

# Education Inc: Turning Learning into a Business

Kohn, Alfie

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# Education Inc Turning Learning Into A Business

**Zhe Xu**



## **Education Inc Turning Learning Into A Business:**

Education, Inc Alfie Kohn,1997-01-01 Here are all of the monologues for men from the plays of Shakespeare Conveniently arranged alphabetically by play title each monologue is preceded by thumbnail sketches of each play s key developments

**Education, Inc** Alfie Kohn,Patrick Shannon,2002 While educators want their students to grow into thoughtful and curious people the overriding objective of corporations is to maximize their own profits From that fact alone we can predict what is likely to happen to the nature and purposes of our schools when business becomes involved in the education of our children This unique and timely anthology chronicles the extent of that involvement along with the troubling consequences it has already brought Author Alfie Kohn and professor of education Patrick Shannon have assembled a provocative collection of articles including an analysis of the racial implications of voucher programs vivid accounts of how schoolchildren are targeted by advertisers descriptions of how corporate propaganda is insinuated into classroom curriculums an expos of the political connections enjoyed by giant textbook and test publishers a critical look at the process whereby teachers are turned into grant writers This book builds a convincing case against those who see children as customers or workers and those who would turn learning into a business As Kohn notes Corporations are not shy about trying to make over the schools in their own image It s up to the rest of us to firmly tell them to mind their own businesses Standards Primer Raymond A.

Horn,2004 The lives of America s students educators and parents are being significantly touched by the current standards and accountability reform The Standards Primer explores the historical development of this reform and compares two different views of educational standards and accountability technical standards and standards of complexity How each view impacts curriculum instruction and assessment is discussed and implications of these views for teachers administrators school boards parents community and students are presented along with a discussion of related issues involving equity and ethics on this topic The Standards Primer provides critical information including an extensive reference section containing print and nonprint resources that will lead to informed decision making concerning this national educational reform *The*

*Struggle for Identity in Today's Schools* Patrick M. Jenlink (Ed),Faye Hicks Townes,2009-05-16 The Struggle for Identity in Today s Schools examines cultural recognition and the struggle for identity in America s schools In particular the contributing authors focus on the recognition and misrecognition as antagonistic cultural forces that work to shape and at times distort identity What surfaces throughout the chapters are two lessons to be learned in relation to identity The first lesson is that identities and the acts attributed to them are always forming and re forming in relation to historically specific contexts and these contexts are political in nature i e defined by issues of diversity such as race ethnicity language sexual orientation gender and economics The second lesson presented by the authors is that identity forms in and across intimate and social contexts over long periods of time The historical timing of identity formation cannot simply be dictated by discourse The identities posited by any particular discourse become important and a part of everyday life based on the

intersection of social histories and social actors. Importantly, the social cultural use of identities leads to another way of conceptualizing histories, personhoods, cultures, and their distributions over social and political groups. **Critical Mathematics Education** Bülent Avci, 2018-11-01. Drawing on rich ethnographic data, *Critical Mathematics Education Can Democratic Mathematics Education Survive under Neoliberal Regime* responds to ongoing discussions on the standardization in curriculum and reconceptualizes Critical Mathematics Education (CME) by arguing that despite obstructive implications of market-driven changes in education, a practice of critical mathematics education to promote critical citizenship could be implemented through open-ended projects that resonate with an inquiry-based collaborative learning and dialogic pedagogy. In doing so, neoliberal hegemony in education can be countered. The book also identifies certain limitations of critical mathematical education and suggests pedagogic and curricular strategies for critical educators to cope with these obstacles.

**School Choice and Student Well-Being** A. Kelly, 2007-08-16. This review of research in school choice adapts Sen's theory of Capability, developing a more complex theoretical framework for understanding education markets. This gives those most affected by the perceived failure of public education a better explication of the tension between the rhetoric of public good and the reality of everyday disadvantage. *Common Sense School Reform* Frederick M. Hess, 2025-09-23. Forget everything you think you know about school reform. Cutting through the cant, sentiment, and obfuscation characterizing the current school reform debate, Frederick M. Hess lacerates the conventional status quo reform efforts and exposes the naivete underlying reform strategies that rest on solutions like class size reduction, small schools, and enhanced professional development. He explains that real improvement requires a bracing regime of common sense reforms that create a culture of competence by rewarding excellence, punishing failure, and giving educators the freedom and flexibility to do their work. He documents the scope of the challenges we face and then provides concrete recommendations for addressing them through reforms to promote accountability, competition, a 21st century workforce, effective school leadership, and sensible reinvention. Engagingly written and drawing on real world experiences and examples, *Common Sense School Reform* will generate debate and help set the agenda for the future.

**The Routledge International Handbook of Educational Effectiveness and Improvement** Christopher Chapman, Daniel Muijs, David Reynolds, Pam Sammons, Charles Teddlie, 2015-08-14. The *International Handbook of Educational Effectiveness and Improvement* draws together leading academics and researchers in the field to reflect on the history, traditions, and the most recent developments in this dynamic and influential field. This handbook provides a comprehensive overview of the foundations of the field, the evolution of educational effectiveness theory and methodology, the links with other research disciplines, the links between policy and practice. In conclusion, the handbook sets out a new agenda for future educational effectiveness research. This handbook is an essential resource for those interested in the effectiveness of educational systems, organisations, and classrooms. It offers academics, researchers, students, and policy makers new insights into the latest thinking and evidence about educational effectiveness. **Schooling**

**Corporate Citizens** Ronald W. Evans, 2014-11-27 Schooling Corporate Citizens examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years. Based in extensive archival research it traces the origins and development of accountability reform as marked by key government and business led reports from A Nation at Risk to No Child Left Behind and Race to the Top. By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools, Evans shows how reformers have applied principles of business management to schools in extreme ways, damaging civic education and undermining democratic learning. The first full length narrative account of accountability reform and its impact on social studies and civic education, Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform, shedding light on its dilemmas and possibilities and allowing for thoughtful consideration of future reform efforts.

Handbook of Classroom Management Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers, administrators, and the public. It consistently ranks as the first or second most serious educational problem in the eyes of the general public, and beginning teachers consistently rank it as their most pressing concern during their early teaching years. Management problems continue to be a major cause of teacher burnout and job dissatisfaction. Strangely, despite this enduring concern on the part of educators and the public, few researchers have chosen to focus on classroom management or to identify themselves with this critical field. The Handbook of Classroom Management has four primary goals: 1 to clarify the term classroom management; 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks; 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry; and 4 to promote a vigorous agenda for future research in this area. To this end, 47 chapters have been organized into 10 sections, each chapter written by a recognized expert in that area. Cutting across the sections and chapters are the following themes: First, positive teacher-student relationships are seen as the very core of effective classroom management. Second, classroom management is viewed as a social and moral curriculum. Third, external reward and punishment strategies are not seen as optimal for promoting academic and social-emotional growth and self-regulated behavior. Fourth, to create orderly, productive environments, teachers must take into account student characteristics such as age, developmental level, race, ethnicity, cultural background, socioeconomic status, and ability. Like other research handbooks, the Handbook of Classroom Management provides an indispensable reference volume for scholars, teacher educators in service, practitioners, and the academic libraries serving these audiences. It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management.

Childhoods Gaile Sloan Cannella, Lourdes Diaz Soto, 2010 For the past 20 years, a range of scholars, educators, and cultural workers have examined dominant discourses of childhood using critical feminist and other postmodern perspectives. Located in a variety of disciplines, these poststructural, deconstructive, and even postcolonial critiques have challenged everything

from notions of the universal child to adult child dualisms to deterministic developmental theory The purpose of this volume is to acknowledge the profound contributions of that large body of literature while demonstrating the ways that critical analyses can be used to generate avenues actions that increase possibilities for social justice for those who are younger while at the same time avoiding determinism In this time of globalization hyper capitalism and discourses that would control and disqualify through constructions like accountability we believe that projects such as this are of utmost importance The volume is divided into four major sections to reflect the multiplicity of human voices and perspectives section I contemporary circumstances and dominant discourses within which we all attempt to function sections II and III and the generation of new possibilities for constructing relationships together section IV Finally a voice from the heart within a reconceptualist social science agenda for early childhood studies is presented **The Same Thing Over and Over** Frederick M. Hess, 2010-11-15

Whatever they think of school vouchers or charter schools teacher merit pay or bilingual education most educators and advocates take many other things for granted The one teacher one classroom model The professional full time teacher Students grouped in age defined grades The nine month calendar Top down local district control All were innovative and exciting in the nineteenth century As Hess shows the system hasn't changed since most Americans lived on farms and in villages since school taught you to read write and do arithmetic and since only an elite went to high school let alone college

**DOA** John P. Davies, 2003 Today's school student lives and learns primarily in an electronic culture but the current model for teaching and learning is predicated upon a culture of print that has lasted 500 years This book offers an understanding of how our emerging culture impacts learning particularly how the computer is radically altering the writing process as well as our understanding of what is text Who Benefits From Special Education? Ellen A. Brantlinger, 2006-08-15

Who Benefits From Special Education Remediating Fixing Other People's Children addresses the negative consequences of labeling and separating education for students with disabilities the cultural biases inherent in the way that we view children's learning difficulties the social construction of disability the commercialization of special education and related issues The theme that unifies the chapters is that tension exists between professional ideology and practice and the wishes and expectations of the recipients of professional practice children adolescents and adults with disabilities and their families These voices have rarely taken center stage in formulating important decisions about the quality and characteristics of appropriate practice The dominant view in the field of special education has been that disability is a problem in certain children rather than an artifact that results from the general structure of schooling it does not take into consideration the voices of people with disabilities their families or their teachers Offering an alternative perspective this book deconstructs mainstream special education ideologies and highlights the personal perspectives of students families and front line professionals such as teachers and mental health personnel It is particularly relevant for special education disabilities studies graduate students and faculty and for readers in general education curriculum studies instruction theory and critical theory Promoting Your School Carolyn

Warner,2000-06-21 This book provides a guide for those who realize the importance and necessity of proactively countering the negative while at the same time making sure that the positive is heard about public education When people promote schools they are promoting and reaffirming the efforts and importance of children and those who have dedicated their lives to their service As well as communicating messages outside it communicates and develops a message within in that it is a guide to school improvement The work goes beyond other how to public relationships guides in that it extends the work to several concepts for example setting a direction building a team involving parents in the school technology and reaching out to the community This second edition includes the communication process and deals with perceptions a step by step guide to developing a marketing plan involving parents in the school understanding changing demographics new techniques for improving staff and student communication building media relationships for the novice and creating a school crisis team An appendix contains a list of resources and sample documents DFR      **Teaching What Can't Be Taught** David

Rigoni,2002-08-27 The current educational culture of standards accountability and creeping educational capitalism finds teachers increasingly teaching laundry lists of facts and skills Less attention is being paid to the big picture or worldview Author David Rigoni offers an alternative perspective Using a shaman metaphor he examines how the most important learning in a professional program takes place between the lines of the formal curriculum He argues that this worldview change ought to be intentional and that all aspects of the educational process ought to work to that end To clarify what is needed the book then looks to educators from throughout history who worked with their students with a total focus on changing their worldviews These educators of course are the shamans      **Handbook of Reading Disability Research**

Anne McGill-Franzen,Richard L. Allington,2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

**Resources in Education** ,1997-07      Routledge Handbook of Sport, Leisure, and Social Justice Stefan

Lawrence, Joanne Hill, Rasul Mowatt, 2024-05-23 This is the first book to explore in breadth and in depth the complex intersections between sport leisure and social justice This book examines the relations of power that produce social inequalities and considers how sport and leisure spaces can perpetuate those relations or act as sites of resistance and makes a powerful call for an activist scholarship in sport and leisure studies Presenting original theoretical and empirical work by leading international researchers and practitioners in sport and leisure this book addresses the central social issues that lie at the heart of critical social science including racism sexism homophobia transphobia ableism religious persecution socio economic deprivation and the climate crisis and asks how these issues are expressed or mediated in the context of sport and leisure practices Covering an incredibly diverse range of topics and cases including sex testing in sport sport for refugees pedagogical practices in physical education community sport development events and human rights and athlete activism this book also surveys the history of sport and social justice research as well as outlining theoretical and methodological foundations for this field of enquiry The Routledge Handbook of Sport Leisure and Social Justice is an indispensable resource for any advanced student researcher policymaker practitioner or activist with an interest in the sociology culture politics history development governance media and marketing and business and management of sport and leisure

**The Hidden Role of Software in Educational Research** Tom Liam Lynch, 2015-05-22 Educational research often discounts the uniqueness and ubiquity of software and the hidden political economic and epistemological ways it impacts teaching and learning in K 12 settings Drawing on theories and methodologies from English education critical discourse analysis multimodal semiotics and digital humanities this volume exposes the problems of technology in schools and refocuses the conversation on software This shifting of focus invites more nuanced questions concerning the role of software in school reform and classroom instruction and takes a critical stance on software's role in education This volume explores the ontology of software and the ways it is construed within educational policy discussions It is beneficial to schools companies policy makers and practitioners seeking a more theoretical framework for technology in education



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