

# Educational Futures Rethinking Theory And Practice Re

This book collects studies with a 'critical education policy orientation', and presents itself as a handbook of matters of public concern. The term 'critical' does not refer to the adoption of a particular theoretical framework or methodology, but rather it refers to a very specific ethos or way of relating to the present and the belief that the future should not be the repetition of the past. This implies a concern about what is happening in our societies today and what could or should be happening in the future. As a consequence, the contributors to the book rely on a general notion of public policy that takes on board processes, practices, and discourses at a variety of levels, in diverse governmental and non-governmental contexts, and considers the relation of policy to power, to politics and to social regulation. Following the detailed introduction that aims at picturing the landscape of studies with a 'critical education policy orientation', the book presents re-readings of six policy challenges; globalization, knowledge society, lifelong learning, equality/democracy/social inclusion, accountability/control/efficiency and teacher professionalism. It seeks to contextualise these in relation to issues of current global concern at the start of the 21st century. Despite the diversity of approaches, this collection of critical education policy studies shares a concern with what could be called 'the public, and its education, ' and represents a snapshot of education policy research at a particular time.

"Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a

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wide variety of disciplines to analyse their teaching practice, and the learning experiences of their students, through the lens of the Threshold Concepts Framework. In any discipline, there are certain concepts – the ‘jewels in the curriculum’ – whose acquisition is akin to passing through a portal. Learners enter new conceptual (and often affective) territory. Previously inaccessible ways of thinking or practising come into view, without which they cannot progress, and which offer a transformed internal view of subject landscape, or even world view. These conceptual gateways are integrative, exposing the previously hidden interrelatedness of ideas, and are irreversible. However they frequently present troublesome knowledge and are often points at which students become stuck. Difficulty in understanding may leave the learner in a ‘liminal’ state of transition, a ‘betwixt and between’ space of knowing and not knowing, where understanding can approximate to a form of mimicry. Learners navigating such spaces report a sense of uncertainty, ambiguity, paradox, anxiety, even chaos. The liminal space may equally be one of awe and wonderment. Thresholds research identifies these spaces as key transformational points, crucial to the learner’s development but where they can oscillate and remain for considerable periods. These spaces require not only conceptual but ontological and discursive shifts. This volume, the fourth in a tetralogy on Threshold Concepts, discusses student experiences, and the curriculum interventions of their teachers, in a range of disciplines and professional practices including medicine, law, engineering, architecture and military education. Cover image: Detail from ‘Eve offering the apple to Adam in the Garden of Eden and the serpent’ c.1520–25. Lucas Cranach the Elder (1472–1553). Bridgeman Images. All rights reserved.

“A refreshing collection of essays that offers a range of critical and radical voices which are

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generally marginalized in the critical social studies 'mainstream' ... This collection is a good read with valuable insights that can impact teaching practice.”— Canadian Social Studies - Canada's National Social Studies Journal - Volume 45 Issue 1

While existential issues perhaps concern people the most, today's education is not as preoccupied with such issues. Instead, education is becoming more uniform and streamlined; more and more one-sidedly directed towards what is useful. The purpose of this book is to focus on education's existential dimension. Such a focus requires at least three things. Firstly, we need to justify why it is necessary to reconnect with existentialism in education. Secondly, we need to undergo an examination of the quality of existential education, so that we can have a basis as to what kind of educational interests teachers should have. Thirdly, we need to gain knowledge about how teachers may teach in light of existential matters. However, to teach in light of existence is highly paradoxical in that existence cannot be forced on someone, but is rather a subjective matter. Teaching which is non-ironical or too direct can thus be very problematic concerning existential issues. The reason being that there is no objective truth in terms of existence. There is only a matter of subjective or existential truth, which is only true for the single individual. Therefore, the book suggests that the approach teachers' take must be discrete and indirect so as to create room for students to take responsibility for their subjective truth. Such an indirect pedagogy is not a programme, but rather a form of existential education. The overall aim of the book is, by way of introducing and developing the concept of indirect pedagogy, to extend and reinvent the language of teaching.

Over the last decade the notion of 'threshold concepts' has proved influential around the world as a powerful means of exploring and discussing the key points of transformation that

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students experience in their higher education courses and the 'troublesome knowledge' that these often present.

This book is intended for anyone interested in knowing more about arts education. It makes a daring contribution to the subject in a clear, pragmatic, committed and ambitious way. The book discusses thoroughly the theory and practice of arts education and what it means to be a teacher of art. It is a powerful and inspiring account of the challenges of teaching in the arts that will appeal to anyone in the teaching profession.

Supervising Practices for Postgraduate Research in Art, Architecture and Design offers insights into supervisory practices in creative and design-based research by academics at Royal Melbourne Institute of Technology (RMIT) University, Australia. The book focuses on practices of supervising candidates who are undertaking postgraduate research in art, architecture, design and creative writing. It addresses a decisive shift in the academy towards an emphasis on applied practice-led research undertaken through project-based investigations. This model articulates an effective means to conduct research on knowledge both embodied in, and discovered through creative and design practices. Such knowledge can be understood in the context of broad socio-cultural changes in which creative and applied practice is defining and leading cultural, scientific, technological and creative economies. The contributors to this book investigate a range of supervisory strategies and wider concerns to do with knowledge and its formations. They focus on diverse pedagogical models and methodologies of supervising practices through applied practice-led research, exhibitions, ethics, writing, theory and practice, language and design. The authors are experienced supervisors of creative and practice-led research who have engaged in scholarly reflections on

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selective aspects of their supervisory practices with the aim of providing insight to others regarding what they do, and how and why they do it. The overall aim of this collection is to open up dialogue and debate around emerging modes of postgraduate research and supervisory practice in universities of the twenty-first century. This is a very astute and valuable contribution to the literature on supervision in the applied arena with a series of excellent discussions on creative practice-based research, pedagogical practices of supervision, creative writing and the creative work in process, 'generative praxis', distance supervision, doctoral exhibitions, supervision of designers, and a range of related issues and concerns. 'It is a path-breaking, path-finding book that will be of great assistance to all kinds of professionals and students across a wide range of disciplines and with important lessons for all doctoral supervision. It is an exciting and accessible book and a great achievement for a group of colleagues in a leading institution.' Michael A. Peters Emeritus Professor, University

Rereading the historical record indicates that it is no longer so easy to argue that history is simply prior to its forms. Since the mid-1990s a new wave of research has formed around wider debates in the humanities and social sciences, such as decentering the subject, new analytics of power, reconsideration of one-dimensional time and three-dimensional space, attention to beyond-archival sources, alterity, Otherness, the invisible, and more. In addition, broader and contradictory impulses around the question of the nation - transnational, post-national, proto-national, and neo-national movements - have unearthed a new series of problematics and focused scholarly attention on traveling discourses, national imaginaries, and less formal processes of socialization, bonding, and subjectification. New Curriculum History challenges prior occlusions in the field, building upon and departing from previous waves of

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scholarship, extending the focus beyond the insularity of public schooling, the traditional framework of the self-contained nation-state, and the psychology of the schooled individual. Drawing on global studies, historical sociology, postcolonial studies, critical race theory, visual culture theory, disability studies, psychoanalytics, Cambridge school structuralisms, poststructuralisms, and infra- and transnational approaches the volume holds together not despite but because of differences and incommensurabilities in rereading historical records. Audience: Scholars and students in curriculum studies, history, education, philosophy, and cultural studies will be interested in these chapters for their methodological range, their innovations and their deterritorializations.

In an increasingly monologic world of war, exploitation and fear of the other , dialogue within and between humans, and with the world around us, is critical to a humane future. This book explores dialogue and learning in theory, practice and praxis across a spectrum of lifelong education contexts. It develops a philosophical basis by examining the lives, works and dialogic traditions of four key thinkers: Socrates, Martin Buber, Mikhail Bakhtin and Paulo Freire. It then examines dialogue and learning in contexts ranging from early childhood development to adult, community and higher education. In doing so, it develops and illustrates the innovative concepts of dialogic space, boundary learning and diacognition. It has a specific focus on learners and learning in contexts of oppression and marginality, and with a view to personal and social emancipation.

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It is located in an African context, specifically South Africa, although its resonance is both local and global. The book marks an innovative contribution to our understanding of dialogue and learning, framed by the great dialogic traditions of the past, and is a dialogical provocation to the ongoing generation of praxis. This book is valuable for grounding lifelong learning experiences within an African context. It underlines the complexities involved in carrying out authentic dialogue at different stages of education in Africa throughout the lifespan, exploring cases of border crossing and boundary maintenance. Peter Mayo, University of Malta and Series Editor of the International Issues in Adult Education Series

Gunther Kress argues for a radical reappraisal of the phenomenon of literacy, and hence for a profound shift in educational practice. Through close attention to the variety of objects which children constantly produce (drawings, cuttings-out, 'writings' and collages), Kress suggests a set of principles which reveal the underlying coherence of children's actions; actions which allow us to connect them with attempts to make meaning before they acquire language and writing. This book provides fundamental challenges to commonly held assumptions about both language and literacy, thought and action. It places these challenges within the context of speculation about the abilities and dispositions essential for

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children as young adults, and calls for the radical decentring of language in educational theory and practice.

This is not yet another book on New Labour and neoliberalism - but the only book which uses policy case study evidence to show the rhetorical nature of the commitment New Labour appeared to have been making to education. Unlike other books on that era, this one aims to review New Labour's time in government through specific policy texts. This book reviews some of the major policy shifts in the education sector, analysing selected case study policies in order to articulate dominant discourses in recent policy-making which have helped establish a particular hegemony. The book's originality lies in its policy analysis and case study base, whereby key policy texts across different sectors are dissected using the 'policy cycle' framework, allowing for an in depth analysis of the policy discourse as well as a discussion on how the neoliberal agenda was reflected and /or promoted. Education is often only perceived as limited to policies relating to schools and higher education. However the book seeks to demonstrate that education as a sector is a much broader field and therefore the areas covered include key policies in citizenship and youth work, widening participation in higher education, the place of inclusive education in the curriculum, the undergraduate medical curriculum, and the effect of the Cox

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review on creativity. In effect the broad selection of sectors demonstrates that New Labour's education policies were not only detrimental in traditional education settings, but also affected areas such as medicine and the media which are of importance to those who no longer are affected by what happens in institutions of learning and teaching. The book is consequently relevant for a much wider audience beyond the education community.

Increasing numbers of people now receive a higher education. Yet we still do not have that 'educated public' about which the philosopher, Alasdair MacIntyre, wrote two decades ago. *The stranger within: On the idea of an educated public* reflects on this situation, regarding the future shape of the university as a kind of public sphere in exile and a site of social and cultural interpenetration. At its centre is a revaluation of the Scottish tradition of 'democratic intellectualism', highlighted by George Davie in his book *The democratic intellect* (1961). Davie charts the gradual extinction in the Scottish universities of a type of higher education which encouraged breadth of study, public engagement and, through the compulsory study of philosophy, a concern with theory and ideas. *The stranger within: On the idea of an educated public* seeks to reframe this Scottish tradition and its associated ideal of an educated public in light of recent debates concerning cultural difference, the nation, imperialism and globalisation. It

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investigates how the radical social purpose inherent in the democratic intellect tradition might be re-vitalised to become a feature of higher education and of a more broadly based popular education worldwide. The book is underpinned by philosophical, social and cultural studies and it draws specifically on radical adult education practices related to social movements and to liberating knowledge 'from below'. It should be a valuable resource for academics from different disciplines who wish to communicate across disciplines about key issues of the day; to managers in higher education who wish to counteract the fragmentation of disciplines; and to adult, community and lifelong education workers, and members of the wider public who seek strategies to counter current educational and 'lifelong learning' orthodoxies. Cover illustration: Cell 1, etching by Jo Ganter. The word "information" carries a number of connotations depending on context, and can be said to be one of the most problematic words to define despite many efforts by statistical theorists, mathematicians, physicists, cyberneticians, communication theorists, computer scientists, and philosophers. Is information physical or non-physical? Is the universe digital, analog, or a "chaosmic" mixture of the two? This book explores a Deleuzian way of understanding information by retracing Deleuze's ontology of difference back to Gilbert Simondon's concepts of transduction, metastability, and perpetual individuation as a source for

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Deleuze's concept of the virtual. Although Deleuze did not address information specifically in his oeuvre, this book attempts to construct what a Deleuzian theory of information might look like as a consequence of his philosophical insights. The reader is presented with a brief survey of information theories, capsule explanations of the philosophy of Gilbert Simondon and Gilles Deleuze, and a discussion on the roles of metastasis and metastability as a means of addressing the problematic known as information outside of computing regimes, and as a critique of cybernetics, informatics, and memetics. Can information be reconfigured as affirmative difference, transformed into a "nomad science," or must it remain consigned to the realm of probabilism?

Universities, and the societies they serve, suffer from a crisis of meaning: We have fanatically developed our ability to produce knowledge, leaving our ability to craft meaning by the wayside. University graduates often have an abundance of knowledge but lack the wisdom to use it meaningfully. Meanwhile, people inside and outside academia are searching for meaning but are imprisoned in a lexicon of clichés and sound bites that stunts their quest. In response, *Learning for Meaning's Sake* begins with the assertion that higher education in the 21st century should renounce its obsession with job training and knowledge production and should, instead, turn toward questions of meaning. Drawing upon

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a diverse range of philosophical thought, *Learning for Meaning's Sake* offers the vision and philosophical foundation for a new type of higher learning—one that is devoted to the existential questions at the core of human existence. "Drawing from the work of a wide range of philosophers in a remarkably accessible way, Stephanie Mackler lays sophisticated conceptual groundwork to show how college educators can help young people come to understand themselves as "meaning-makers." Good meaning-makers have the interpretive skills and the confidence to approach difficult texts and challenging events in such a way that they are neither passive recipients of received wisdom nor arrogantly attempting to reinvent the wheel. *Learning for Meaning's Sake* explains how these capacities and this orientation to the world can be cultivated in the college classroom. As the book makes clear, thinking is one part of this process, but good meaning makers also have the courage to add their voices to the sorts of cultural conversations that condition our understandings of the world. In this way, good meaning-makers are not simply interpreting the world; they are helping to shape it. This is an engaging and original book, recommended for those of us who teach at the university level and those who are interested in revitalizing the liberal arts in the hopes of making higher education more meaningful." -DR. NATASHA LEVINSON, Associate Professor of Educational Foundations and Special

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Services, Kent State University "Stephanie Mackler's is a fresh voice in the ancient conversation of those who reflect on the character of liberal learning and liberal arts education... [She] wants 'to philosophize in the truest sense of the word'... and speaks of rearticulating the purposes of institutions of higher learning..." -TIMOTHY FULLER, Lloyd E. Worner Distinguished Service Professor & Professor of Political Science, Colorado College Cover photo: Seamus Mulryan"

Consumer financial literacy education often appears as a helpful, commonsense solution to neoliberalism and the individualization of responsibility for economic risk. However, in *Financial Literacy Education: Neoliberalism, the Consumer and the Citizen* this particular literacy is argued to be both ineffective and unjust. Socially created poverty, unemployment and economic insecurity require more than individual consumer solutions; they require collective responses by engaged, critical citizens. Utilizing concepts from Marx, Foucault, Bourdieu and Baudrillard this book challenges those who claim that 'there is no alternative' to neoliberal insecurity and reduce education to a consumerist training of entrepreneurial consumer-citizens who can continually invest in themselves and the market. Through an analysis of consumer financial literacy education's present and historical supports, as well as its likely effects, this book argues that

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the choice before us is not financial illiteracy or financial literacy. Rather, the choice is between subjugation to the requirements of perpetual competition or overcoming alienation, insecurity and exploitation, aims the critical financial literacy education outlined at the end of this book supports. This book will appeal to those interested in understanding the conditions of our freedom in an increasingly financialized world – critical educators, philosophers and sociologists of education and financial literacy researchers.

This book examines the transformative potential of collaborative teacher research. Specifically, Kalin shares the perspectives of educators as they investigate the teaching and learning of drawing within their own elementary classrooms and within the context of an action research group.

“We desperately need the dynamic revolution in education that this book offers us, reflecting the new ways of thinking and being on this planet that will permit us to live in peace as a global family even through massive climate changes. Read it and put these ideas into practice as quickly as possible in any ways you can!”

—Elisabet Sahtouris, Evolutionary biologist and futurist, author of *EarthDance: Living Systems in Evolution*

*Learning in the Age of Digital Reason* contains 16 in-depth dialogues between Petar Jandrić and leading scholars and practitioners in diverse fields of history,

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philosophy, media theory, education, practice, activism, and arts. The book creates a postdisciplinary snapshot of our reality, and the ways we experience that reality, at the moment here and now. It historicises our current views to human learning, and experiments with collective knowledge making and the relationships between theory and practice. It stands firmly at the side of the weak and the oppressed, and aims at critical emancipation. Learning in the Age of Digital Reason is playful and serious. It addresses important issues of our times and avoids the omnipresent (academic) sin of pretentiousness, thus making an important statement: research and education can be sexy. Interlocutors presented in the book (in order of appearance): Larry Cuban, Andrew Feenberg, Michael Adrian Peters, Fred Turner, Richard Barbrook, McKenzie Wark, Henry Giroux, Peter McLaren, Siân Bayne, Howard Rheingold, Astra Taylor, Marcell Mars, Tomislav Medak, Ana Kuzmani?, Paul Levinson, Kathy Rae Huffman, Ana Peraica, Dmitry Vilensky (Chto Delat?), Christine Sinclair, and Hamish Mcleod. Peter Pericles Trifonas has assembled internationally acclaimed theorists and educational practitioners whose essays explore various constructions, representations, and uses of difference in educational contexts. These essays strive to bridge competing discourses of difference--for instance, feminist or anti-racist pedagogical models--to create a more inclusive education that adheres to

principles of equity and social justice.

Higher Education in the UK operates in a rapidly changing and highly complex environment. Universities need to adapt quickly to this environment and managers must begin to explore 'new angles' and approaches in addressing the challenges they are now facing. This book offers a tool box of metaphors and associative Operational Research (OR) approaches. Metaphors are a powerful 'way of seeing' but also 'a way of not seeing'. Furthermore, the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas, namely Hard OR, Soft OR and Methodological Pluralism OR. Drawing on these intellectual areas and on the experience of educational and OR practitioners, the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management. The book aims to explore 'new perspectives' in HE management thinking and to describe and illustrate the use of OR methodologies, methods and techniques in helping HE managers to make informed management decisions.

Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory, applied linguistics and education. The contributors interrogate innovative and recent thinking and broach controversies

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about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty-first-century classrooms. Crucially, *Rethinking Languages Education* explores established understandings about language, culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change, and the politics of language, culture and identity. *Rethinking Languages Education* focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts. The response to these questions is multi-layered, and takes into account the complex interactions between policy, curriculum and practice, as well as their contention and implementation. In doing so, this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages, TESOL and EAL/D education. It includes diverse discussions around practice, and addresses issues of the dominance of prestige Languages programs for 'minority' and 'heritage' languages, as well as discussing controversies about the current provision of English and Languages programs around the world.

*Threshold Concepts within the Disciplines* brings together leading writers from various disciplines and national contexts in an important and readable volume for

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all those concerned with teaching and learning in higher education. In the twenty-first century, educators around the world are being told that they need to transform education systems to adapt young people for the challenges of a global digital knowledge economy. Too rarely, however, do we ask whether this future vision is robust, achievable or even desirable, whether alternative futures might be in development, and what other possible futures might demand of education. Drawing on ten years of research into educational innovation and socio-technical change, working with educators, researchers, digital industries, students and policy-makers, this book questions taken-for-granted assumptions about the future of education. Arguing that we have been working with too narrow a vision of the future, Keri Facer makes a case for recognizing the challenges that the next two decades may bring, including: the emergence of new relationships between humans and technology the opportunities and challenges of aging populations the development of new forms of knowledge and democracy the challenges of climate warming and environmental disruption the potential for radical economic and social inequalities. This book describes the potential for these developments to impact critical aspects of education – including adult-child relationships, social justice, curriculum design, community relationships and learning ecologies. Packed with examples from around the world and utilising

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vital research undertaken by the author while Research Director at the UK's Futurelab, the book helps to bring into focus the risks and opportunities for schools, students and societies over the coming two decades. It makes a powerful case for rethinking the relationship between education and social and technological change, and presents a set of key strategies for creating schools better able to meet the emerging needs of their students and communities. An important contribution to the debates surrounding educational futures, this book is compelling reading for all of those, including educators, researchers, policy-makers and students, who are asking the question 'how can education help us to build desirable futures for everyone in the context of social and technological change?'

“Revolution, not reform, is required to release the power of teaching .... Virtually, all teachers possess tremendous power which can be released, given the proper exposure. We can't get to that point by tinkering with a broken system. We must change our intellectual structures, definitions and assumptions; then we can release teacher power.” (Hilliard, 1997) This book was written during a time of growing upheaval and disagreement about how America should educate its students, particularly those who are poor, diverse, and failing school. Dominant educational research, newspapers, and popular movies such as “Waiting for

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Superman” continually fuel public debates about whether our 21st century schools provide justice for all, decrease the achievement gap, and leave no child behind. However, even though one of teachers’ greatest concerns and why many leave the profession, classroom discipline is rarely brought to the forefront of discussion. As a result, public discourse does not get into what actually happens during disciplinary moments that ultimately leads to the disproportional tracking of particular students into exclusionary school disciplinary consequences, which funnels an underclass of students into the school-to-prison pipeline. This book is a scholarly study, presented here as a readable story, and practical guide for walking teachers, administrators, and teacher education programs through the process of transforming traditional ways of thinking about classroom discipline and teaching in order to create student-centered, creative, non-punitive classrooms that authentically engage the most alienated and oppressed students in our schools and society.

Of all the great Western novelists of the twentieth century, the German writer Hermann Hesse is arguably one of the most important for educationists. Paying particular attention to Hesse’s last novel, *The Glass Bead Game*, and its immediate predecessor, *The Journey to the East*, this book suggests that Hesse was a man of the West who turned to the idea of ‘the East’ in seeking to

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understand himself and his society. From these later texts a rich, complex theory of educational transformation emerges. From West to East and Back Again examines the role of dialogue and uncertainty in the transformative process, considers utopian and ritualistic elements in Hesse's work, and explores the notion of education serving as a bridge between life and death. Hesse's novels address philosophical themes and questions of enduring significance, and this book will appeal to all who share an interest in human striving and growth. A sense of disquietude seems ever present when discussing new digital practices. The transformations incurred through these can be profound, troublesome in nature and far-reaching. Moral panics remain readily available. Discussing the manner in which digital culture within education might differ from its 'analogue' predecessors incurs the risk of resorting to increasingly roadworn meta-phors of new frontiers, 'cyber' domains, inter-generational conflicts and, inevitably, the futurist utopias and dystopias characterised by Western media throughout the twentieth century. These imaginings now seem to belong to an earlier era of internet thinking. We are freer, over two decades on, to re-evaluate digital difference from new perspectives. Are digital learning environments now orthodox, or do the rapidly emerging technologies hold a new promise and a new arena of difference for pedagogical practice? What are the points of rift, and the

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points of continuity, between virtual learning spaces and their equivalents in the real? What qualities of difference should concern us now? The writings in this collection from three continents reflect a complex embrace of culture, power and technology. Topics range from social questions of consumption, speed, uncertainty, and risk to individual issues of identity, selfhood and desire. Ethical issues arise, involving equity and authority, as well as structural questions of order and ambiguity. From these themes emerges an engaging agenda for future educational research and practice in higher education over the coming decade. The book will interest teachers, practitioners and managers from all disciplines, as well as educational researchers.

This book was written during a time of growing upheaval and disagreement about how America should educate its students, particularly those who are poor, diverse, and failing school. Dominant educational research, newspapers, and popular movies such as “Waiting for Superman” continually fuel public debates about whether our 21st century schools provide justice for all, decrease the achievement gap, and leave no child behind. However, even though one of teachers’ greatest concerns and why many leave the profession, classroom discipline is rarely brought to the forefront of discussion. As a result, public discourse does not get into what actually happens during disciplinary moments

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Global Knowledge Cultures provides a collection of accessible essays by some of the world's leading legal scholars, new media analysts, techno activists, library professionals, educators and philosophers. Issues canvassed by the authors include the ownership of knowledge, open content licensing, knowledge policy, the common-wealth of learning, transnational cultural governance, and information futures.

This wonderful, highly readable book breaks new ground in revealing commonalities between Deleuze's nomadic method of inquiry and the pragmatic method of John Dewey.

New technologies are dramatically changing the face of education and the nature

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of childhood itself. In *Shift to the Future*, Nicola Yelland examines the ways in which these technologies are reshaping the social, personal, and educational experiences of childhood, and explores the curricular revisions such changes demand. With a focus on the various information and communications technologies (ICTs) available to young students and the possibilities these ICTs offer for teaching and learning, *Shift to the Future* provides inspiring examples of teachers who have innovatively incorporated new technologies into their classrooms to engage their students in contemporary times.

This book addresses the recent impact of the 'knowledge-based economy' as an economic 'imaginary' and as a set of real economic developments on education, and especially higher education in Europe, including educational strategies and policies such as those of the Bologna process on a European scale.

This book brings together the fields of artificial intelligence (often known as A.I.) and inclusive education in order to speculate on the future of teaching and learning in increasingly diverse social, cultural, emotional, and linguistic educational contexts. This book addresses a pressing need to understand how future educational practices can promote equity and equality, while at the same time adopting A.I. systems that are oriented towards automation, standardisation

and efficiency. The contributions in this edited volume appeal to scholars and students with an interest in forming a critical understanding of the development of A.I. for education, as well as an interest in how the processes of inclusive education might be shaped by future technologies. Grounded in theoretical engagement, establishing key challenges for future practice, and outlining the latest research, this book offers a comprehensive overview of the complex issues arising from the convergence of A.I. technologies and the necessity of developing inclusive teaching and learning. To date, there has been little in the way of direct association between research and practice in these domains: A.I. has been a predominantly technical field of research and development, and while intelligent computer systems and 'smart' software are being increasingly applied in many areas of industry, economics, social life, and education itself, a specific engagement with the agenda of inclusion appears lacking. Although such technology offers exciting possibilities for education, including software that is designed to 'personalise' learning or adapt to learner behaviours, these developments are accompanied by growing concerns about the in-built biases involved in machine learning techniques driven by 'big data'. Educational theory is necessarily concerned with what it means to become human, 'becoming' implying a process of growth and change. In general,

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philosophy of education has tended to view childhood (defined as the period during which one is being educated) as preparation for a settled period as adult citizen, during which one's human nature is given its full expression.

Traditionally, then, first we become human, then we are (fully) human. However, when we speak of ourselves as human, we do so in these two senses: as a present species marker, and as a regulative ideal. Most literature focuses on the former sense; the present argument will focus on the latter. What, therefore, should be the grounds for a theory of the individual in society and the world that can best underpin approaches to social policy and education on the assumption that the human animal is always aspiring to fully human status that can never be attained? Central to the argument are the acknowledgment of the human as an open system and the concomitant acceptance of overlapping phenomenal worlds, whereby experience is shared but never exactly duplicated between sentient beings.

This book aims to systematically tackle the most severe crisis to ever beset Western education systems, which stems from the growing clash between the Platonic-modern civilization—still very much at the core of prevailing education systems—and the postmodern civilization which has become dominant in Western societies in the last generations.

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People are using the future to search for better ways to achieve sustainability, inclusiveness, prosperity, well-being and peace. In addition, the way the future is understood and used is changing in almost all domains, from social science to daily life. This book presents the results of significant research undertaken by UNESCO with a number of partners to detect and define the theory and practice of anticipation around the world today. It uses the concept of 'Futures Literacy' as a tool to define the understanding of anticipatory systems and processes – also known as the Discipline of Anticipation. This innovative title explores: • new topics such as Futures Literacy and the Discipline of Anticipation; • the evidence collected from over 30 Futures Literacy Laboratories and presented in 14 full case studies; • the need and opportunity for significant innovation in human decision-making systems. This book will be of great interest to scholars, researchers, policy-makers and students, as well as activists working on sustainability issues and innovation, future studies and anticipation studies. The Open Access version of this book, available at <https://www.taylorfrancis.com/books/e/9781351047999>, has been made available under a Attribution-NonCommercial-NoDerivs 3.0 IGO (CC-BY-NC-ND 3.0 IGO) license.

Creative Arts Research: Narratives of Methodologies and Practices is an

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innovative set of essays that grows out of active engagement with arts practice, pedagogy and research. The collection presents a selection of arts-based research projects, their methodologies, practices and guiding philosophies, and throws new light on a range of issues that bring artists, designers, and performers into conversation with one another. The collection weaves together theoretical and applied dimensions of creative arts research. Following Martin Heidegger, the lead authors, Elizabeth Grierson and Laura Brearley situate the text through consideration of ways of framing, knowing and being, looking and listening, analysing, being-with, proposing, acting and reflecting, constructing, performing, deconstructing, and learning. Heidegger's notion of gathering and his proposition, Questioning builds a way ... the way is one of thinking provides the means to link the different chapters. This wide-ranging metaphoric device allows the authors to emphasise a set of fundamental questions concerning epistemologies, ways of knowing, and ontologies, ways of being, and the relations between the two. Their book opens a conceptual space to recognise the diversity of practices that count as creative arts research. This collection is authentic, it speaks to the reader, it raises many questions and it theorises methodologies and practices of creative arts research in ways that the art student, the teacher, the practitioner, and the lecturer will find philosophical,

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interesting and methodologically insightful. The collection is to be welcomed as breaking new ground and it will have a deserved readership beyond the confines of the academic art-based community. Michael A. Peters"

Digital Difference Perspectives on Online Learning Springer Science & Business Media

Designing Globally Networked Learning Environments brings together 25 educators from four continents, who share their richly diverse visions for teaching and learning in a globally networked world. What unites these visions is that they break with traditional models of repackaging traditional institutionally bounded courses for online delivery in global markets.

Mainstream economists and Silicon Valley entrepreneurs claim that unfettered capitalism and digital technology can unlock a future of unbounded prosperity, create endless high paying jobs, and solve the world's vast social and ecological problems. Realizing this future of abundance purportedly rests in the transformation of human potential into innovative human capital through new 21st century forms of education. In this new book Alex Means challenges this view. Stagnating economic growth and runaway inequality have emerged as the 'normal' condition of advanced capitalism. Simultaneously, there has been a worldwide educational expansion and a growing surplus of college-educated

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workers relative to their demand in the world economy. This surplus is complicated by an emerging digital revolution driven by artificial intelligence and machine learning that generates worker displacing innovations and immaterial forms of labor and valorization. Learning to Save the Future argues that rather than fostering mass intellectuality, educational development is being constrained by a value structure subordinated to 21st century capitalism and technology. Human capabilities from creativity, design, engineering, to communication are conceived narrowly as human capital, valued in terms of economic productivity and growth. Similarly, global problems such as the erosion of employment and climate change are conceived as educational problems to be addressed through business solutions and the digitalization of education. This thought-provoking account provides a cognitive map of this condition, offering alternatives through critical analyses of education and political economy, technology and labor, creativity and value, power and ecology.

Semetsky's new book offers a bracing account of Tarot semiotics in view of its deep significance for educational experience. Analyzing the symbolic language of Tarot images that express the intimations of the unconscious, she invites readers to explore novel ways of learning about the nature of ourselves and the world we are situated in. Combining thorough research with an accessible style, this

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groundbreaking book is essential reading for present and future generations of practitioners, academics and students across disciplines. Pia Brînzeu, Professor of English Literature and Vice-Rector of the University of Timișoara, Romania; author of *Corridors of Mirrors*. A sequel to the author's *Re-Symbolization of the Self: Human Development and Tarot Hermeneutic and Semiotics Education Experience*, Semetsky's new book presents the Tarot sign-system as a school of ethical living. Bringing the philosophies of Peirce, Deleuze, Dewey, Whitehead and Gebser in a dialogue with the cutting-edge science of coordination dynamics, she grounds the art of Tarot in the logic of signs acting across nature, culture and human mind. Building on Noddings' "maternal factor", Semetsky demonstrates how the lessons embodied in Tarot symbolism recover the feminine value of relations and contribute to Self~Other integration. Such is the message of Tarot images. *The Image is the Message*. Igor Klyukanov, Professor of Communication, Eastern Washington University, USA; editor, *Russian Journal of Communication*; author of *A Communication Universe: Manifestations of Meaning, Stagings of Significance*. Semetsky's amalgamation of the techniques of visual communication with the emerging field of edusemiotics is an absolute masterpiece in transdisciplinarity. By forging diverse strands of inquiry into an overall model of how images enhance learning, Semetsky's new book provokes

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us to take a fresh look at iconic information and is a required reading for everyone who is engaged with the art and science of visual semiotics at the intersection of nature and culture. Marcel Danesi, Professor of Anthropology, University of Toronto, Canada; editor-in-chief, Semiotica; author of *The Quest for Meaning: A Guide to Semiotic Theory and Practice*. Finally. An in-depth look at Tarot from within the field of semiotics, a perspective that had been inexplicably overlooked until now. As a language of exile from language, Tarot cards are silent words that became images. Here is a book that turns our thirst for symbols into a learning tool. The sign sings in Inna Semetsky's work. Enrique Enriquez, (con)temporary tarot, [www.tarologyfilm.com](http://www.tarologyfilm.com); author of *Tarology*.

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