Historical Foundation Of Education


Featuring current information and challenging perspectives on the latest issues and forces shaping the American educational system—with scholarship that is often cited as a primary source—Joe I. Spirit introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward, concise approach to describing complex issues, he illuminates events and topics that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. Students come away informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping the American educational system. Thoroughly updated throughout, the new edition of this clear, authoritative text remains fresh and engaging, reflecting the many changes in education since the publication of the previous edition. Topics and issues addressed and analyzed include: The decline of the Common Core State Standards, particularly as a result of a Republican-controlled administration currently in place Increasing emphasis on for-profit education, vouchers, charter schools, and free-market competition between schools, expected to surge with the appointment of the new U.S. Secretary of Education Current debates about immigration and "Dreamers"—new statistics on immigrant education, discussion of education proposals to accommodate the languages, cultures, and religions of newly arrived immigrants New education statistics on school enrollments, dropouts, education and income, school segregation, charter schools, and home languages The purposes of education as presented in the 2016 platforms of the Republican, Democratic, Green, and Libertarian parties Discussions around transgender studentsThis book offers a select sampling of the perspectives of leading reading researchers, combined with those of practitioners from various fields of study — educational psychology, special education, sociology, bilingual education, linguistics — present a look at the current state of reading instruction. This text contains a variety of perspectives on reading, how it has been taught in the past, the disciplines that have contributed to the study of reading along the way, and the new frontiers into which the field is migrating. Designed to enhance students’ knowledge, challenge their thinking, provide an expanded perspective for study, and help them develop their own personal definition of reading, the text links theory and practice in approaches in the foundations of reading. Each chapter contains guiding comprehension questions and activities to further illuminate the concepts. This book addresses oral history as a form of education for redress and reconciliation. It provides scholarship that troubles both the possibilities and limitations of oral history in relation to the pedagogical and curricular redress of historical harms. Contributing authors compel the reader to question what oral history calls them to do, as citizens, activists, teachers, or historians, in moving towards just relations. Highlighting the link between justice and public education through oral history, chapters explore how oral histories question pedagogical and curricular harms, and how they shed light on what is excluded or made invisible in public education. The authors speak to oral history as a hopeful and important pedagogy for addressing difficult knowledge, exploring significant gaps, and how do community-based oral histories work to make oral history a form of justice versus in the political struggles of non-governmental organizations? What is the burden of collective remembering and how does oral history implicate people in the past? How are oral histories about difficult knowledge represented in curriculum, from digital storytelling and literature to environmental and treaty education? This book presents oral history as a form of education that can facilitate redress and reconciliation in the face of challenges, and bring about an awareness of historical knowledge to support action that addresses legacies of harm. Furthering the field on oral history and education, this work will appeal to academics, researchers and postgraduate students in the fields of social justice education, oral history, Indigenous education, curriculum history, education, and social studies education. This book focuses on major educational philosophies impacting Western education and makes sense of past and current trends placed in historical context. This third edition is updated with the swift changes taking place in education and looks at postmodernism as it has continued to develop during the past fifty years New material has been added on Hispanic and immigrant education and recent federal legislation, and the text and references have been updated throughout. —BOOK JACKET: Structured around major movements in world history, the lives of leading educators, and the philosophies and ideologies that resulted from their ideas, Historical and Philosophical Foundations of Education: A Biographical Introduction, Fifth Edition provides a clear interdisciplinary exploration of the development of educational ideas. The author takes a global perspective on the history and philosophy of education, capturing the essence of educational evolution through the biographies of 23 theorists, philosophers, and educators. This biographical focus, combined with an introductory presentation of the inherent connections between education’s major movements and its theoretical movers, helps students better understand the complex and chronological conditions that have informed today’s educational arena. This book, the first comprehensive, critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education: *Articulates central questions in the field—such as “What is social foundations?”; “Is there a social foundations canon?”; “Is it possible to teach for social justice?”; “What is student resistance?”; “Explores the limits and possibilities of teaching social foundations of education;” *Provides strong

Page 1/4
arguments for the continued relevance of the discipline for teacher education; *Features a variety of clearly presented, theoretically grounded models for teaching social foundations within teacher education programs—including aesthetic education, critical theory, and eco-justice perspectives, the use of community-based oral histories, and experiential learning activities; *Provides concrete examples, actual syllabi, and a host of additional resources to help faculty teach, publish, and do research; and *Proposes new directions for research and dialogue within the field. This volume is an ideal entrance into the field for graduate students, junior faculty, and professors from other areas of education who are teaching in the social foundations field for the first time.Finnish education has been a focus of global interest since its first PISA success in 2001. After years of superficial celebration, astonishment and educational tourism, the focus has recently shifted to what is possibly the most interesting element of this Finnish success story: that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing, no inspection, no hard evaluation, no detailed national curriculum, no accountability and no hard competition. From a historical and sociological perspective the Finnish case is not merely a linear success story, but is part of a conservative and paradoxical struggle towards Utopia: towards egalitarian schooling. Bringing together a collection of essays by Hannu Simola and his colleagues, this book analyses the key dimensions of schooling in Finland to provide a critical, analytical and uncompromising picture of the Finnish education system. Going beyond the story of success, the book reveals the complexities of educational change, but also identifies and specifies constitutional opportunities, including a selection of key chapters on Finnish education policy and governance, teacher education and classroom cultures, the book will be of interest to researchers, academics and postgraduate students in comparative education, teacher education, educational policy and educational reform. *Foundations of Education* contains the 'essential texts' widely regarded as central to the development of the Foundations field. It helps aspiring teachers interpret the craft of teaching within the historical, philosophical, cultural, and social contexts of education inside and outside of schools. This book discusses education in the social, economic, political and religious contexts in which it developed, beginning with education in the time of the ancient Greeks. The focus on "bridges", or connections from past to present, is emphasized throughout. Connections are clearly explained in each chapter. Tables summarize these connections, and the educators whose ideas we use today are profiled in the "Shapers of Education" feature used in each chapter. Discussion questions, a list of suggested activities, a list of annotated websites, suggestions for further reading, a timeline of significant dates, learning objectives, and "Shapers of Education" feature and tables. This is a history of foundations text for undergraduate or graduate courses in the history of education, or the history of curriculum theory. Why teach? Who are today's students? What makes a good teacher? Educational Foundations: An Anthology of Critical Readings aims to answer such questions by helping new and future teachers develop habits of critical reflection about schools and schooling before entering the classroom. Editors Alan S. Canestrari and Bruce A. Marlowe feature an array of provocative, engaging authors who, as teachers, principals, and policy shapers, provide the latest perspectives in the field. The thoroughly revised Fourth Edition features an array of bold new essays discussing today's most relevant issues, including data on student safety, data on a diversity in a democracy, and an array of historical contexts for understanding the current educational landscape. It identifies the role of historical literacy, analyzes its importance in the evolving educational landscape, and details the action steps necessary for teachers to implement its principles throughout a unit. These steps are drawn from the reflections of real teachers, grounded in educational research, and consistent with the Common Core State Standards. The instructional arc formed by authors Matthew T. Downey and Kelly A. Long takes teachers from start to finish, from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study. It includes introducing topics by creating a conceptual overview, helping students collect and analyze evidence, and engaging students in multiple kinds of learning, including factual, procedural, conceptual, and metacognitive. This book is a must-have resource for teachers and students of teaching interested in improving their instructional skills, building historical literacy, and being at the forefront of the evolving field of history education. Few Pacific history books have stood the test of time as well as They Came for Sandalwood, but Dorothy Shineberg's book, first published in 1967, has never been bettered. This fascinating account of the sandalwood trade describes the first contact between Native Hawaiians and the ships of the 18th century (now Vanuatu and Solomon Islands) with relationships and rivalries between European traders and European missionaries, between trader and trader, and between tribe and tribe among the indigenous peoples. Her book documents the details and color of these interactions. Unseaworthy ships, bloody battles, the hazards of sea and reef, and the firepower and inadequacies of European weapons all provide a gripping picture of the 1830s to 1860s. Valuable appendices list the ships involved, their cargoes and the location of the sandalwood stations. They Came for Sandalwood remains the only detailed account of the sandalwood trade, its routes, marketing problems and profits, and of the ships, merchants and mariners. It is a vivid, perceptive and meticulous history of the Pacific, viewed from a new technological standpoint: the European quest for sandalwood. In History and Development of Education in Tanzania, Prof. Philemon A.K. Mushiri, examines the historical development of education in Tanzania, from the pre-colonial to post-independence periods, delineating the economic and social context which shaped and helped to define the origins of various education reforms in formal and non-formal education and their developments in Tanzania beyond 1990. The book has attempted to uncover the underlying context with which the various education-reforms were conceived and originated. At the same time, analysis of the current provision of education has been made to determine the challenges facing education provision in the country. Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the Why Study series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not. Rev. ed. of: History of education in America: Upper Saddle River, N.J.: Merrill, c2007. Foundations of Education incorporates relevant interdisciplinary perspectives and emphasizes coverage of key issues in education, with up-to-date research, primary resources, and documentation. This text provides comprehensive and substantive coverage of all "foundational" areas—including social, philosophical, historical, political, economic, curricular, and legal—for students who are preparing to become teacher and for those who simply wish to learn more about significant contemporary issues in education. The authors have included strong, thought-provoking pedagogy, and have emphasized the growing role of technology in education.
Teaching in Action Edition is packaged with a special guide that correlates text material with the HM Video Cases. In this Box, case features contain brief, fictional case scenarios that describe situations in which new teachers might find themselves. Readers are asked to think critically about concepts discussed in each chapter. Each chapter opens with an overview chart that provides a quick reference for key terms, concepts, and ideas. The case features provide a framework for students to analyze real classroom scenarios, discuss the day-to-day challenges and rewards of teaching from the convenience of their own computer. Each chapter provides the historical foundation for the study of a contemporary topic in education, including the organization and structure of schools, the philosophy of education, and educational policy. There are also several unique features of Exceptional Children: Integrating Research and Teaching that we feel will be quite valuable. First, we have emphasized the area of teaching practices and not simply included basic facts about definitions, characters, and causes. Although some introductory texts include information about teaching considerations, that area is not discussed as in depth as it is in our text. We feel that readers need to understand the best educational practices to meet those needs. Gutek’s classic volume on the history of American education has been thoroughly revised and updated to provide a twenty-first-century perspective on the development of American educational institutions. Like earlier editions, the well-researched Third Edition employs a topical approach to examine the evolution of key institutions like the common school and high school, as well as significant movements like progressive education, racial desegregation, and multiculturalism. Primary source readings enhance and reinforce chapter content and feature new writings from Benjamin Rush, Horace Mann, Maria Montessori, W. E. B. Du Bois, John Dewey, and Jane Addams. Two new chapters add depth to this comprehensive, richly illustrated work. Immigration, Multiculturalism, and Education examines the response of public schools to the educational needs of immigrant children in the context of American industrialization and urbanization. This compelling additional also looks at the changing demographics of immigration and discusses the experiences and contributions of Hispanic Americans and Asian Americans. Progressive Education and John Dewey explores the origins of progressive education, the philosophies of John Dewey and other leading progressive educators, and this movement’s ongoing influence in American classrooms. The Third Edition’s topical organization lends itself to multiple uses in the classroom. Each chapter provides the historical foundation for the study of a contemporary topic in education, including the organization and structure of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy. For students of the history of psychology, this textbook connects the big ideas and key thinkers of psychology and philosophy in a cohesive theoretical narrative of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy. For students of the history of psychology, this textbook connects the big ideas and key thinkers of psychology and philosophy in a cohesive theoretical narrative of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy.
details our current understanding of learning in both formal and informal settings, crossover learning, incidental learning, and context-based learning approaches, together with these aspects’ linkages to the notion of seamlessness. The book is divided into sections addressing the theorization of seamless learning, understanding informal learning, research methodological issues, technology-enabled seamless learning and real-world applications of seamless learning. This book offers a comprehensive look at the philosophy and history of education, going beyond traditional educational foundations books. The essential textbook in the field of blindness and visual impairment has been updated for the 21st c. Volume I includes new chapters focusing on crucial topics connecting the education of students with visual impairments to the context of educational theory. Icons in the book direct readers to supplemental materials in an online Learning Center. Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a “basic” understanding of the country’s history. Pundits seize on these results to argue that not only are students woefully ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates, memorizing the textbook, and taking notes on teachers’ lectures ensues. In stark contrast, social studies educators like Bruce A. Vansledright argue instead for a more inquiry-oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation. Detailed case studies of exemplar teachers are included in this timely book to make visible, in an easily comprehensible way, the thought processes of skilled teachers. Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way. The Challenge of Rethinking History Education is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking, to engage in investigative practice with students, and to increase students’ capacity to critically read and assess the nature of the complex culture in which they live. Inequity in Education represents the latest scholarship investigating issues of race, class, ethnicity, religion, gender, and national identity formation that influenced education in America throughout its history. This exciting collection of cutting-edge essays and primary source documents represents a variety of theoretical and methodological perspectives that will appeal to both social and cultural historians as well as those who teach education courses, including introductory surveys and foundations courses. Physical education can no longer be treated as a separate entity. Physical education cannot be separated from educational process. It is therefore said to be an integral part of total process of education. The book is based on the revised syllabus B.P.Ed and is written to provide information and educate students about the physical education, historical developments in different era, foundation and principles of physical education. The language of the book is very simple and easy to understand. This edited volume focuses on the historical role of the OECD (The Organisation for Economic Co-operation and Development) in shaping global education policy. In this book, contributors shed light on the present-day perspective of Comparative Education as a logical addition to current scholarship on the history of international organizations in the field of education. Doing so, the book provides a deeper understanding of contemporary developments in education that will enable us to reflect critically on the trajectories and future developments of education worldwide. A work by John Locke about education. Definitive Readings in the History, Philosophy, Theories and Practice of Career and Technical Education brings together definitive writings on CTE by leading figures and by contemporary thinkers in the history, philosophy, practice and theories of the field. Filling a much needed void in existing literature, this book equips scholars and practitioners with knowledge, skills, and attitudes to succeed in the field of CTE. This practical resource shows you how to apply Sam Wineburgs highly acclaimed approach to teaching, "Reading Like a Historian," in your middle and high school classroom to increase academic literacy and spark students curiosity. Chapters cover key moments in American history, beginning with exploration and colonization and ending with the Cuban Missile Crisis.