

Download Ebook Foucault And Education Disciplines And Knowledge Pdf Free Copy

Education - An Anatomy of the Discipline Aug 20 2022 Education – An Anatomy of the Discipline focuses on the development of the discipline of education, how it is understood and practised in contemporary universities, and the potential threats to its future. As the author, John Furlong argues, disciplines are not only intellectually coherent fields of study; they also have a political life, they are argued for, supported, challenged and debated. Nowhere is this more true than in the discipline of education. In this authoritative text, Furlong describes the history as well as the current state of the discipline of education in universities. He also explores the range of national and global changes that have helped to shape the discipline in recent years. Education's final 'arrival' in the university sector coincided with major changes in universities themselves. Today, universities are very diverse institutions: they no longer have a sense of essential purpose and have largely accepted their loss of autonomy, especially in education where government intervention is particularly strong. If education is now fully integrated into universities, then, like the system as a whole, it urgently needs to find a voice, set out a vision for itself, and state what its purpose should be within a university in the modern world. The book therefore brings together four vitally important topics: - the changing nature of the university -the academic and scholarly study of education as a field -the professional education and training of teachers -the nature and organisation of educational research. Education – An Anatomy of the Discipline will occupy a central place in contemporary literature about education; although based on evidence from British universities, its implications are important across the world. The book will be invaluable reading for all professionals working in university departments and faculties of education as well as those with an interest in the changing role of the university in contemporary society.

Reading Across the Disciplines May 17 2022 Reading Across the Disciplines offers a collection of twelve essays detailing a range of approaches to dealing with students' reading needs at the college level. Transforming reading in higher education requires more than individual faculty members working on SoTL projects in their particular fields. Teachers need to consider reading across the disciplines. In this collection, authors from Australia and North America, teaching in a variety of disciplines, explore reading in undergraduate courses, doctoral seminars, and faculty development activities. By paying attention to the particular classroom and placing those observations in conversation with scholarly literature, they create new knowledge about reading in higher education from disciplinary and cross-disciplinary perspectives. Reading Across the Disciplines demonstrates how existing research about reading can be applied to specific classroom contexts, offering models for faculty members whose own research interests may lie elsewhere but who believe in the importance of reading.

Academic Tribes and Territories Nov 18 2019 Acclaim for the first edition of *Academic Tribes and Territories*: '...Becher's insistence upon in-depth analysis of the extant literature while reporting his own sustained research doubled the thickness of the material to be covered...*Academic Tribes and Territories* is a superb addition to the literature on higher education...There is here an education to be had.' (Burton R. Clark, *Higher Education*) '...Becher's landmark work. The higher education community - both practitioners and educational researchers - need to assimilate and to heed the message of this important and insightful book.' (Alan E. Bayer, *Journal of Higher Education*) 'a bold approach to a theory of academic relations...The result is a debt to him {Becher} for all students of higher education.' (The Times Educational Supplement) 'a classic in its field...The book is readily accessible to any member of the academic profession, but it also adds significantly to a specialist understanding of the internal life of higher education institutions in Britain and North America. I confidently predict that it will appear prominently on citation indices for many years.' (Gareth Williams, *Studies in Higher Education*) How do academics perceive themselves and colleagues in their own disciplines, and how do they rate those in other subjects? How closely related are their intellectual tasks and their ways of organizing their professional lives? What are the interconnections between academic cultures and the nature of disciplines? *Academic Tribes and Territories* maps academic knowledge and explores the diverse characteristics of those who inhabit and cultivate it. This second edition provides a thorough update to Tony Becher's classic text, first published in 1989, and incorporates research findings and new theoretical perspectives. Fundamental changes in the nature of higher education and in the academic's role are reviewed and their significance for academic cultures is assessed. This edition moves beyond the first edition's focus on elite universities and the research role to examine academic cultures in lower status institutions internationally and to place a new emphasis on issues of gender and ethnicity. This second edition successfully renews a classic in the field of higher education.

Connecting Past and Present Oct 18 2019 This volume, 16th in a series about service learning and the academic disciplines, focuses on the ways service learning adds immediacy and relevance to the study of history. The authors of this collection provide answers to why history and service learning should be connected, and they describe strategies to bring this about. The chapters are: (1) "Service-Learning as a Strategy for Advancing the Contemporary University and the Discipline of History" (Bill M. Donovan); (2) "Service-Learning, Academically Based Community Service, and the Historic Mission of the American Urban Research University" (Ira Harkavy); (3) "Emerson's Prophecy" (John Saltmarsh); (4) "Service-Learning and History: Training the Metaphorical Mind" (J. Matthew Gallman); (5) "The Turnerian Frontier: A New Approach to the Study of the American Character" (Michael Zuckerman); (6) "Reflections of a Historian Teaching a Service-Learning Course about Poverty and Homelessness in America" (Albert Camarillo); (7) "History as Public Work" (Elisa von Joeden-Forgey and John Puckett); (8) "Reclaiming the Historical Tradition of Service in the African American Community" (Beverly W. Jones); (9) "Service-Learning as a Tool of Engagement: From Thomas Aquinas to Che Guevara" (Bill M. Donovan); (10) "Serving and Learning in the Chilean Desert" (Marshall C. Eakin); (11) "Classical Studies and the Search for Community" (Ralph M. Rosen); and (12) "The Unspoken Purposes of Service-Learning: Teaching the Holocaust" (Steve Hochstadt). Each chapter contains references. An

appendix contains an annotated bibliography of 44 items and a list of contributors to the volume. (SLD)

The Grammar of School Discipline Oct 30 2020 Rooted in anti-Black ideology, Alabama school discipline policy and practice follows a grammar: Removal, Resistance, and Reform. To disrupt and repair the harm caused by anti-Black school discipline, *The Grammar of School Discipline* explores how school discipline operates and how students and educators resist it.

Ruraling Education Research Feb 20 2020 This edited volume brings together a collection of chapters from leading scholars in rural education with the purpose of linking knowledge from the rural education field to the wider discipline of education studies. Through addressing significant issues in the rural education field, the book gives insights from rural education that have general relevance for the wider disciplines of education, and provides up-to-date scholarship in research in rural contexts. This book aims to be a definitive and comprehensive edition of contemporary rural education scholarship that works as a guide for those new to researching in and for rural contexts, as well as actively expand the other sub-fields of education from a rural perspective. It examines the connection between rurality and the other domains of educational research, exploring what a rural perspective might bring to the broader fields of educational research, and how it might evolve them. In its unique approach, this book brings the concept of 'rural' to the disciplines of education; chapters regarding the ethics of research in the rural context speaks to a gap in rural education, and provide tools for engaging marginalised communities more generally in educational research.

Game-based Learning Across the Disciplines Sep 09 2021 The volume focuses on epistemological, theoretical and empirical issues of game-based learning in various disciplines. It encompasses questions of game design as well as instructional integration and organizational implementation of game-based learning across various disciplines and includes contributions from different levels of the formal educational system (i.e., primary, secondary and tertiary education) as well as contributions reporting the use of game-based learning in informal learning settings. The volume addresses scholars, practitioners and students who are interested in how games and game-based learning can be designed, implemented and evaluated in a cross-, inter- and transdisciplinary perspective.

Disciplines and Doctorates May 05 2021 Generic advice in earning a PhD usually falls short of relevance, because of differences in the degree path from one discipline to another. Yet doctoral candidates and their supervisors know this process is governed by protocols and parameters - often implicit - that must be understood and mastered. This book explores these protocols, drawing upon a large-scale study of Australian universities, and also compares doctoral programs in different national systems.

Integrating Digital Literacy in the Disciplines Jan 01 2021 Digital literacy has become the vital competency that students need to master before graduating. This book provides rich examples of how to integrate it in disciplinary courses. While many institutions are developing introductory courses to impart universal literacy (skills students need to know) and creative literacy (skills for creating new content), discipline-specific skills (skills needed to succeed within a specific discipline) are a vital extension to their learning and ability to apply digital literacy in different contexts. This book provides examples of how to integrate digital literacy across a wide variety of courses spanning many domains. Rather than a wholly new core institutional outcome, digital literacy adds

to the development of critical thinking, communication, problem-solving, and teamwork skills by building students' capacities to assess online information so they can ethically share, communicate, or repurpose it through the appropriate use of available digital technologies. In short, it provides the vital digital dimension to their learning and the literacy skills which will be in increasing demand in their future lives. Following introductory chapters providing context and a theoretical framework, the contributing authors from different disciplines share the digital competencies and skills needed within their fields, the strategies they use to teach them, and insights about the choices they made. What shines through the examples is that, regardless of the specificity of the disciplinary examples, they offer all readers a commonality of approach and a trove of ideas that can be adapted to other contexts. This book constitutes a practical introduction for faculty interested in including opportunities to apply digital literacy to discipline-specific content. The book will benefit faculty developers and instructional designers who work with disciplinary faculty to integrate digital literacy. The book underscores the importance of preparing students at the course level to create, and be assessed on, digital content as fields are modernizing and delivery formats of assignments are evolving. Domains covered include digital literacy in teacher education, writing, musicology, indigenous literary studies, communications, journalism, business information technology, strategic management, chemistry, biology, health sciences, optometry, school librarianship, and law. The book demonstrates a range of approaches that can be used to teach digital literacy skills in the classroom, including: Progressing from digital literacy to digital fluency Increasing digital literacy by creating digital content Assessment of digital literacy Identifying ethical considerations with digital literacy Sharing digital content outside of the classroom Identifying misinformation in digital communications Digitizing instructional practices, like lab notes and essays Reframing digital literacy from assumption to opportunity Preparing students to teach digital literacy to others Collaborating with other departments on campus to support digital literacy instruction Incorporating media into digital literacy (digital media literacy) Using digital storytelling and infographics to teach content knowledge] Weaving digital literacy throughout the curriculum of a program, and with increasing depth

Language, Literacy, and Learning in the STEM Disciplines Aug 08 2021 With a focus on what mathematics and science educators need to know about academic language used in the STEM disciplines, this book critically synthesizes the current knowledge base on language challenges inherent to learning mathematics and science, with particular attention to the unique issues for English learners. These key questions are addressed: When and how do students develop mastery of the language registers unique to mathematics and to the sciences? How do teachers use assessment as evidence of student learning for both accountability and instructional purposes? Orienting each chapter with a research review and drawing out important Focus Points, chapter authors examine the obstacles to and latest ideas for improving STEM literacy, and discuss implications for future research and practice.

Developing Readers in the Academic Disciplines Dec 12 2021 Being literate in an academic discipline means more than simply being able to read and comprehend text; it means you can think, speak, and write as a historian, scientist, mathematician, or artist. Doug Buehl strips away the one-size-fits-all approach to content area literacy and presents a much-needed instructional model for disciplinary literacy, showing how to mentor middle and high school learners to become "academic insiders" who are college

and career ready. This thoroughly revised second edition of *Developing Readers in the Academic Disciplines* shows how to help students adjust their thinking to comprehend a range of complex texts that fall outside their reading comfort zones. This book --a natural companion to Buehl's *Classroom Strategies for Interactive Learning*, which has been bolstering student comprehension for almost three decades--provides the following supports for teachers: Instructional tools that adapt generic literacy practices to discipline-specific variations Strategies for frontloading instruction to activate and build background knowledge New approaches for encouraging inquiry around disciplinary texts In-depth exploration of the role of argumentation in informational text Numerous examples from science, mathematics, history and social studies, English/language arts, and related arts to show you what vibrant learning looks like in various classroom settings *Developing Readers in the Academic Disciplines* introduces teachers from all disciplines to new kinds of thinking and, ultimately, teaching that helps students achieve new levels of understanding.

School Discipline and Self-Discipline Mar 03 2021 How can schools create safe, well-supervised classroom environments while also teaching students skills for managing their behavior on their own? This invaluable guide presents a framework for achieving both of these crucial goals. It shows how to balance external reinforcements such as positive behavior supports with social-emotional learning interventions. Evidence-based techniques are provided for targeting the cognitive and emotional processes that underlie self-discipline, both in classroom instruction and when correcting problem behavior. Describing how to weave the techniques together into a comprehensive schoolwide disciplinary approach, the book includes over a dozen reproducible forms, checklists, and assessment tools. The large-size format and lay-flat binding facilitate photocopying. This book is in *The Guilford Practical Intervention in the Schools Series*, edited by T. Chris Riley-Tillman.

Writing in the Academic Disciplines Sep 21 2022 "To understand the ways students learn to write, we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader, though largely tacit traditions students encounter in the whole curriculum," explains David R. Russell, in the introduction to this singular study. The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education, from the founding public secondary schools and research universities in the 1870s, through the spread of the writing-across-the-curriculum movement in the 1980s, through the WAC efforts in contemporary curriculums.

Closing the School Discipline Gap Feb 14 2022 Educators remove over 3.45 million students from school annually for disciplinary reasons, despite strong evidence that school suspension policies are harmful to students. The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today's profound inequities in educational opportunity and outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. *Closing the School Discipline Gap* is a call for action that focuses on an area in which public schools can and should make powerful improvements, in a relatively short period of time. Contributors include Robert Balfanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J.

Skiba, Ivory A. Toldson "Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise. Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University "For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. Closing the School Discipline Gap shows that adults have the power—and responsibility—to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students." —Marian Wright Edelman, president, Children's Defense Fund

The University and its Disciplines Nov 23 2022 University teaching and learning take place within ever more specialized disciplinary settings, each characterized by its unique traditions, concepts, practices and procedures. It is now widely recognized that support for teaching and learning needs to take this discipline-specificity into account. However, in a world characterized by rapid change, complexity and uncertainty, problems do not present themselves as distinct subjects but increasingly within trans-disciplinary contexts calling for graduate outcomes that go beyond specialized knowledge and skills. This ground-breaking book highlights the important interplay between context-specific and context-transcendent aspects of teaching, learning and assessment. It explores critical questions, such as: What are the 'ways of thinking and practicing' characteristic of particular disciplines? How can students be supported in becoming participants of particular disciplinary discourse communities? Can the diversity in teaching, learning and assessment practices that we observe across departments be attributed exclusively to disciplinary structure? To what extent do the disciplines prepare students for the complexities and uncertainties that characterize their later professional, civic and personal lives? Written for university teachers, educational developers as well as new and experienced researchers of Higher Education, this highly-anticipated first edition offers innovative perspectives from leading Canadian, US and UK scholars on how academic learning within particular disciplines can help students acquire the skills, abilities and dispositions they need to succeed academically and also post graduation. Carolin Kreber is Professor of Teaching and Learning in Higher Education and the Director of the Centre for Teaching, Learning and Assessment at the University of Edinburgh

Adolescent Literacy in the Academic Disciplines Mar 23 2020 "From leading authorities in both adolescent literacy and content-area teaching, this book addresses the particular challenges of literacy learning in each of the major academic disciplines. Chapters focus on how to help students successfully engage with texts and ideas in English/literature, science, math, history, and arts classrooms. The book shows that while general strategies for reading informational texts are essential, they are not enough--students also need to learn processing strategies that are quite specific to each subject and its typical tasks or problems. Vignettes from exemplary classrooms illustrate research-based ways to build content-area knowledge while targeting essential reading and writing skills"-- Provided by publisher.

In Defense of Disciplines Oct 22 2022 Calls for closer connections among disciplines

can be heard throughout the world of scholarly research, from major universities to the National Institutes of Health. *In Defense of Disciplines* presents a fresh and daring analysis of the argument surrounding interdisciplinarity. Challenging the belief that blurring the boundaries between traditional academic fields promotes more integrated research and effective teaching, Jerry Jacobs contends that the promise of interdisciplinarity is illusory and that critiques of established disciplines are often overstated and misplaced. Drawing on diverse sources of data, Jacobs offers a new theory of liberal arts disciplines such as biology, economics, and history that identifies the organizational sources of their dynamism and breadth. Illustrating his thesis with a wide range of case studies including the diffusion of ideas between fields, the creation of interdisciplinary scholarly journals, and the rise of new fields that spin off from existing ones, Jacobs turns many of the criticisms of disciplines on their heads to mount a powerful defense of the enduring value of liberal arts disciplines. This will become one of the anchors of the case against interdisciplinarity for years to come.

Inequality in School Discipline Sep 28 2020 This edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities. School exclusion—out-of-school suspension and expulsion in particular—remains a substantial component of discipline in our nation's schools, and those consequences continue to fall disproportionately on certain groups of learners. The negative consequences of frequent and inequitable use of school exclusion are substantial, including higher rates of academic failure, dropout, and contact with the juvenile justice system. As educators, policymakers, community leaders, and other youth-serving organizations begin the difficult work of creating more equitable school disciplinary systems, the need for effective disparity-reducing alternatives could not be more important. Drawing on the multi-year ground-breaking work of the Discipline Disparities Collaborative, the chapters in this book provide cutting edge knowledge supporting a new national imperative to eliminate race, gender, disability, and sexual orientation-based disciplinary disparities.

Foundation Disciplines and the Study of Education Mar 15 2022

Disciplines of Education Dec 24 2022 Are the disciplines of education ghosts of a productive past or creative and useful forms of inquiry? Are they in a demographic and organisational crisis today? The contribution of the 'foundation disciplines' of sociology, psychology, philosophy, history and economics to the study of education has always been contested in the UK and in much of the English-speaking world. But such debates are now being brought to a head in education by the demographic crisis. Recent research has shown that with the an ageing population of education academics, in ten years' time, there could be very few disciplinary specialists left working within faculties of education in UK universities. But does that matter and is the UK no more than a special case? How does this 'crisis' look from Europe where the disciplines of education are more embedded, and from the USA with its more diverse higher education system? In this book, leading scholars – including A.H. Halsey, David Bridges, John Furlong, Hugh Lauder, Martin Lawn and Sheldon Rothblatt – consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s, 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions, and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise. Finally, the book confronts the question as to whether the disciplines have a place in education in the twenty-first

century. The book brings the coming crisis into the public view and explores the issue of the past, current and future relevance of the disciplines to the study of education. It will be of interest to all international academics and researchers in the field of education and the contributory disciplines as well as to students on educational research methods courses.

Disciplines of Education Nov 11 2021 First published in 1967, this book suggests that educational problems should not, and indeed cannot, be solved in isolation, but that we need to bring all our disciplines and resources to bear upon them. It explores in turn philosophical, psychological and sociological approaches to educational theory and examines great thinkers such as Plato, R

Learning in and Through Art Jan 21 2020 This Handbook provides a practical, straightforward guide to the theory and practice of discipline-based art education. This comprehensive approach to art education has transformed the way students create and understand art; it also offers opportunities for relating art to other subjects as well as to the personal interests and abilities of young learners. This completely revised edition explains how DBAE draws content from the disciplines of art-making, art criticism, art history and aesthetics, and shows how the practice of DBAE in schools over the past several years has influenced how art is taught today.

Diversity Across the Disciplines May 25 2020 Diversity research and scholarship has evolved over the past several decades and is now reaching a critical juncture. While the scholarship on diversity and inclusion has advanced within various disciplines and subdisciplines, there have been limited conversations and collaborations across distinct areas of research. Theories, paradigms, research models and methodologies have evolved but continue to remain locked within specific area, disciplines, or theoretical canons. This collaborative edited volume examines diversity across disciplines in higher education. Our book brings together contributions from the arts, sciences, and professional fields. In order to advance diversity and inclusion across campuses, multiple disciplinary perspectives need to be acknowledged and considered broadly. The current higher education climate necessitates multicultural and interdisciplinary collaboration. Global partnerships and technological advances require faculty, administrators, and graduate students to reach beyond their disciplinary focus to achieve successful programs and research projects. We need to become more familiar discussing diversity across disciplines. Our book investigates diversity across disciplines with attention to people, process, policies, and paradigms. The four thematic categories of people, process, policies, and paradigms describe the multidisciplinary nature of diversity and topics relevant to faculty, administrators, and students in higher education. The framework provides a structure to understand the ways in which people are impacted by diversity and the complicated process of engaging with diversity in a variety of contexts. Policies draw attention to the dynamic nature of diversity across disciplines and paradigms presents models of diversity in research and education.

EBOOK: Studying Education: An Introduction to the Key Disciplines in Education Studies Aug 28 2020 This book is a comprehensive, student-friendly text, introducing you to the main education disciplines in one handy volume. In a lively and accessible manner, it examines the academic disciplines that underpin our understanding of education and the contexts within which learning takes place. The book covers the seven main subject disciplines that contribute to education as a broad field of study - history of education, politics of education, philosophy of education, economics of

education, sociology of education, psychology of education and comparative education. Key features include: Seven extended chapters all written by specialist and experienced academics in their field A brief overview and history at the beginning of each chapter, followed by a selection of key themes and topics within the discipline Boxed summaries of key theorists and researchers throughout each chapter Tasks for the reader, along with extensive referencing and suggestions for further reading and research Studying Education is essential reading for students on Education Studies or PGCE courses, as well as all of those interested in or involved with education or schooling. Contributors: Rebecca Allen, Clyde Chitty, Will Curtis, Barry Dufour, Diahann Gallard, Angie S. Garden, Debbie Le Play, Richard Waller "This book provides an authoritative, 'state of the art' introduction to the key disciplines of education studies. It provides useful study activities and concise introductory notes on key texts, key figures, key centres and key journals in each discipline. A valuable and highly readable addition to the education studies literature." Clive Harber, Professor of International Education, University of Birmingham, UK "This book aims to explore the disciplines that are the "foundation" education disciplines: History, Politics, Philosophy, Economics, Sociology, Psychology and Comparative Education. The editors claim that their key aim is to "provide a general overview of each subject [...] enabling the readers to explore each discipline in greater depth" (page1). This book offers an overview of the disciplines that have been dominant in education. The disciplines the editors have chosen to include in this book thus illustrate a range of diverse approaches to the study of education. The book is written in an accessible style for undergraduate students embarking on inquiry into the nature of education studies and the disciplines that may be important. Interestingly the chapters in this book will also help students to refine their understanding of historical, political, socio-economical and psychological aspects that are interrelated in the study of education. Although the authors of individual chapters develop a discussion of their discipline in each chapter, they successfully and consistently apply their disciplinarity thus offering students opportunities to discuss the identity of education studies and debate the relevance of disciplines in the development of educational thought. Chapter One offers a rigorous and critical approach to key historical developments in education, attempting a useful heuristic consideration to all levels of education and covering a number of factors such as women and education, ethnicity, race and religion in order that students are inducted into the wider socio-political developments of education. The second chapter offers a different, but relevant, dimension to the first chapter by examining the role of politics in education, debating issues around power, conflict and change and for the development of educational thinking such a chapter debating policy-making and politics is vitally important. The third chapter on philosophy of education is central to the study of the foundation disciplines of education as philosophical approaches influence and underpin education studies in terms of history, policy, research and practice. The next chapter debates the economics of education and is particularly welcomed especially in an era that there is a decline in the study of this topic. The next two chapters examine sociological and psychological aspects of education studies. Finally the last chapter raises an interesting debate of the academic disciplinarity of comparative education, drawing upon the challenges of organisational support, funding and policy making. Overall throughout the book the students are encouraged to avoid fragmentation and to develop an educational thinking beyond disciplinary perspectives without losing the relativity of education to these disciplines

and their contribution to the development of the 21st educational thinking." Ioanna Palaiologou, The University of Hull

The Scholarship of Teaching and Learning in and Across Disciplines Jun 18 2022

Provides a state-of-the-field review of recent SoTL scholarship

Responsive School Discipline Apr 04 2021 Bring positive behavior to your school through strong, consistent, and positive discipline. In *Responsive School Discipline* two experienced administrators offer practical strategies for building a safe, calm, and respectful school-strategies based on deep respect for children and for staff. Each chapter targets one key discipline issue and starts with a checklist of action steps. For comprehensive discipline reform, go through the chapters in order. For help with a particular challenge, go right to the chapter you need.

Foucault and Education Jul 07 2021 First published in 1990, this book was the first to explore Foucault's work in relation to education, arguing that schools, like prisons and asylums, are institutions of moral and social regulation, complex technologies of disciplinary control where power and knowledge are crucial. Original and challenging, the essays assess the relevance of Foucault's work to educational practice, and show how the application of Foucauldian analysis to education enables us to see the politics of educational reform in a new light.

Higher Education and the American Dream Nov 30 2020 "Marvin Lazerson's new book is exactly what is needed: a readable, cogent explanation of how the U.S. can have the best system of higher education in the world, but also a system that seems to be coming apart at the seams." —Susan Fuhrman, President Teachers College, Columbia University, President of the National Academy of Education "In prose remarkable for its clarity and analysis remarkable for its fair-mindedness, this volume delivers a penetrating, nuanced account of American universities in the twenty-first century. Blessedly without rant or cant, the book tackles topics that range from the rise of the managerial class to the failed attempts to reform practice in the classroom. It's a smart provocation—a must-read for anyone who cares about where our universities are heading." —David L. Kirp, Professor at the Goldman School of Public Policy at the University of California at Berkeley and author of *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education* "Professor Lazerson gives an insightful account of American higher education based on years of study and first-hand experience. He discusses both the problems and the accomplishment of our universities with equal care and thus, succeeds in providing a useful and illuminating analysis." —Derek Bok, Harvard University, President-emeritus "Marvin Lazerson's magnificent book is not only comprehensive, but it is written from an all-embracing point of view: seeing higher education in America as an expression of the American Dream. This book should be on the reading list of all who want to understand America's actions, role and image in the world today, with and equal emphasis on their successes and the discontents they create." —Yehuda Elkana, Rector and President-emeritus, Central European University

Just-in-time Teaching Jun 06 2021 Just-in-Time Teaching (JiTT) is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand, using an online course management system. While the phrase 'Just in time' may evoke shades of slap-dash work and cut corners, JiTT pedagogy is just the opposite. It helps students to view learning as a process that takes time, introspection, and persistence. Students who experience JiTT come to class better prepared, and

report that it helps to focus and organize their out-of-class studying. Their responses to JiTT questions make gaps in their learning visible to the teacher prior to class, enabling him or her to address learning gaps while the material is still fresh in students' minds - hence the label 'just in time'. JiTT questions differ from traditional homework problems in being designed, not only to build cognitive skills, but also to help students confront misconceptions, make connections to previous knowledge, and develop metacognitive thinking practices. Students consequently spend more time on course concepts and ideas, but also read their textbooks in ways that result in more effective and deeper learning. Starting the class with students' work also dramatically changes the classroom-learning environment, creating greater student engagement. This book demonstrates that JiTT has broad appeal across the academy. Part I provides a broad overview of JiTT, introducing the pedagogy and exploring various dimensions of its use without regard to discipline. Part II of the book demonstrates JiTT's remarkable cross-disciplinary impact with examples of applications in physics, biology, the geosciences, economics, history, and the humanities.

Best Practices in Online Teaching and Learning across Academic Disciplines Jan 25 2023 Online teaching and learning has surged in recent years, and faculty who normally teach in face-to-face settings are increasingly called upon to teach blended, hybrid, and fully online courses. *Best Practices in Online Teaching and Learning across Academic Disciplines* provides insights from experienced university teachers and scholars across multiple disciplines—including social sciences, humanities, natural sciences, mathematics, and professional programs such as nursing, education, and business administration—who share innovative practices, pedagogies, and instructional design techniques. This work highlights and features effective, practical, innovative, and engaging best-practices and approaches in online teaching and instructional design that can assist university faculty members and teachers, course designers and developers, and administrators invested and involved in online education. Using a common theme and structure, each chapter is co-authored by faculty members possessing a wealth of experience and credentialing in online teaching and instructional design in the relevant discipline or sub-discipline. Chapters include best-practices, approaches, and techniques within the discipline as well as relevant, innovative, and specific tools and strategies that improve student engagement and outcomes. The book will appeal to faculty members and administrators in higher education teaching or designing online courses or entire online curricula, as well as instructional design staff working with and training faculty. Readers will be especially interested to discover lessons about how contributors have successfully taught and designed courses in disciplines not typically associated with online learning, such as mathematics, composition/writing, drawing, "hard" sciences, and speech, among others. Distributed for George Mason University Press

Cooperative Learning in Higher Education Apr 16 2022 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning. If you've been interested in cooperative learning, but wondered how it would work in your discipline, this book provides the necessary theory, and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college, and graduate courses in history and the sciences, and how it works in small and large classes, as well as in hybrid and online environments. The authors describe

the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels. The chapters showcase cooperative learning in action, at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon, and cross-reference, each others' chapters, describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

Foucault and Education Feb 26 2023 First published in 1990, this book was the first to explore Foucault's work in relation to education, arguing that schools, like prisons and asylums, are institutions of moral and social regulation, complex technologies of disciplinary control where power and knowledge are crucial. Original and challenging, the essays assess the relevance of Foucault's work to educational practice, and show how the application of Foucauldian analysis to education enables us to see the politics of educational reform in a new light.

Writing Across Distances and Disciplines Apr 23 2020 *Writing Across Distances and Disciplines* addresses questions that cross borders between onsite, hybrid, and distributed learning environments, between higher education and the workplace, and between distance education and composition pedagogy. This groundbreaking volume raises critical issues, clarifies key terms, reviews history and theory, analyzes current research, reconsiders pedagogy, explores specific applications of WAC and WID in distributed environments, and considers what business and education might teach one another about writing and learning. Exploring the intersection of writing across the curriculum, composition studies, and distance learning, it provides an in-depth look at issues of importance to students, faculty, and administrators regarding the technological future of writing and learning in higher education.

The School Discipline Fix: Changing Behavior Using the Collaborative Problem Solving Approach Jun 25 2020 A complete guide to a paradigm-shifting model of school discipline. Disruptive students need problem-solving skills, not punishment. Traditional school discipline is ineffective and often damaging, relying heavily on punishments and motivational procedures aimed at giving students the incentive to behave better. There is a better way. Dr. Ablon and his co-author Dr. Pollastri have been working with schools throughout the world to refine the Collaborative Problem-Solving (CPS) approach, creating a step-by-step program for educators based on the recognition—from research in neuroscience—that challenging classroom behaviors are due to a deficit of skill, not will. This book provides everything needed to implement the program, including reproducible assessment tools to pinpoint skill deficits in areas like frustration tolerance and flexibility that are at the root of students' challenging behaviors. Whether you are a teacher, counselor, coach, or administrator, the CPS approach to school discipline will provide you with a new mindset, an assessment process, and an effective intervention plan for each of your challenging students. You will walk away with strategies that are immediately actionable with the students in your life.

Human Rights Education Feb 02 2021 In tracing the origins of the modern human-rights movement, historians typically point to two periods: the 1940s, in which decade the Universal Declaration of Human Rights (UDHR) was ratified by the United Nations General Assembly; and the 1970s, during which numerous human rights

nongovernmental organizations (NGOs), most notably Amnesty International and Médecins Sans Frontières, came into existence. It was also in the 1970s, Sarita Cargas observes, when the first classes in international human rights began to be taught in law schools and university political science departments in the United States. Cargas argues that the time has come for human rights to be acknowledged as an academic discipline. She notes that human rights has proven to be a relevant field to scholars and students in political science and international relations and law for over half a century. It has become of interest to anthropology, history, sociology, and religious studies, as well as a requirement even in social work and education programs. However, despite its interdisciplinary nature, Cargas demonstrates that human rights meets the criteria that define an academic discipline in that it possesses a canon of literature, a shared set of concerns, a community of scholars, and a methodology. In an analysis of human rights curricula in Australia, Canada, the United Kingdom, and the United States, Cargas identifies an informal consensus on the epistemological foundations of human rights, including familiarity with human rights law; knowledge of major actors including the United Nations, governments, NGOs, and multinational corporations; and, most crucially, awareness and advocacy of the rights and freedoms detailed in the articles of the UDHR. The second half of the book offers practical recommendations for creating a human rights major or designing courses at the university level in the United States.

Design Education Across Disciplines Oct 10 2021 This book explores how design thinking can transform higher education, with solutions ranging from single course sessions to whole programs and universities. The authors demonstrate how designing across disciplines is done, with disruptive technologies, ambiguity and challenges as catalysts. Iteratively tested pedagogies, design-driven solutions and creative uses of both tactile and digital worlds are among the approaches discussed. Educators and leaders of higher education institutes as well as designers and managers of companies will benefit from engaging the design ideas in their own work.

Judging School Discipline Jul 27 2020 Reprimand a class comic, restrain a bully, dismiss a student for brazen attire--and you may be facing a lawsuit, costly regardless of the result. This reality for today's teachers and administrators has made the issue of school discipline more difficult than ever before--and public education thus more precarious. This is the troubling message delivered in *Judging School Discipline*, a powerfully reasoned account of how decades of mostly well-intended litigation have eroded the moral authority of teachers and principals and degraded the quality of American education. *Judging School Discipline* casts a backward glance at the roots of this dilemma to show how a laudable concern for civil liberties forty years ago has resulted in oppressive abnegation of adult responsibility now. In a rigorous analysis enriched by vivid descriptions of individual cases, the book explores 1,200 cases in which a school's right to control students was contested. Richard Arum and his colleagues also examine several decades of data on schools to show striking and widespread relationships among court leanings, disciplinary practices, and student outcomes; they argue that the threat of lawsuits restrains teachers and administrators from taking control of disorderly and even dangerous situations in ways the public would support.

Effective Instruction for STEM Disciplines Dec 20 2019 Praise for Effective Instruction for STEM Disciplines "The world of today's learners is a multimode, information-intensive universe of interactive bursts and virtual exchanges, yet our

teaching methods retain the outdated characteristics of last generation's study-and-drill approach. New pedagogical methods, detailed and justified in this groundbreaking work, are essential to prepare students to confront the concerns of the future. The book challenges our traditional assumptions and informs the science, technology, engineering, and mathematics (STEM) community of the latest research on how the brain learns and retains information, how enhanced student engagement with subject material and its context is essential to deep learning, and how to use this knowledge to structure STEM education approaches that work." —DAVID V. KERNNS, JR., Franklin and Mary Olin Distinguished Professor of Electrical and Computer Engineering, and founding provost, Olin College "Every STEM faculty member should have this book. It provides a handy introduction to the 'why and how' of engaging students in the learning process." —DAVID VOLTMER, professor emeritus, Rose-Hulman Institute of Technology, and American Society for Engineering Education Fellow "The poor quality of math and science education and the shortage of well-qualified graduates are acknowledged almost daily in the U.S. press. Here the authors provide much-needed insights for educators seeking to improve the quality of STEM education as well as to better prepare students to solve the problems they will confront in our increasingly technology-driven world." —KEITH BUFFINTON, interim dean of engineering, Bucknell University

Discipline-Based Education Research Jul 19 2022 The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

Educational Theory and Its Foundation Disciplines (RLE Edu K) Jan 13 2022 At the time this book was first published the disciplines of philosophy of education, educational psychology, sociology of education and the history of education had developed rapidly. The papers in this volume outline the developments that took place. The first paper

analyses the nature of a theory concerned with determining practice and the place of academic disciplines within that. What emerges is the crucial role of these disciplines, but also the need to develop much more adequately a domain of practical principles, assessed and critically reformulated in the light of those disciplines. The following papers are concerned with the contributions four of those disciplines are now making.

- [Foucault And Education](#)
- [Best Practices In Online Teaching And Learning Across Academic Disciplines](#)
- [Disciplines Of Education](#)
- [The University And Its Disciplines](#)
- [In Defense Of Disciplines](#)
- [Writing In The Academic Disciplines](#)
- [Education An Anatomy Of The Discipline](#)
- [Discipline Based Education Research](#)
- [The Scholarship Of Teaching And Learning In And Across Disciplines](#)
- [Reading Across The Disciplines](#)
- [Cooperative Learning In Higher Education](#)
- [Foundation Disciplines And The Study Of Education](#)
- [Closing The School Discipline Gap](#)
- [Educational Theory And Its Foundation Disciplines RLE Edu K](#)
- [Developing Readers In The Academic Disciplines](#)
- [Disciplines Of Education](#)
- [Design Education Across Disciplines](#)
- [Game based Learning Across The Disciplines](#)
- [Language Literacy And Learning In The STEM Disciplines](#)
- [Foucault And Education](#)
- [Just in time Teaching](#)
- [Disciplines And Doctorates](#)
- [Responsive School Discipline](#)
- [School Discipline And Self Discipline](#)
- [Human Rights Education](#)
- [Integrating Digital Literacy In The Disciplines](#)
- [Higher Education And The American Dream](#)
- [The Grammar Of School Discipline](#)
- [Inequality In School Discipline](#)
- [EBOOK Studying Education An Introduction To The Key Disciplines In Education Studies](#)
- [Judging School Discipline](#)
- [The School Discipline Fix Changing Behavior Using The Collaborative Problem Solving Approach](#)
- [Diversity Across The Disciplines](#)
- [Writing Across Distances And Disciplines](#)
- [Adolescent Literacy In The Academic Disciplines](#)
- [Ruraling Education Research](#)
- [Learning In And Through Art](#)
- [Effective Instruction For STEM Disciplines](#)

- [Academic Tribes And Territories](#)
- [Connecting Past And Present](#)