

ELEMENTS  
OF A  
POST-LIBERAL  
THEORY  
OF  
EDUCATION

*C. A. BOWERS*

# Elements Of A Post Liberal Theory Of Education

**Michal Rosen-Zvi**



## **Elements Of A Post Liberal Theory Of Education:**

Elements of a Post-liberal Theory of Education C. A. Bowers, 1987-01-01      *The Foxfire Approach* Hilton Smith, J. Cynthia McDermott, 2016-07-08 This collection of essays by Foxfire practitioners represents the wide range of adaptations by educators of the pedagogical orientation of the Foxfire Magazine and Foxfire Programs for Teachers Former students in the magazine class at Rabun County High School share the continuing impact of that experience on their lives including a former student who is pioneering the magazine project with her sixth grade class An early childhood teacher make a passionate articulate case for instruction guided by the Foxfire Core Practices And a former school administrator shares his experiences as guidance to current school administrators in enabling then supporting teachers to implement instruction guided by Foxfire s Core Practices Participants in Foxfire s Program for Teachers from early childhood teachers to college professors describe their adaptations of the Foxfire Approach for instruction at all grade levels all subjects and all demographics including how they coped with the challenges they faced One practitioner describes how she used the Core Practices to design instruction in rural China We have an engaging essay focused on our summer courses for teachers based on extensive observations and interview of participants attending those courses Several essays explore the pedagogical roots of the Foxfire Approach as well as its value in providing instruction today which engages the students in the content and results in durable learning Readers can read straight through the book beginning with a short historical introductory essay or skip around to topics of interest to assemble an informed assessment of the potential of the Foxfire Approach      Curriculum Development in the Postmodern Era Patrick Slattery, 2013 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition      **Changing Times In Teacher Education** Marvin F. Wideen, Peter P. Grimm, 2013-05-13 Pressures for reform in teacher education have begun to take on the same sense of urgency as school reform Those faculties of education who have been strong advocates for change in the schools now find themselves the

subject of similar pressures from governmental policy makers Attempts at change have taken place in many different countries and jurisdictions around the world This book details through a series of international vignettes how teachers are responding to the changing times and social contexts in which they do their work The authors hold the view that changes are inevitable in teacher education but what is not clear is who will control the changes and whether the end result will actually improve the preparation of teachers The theme of the book is that the reform of teacher education should be informed by intelligent debate and that any attempt to restructure teacher preparation should result from a careful reconceptualisation of its purposes and processes      Education and the Environment Gregory A. Smith,1992-10-01      **Toward an Ethic of**

**Citizenship** William K. Dustin,2000-01-11 The idea for this book arose out of a little known political scandal known as phonedgate that occurred in Minnesota in the early 1990 s in which a number of legislators were found to have been abusing their phone privileges The hubris of the legislature in response to the discovery of this abuse not only made me rather angry but since I had been called for jury duty the year before gave me the idea that service in the legislature ought to be a duty of citizenship like jury duty Although the idea of the citizen legislature goes back to Aristotle serious consideration of it raises the question of what is meant by citizenship and representation This book addresses that question It is an attempt to develop a model of citizenship in which representation is simultaneously a fundamental right and the highest obligation After developing these ideas at a rather high level of abstraction the book concludes with a proposed constitutional amendment for the State of Minnesota to illustrate how the model will work in practice      **Curriculum, Environment, and the Work of**

**C. A. Bowers** Audrey Dentith,David Flinders,John Lupinacci,Jennifer Thom,2021-06-28 This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A Bowers to curriculum and ecological studies globally Chapters provide in depth explanation of Bowers central contributions to the field including his identification of the linguistic roots of ecological degradation the need for school curricula to support sustainability and the principles of cultural commons eco justice and ecological intelligence Building on these ideas and emphasizing the links between curriculum studies social justice and environmental education the text illustrates how Bowers ideas must now inform future approaches to schooling teacher education research and Indigenous communities to guard against the global ecological crises we now face This text will benefit researchers academics and educators with an interest in curriculum studies sustainability education and environmental studies in particular Those interested in the sociology of education educational change and school reform will also benefit from the book      Work, Learning and Sustainable Development John Fien,Rupert Maclean,Man-Gon Park,2008-10-26 This book is the first that provides a comprehensive overview of the way countries education systems and institutions have responded to the call for an integration of learning for work citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999 Discussions on the central theme of the Seoul Conference lifelong learning and training for all a bridge to the future led

to the conclusion that a new paradigm of both development and Technical and Vocational Education TVET was needed This book showcases the wide range of international initiatives that have sought to put such exhortations into practice It includes case studies of national TVET policy reforms reoriented curricula sustainable campus management programs and examples of innovative approaches to integrating learning in TVET with on the job training and in community service It also focuses on the issues and challenges being faced and ways of moving forward Case studies feature initiatives in a wide range of world regions and countries and include authors from UK Germany Finland Canada USA Australia South Africa China Republic of Korea India Pakistan and the Philippines

**The Drama Of Leadership** Robert J. Starratt,2003-09-02 Robert Starratt a teacher of people in leadership positions presents the foundations for the theory of leadership Based on a framework divided into building blocks various concepts of leadership such as values change power and structure are explained and analyzed and ways of incorporating them into school management are addressed He presents a picture of leadership as a variety of disciplines history philosophy psychology politics sociology theology amongst others and with the idea that the student of leadership must be one of change This text is primarily intended for headmasters education managers and administrators students and lecturers in education and philosophers of education

*Understanding Curriculum* William F. Pinar,1995 Perhaps not since Ralph Tyler s 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike

**Beyond Liberation and Excellence** David Purpel,H. Svi Shapiro,1995-06-30 The authors goal is to explore how an alternative politically viable public discourse on education can be constructed They examine the kinds of conditions concerns and subjectivities that must be attended to in order to develop an effective and resonant new language that can re focus the purposes of education in this society The authors agree that educational discourse must be transformed into a visible morally and politically vital public commentary and debate one that can begin to address the social cultural and spiritual crises that now confront humanity

**The Bloomsbury Companion to Dance Studies** Sherril Dodds,2019-03-21 The Bloomsbury Companion to Dance Studies brings together leading international dance scholars in this single collection to provide a vivid picture of the state of contemporary dance research The book commences with an introduction that privileges dancing as both a site of knowledge formation and a methodological approach followed by a provocative overview of the methods and problems that dance studies currently faces as an established disciplinary field The volume contains eleven core chapters that each map out a specific area of inquiry Dance Pedagogy Practice As Research Dance and Politics Dance and Identity Dance Science Screendance Dance Ethnography Popular Dance Dance History Dance and Philosophy and Digital Dance Although these sub disciplinary domains do not fully capture the dynamic ways in which

dance scholars work across multiple positions and perspectives they reflect the major interests and innovations around which dance studies has organized its teaching and research Therefore each author speaks to the labels methods issues and histories of each given category while also exemplifying this scholarship in action The dances under investigation range from experimental conceptual concert dance through to underground street dance practices and the geographic reach encompasses dance making from Europe North and South America the Caribbean and Asia The book ends with a chapter that looks ahead to new directions in dance scholarship in addition to an annotated bibliography and list of key concepts The volume is an essential guide for students and scholars interested in the creative and critical approaches that dance studies can offer

Revitalizing the Commons C. A. Bowers, 2006-03-28 The enclosure of the cultural and environmental commons has been going on for hundreds of years privatizing what was previously available to all members of the community Recently however the process of enclosure has been accelerated by the spread of economic globalization This timely book champions the cultural and environmental commons as sites of resistance to this current trend and explains the nature of educational reforms that promote ecological sustainability conserving of cultural and linguistic diversity local democracy and greater community self sufficiency Revitalizing the Commons will be of interest to scholars of environmental studies education and community development alike

**Taking Control** Celia Haig-Brown, 1995 The study is based primarily on fieldwork conducted in the centre during the 1988-9 school year

*The Powers of Literacy (RLE Edu I)* Bill Cope, Mary Kalantzis, 2014-06-17 Literacy remains a contentious and polarized educational media and political issue What has emerged from the continuing debate is a recognition that literacy in education is allied closely with matters of language and culture ideology and discourse knowledge and power Drawing perspectives variously from critical social theory and cultural studies poststructuralism and feminisms sociolinguistics and the ethnography of communication social history and comparative education the contributors begin a critical interrogation of taken for granted assumptions which have guided educational policy research and practice

Cultivating an Ethical School Robert J. Starratt, 2012-04-27 Often the school is left as an institution seemingly ethically neutral leaving untouched questions about whether the school itself is a site of injustice toward both educators and children Springing from his well known Building an Ethical School Robert J Starratt now looks more closely at the educational leader's responsibility to ensure that the whole fabric of the educational process reflects an ethical philosophy of education Starratt argues that the work of educating young people is by its very nature an ethical work as well as an intellectual work and that this work inescapably engages educators and their pupils with an academic curriculum a social curriculum and a civic curriculum Cultivating an Ethical School lays a foundation for educators seeking to cultivate a comprehensive ethical educating environment The second half of the book then takes up the more specific perspectives on teaching and learning that constitute the heart of cultivating an ethical school Starratt provides examples of how an ethical school can expose students to a variety of perspectives on the challenges they will be called upon to face in

the worlds of culture nature and society This valuable book shows leaders and educators the importance of organizing a curriculum and a pedagogy that simultaneously respect and cultivate the intellectual personal and social qualities of being human

**In the Grip of the Past** C. A. Bowers, 2013-07-01 With natural systems being exploited at an unsustainable rate with technologies displacing the need for workers and now even professors with print based technologies undermining the intergenerational achievements in the areas of civil liberties and the cultural commons it is now time for educational reformers to question the idea that students must be educated to become change agents The industrial culture now driven by digital technologies is transforming cultures on a global scale And they are being transformed in ways that serve the interests of environmentally destructive and profit oriented corporations The essays in this collection highlight reforms that teachers can introduce in classrooms reforms that will enable students to become aware of the traditions within their own cultures that must be renewed in ways that ensure the prospects of future generations Students must also be challenged to consider the traditions that need to be changed The tensions between what needs to be conserved and what needs to be changed are the critical issues that will not be raised by the experts working to create a seamless world of digital communication and thought For reasons explained in the book s essays this is the mindset that it habituated to constant change a mindset with no sense of what is being lost that are sources of community self sufficiency and empowerment

University Reforms in an Era of Global Warming C. A. Bowers, 2011 This book is especially timely for reasons related to the current efforts on the part of several national organizations to promote sustainability reforms in courses in all academic disciplines The American Association for Sustainability in Higher education is in the forefront of this reform effort Replacing an inefficient campus infrastructures was easy when compared to the challenges of engaging faculty in discussions of how the content of their courses continue to reinforce the deep cultural assumptions that gave conceptual direction to the individualistic consumer dependent lifestyle that that is now widely recognized as unsustainable The chapters address a number of especially daunting challenges with the main one being that many faculty who were graduate students in the last decades of the 20th Century continue to think within the same conceptual frameworks they acquired from their mentors Their mentors were unaware of environmental limits as well as the metaphorical nature of language that reproduces the ecologically problematic cultural assumptions that in turn have become part of today s students taken for granted world Several chapters address such limitations of these 20th Century conceptual frameworks as the way academic freedom in now being use by many faculty in the social sciences humanities and professional schools to justify ignoring not only the ecological crisis and the failure to ask whether such traditional areas of inquiry such as the thinking of Western philosophers and other abstract theorists will be useful to students as they face the life changing environmental impacts of climate change Two other key issues that must be taken into account if sustainability reforms are to be introduced in courses across the academic disciplines include the need for faculty to understand the many ways in which the emphasis on print based theory

fosters abstract thinking thus further strengthening the long held myth of individual intelligence The need to understand cultures as ecologies and the difference between individual and ecological intelligence are also discussed The book also contains a discussion of the university administrators essential role in holding faculty accountable for engaging in extended discussions of the language issues such as the linguistic colonization of the present by the past the recursive cultural patterns that are being represented as the latest progressive ways of thinking that are the basis of many of today s conceptual double binds and how to foster the students awareness of the different ways that ideologies technologies and silences are undermining what remains of the cultural and environmental commons The critique of current misconceptions that underlie different disciplines as well as the resistance of many faculty to taking the ecological crisis seriously are balanced with extended discussions of alternative ways of thinking about language the connections between print storage which is amplified by computer mediated learning and communication and the ways in which oral traditions foster awareness of contexts and patterns of moral reciprocity and thus ecological intelligence In effect the book provides the conceptual framework that needs to be the focus of faculty discussions if these discussion are going to help faculty avoid the misconception that adding a couple of readings by environmental writers or learning about ecologically sustainable community practices will enable students to make the transition to a post industrial way of thinking

**Freire, Teaching, and Learning** Mariana Souto-Manning,2010 In this book Paulo Freire s culture circles cross linguistic cultural and socioeconomic borders to work across contexts in the U S early education pre service and in service teacher education and in Brazil adult education Freire Teaching and Learning makes culture circles accessible to those seeking to embrace equity and democracy through everyday educational practices Book Jacket

**Schooling, the Puritan Imperative, and the Molding of an American National Identity** Douglas McKnight,2003-05-14 Present day America is perceived by many as immersed in a moral crisis with national identity fractured and uncertainty and anxiety about the future Public schools in this country are historically and still today the major institution charged with preserving and teaching the symbols of national identity and a morality that is the concrete expression of those symbols and the ideas for which they stand A widespread belief is that only through schooling can America be saved from the current crisis but the schools have failed in this mission and must be reformed In this book Douglas McKnight develops a historical interpretation of how the New England Puritans generated a powerful belief system and set of symbols that have fed American identity and contributed to preserving and perpetuating it into the present time He explores the relationship between the purposes of education and how this term has shifted in meaning and the notion of an American identity and morality rooted in the Puritan concept of an errand into the wilderness that serves a particular sacred secular purpose The phrase errand into the wilderness is taken from a 1956 book by Perry Miller with this title where it refers to the Puritan dream of creating a city in the wilderness the North American Colonies that would be a utopian community a beacon for the rest of the world for how to organize and live in the ideal religious



community Highly pertinent to the current debate about the purposes and crisis in education and in America morality in schools the cultural function of education the changing nature of the language of education the complex relation of schooling and national identity this book explicates these elements within the American psyche by exploring the effects of the Puritan symbolic narrative at three different points in American history Puritans during the 1600s and 1700s the Gilded Age when the urban Protestant middle class ascended to cultural dominance and the present age Schooling the Puritan Imperative and the Molding of an American National Identity Education s Errand Into the Wilderness makes an important contribution to the fields of curriculum studies and the history of education It will interest students and scholars in these fields as well as those in educational philosophy religion and education intellectual and social history and American studies

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## **Table of Contents Elements Of A Post Liberal Theory Of Education**

1. Understanding the eBook Elements Of A Post Liberal Theory Of Education
  - The Rise of Digital Reading Elements Of A Post Liberal Theory Of Education
  - Advantages of eBooks Over Traditional Books
2. Identifying Elements Of A Post Liberal Theory Of Education
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Elements Of A Post Liberal Theory Of Education
  - User-Friendly Interface
4. Exploring eBook Recommendations from Elements Of A Post Liberal Theory Of Education
  - Personalized Recommendations
  - Elements Of A Post Liberal Theory Of Education User Reviews and Ratings
  - Elements Of A Post Liberal Theory Of Education and Bestseller Lists
5. Accessing Elements Of A Post Liberal Theory Of Education Free and Paid eBooks
  - Elements Of A Post Liberal Theory Of Education Public Domain eBooks

- Elements Of A Post Liberal Theory Of Education eBook Subscription Services
- Elements Of A Post Liberal Theory Of Education Budget-Friendly Options
- 6. Navigating Elements Of A Post Liberal Theory Of Education eBook Formats
  - ePub, PDF, MOBI, and More
  - Elements Of A Post Liberal Theory Of Education Compatibility with Devices
  - Elements Of A Post Liberal Theory Of Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Elements Of A Post Liberal Theory Of Education
  - Highlighting and Note-Taking Elements Of A Post Liberal Theory Of Education
  - Interactive Elements Elements Of A Post Liberal Theory Of Education
- 8. Staying Engaged with Elements Of A Post Liberal Theory Of Education
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Elements Of A Post Liberal Theory Of Education
- 9. Balancing eBooks and Physical Books Elements Of A Post Liberal Theory Of Education
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Elements Of A Post Liberal Theory Of Education
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Elements Of A Post Liberal Theory Of Education
  - Setting Reading Goals Elements Of A Post Liberal Theory Of Education
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Elements Of A Post Liberal Theory Of Education
  - Fact-Checking eBook Content of Elements Of A Post Liberal Theory Of Education
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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