



Education As Power

Antonia Kupfer



Education As Power:

Education as Power Theodore Brameld, 1965 **Education and Power** Michael W. Apple, 2013-10-31 In his seminal volume first published in 1982 Michael Apple articulates his theory on educational institutions and the reproduction of unequal power relations and provides a thorough examination of the ways in which race gender class dynamics are embedded in and reflected through curricular issues This second edition contains a re examination of earlier arguments as well as reflections on recent changes in education Education as Power Theodore Burghard Hurt Brameld, 1967

Shaping Education Policy Douglas E. Mitchell, Robert L. Crowson, Dorothy Shipps, 2011-06 Shaping Education Policy is a comprehensive overview of education politics and policy during the most turbulent and rapidly changing period in American history Respected scholars review the history of education policy to explain the political powers and processes that shape education today Chapters cover major themes that have influenced education including the civil rights movement federal involvement the accountability movement family choice and development of nationalization and globalization Sponsored by the Politics of Education Association this edited collection examines the tumultuous shifts in education policy over the last six decades and projects the likely future of public education This book is a necessary resource for understanding the evolution current status and possibilities of educational policy and politics *Transforming Power* Seth Kreisberg, 1992-01-01 This book is about power power in the classroom in our schools and in our society Schools teachers students and teaching exist in a churning cauldron of interrelated institutions and social forces Power relations in schools reflect these larger societal forces and the interconnections of our institutions This book is also about empowerment the empowerment of teachers and students It explores the process through which people develop more control over their lives and acquire the skills and dispositions necessary to be critical and effective participants in our society The heart of this book and Kreisberg s unique contribution to the empowerment literature is his elucidation of the difference between power over and power with in his search to understand the nature of power that can empower individuals and communities Kreisberg draws upon educational political feminist and psychological theory and especially the voices of teachers in his framing of the question What are the dynamics of power that we as teachers can create in our relationships with our students that will be empowering for both our students and ourselves Power and Education Antonia Kupfer, 2015-10-05 Education is a crucial influence early in life and is therefore inextricably linked with power This book examines how education can limit opportunities and create social inequality as well as being an empowering force for good Theoretical approaches on the relationship of power and education are discussed as are questions on power and knowledge **Education, Power, and Personal Biography** Carlos Torres Alberto, 1997-12-03 In dialogues with key thinkers in the area of critical education this book documents how a tradition of study grew in the United States Through in depth interviews the author asks each of these thinkers to talk about the relationship between their personal experiences and their academic work The reader will learn

through listening to these int

Reforming Religious Education: Power and Knowledge in a Worldviews Curriculum Mark Chater, 2020-03-20 Mark Chater's brilliant new book diagnoses the reasons why RE urgently needs radical reform and looks ahead to a time when the subject will have a new identity based on a clear democratic purpose. The book shines a light on how key leaders can make this happen and how the new good practice is already breaking through. It is edited and authored by experts and leading change agents in RE who offer a well-informed and provocative vision and programme for change.

The Power of Their Ideas Deborah Meier, 1995 Deborah Meier combines essays and journal entries in an essential defense of public education. A stirring manifesto for democratic public education hurled into the teeth of the times. Joseph Feathersone, The Nation

Power Naomi Hodgson, 2026-03-19 How does power operate on a day-to-day level in education? Is power always negative or oppressive? What is the relationship between the curriculum and power? And do our current theories of power do justice to what is happening in our professional and personal lives today? This book explores various notions of power, including how it is produced and resisted in education. It focusses on how power imbalances are maintained through education and how historically entrenched inequalities such as gender, race, and class continue to produce power imbalances in educational settings, from classroom practice to policy. Drawing on a range of theorists including Marx, Foucault, and Freire, and case studies from around the world, Naomi Hodgson tackles the key questions relating to education and power.

Hard, Soft, and Smart Power Aigerim Raimzhanova, 2018 Power in International Relations: Issues of Soft Power, Resources of Power, Hard Soft and Smart Education as a Resource of Power. Case study of Kazakhstan Education as a Power Resource in Kazakhstan International Education

Education in Languages of Lesser Power Craig Alan Volker, Fred E. Anderson, 2015-02-15 The cultural diversity of the Asia Pacific region is reflected in a multitude of linguistic ecologies of languages of lesser power, i.e. of indigenous and immigrant languages whose speakers lack collective linguistic power, especially in education. This volume looks at a representative sampling of such communities. Some receive strong government support while others receive none. For some indigenous languages, the same government schools that once tried to stamp out indigenous languages are now the vehicles of language revival. As the various chapters in this book show, some parents strongly support the use of languages other than the national language in education while others are actively against it, and perhaps a majority have ambivalent feelings. The overall meta-theme that emerges from the collection is the need to view the teaching and learning of these languages in relation to the different needs of the speakers within a sociolinguistics of mobility.

Soft Power Superpowers Yasushi Watanabe, David L. McConnell, 2015-01-28 The term soft power describes a country's ability to get what it wants by attracting rather than coercing others by engaging hearts and minds through cultural and political values and foreign policies that other countries see as legitimate and conducive to their own interests. This book analyzes the soft power assets of the United States and Japan and how they contributed to one of the most successful if unlikely bilateral relationships of the twentieth century. Sponsored by the U.S. Social Science Research Council.

and the Japan Foundation's Center for Global Partnership the book brings together anthropologists political scientists historians economists diplomats and others to explore the multiple axes of soft power that operate in the U S Japanese relationship and between the United States and Japan and other regions of the world The contributors move beyond an either/or concept of hard versus soft power to a more dynamic interpretation and demonstrate the important role of non state actors in wielding soft power They show how public diplomacy on both sides of the Pacific bolstered by less formal influences such as popular cultural icons product brands martial arts baseball and educational exchanges has led to a vibrant U S Japanese relationship since World War II despite formidable challenges Emphasizing the essentially interactive nature of persuasion the book highlights an approach to soft power that has many implications for the world today **Power and**

Moral Education in China Wangbei Ye, 2014-04-15 Chinese moral education reform in the last three decades represents the most significant decentralization of decision making power since the foundation of People's Republic of China in 1949 On one hand it shows how de politicized China's moral education curriculum has become following the introduction of China's Open door policy and economic reforms and the resultant social transformations On the other hand it reveals persistent problems in moral education caused by political stresses and tight state control To explain these tensions *Power and Moral Education in China* analyzes the characteristics of power relationships in school moral education curriculum goal setting content and pedagogy selection and implementation The ultimate purpose is to identify not only what factors impact Chinese moral education curriculum decision making at the school level but also how and why Through a multiple case study conducted during 2008 in three schools in Shenzhen City and based on four major data collection instruments observation interview questionnaire and document review Wangbei Ye analyzes how power relationships have evolved in school moral education and how and why school power affects school moral education Contrary to the common belief that Chinese schools are passively impacted by external forces in moral education curriculum development this book suggests that school power is a semi emancipatory relationship that acts as a major force shaping moral education This means that although both the Chinese Communist Party and the state are positioned to control schools and moral education schools nonetheless have the power to either negotiate for more influence or partly emancipate themselves by collaborating with other external forces responding to grass root needs empowering school teachers and adjusting internal school management style This helps to explain the influence of Chinese schools in moral education and suggests a broader theory of power relationships in curriculum

Ministries of Education Kathryn Gladys Heath, 1962 *The Elementary School Teacher and the Course of Study*, 1918 **Knowledge, Power, and Education** Michael W. Apple, 2013

For more than three decades Michael Apple has sought to uncover and articulate the connections among knowledge teaching and power in education In this collection Michael brings together 13 of his key writings in one place providing an overview not just of his own career but the larger development of the field *The Americana* Frederick Converse Beach, George Edwin Rines, 1912 *Virginia Journal of*

Education ,1925 *State Control of Private Incorporated Institutions of Higher Education as Defined in Decisions of the United States Supreme Court* Lester William Bartlett,1926

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