

author of the best-selling book "School Free"

CHALLENGING

ASSUMPTIONS
IN EDUCATION

WENDY PRIESNITZ

Challenging Assumptions In Education From Institutionalized Education To A Learning Society

Bradley A. Levinson, Mica Pollock



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Challenging Assumptions in Education Wendy Priesnitz, 2011 **How Green is the Green Party?** Rick Whaley, 2007 **Fundamentals of Home-schooling** Ann Lahrson-Fisher, 2003 A book designed to educate on a holistic approach to homeschooling *Quill & Quire*, 2008 *Teach Your Own* John Holt, Pat Farenga, 2009-03-04 The classic and indispensable work on teaching children at home fully updated for today's new laws, new lifestyles and the growing new generation of homeschooling parents. Today more than one and a half million children are being taught at home by their own parents. In this expanded edition of the book that helped launch the whole movement, Pat Farenga has distilled John Holt's timeless understanding of the ways children come to understand the world and added up to the moment legal, financial and logistical advice. No parent even considering homeschooling should be without this wise and unique reference. Rather than proposing that parents turn their homes into miniature schools, Holt and Farenga demonstrate how ordinary parents can help children grow as social, active learners. Chapters on living with children, serious play, children and work, and learning difficulties will fascinate and encourage parents and help them enjoy each homeschool day. John Holt's warm understanding of children and his passionate belief in every child's ability to learn have made this book the bible of homeschooling families everywhere. *The Diary of a Mad Public School Teacher* David A. Hancock MA, 2017-07-21 Many are asking what is wrong with teaching, learning, schooling and education and what can be done. You will get the answers, panacea from the letters of a mad public school teacher: intrepid, irascible, cantankerous, provocative, passionate, thought-provoking, iconoclastic and enhanced with vitriolic demagoguery. As a grad student, colleague said: Thanks for an enjoyable class on education issues in society. I also enjoyed your letters to the editor. I've been told that I say what other people think. Well, you write and publish what were all thinking. **Working with Vulnerable Populations** Susana Castaños-Cervantes, Angélica Ojeda García, Cristina L. Reitz-Krueger, 2024-10-18 This book explores vulnerability in many forms and among diverse understudied vulnerable populations worldwide from different perspectives, particularly from non-western contexts. It examines characteristics and profiles of vulnerable populations, intervention strategies and recommendations for public policy actions in developing and emerging countries. As the world becomes increasingly connected and localities become more diverse, researchers and practitioners working to ameliorate human suffering cannot rely on one-size-fits-all solutions, especially when it comes to the most vulnerable members of society. The book argues the need for interdisciplinary research and action and it challenges popular discourse on vulnerable groups and intervention strategies in Western societies and developed countries. In particular, it includes a Latin American perspective, seldom considered in research about vulnerability worldwide. With interdisciplinary contributors from four continents working in diverse fields such as social psychology, pedagogy, community psychology, medicine, sociology, clinical psychology, anthropology and social work, this edited collection brings together theoretical and applied research evidence on three vulnerable population categories: physical vulnerability, psychological

vulnerability and social vulnerability The book not only presents exhaustive solutions to any of the problems discussed therein but it also offers examples of the considerations that should be afforded when working with groups who have unique vulnerabilities Among the topics covered in the chapters Poor Doctor Patient Communication How Social Vulnerability Turns into Physical Vulnerability Art Therapy Focus to Decrease Vulnerability Condition and Increase Sense of Community Pedagogical Guidelines for Vulnerability in Postmodernity Working with Vulnerable Populations Final Reflections and Implications Working with Vulnerable Populations A Multicultural Perspective presents case studies original research and literature reviews that would engage students and professionals interested in social work psychology community organizing public health allied health professions and other helping professions Readers will gain insight into how work being conducted in various localities speaks to the challenges they may face in their own work or research By exploring the unique issues facing vulnerable populations around the globe we can apply those same considerations in our own communities

Rhetorical Education In America Cheryl Jean Glenn, 2009-03-15 A timely collection of essays by prominent scholars in the field on the past present and future of rhetoric instruction From Isocrates and Aristotle to the present rhetorical education has consistently been regarded as the linchpin of a participatory democracy a tool to foster civic action and social responsibility Yet questions of who should receive rhetorical education in what form and for what purpose continue to vex teachers and scholars The essays in this volume converge to explore the purposes problems and possibilities of rhetorical education in America on both the undergraduate and graduate levels and inside and outside the academy William Denman examines the ancient model of the citizen orator and its value to democratic life Thomas Miller argues that English departments have embraced a literary research paradigm and sacrificed the teaching of rhetorical skills for public participation Susan Kates explores how rhetoric is taught at nontraditional institutions such as Berea College in Kentucky where Appalachian dialect is espoused Nan Johnson looks outside the academy at the parlor movement among women in antebellum America Michael Halloran examines the rhetorical education provided by historical landmarks where visitors are encouraged to share a common public discourse Laura Gurak presents the challenges posed to traditional notions of literacy by the computer the promises and dangers of internet technology and the necessity of a critical cyber literacy for future rhetorical curricula Collectively the essays coalesce around timely political and cross disciplinary issues Rhetorical Education in America serves to orient scholars and teachers in rhetoric regardless of their disciplinary home and help to set an agenda for future classroom practice and curriculum design

Sustainable Improvement Coral Mitchell, Larry Sickney, 2019-02-11 Drawing on two decades of research into the nature of schools as learning communities the authors build on a prior model of learning communities that integrated three domains of capacity personal interpersonal and organizational In this text the authors move the capacity building model into practice and elaborate a theory of learning communities This book situates learning communities in living systems and ecological perspectives The fundamental premise is that all of

human life and human activity is part of a deep planetary ecology of which mutuality and interdependence are cornerstone properties learning and renewal are key processes and emergent networks are foundational structures The text juxtaposes these conceptions with educational practices in order to understand what makes practice different in learning community schools The authors argue that sustainable educational improvement emerges from a reciprocal process of building people who are constantly learning building commitments to authentic learning and building schools with a relentless focus on learning The authors conclude that building a sustainable learning community requires a profound shift in how learning is understood discussed valued enabled and expressed This shift they argue is essential as schools face the challenges and opportunities in the knowledge society

Historical Research in Educational Settings Gary McCulloch, William Richardson, 2000 This work explores how to set about historical research in education It locates this field in relation to changes in educational research historical research and a range of social sciences It offers a theoretical guide to the rationales and problems of the field as well as to current opportunities for research It also gives practical advice for getting started and for suitable research methods in different kinds of projects and in doing so draws critically on international literature It includes detailed case studies on the following topics in historical research curriculum and classrooms Foucauldian interpretations the Alternative Road literacy in the nineteenth century and the university history curriculum

Service-learning and the Liberal Arts Craig A. Rimmerman, 2011-01-01 1 Table of Contents 2 Dedication Chapter 3 Preface Chapter 4 Acknowledgments Chapter 5 Introduction Chapter 6 1 Service Learning in an Ethics Course Chapter 7 2 Service Learning Process and Participation Chapter 8 3 Too Much of a Good Thing When Service Interferes with Learning Chapter 9 4 Teaching the Unteachable Service Learning and Engagement in the Teaching of Genocide and the Holocaust Chapter 10 5 Service Learning and Public Policy Chapter 11 6 Does Skill Count A Reflection on the America Reads Experience Chapter 12 7 Incorporating Service Learning in Quantitative Methods Economics Courses Chapter 13 8 Service Learning in a Bidisciplinary Course A Chronological and Conceptual Journey 1995 2006 Chapter 14 9 Learning about and Helping to Prevent Alcohol and Other Drug Abuse through Service Learning Initiatives Chapter 15 10 The Role of the Public Service Office in Service Learning at Hobart and William Smith Colleges Chapter 16 11 Service Learning Lessons

Handbook of Global Education Policy Karen Mundy, Andy Green, Bob Lingard, Antoni Verger, 2016-05-02 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors Surveys current debates about the role of education in a global polity highlights key transnational policy actors accessibly introduces research methodologies and outlines global agendas for education reform Includes contributions from an international cast of established and emerging scholars at the forefront of the field thoughtfully edited and organized by a team of world renowned global education policy experts Each section features a thorough introduction designed to facilitate readers understanding of the subsequent material and highlight links to

interdisciplinary global policy scholarship Written in an accessible and engaging style that will appeal to domestic and international policy practitioners social scientists and education scholars alike **Community Education Journal** ,1971

A Companion to the Anthropology of Education Bradley A. Levinson,Mica Pollock,2016-01-19 A Companion to the Anthropology of Education presents a comprehensive and state of the art overview of the field exploring the social and cultural dimension of educational processes in both formal and nonformal settings Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world in both formal and non formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship including China the United States Africa the Middle East Colombia Mexico India the United Kingdom and Denmark Examines the consequences of history cultural diversity language policies governmental mandates inequality and literacy for everyday educational processes **Resources in Education** ,1992-04 **Including Learners with Low-Incidence Disabilities** Elizabeth A. West,Chris Forlin,2015-02-13 This important book highlights the need to include learners with low incidence disabilities and provides information related to supports and services to achieve that goal across a variety of contexts **Troublemakers** Kathryn Schumaker,2023-01-09 A powerful history of student protests and student rights during the desegregation era In the late 1960s protests led by students roiled high schools across the country As school desegregation finally took place on a wide scale students of color were particularly vocal in contesting the racial discrimination they saw in school policies and practices And yet these young people had no legal right to express dissent at school It was not until 1969 that the Supreme Court would recognize the First Amendment rights of students in the landmark Tinker v Des Moines case A series of students rights lawsuits in the desegregation era challenged everything from school curricula to disciplinary policies But in casting students as troublemakers or as culturally deficient school authorities and other experts persuaded the courts to set limits on rights protections that made students of color disproportionately vulnerable to suspension and expulsion Troublemakers traces the history of black and Chicano student protests from small town Mississippi to metropolitan Denver and beyond showcasing the stories of individual protesters and demonstrating how their actions contributed to the eventual recognition of the constitutional rights of all students Offering a fresh interpretation of this pivotal era Troublemakers shows that when black and Chicano teenagers challenged racial discrimination in American public schools they helped remake American constitutional law and establish protections of free speech due process equal protection and privacy for students **Mothering a Bodied Curriculum** Stephanie Springgay,Debra Freedman,2012-01-01 This collection considers how embodiment mothering and curriculum theory are related to practices in education that silence conceal and limit gendered raced and sexual maternal bodies Advancing a new understanding of the maternal body it argues for a bodied curriculum a practice that attends to the relational social and ethical implications of being with other bodies differently and to the different knowledges such bodily encounters produce Contributors argue that

the prevailing silence about the maternal body in educational scholarship reinforces the binary split between domestic and public spaces family life and work one's own children and others children and women's roles as mothers or others Providing an interdisciplinary perspective in which postmodern ideas about the body interact with those of learning and teaching Mothering a Bodied Curriculum brings theory and practice together into an ever evolving conversation The Information Literate School Community 2 James Henri, Marlene Asselin, 2005-06-01 This book is both an update and an extension of The Information Literate School Community Best practice which has been used as a student textbook and practitioners guide in a number of countries In this new book the editors have sought to bring together an eclectic but focused group of researchers and practitioners to explore the key aspects of leadership in the information literate school community The book provides both students and practitioners principals teachers teacher librarians and researchers with a critical analysis and evaluation of topics such as the concept of an information literate school community the development of new literacies research on information literacy the implementation of an information literacy programme the importance of reading development leadership in information literate schools policy formulation knowledge management ICT and student learning the role of the teacher librarian and professional development There is an even balance of research and practice in the book that will appeal to a wide audience because of its currency and topicality Reimagining Our Futures Together , 2025-10-13 In Reimagining Our Futures Together A New Social Contract for Education the International Commission on the Futures of Education presents a compelling vision for transforming education to address global challenges Drawing from a global consultation engaging approximately one million people the report advocates for a new social contract grounded in human rights social justice and sustainability It emphasizes the need for education systems that promote cooperation solidarity and ecological responsibility By highlighting innovative practices and diverse perspectives the report offers actionable recommendations to build peaceful just and sustainable futures through education

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