



False Promises Of Constructivist Theories Of Learning

Atukwei Okai



False Promises Of Constructivist Theories Of Learning:

The False Promises of Constructivist Theories of Learning C. A. Bowers, 2005 In *The False Promises of Constructivist Theories of Learning A Global and Ecological Critique* C A Bowers examines why constructivist based educational reforms fail to take into account these current critical issues the deepening ecological crisis globalization and undermining of the world s diverse cultural commons Special attention is given to the ethnocentrism and Social Darwinism that created the foundations for the ideas of Dewey Piaget and Freire Also considered is how the neo liberal promoters of economic globalization share their taken for granted assumptions Additionally Bowers explains how teachers in different cultures can contribute to the revitalization of their cultural and environmental commons without engaging in the cultural imperialism that characterizes constructivist approaches to educational reform Contemporary Issues in African Sciences and Science Education Akwasi Asabere-Ameyaw, George J. Sefa Dei, Kolawole Raheem, 2012-09-05 In this careful articulation of science the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education They define science broadly to include both the science of the natural physical biological and the science of the social It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion Science education is very much at the heart of much current debates about reforming African schooling Among the ways to counter vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general The book also notes a long standing push to re examine local cultural resource knowings in order to appreciate and understand the nature content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent The breadth of coverage of the collection reflect papers in science Indigeneity identity and knowledge production and the possibilities of creating a truly African centred education It is argued that such extensive coverage will engage and excite readers on the path of what has been termed African educational recovery While the book is careful in avoiding stale debates about the Eurocentricity of Western scientific knowledge and the positing of Eurocentric science as the only science worthy of engagement it nonetheless caution against constructing a binary between Indigenous local science and knowledges and Western scientific knowledge After all Western scientific knowledge is itself a form of local knowledge born out of a particular social and historical context Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools How is Indigenous science to be read understood and theorized And how do educators gather collect and interpret Indigenous science knowledges for the purposes of teaching young learners These are critical questions for contemporary African education *Curriculum Studies in the United States: Present Circumstances, Intellectual Histories* W. Pinar, 2012-10-29

Pinar documents that the field of curriculum studies in the United States is in the early stages of a second paradigm shift this time stimulated by present political circumstances He explains why their acceptance in contemporary scholarship signals their conceptual exhaustion and how recent work in the field begins to surpass them **Environmental Education**

Matthew Etherington, 2023-08-03 This book has a single motif and a dual purpose Its motif is the portrayal of influential authors within an environmental framework and worldview The design is presented in different ways in which environmental understandings might be understood The purposes are to engender in the reader a broad knowledge of some of the ideas and problems inherent in a discussion of nature and the environment and to stimulate the reader to go further into the sources of their tradition and worldview in search of meaning and insights that are uniquely relevant to their philosophy **Mandela**

the Spear and Other Poems Atukwei Okai, 2013-06-24 The strength of Mandela the Spear and other Poems lies in Okai's burning desire to celebrate the black experience and culture through the iconic figures who symbolize those struggles and triumphs Thus not surprisingly one encounters names like Mandela Nadine Gordimer Amilcar Cabral Patrice Lumumba Kwame Nkrumah to name a few Okai has long established himself as one of the towering figures in the field of modern African poetry in English He is regarded as one of the pioneers of a vigorous reinvention of the poetic genre that revolutionized the poet audience relationship changed the mode of expression from scriptography to narratology and the role of the audience from that of passive reception to active participation **Digital Detachment** Chet A Bowers, 2016-01-29

The digital revolution is changing the world in ecologically unsustainable ways 1 it increases the economic and political power of the elites controlling and interpreting the data 2 it is based on the deep assumptions of market liberalism that do not recognize environmental limits 3 it undermines face to face and context specific forms of knowledge 4 it undermines awareness of the metaphorical nature of language 5 its promoters are driven by the myth of progress and thus ignore important cultural traditions of the cultural commons that are being lost and 6 it both bypasses the democratic process and colonizes other cultures This book provides an in depth examination of these phenomena and connects them to questions of educational reform in the US and beyond Why Garden in Schools? Lexi Earl, Pat Thomson, 2020-12-30 This book delves

into the complex history of the gardening movement in schools and examines the question why gardens should be built in schools It offers practical guidance for teachers to begin thinking about how to approach educational gardening A resurgence of interest in school gardens is linked to concerns about children's health food knowledge lack of outdoor play and contact with the natural world This book warns against simplistic one best approaches and makes a case about the complexity of gardening in schools It is the first critical attempt to address the complex and conflicting notions about school gardens and to tackle the question what is the problem to which school gardens are the answer Examining the educational theory in which gardening has been explained and advocated the book explores the way contemporary gardens research has been conducted with specific questions such as what works well in school gardens Based on case studies of a school

establishing a garden and another one maintaining a garden chapters look at the way in which schools come to frame their gardens The authors suggest that there are four issues to consider when setting up a school garden or evaluating a pre existing one wider social context public policy the whole school and the formal and informal curriculum The book ends with a call for consideration of the ways in which school gardens can be built the myriad practices that constitute an educational garden space and the challenges of maintaining a school garden over the long term It will be of interest to teachers in primary schools as well as a key point of reference for scholars academics and students researching school gardens

Education and Poverty in Affluent Countries Carlo Raffo, Alan Dyson, Helen Gunter, Dave Hall, Lisa Jones, Afroditi Kalambouka, 2009-12-04 For the first time researchers policymakers and practitioners across the world will have access to a comprehensive mapping of research evidence and policy strategies about education and poverty in affluent countries Although there is widespread agreement that poverty and poor educational outcomes are related there are competing explanations as to why that should be the case This is a major problem for practitioners policy makers and researchers who are looking for pointers to action or straightforward ways of understanding an issue that troubles education systems across the world This unique book brings scholarship and analysis from some of the most influential researchers and writers on education and poverty within one text The authors provide a synthesising framework that will help researchers and policy makers to examine future educational policy in a holistic and comprehensive fashion

International Handbook of Curriculum Research William F. Pinar, 2013-10-15 Continuing its calling to define the field and where it is going the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide providing a panoramic view of the state of curriculum studies globally Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide Changes in the Second Edition Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally Countries absent in the First Edition are represented Chile Colombia Cypress Ethiopia Germany Iran Luxembourg Nigeria Peru Poland Portugal Singapore South Africa Spain and Switzerland 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America This handbook is an indispensable resource for prospective and practicing teachers for curriculum studies scholars and for education students around the world

Student as Producer Mike Neary, 2020-07-31 Student as Producer is set between the student protests and urban riots that erupted in England in 2010 2011 and the 2017 General Election during which students and young people played a significant role by protesting the politics of austerity and by supporting the politics of Corbynism This revolutionary curriculum is framed around unlearning the law of labor and the institutions through which the law of labor is enforced including the capitalist university which seeks growth and expansion for the sake of growth neglecting the needs of students in favor of the needs of the capitalist state

Through thought experiments and reference to the work of the Soviet legal theorist Evgeny Pashukanis Student as Producer searches for solutions to how cooperatives might be brought about by a sense of common purpose and social defense Mike Neary grounds his answers in a version of Marx's social theory known as a new reading of Marx as advanced by authors such as Werner Bonefeld and Moishe Postone The theory is applied to various aspects of pedagogy criminology and political sociology to create a curricula for revolutionary teaching that will aid activists who are seeking ways in which to engage critically with higher education

Classroom Change in Developing Countries Gerard Guthrie, 2018-04-09 Progressive Education derived mainly from Anglo American culture has been the primary frame of reference for student centered classroom change in developing countries for over 50 years Yet in many developing countries strong evidence shows that progressivism has not replaced teacher centered formalistic classroom practice Classroom Change in Developing Countries From Progressive Cage to Formalistic Frame presents a robust case for why formalism should be the primary frame of reference for upgrading classroom teaching in developing countries Theoretically rich yet grounded in practice the book draws on case studies from Africa China and Papua New Guinea to show how culturally intuitive formalistic teaching styles can induce positive classroom change Synthesising research and evaluation literature on classroom change in developing countries Guthrie examines some of the methodological flaws in the literature The book considers the progressive cage and looks at Confucian influences on teaching in China progressive reform failures in both Sub Saharan Africa and Papua New Guinea as well as offering a critical take on some failings in comparative education It examines the formalistic frame addresses methodological issues in culturally grounded research and offers a model of teaching styles for basic classroom research The book concludes by returning the focus back to teachers and considers the so called teacher resistance to change The book will be an essential purchase for academics and research students engaged in the fields of classroom teaching teacher education and curriculum and will also be of interest to academics aid officials and decision makers in developing countries

Contemporary Studies in Environmental and Indigenous Pedagogies Andrejs Kulnieks, Dan Roronhiakewen Longboat, Young Young, 2013-06-13 Contemporary Studies in Environmental and Indigenous Pedagogies A Curricula of Stories and Place Our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across North America Contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices This work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments This book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an Indigenous Environmental Studies and

Eco justice Education frameworks This integrated collection of theory and practice of environmental and Indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women s studies Moreover this work documents methods of developing ways of implementing Indigenous and Environmental Studies in classrooms and local communities through a framework that espouses an eco ethical consciousness The proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across North America who are actively teaching and researching in this burgeoning field

Teacher Education for Critical and Reflexive Interculturality Fred Dervin,Andreas

Jacobsson,2021-05-25 This book deals with the importance of interculturality in teacher education and training It is mostly through the concept of intercultural competence that interculturality has been constructed and problematized for educators However different approaches and paradigms are available and differ and or share similarities in terms of ideology method practice theoretical frameworks and ethical considerations There is no global agreement on the meanings of interculturality in teacher education and training although some principles might be common across national borders There is thus a need for educators to consider these aspects of interculturality in education to be able to become better teachers in a diverse world like ours

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

How Dogmatic Beliefs Harm Creativity and Higher-Level Thinking

Don Ambrose,Robert J. Sternberg,2012-04-23 This volume introduces the problem of dogmatism broadly explores the nature and nuances of dogmatic thinking from various disciplinary perspectives and applies the gleaned insights to what is known about creativity and the education of creative young minds

Pedagogy Left in Peace David W. Jardine,2012-12-20 The idea of fragmentation has transformed the living convivial pursuit of knowledge into something akin to an industrial assembly line Schooling in North America is inherently based on this idea working against the spirit of pedagogy and the very nature of knowledge itself Fragmentation has lead to practices that are easily recognizable in schools such as surveillance colonization leveling standardization normalization and even oppression the logic of fragmentation has lead to the breaking apart of the

living disciplines of knowledge entrusted to teachers and students in the classroom In this profound and challenging book David Jardine explores some of the historical and philosophical ancestries of the logic of fragmentation and then lays out how the logic of fragmentation is being interrupted by progressive contemporary thinking about the nature of knowledge and its pursuit Jardine uses real classroom examples to show how inspiring teachers and students have stepped out from the normal rigidity of the school system to pursue a pedagogy left in peace *Perspectives on the Ideas of Gregory Bateson, Ecological Intelligence, and Educational Reforms* C. A. Bowers, 2011 It is widely acknowledged that Gregory Bateson's ideas have been influential in a number of fields Unfortunately the importance of his ideas for understanding why public schools and universities continue to perpetuate ecologically unsustainable ways of thinking has not been adequately recognized Given the deepening ecological and economic crises this book is particularly timely as it clarifies how Bateson's five key ideas when taken as a whole provides the conceptual framework for introducing educational reforms that address both problems That is he explains why educators unconsciously continue to perpetuate the deep cultural assumptions that were constituted before there was an awareness of environmental limits and how the emphasis on a possessive form of individualism and endless material progress undermines traditions of self reliance within the world's diversity of communities His contributions to making substantive educational reforms include 1 Rethinking social justice issues in ways that take account of how the ecological crisis impacts the most vulnerable people 2 How to make the transition to exercising ecological intelligence in the areas of democratic decision making and moral values 3 Clarifying how computer mediated learning perpetuates abstract thinking and the deep cultural assumptions that are at the cultural roots of the ecological and economic crises The chapter on pedagogical and curricular decisions that foster ecological intelligence provides practical suggestions for how public school teachers and university professors can begin to make the transition to an ethnically diverse and ecologically sustainable future Comments about the book We need an ecological consciousness which in Gregory Bateson's words is aware of the patterns that connect Chet Bowers leads us into that unmapped territory with a compass which helps Wes Jackson President The Land Institute author of *Consulting the Genius of Place* and *Rooted in the Land* *Essays on Community and Place* Chet Bowers philosophical reflections on Bateson's thought and its implications for education are thought provoking challenging and very inspiring Fritjof Capra author of *The Web of Life* and *The Hidden Connections* Critical Pedagogy in the Twenty-First Century Curry Malott, Brad J. Porfilio, 2011-03-01 This book simultaneously provides multiple analyses of critical pedagogy in the twenty first century while showcasing the scholarship of this new generation of critical scholar educators Needless to say the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane less Eurocentric less paternalistic less homophobic less patriarchal less exploitative and less violent world This volume highlights the finding that rigorous critical pedagogical approaches to education while still marginalized in many contexts are being used in increasingly more classrooms for the benefit of student learning

contributing however indirectly to the larger struggle against the barbarism of industrial neoliberal militarized destructiveness The challenge for critical pedagogy in the twenty first century from this point of view includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation These rigorous democratic critical standards for measuring the value of our scholarship including this volume of essays should be the same that we use to critique and transform the larger society in which we live and work

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

Cross-cultural Studies in Curriculum Claudia Eppert, Hongyu Wang, 2008 This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice It is a very timely work in light of the progressively globalized nature of education and educational studies and the increasingly widespread attunement to Eastern educational theories in the West By introducing Eastern perspectives this book questions taken for granted thinking in Western educational thought about the foundations of teaching and learning curriculum theory educational policy and educational issues such as teaching for social justice service learning initiatives human rights and environmental education and the teaching of content area subjects It provides an important opportunity for scholars from different countries and different disciplines to establish a solid yet accessible foundation of East West inquiry that furthers the scope and depth of curriculum studies and to disseminate the insights from this book in the venues in which they work Researchers faculty and graduate students in the fields of curriculum theory curriculum and instruction educational foundations philosophy of education international comparative education and multicultural educational studies will welcome this book It is appropriate as a text for upper level courses in these areas

Reviewing **False Promises Of Constructivist Theories Of Learning**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**False Promises Of Constructivist Theories Of Learning**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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