims to help the reader understand what is meant by educational policy, how policy can be made and the main discourses that have driven education. Capturing the essential aspects of educational policy over the last thirty years, the book provides an overview of political themes in education demonstrating how education policy has progressed and the effect this and politics have had on schools. It then covers key themes such as performance, choice and professionalism to show how education policy is constructed and implemented and how this has impacted on education in practice. Features include: • activities that can be undertaken individually or as a group to promote discussion • annotated further reading lists; • chapter overviews and summaries Written as part of the Foundations in Education Studies series, this timely textbook is essential reading for students coming to the study of education policy for the first time.

The Cultural and Social Foundations of Educational Leadership
Romuald Normand 2021-07-12 This book identifies the cultural and moral foundations of country-specific educational governance and school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools. It contributes to an existing research field that studies diversity and ethical leadership in schools. The social dimension of school leadership is not limited to issues related to equality and equity, or social inclusion. The capacity of leaders to promote civic-mindedness and social cooperation, consensus and acceptance of others, the right balance between freedom and duties, and reciprocity of obligations, are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences. Therefore, the book gathers contributions from a range of international authors capable of reporting these moral and cultural features, while broadening the research perspectives on school leadership.

Political Social Work
Shannon R. Lane 2017-12-16 This social work book is the first of its kind, describing practical steps that social workers can take to shape and influence both policy and politics. It prepares social workers and social work students to impact political action and subsequent policy, with a detailed real-world framework for turning ideas into concrete goals and strategies for effecting change. Tracing the roots of social work in response to systemic social inequality, it clearly relates the tenets of social work to the challenges and opportunities of modern social change. The book identifies the core domains of political social work, including engaging individuals and communities in voting, influencing policy agendas, and seeking and holding elected office. Chapters elaborate on the necessary skills for political social work, featuring discussion, examples, and critical thinking exercises in such vital areas as: Power, empowerment, and conflict: engaging effectively with power in political settings. Getting on the agenda: assessing the political context and developing political strategy. Planning the political intervention: advocacy and electoral campaigns. Empowering voters Persuasive political communication. Budgeting and allocating resources. Evaluating political social work efforts. Making ethical decisions in political social work. Political Social Work is a potent reference for social work professionals, practitioners, and students seeking core political knowledge and skills to practically advance their work. For specialists and generalists alike, it solidifies political action as vital for the evolution of the field.

Social Foundations of American Education
Perry Anthony Castelli 2013 Social Foundations of American Education, Third Edition, is an analytical examination of the essential pillars of American Education which assists students and teachers to advance the role of an educator from that of a technician, maintaining the status quo, to a full professional, one who acts as a change agent in society by critiquing and improving humanity. Utilizing a critical theorist approach, this text raises the significant question: whose future, story, and interests does the school represent?
Through the analysis of the foundations of education, the Castellis articulate how formal schooling has functioned as a sorting mechanism shaped around the categories of race, gender, class and ethnicity. In addition, they contend that the actual experience of empowerment for the vast majority of students should become the defining feature of the school. Three new chapters have been added to the third edition of the text. Psychological Foundations of Education; Legal Foundations of Education; and Technological Foundations of Education. The original thirteen chapters were rewritten to various extents. Within these chapters, tables and charts were either replaced or updated with current data. The final chapter, Education in the 21st Century, received the most in-depth transformation with constant rewriting ongoing over the last two years given the changes within the political, sociological and educational climate of the United States.

**Education in Democracy** Philip Wescott Lawrence Cox 1961

**The Social Foundations of Education** George Sylvester Counts 1934

**Handbook of Research in the Social Foundations of Education** Steven Tozer 2011-07-05

Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

**Social and Political Foundations of Constitutions** Denis J. Galligan and Mila Versteeg


More than any other field in education, the social and cultural foundations of education reflect many of the conflicts, tensions, and forces in American society. This is hardly surprising, since the area focuses on issues such as race, gender, socioeconomic class, the impact of technology on learning, what it means to be educated, and the role of teaching and learning in a societal context. The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education. With more than 400 entries, the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society. Key Features · Provides an interdisciplinary perspective from areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education · Presents essays on major movements in the field, including the Free School and Visual Instruction movements · Includes more than 130 biographical entries on important men and women in education · Offers interpretations of legal material including Brown v. Board of Education(1954) and the GI Bill of Rights · Explores theoretical debates fundamental to the field such as religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking, and many more · Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes · Arts, Media, and Technology · Curriculum · Economic Issues ·
Equality and Social Stratification · Evaluation, Testing, and Research Methods · History of Education · Law and Public Policy · Literacy · Multiculturalism and Special Populations · Organizations, Schools, and Institutions · Religion and Social Values · School Governance · Sexuality and Gender · Teachers · Theories, Models, and Philosophical Perspectives · A Visual History of American Education


Foundations of Education Jason C. Robinson 2015-03-01 This book introduces students to the broad social, political, and philosophical questions surrounding education theory and practice. Examining five of the most influential philosophers of all time—Plato, Aristotle, Locke, Rousseau, and Dewey—the text provides insight into historical theories of education that have shaped contemporary ideas and debates. By engaging with important thinkers in the philosophical tradition, readers will be better equipped to critically evaluate the role and meanings of education in their own lives, both as students and as teachers. Written in an accessible tone, Foundations of Education engages the reader and invites dialogue and reflection. Each chapter includes excerpts from philosophical writings, learning activities, and discussion questions, and the book also features a glossary of key terms. This volume is ideally suited to undergraduate courses in the philosophy of education and general education theory.

Knowledge, Politics and the History of Education Jesper Eckhardt Larsen 2012 The humanities and social science disciplines have always been embedded in and responsive to their contexts in cultural and political ways. The discipline of the history of education is no exception. However, a change has occurred where these disciplines are increasingly expected to prove their relevance, faced with the politics of knowledge in the knowledge economy. This tendency is investigated in this book regarding the discipline of the history of education in the US and Europe. As a reaction, the book’s contributions positively address the question of the raison d’etre of the history of education. Is the discipline to serve educationalists, the general public, social scientists, historians, or all of them at the same time? (Series: Studies on Education - Vol. 2)