

# PDFthe End Of Education Redefining Value School Neil Postman

**Velislava Hillman**

**The End of Education** Neil Postman, 1995 In this comprehensive response to the education crisis, the author of *Teaching as a Subversive Activity* returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can restore a sense of purpose, tolerance, and a respect for learning.

*The Flickering Mind* Todd Oppenheimer, 2007-12-18 *The Flickering Mind*, by National Magazine Award winner Todd Oppenheimer, is a landmark account of the failure of technology to improve our schools and a call for renewed emphasis on what really works. American education faces an unusual moment of crisis. For decades, our schools have been beaten down by a series of curriculum fads, empty crusades for reform, and stingy funding. Now education and political leaders have offered their biggest and most expensive promise ever—the miracle of computers and the Internet—at a cost of approximately \$70 billion just during the decade of the 1990s. Computer technology has become so prevalent that it is transforming nearly every corner of the academic world, from our efforts to close the gap between rich and poor, to our hopes for school reform, to our basic methods of developing the human imagination. Technology is also recasting the relationships that schools strike with the business community, changing public beliefs about the demands of tomorrow's working world, and reframing the nation's systems for researching, testing, and evaluating achievement. All this change has led to a culture of the flickering mind, and a generation teetering between two possible futures. In one, youngsters have a chance to become confident masters of the tools of their day, to better address the problems of tomorrow. Alternatively, they can become victims of commercial novelties and narrow measures of ability, underscored by misplaced faith in standardized testing. At this point, America's students can't even make a fair choice. They are an increasingly distracted lot. Their ability to reason, to listen, to feel empathy, is quite literally flickering. Computers and their attendant technologies did not cause all these problems, but they are quietly accelerating them. In this authoritative and impassioned account of the state of education in America, Todd Oppenheimer shows why it does not have to be this way. Oppenheimer visited dozens of schools nationwide—public and private, urban and rural—to present the compelling tales that frame this book. He consulted with

experts, read volumes of studies, and came to strong and persuasive conclusions: that the essentials of learning have been gradually forgotten and that they matter much more than the novelties of technology. He argues that every time we computerize a science class or shut down a music program to pay for new hardware, we lose sight of what our priority should be: “enlightened basics.” Broad in scope and investigative in treatment, *The Flickering Mind* will not only contribute to a vital public conversation about what our schools can and should be—it will define the debate.

*School* Jeff Gregg, 2021-02-10 This book encourages readers to think about and discuss the purpose of education. It provides an opportunity to consider how the way in which purposes are framed has consequences for student-teacher relationships and teacher-administrator relationships. The author introduces a moral/ethical dimension into the consideration of purposes—Why would anyone do that to kids? This book suggests that failure to reflect on the purpose of education underlies the lack of impact of many education reform efforts. The author presents a fictional roundtable discussion of educational issues. The participants include teachers, school administrators, state politicians and bureaucrats, parents, community members, and business people.

*Troublemaker* Chester E. Finn, Jr., 2008-02-04 Few people have been more involved in shaping postwar U.S. education reforms--or dissented from some of them more effectively--than Chester Finn. Assistant secretary of education under Ronald Reagan, and an aide to politicians as different as Richard Nixon and Daniel Moynihan, Finn has also been a high school teacher, an education professor, a prolific and best-selling writer, a think-tank analyst, a nonprofit foundation president, and both a Democrat and Republican. This remarkably varied career has given him an extraordinary insider's view of every significant school-reform movement of the past four decades, from racial integration to No Child Left Behind. In *Troublemaker*, Finn has written a vivid history of postwar education reform that is also the personal story of one of the foremost players--and mavericks--in American education. Finn tells how his experiences have shaped his changing views of the three major strands of postwar school reform: standards-driven, choice-driven, and profession-driven. Of the three, Finn now believes that a combination of choice and standards has the greatest potential, but he favors this approach more on pragmatic than ideological grounds, arguing that parents should be given more options at the same time that schools are allowed more flexibility and held to higher performance norms. He also explains why education reforms of all kinds are so difficult to implement, and he draws valuable lessons from their frequent failure. Clear-eyed yet optimistic, Finn ultimately gives grounds for hope that the best of today's bold initiatives--from charter schools to technology to makeovers of school-system governance--are finally beginning to make a difference.

*What Really Matters?* Bernard D. Bull, 2016-09-01 What really matters in education? Amid headlines about standardized test scores, global rankings of students from different countries, technology-enhanced learning, the unreasonable costs of higher education, and preparing the workforce of tomorrow, what really matters? If we want to pursue education reform and

improvements that truly benefit the lives of current and future students, where should we focus our efforts? In *What Really Matters?*, Dr. Bernard Bull draws from over twenty years of research and experience to offer ten issues that truly matter if we are going to create rich, meaningful, rewarding, engaging, and impactful learning organizations that are rooted in the best ideas of the past while preparing people for the challenges and opportunities of the present and future. This is a text for educators, school leaders, community members, parents, students, policymakers, and others who aspire to move from educational buzzwords to some of the most important educational challenges and opportunities of our age.

**United States of Distraction** Mickey Huff, Nolan Higdon, 2018-08-13 A provocative critique of how manipulation of media gives rise to disinformation, intolerance, and divisiveness, and what can be done to change direction. Mickey Huff and Nolan Higdon emphasize what we can do today to restore the power of facts, truth, and fair, inclusive journalism as tools for people to keep political and corporate power subordinate to the engaged citizenry and the common good.—Ralph Nader The role of news media in a free society is to investigate, inform, and provide a crucial check on political power. But does it? It's no secret that the goal of corporate-owned media is to increase the profits of the few, not to empower the many. As a result, people are increasingly immersed in an information system structured to reinforce their social biases and market to their buying preferences. Journalism's essential role has been drastically compromised, and Donald Trump's repeated claims of fake news and framing of the media as "an enemy of the people" have made a bad scenario worse. Written in the spirit of resistance and hope, *United States of Distraction* offers a clear, concise appraisal of our current situation, and presents readers with action items for how to improve it. Praise for *United States of Distraction*: A war of distraction is underway, media is the weapon, and our minds are the battlefield. Higdon and Huff have written a brilliant book of how we've gotten to this point, and how to educate ourselves to fight back and win.—Henry A. Giroux, author of *American Nightmare: Facing the Challenge of Fascism* A timely and urgent demand re-asserting the central importance of civic pursuits—not commercialism—in U.S. media and society.—Ralph Nader Higdon and Huff have produced the best short introduction to the nature of Trump-era journalism and how the 'Post-Truth' media world is inimical to a democratic society that I have seen. The book is provocative and an entertaining read. Best of all, the analysis in *United States of Distraction* leads to concrete and doable recommendations for how we can rectify this deplorable situation.—Robert W. McChesney, author of *Rich Media, Poor Democracy: Communication Politics in Dubious Times* The U.S. wouldn't be able to hide its empire in plain sight were it not for the subservient 'free' press. *United States of Distraction* shows, in chilling detail, America's major media dysfunction—how the gutting of the fourth estate paved the road for fascism and what tools are critical to salvage our democracy.—Abby Martin, *The Empire Files* Nolan Higdon and Mickey Huff provides us with a fearless and dangerous text that refuses the post-truth proliferation of fake news, disinformation, and media that serve the interests of the few. This is a vital wake-up call for how the public can protect itself against manipulation and authoritarianism through education and

public interest media.”—George Yancy, author of *Backlash: What Happens When We Talk Honestly about Racism in America* and Professor of Philosophy at Emory University United States of Distraction challenges our hegemon-media’s ideological mind control and the occupation of human thought. ... Huff and Higdon correctly call for mass critical resistance through truth telling by free minds. Power to the people!—Peter Phillips, author of *Giants: The Global Power Elite*

**Respect for Teachers** Brian Ford,2012-12-27 For over 30 years we have been in the midst of a paradox. Following a questionable logic that sees education as a means to economic ends, efforts to reform education have focused on keeping the US from slipping in international economic competition. Relying on testing as a standard, in the end we may have decreased our human potential and become less competitive. Our system has gotten worse at its core, in its philosophical tenets and in its ultimate effects, by placing unwonted pressure on our youth and in stifling their creativity. While this goes back decades, Respect for Teachers takes its title from a phrase --perhaps a codeword-- in President's 2011 State of the Union address and sits down to consider its implications. Connecting attacks on teachers, unions and schools and the misrepresentation of research to the promotion of new economic models in education, it suggests that the Obama administration may be, without quite realizing it, setting the stage for rapid privatization of the public system. As this endangers the egalitarian basis of democracy, it also reminds us that schooling is big business - many trillions of dollars world-wide. Joseph Schumpeter once said, “No bourgeoisie ever disliked war profits.” Respect operates under the premise that no bourgeoisie ever disliked the spoils of school reform, either.

The Transatlantic Dialogue on Higher Education Ulla Krieburnegg,2011 Comparing apples and oranges frequently, this is what we do when we talk about similarities and differences regarding higher education in the United States and Europe. Based on the assumption that higher education policy texts are cultural texts to be interpreted, this book deconstructs four US American cultural narratives within higher education (co-opetition, the frontier myth, McDonalidization, and the narrative of security), and compares these to discourses prevailing in Europe. Disputing the prevalent claim that both the recent European higher education transformation initiative, the Bologna Process, and the establishment of the European Higher Education Area (EHEA) have had absolutely no impact on US institutions of higher learning, this study proves that cultural narratives in the last decade have strongly determined political and structural developments in higher education on both sides of the Atlantic. This book therefore adds another facet to the transatlantic dialogue on higher education by providing a cultural critical perspective, including the Foucauldian theory of governmentality as well as aspects of postcolonial theory.

**Beyond the Five Paragraph Essay** Kimberly Campbell,Kristi Latimer,2023-10-10 Love it or hate it, the five-paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today. But have you ever actually seen five-paragraph essays outside of school walls? Have you ever found it in business writing, journalism, nonfiction, or any other genres that exist in the real world? Kimberly Hill Campbell and Kristi Latimer reviewed the research on the

effectiveness of the form as a teaching tool and discovered that the research does not support the five-paragraph formula. In fact, research shows that the formula restricts creativity, emphasizes structure rather than content, does not improve standardized test scores, inadequately prepares students for college writing, and results in vapid writing. In *Beyond the Five-Paragraph Essay*, Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature. They provide numerous strategies that stimulate student thinking, value unique insight, and encourage lively, personal writing, including the following: Close reading (which is the basis for writing about literature) Low-stakes writing options that support students' thinking as they read Collaboration in support of discussion, debate, and organizational structures that support writing as exploration A focus on students' writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students' thinking. We want students to know that their writing can convey something important: a unique view to share, defend, prove, delight, discover, and inspire. If we want our students to be more engaged, skilled writers, we need to move beyond the five-paragraph essay.

**Teach from the Heart** Jenell Paris, 2016-06-24 How can a teacher remain whole and happy, able to teach well for an entire semester, an entire year, and an entire career? *Teach from the Heart* is about finding, rediscovering, or holding on to the heart of the teaching life, which is, quite literally, the teacher's heart. It is an encouragement to take up teaching as more than a service to provide, a profession to master, or a job to perform. It is an invitation to artisanry, teaching as a craft that we master by working with our hands over long periods of time, producing results that bear the mark of their maker. Whether you're just beginning, or in it for the long haul, sit down with *Teach from the Heart* and deepen your heart for the teaching life. We need not bring to class the wisdom and knowledge we gained elsewhere; we can take up teaching as a spiritual practice, with the classroom as a sacred space for our own formation as persons. With nearly forty years' experience as both student and teacher, Jenell Paris's perspective is hard-won, but still lighthearted and enthusiastic. Teachers from any context will benefit: stories and examples include preschool, K-12, community education, and college teaching.

*Vicious Circles in Education Reform* Eric Shyman, 2016-10-04 *Vicious Circles* traces the history of development of public education and the near simultaneous advent of educational reform from its very beginning. Drawing on history, politics, law, sociology, and educational research, all aspects of public schooling are brought to light using a non-partisan analytical approach. Critically examining areas such as institutional racism, sexism, ableism, ethnocentrism, and xenophobia, as well as the corporatization and privatization of public schooling, Shyman extracts the fundamental problems that have ever plagued, and continue to plague, successful education reform. Essentially, Shyman demonstrates that little progress in the area of education reform has ever been made. Rather, the same misinformed, repackaged efforts by a disconnected and insularly private political elite have continued to be applied, perpetuating a "vicious circle" of failed and misguided attempts at

education reform.

Reclaiming Our Children, Reclaiming Our Schools Eric Shyman, 2016-12-16 Reclaiming Our Children, Reclaiming our Schools offers both a comprehensive censure of the current corporate interest in privatizing public schooling as well as a framework for attaining meaningful education reform based in democracy and the combined will of the public. Using current research and sound philosophical and ethical arguments, Shyman argues for more attention to be paid to teacher expertise, participatory democratic practices, genuine valuation of ethnic and cultural diversity, attention to global citizenship and cooperation, and the prevention of private profit-based interests in public schooling policy and practice. By returning the power of the public school to the public and the true experts, public schools can become the most important tool in securing genuine cultural growth leading to a stronger, safer and more cooperative nation and world.

**From Darwin to Eden** William B. Collier, 2020-03-23 Who am I? Where did I come from? Where did life come from? How you answer these questions will profoundly impact how you live your life. Professor Collier has compiled into one engaging volume the scientific case for God and theism encased in the philosophy of one of the most brilliant and unusual scientist/philosophers of our age: Michael Polanyi. Few people have the time to survey the full spectrum of the modern intelligent design movement and how it grew out of and interacts with the writings of Michael Polanyi. With this book you can step back and survey the whole scene, and know exactly who you need to read next if necessary. Collier has condensed the critical details of Polanyi and the Intelligent Design movement into a single volume that informs without being overly simplistic, but is also engaging and fun.

What Teachers Need to Know Matthew Bruce Etherington, 2017-03-31 Every generation has sought to make teaching and learning more inclusive and equitable, but pesky questions always remain, such as, how can teaching and learning be conducted in ways that satisfies and respects everyone? What are the parameters of an inclusive pedagogy? Who defines its principles? How should these principles be taught and by whom? And by what authority shall they be grounded? These types of thorny questions occupy the essence of educators and the authors of this book. This book is about teachers, educators, and topics related to inclusion. Teachers and educators have a lot to know, therefore the topics are broad and relevant to the times. What should teachers know about special needs, religion and spirituality, Aboriginality, the environment, tolerance, and school choice? Although teachers have knowledge of their subject matter, knowledge alone is not sufficient. They must know and understand how people learn. A teacher must also care deeply about who they teach. And this teacher knowledge grows and changes over time as teachers become more experienced, informed, skilled, and wiser. At the same time no teacher preparation will be sufficient because there will always be discussions that were never had and knowledge that was never shared. Time has its costs and there is only so much a formal education can prepare someone. This book helps to satisfy a cavity in learning for teachers and educators in general.

*Taming EdTech* Velislava Hillman,2024-11-14 As education becomes more dependent on data-intensive algorithmic systems, private corporate power continues to grow. Left unregulated, the implications for children's basic rights and future life chances are not to be underestimated. In this book, Velislava Hillman argues that datafication, i.e. turning all human actions into data, and surveillance have been normalised in educational settings and shows how edtech products are not improving education equally for all children. She calls for a licensing regime which drives the edtech industry towards ethical practices and meeting appropriate standards before they are allowed to operate in schools. Looking beyond edtech's potentials, this book outlines a governance framework across socio-technical, ethical, critical pedagogic, and human rights imperatives for governing the digitisation of education.

**Christianity and Moral Identity in Higher Education** P. Glanzer,T. Ream,2009-11-23 This book offers examples from both Christian and secular democratic institutions of higher education and then responds to possible criticisms about how moral education in a comprehensive humanist moral tradition may short change diversity, autonomy and critical thinking.

Transformational Teaching Kenneth S. Coley,Martha E. MacCullough,Deborah L. MacCullough,2023-02-15 Comprehensive and up-to-date, Transformational Teaching provides a survey of instructional design and effective pedagogy that incorporates a biblical worldview throughout, making it especially useful for education courses at Christian colleges, Christian teachers who desire further training or ACSI certification, and homeschooling parents using a faith-based curriculum. The book explores philosophical and psychological foundations underlying teaching approaches, interprets the latest findings in neurological and educational research, and weaves InTASC standards throughout select chapters. Additionally, the final section is devoted to specific disciplines to offer strategies for effective teaching and faith integration in each subject area. Most chapters also feature a worldview foundations section, current research on best practices, case studies, and challenges for reflection and application. Written by authors with more than a century of combined teaching experience, including K-12 classrooms in both public and Christian schools, higher education, online instruction, and international training conferences, Transformational Teaching sets a new standard for teacher training that is specifically geared to a Christian educator.

**Governance and Christian Higher Education in the African Context** David K. Ngaruiya,Rodney L. Reed,2019-02-14 Integrity, pastoral care and authority lie at the heart of Christian leadership and indeed, following Jesus in any capacity, and they are also critical in state governance and Christian higher education. The articles in this book, the product of the 2017 conference of the Africa Society of Evangelical Theology, address these themes and other topics relating to the spheres of government and education in Africa to enhance our understanding of the challenges faced in African contexts. A wide range of Christian scholar-leaders provide a way forward for other church and institutional leaders who are seeking to faithfully fulfill their responsibilities of stewardship and instruction. Corruption, civil disobedience, good governance and formation of

Christian leaders are matters that are becoming increasingly relevant not only in many African countries but across the world, and this book is a valuable resource for thoughtful reflection and guidance on these important subjects.

The Routledge Handbook of Music and Migration Wolfgang Gratzner, Nils Grosch, Ulrike Präger, Susanne Scheibelhofer, 2023-10-31 *The Routledge Handbook of Music and Migration: Theories and Methodologies* is a progressive, transdisciplinary paradigm-shifting core text for music and migration studies. Conceptualized as a comprehensive methodological and theoretical guide, it foregrounds the mobile potentials of music and presents key arguments about why musical expressions matter in the discussion of migration politics. 24 international specialists in music and migration set methodological and theoretical standards for transdisciplinary collaborations in the field of migration studies, discussing 41 keywords, such as mobility, community, research ethics, human rights, and critical whiteness in the context of music and migration. The authors then apply these terms to 16 chapters, which deal with ethnomusicological, musicological, sociological, anthropological, geographical, pedagogical, political, economic, and media-related methodologies and theories which reflect and contest current discourses of migration. In their interdisciplinary focus, these chapters advance interrelations between music and migration as enabling factors for socio-cultural studies. Furthermore, the authors tackle crucial questions of agency, equality, and equity as well as the responsibilities and expectations of writers and artists when researching migration phenomena as innate human experience. As a result, this handbook provides scholars and students alike with relevant and applicable methodological and theoretical tools in addition to an extensive literature and research review for further research.

*Powering Up Students* Graham Powell, Guy Claxton, 2019-05-31 In *Powering Up Students: The Learning Power Approach* to high school teaching, Guy Claxton and Graham Powell detail the small tweaks to daily practice that will help high school teachers boost their students' learning dispositions and attitudes. Foreword by John Hattie. The Learning Power Approach (LPA) is a pedagogical formula which aims to develop all students as confident and capable learners ready, willing, and able to choose, design, research, pursue, troubleshoot, and evaluate learning for themselves, alone and with others, in school and out. This approach therefore empowers teachers to complement their delivery of content, knowledge, and skills with the nurturing of positive habits of mind that will better prepare students to flourish in later life. Building upon the foundations carefully laid in *The Learning Power Approach* (ISBN 9781785832451), the first book in the Learning Power series, Guy Claxton and Graham Powell's *Powering Up Students* embeds the ideas of this influential method in the context of the high school. It offers a thorough explanation of how the LPA's design principles apply to this level of education and, by presenting a wide range of practical strategies and classroom examples, illustrates how they can be put into action with different age groups and in different curricular areas especially relating to literacy and numeracy, but also in specific subjects such as science, history, geography, and design technology. All teachers can foster the capacity of students to be, for example,



curious, attentive, imaginative, rational, and reflective and Guy and Graham provide clear guidance on how this can be achieved. Step by step, they explore all aspects of pedagogy: from how to make learning compelling and challenging, to how best to make use of the environment for learning; from how to coach students so that they become more independent and responsible directors of their own learning, to subtle shifts in teacher language and behaviour that change the climate for learning. Rooted in the authors' knowledge of international research about how students can and should learn in schools, this practical guide is suitable for both newly qualified and experienced teachers of students aged 11 to 18. It will also appeal to those school principals, educationalists, and administrators who are committed to improving both students' achievement and their preparedness for the world of learning beyond school.

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