



Foucault's Challenge

*Discourse, Knowledge, and
Power in Education*

Thomas S. Popkewitz and Marie Brennan, Editors

Foucaults Challenge Discourse Knowledge And Power In Education

Margaret MacLure



Foucault's Challenge Discourse Knowledge And Power In Education:

Foucault's Challenge Thomas S. Popkewitz, Marie T. Brennan, 1997 The intellectual work of Michel Foucault has been an increasingly central component of social science in recent years This is the first book to directly address the implication of Foucault's work for the field of education This text originally published in 1997 not only provides a critical examination of the significance of Foucauldian thought for education but also discusses how Foucault's theories are arrayed in the everyday life of schools *Foucault's Challenge* Marie Brennan, 2004

Social Theory and Education Research Mark Murphy, 2022-03-30 Social Theory and Education Research is an advanced and accessible text that illustrates the diverse ways in which social theories can be applied to educational research methodologies It provides in depth overviews of the various theories by well known and much debated thinkers Michel Foucault Jürgen Habermas Pierre Bourdieu and Jacques Derrida and their applications in educational research Updated throughout and with new extended introductions to each theorist and a new chapter on the application of socio-theoretical concepts in education research methodologies and the how to of research practice this second edition assists education practitioners and researchers in their acquisition and application of social theory This book contextualizes the various theories within the broader context of social philosophy and the historical development of different forms of thought Social Theory and Education Research will be incredibly useful to postgraduate students and early career researchers who wish to develop their capacity to engage with these debates at an advanced level It will also prove of great interest to anyone involved in education policy and theory

Re-Reading Education Policies, 2009-01-01 This book collects studies with a critical education policy orientation and presents itself as a handbook of matters of public concern The term critical does not refer to the adoption of a particular theoretical framework or methodology but rather it refers to a very specific ethos or way of relating to the present and the belief that the future should not be the repetition of the past This implies a concern about what is happening in our societies today and what could or should be happening in the future As a consequence the contributors to the book rely on a general notion of public policy that takes on board processes practices and discourses at a variety of levels in diverse governmental and non-governmental contexts and considers the relation of policy to power to politics and to social regulation Following the detailed introduction that aims at picturing the landscape of studies with a critical education policy orientation the book presents re-readings of six policy challenges globalization knowledge society lifelong learning equality democracy social inclusion accountability control efficiency and teacher professionalism It seeks to contextualise these in relation to issues of current global concern at the start of the 21st century Despite the diversity of approaches this collection of critical education policy studies shares a concern with what could be called the public and its education and represents a snapshot of education policy research at a particular time

Re-Imagining Comparative Education Peter Ninnes, Sonia Mehta, 2004-06-09 This book provides clear and concise discussions of key elements of contemporary social theories and their application to the field of comparative

education *Critique in Design and Technology Education* P John Williams, Kay Stables, 2017-02-21 This book addresses notions of critique in Design and Technology Education facilitating a conceptual and practical understanding of critique and enabling both a personal and pedagogical application to practice Critique can be a frame of mind and may be related to a technology product process or material In a holistic sense critique is an element of a person's technological literacy a fundamentally critical disposition brought to bear on all things technological This book provides a reasoned conceptual framework within which to develop critique and examples of applying the framework to Design and Technology Education The book builds on *The Future of Technology Education* published by Springer as the first in the series *Contemporary Issues in Technology Education* In the 21st century an age of knowledge students are called upon to access analyse and evaluate constantly changing information to support personal and workplace decision making and on going innovation A critical Design and Technology Education has an important role to play providing students with opportunities to integrate economic environmental social and technological worlds as they develop and refine their technological literacy Through the design and development of technology they collaborate evaluate and critically apply information developing cognitive and manipulative skills appropriate to the 21st century Critique goes beyond review or analysis addressing positive and negative technological development This book discusses and applies this deeper perspective identifying a clear role for critique in the context of Design and Technology Education **A Companion to Research in Education** Alan D. Reid, E. Paul Hart, Michael A. Peters, 2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

Constructing the Heritage Language Learner Neriko Doerr, Kiri Lee, 2013-05-28 Heritage language education is a relatively new field developed as heritage has become an important trope of belonging legitimacy and commodification Many recent studies treat the heritage language learner as an objective category However it is a social construct whose meaning is contested by researchers school administrators and the students themselves Based on ethnographic fieldwork in 2007 2011 at a weekend Japanese language school in the United States this monograph investigates the construction of the heritage language learner at the intersections of the knowledge power complex ideologies of language and national belonging and politics of schooling It examines the ways individuals become resist and negotiate their new subjectivity as heritage language learners through becoming objects of study being caught in nationalist aspirations and school politics regarding what to teach to whom and negotiating with peers with various linguistic proficiency and family backgrounds The volume proposes a

new approach to view the notion of heritage language learner as a site of negotiation regarding the legitimate knowledge of language and ways of belonging while offering practical suggestions for schools

Teacher Practice, Pedagogical Discourses and the Construction of Knowledge Thorolf Kruger,1998 *Researching the Socio-Political Dimensions of Mathematics Education* Paola Valero,Robyn Zevenbergen,2006-04-11

Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

Current Discourse on Education in Developing Nations B. Robert Tabachnick,Robert Lewis Koehl,Michael Oládèjo Afoláyan,Didacus Jules,Dallas Browne,2006 Comparative studies receive relatively little attention in U S education Comparative work done by people who are either international scholars or have spent extensive and intensive periods of time in international contexts rarely shows up on course syllabi or reading lists in most U S education courses However this volume is comprised of scholars at various phases of their careers early mid and late who have deep investments in issues of international and global education U S students do not know very much about the countries of Africa because these countries cannot be understood outside of the history and foreign policies that implicate the United States The same thing might be said of Latin America the Caribbean and increasingly Asia The only way that broader and more complex perspectives of the post colonial world can emerge are in the presence of post colonial voices Globalisation for better or worse is a part of our post modern postcolonial condition Unless we do systematic study of the way global forces impact material realities and our symbol systems we cannot make sense of our world and our place in it The responsibility for the study of the global transnational transcultural and or comparative does not reside merely on those we see as other However their perspectives cannot be marginalised in the discourse This collection contains a superb mixture of voices and perspectives from around the world But it also contains a wonderful homage to two scholars B Robert Tabachnick and Robert Koehl whose work represent the leading edge of comparative education

Discourse Formation in Comparative Education Jürgen Schriewer,2000

New theories and theory based methodological approaches have found their way into Comparative Education just as into Comparative Social Science more generally in increasing number in the recent past The essays of this volume express and critically discuss quite a range of these positions such as inter alia the theory of self organizing social systems and the morphogenetic approach the theory of long waves in economic development and world systems analysis historical sociology and the sociology of knowledge as well as critical hermeneutics and postmodernist theorizing With reference to such theories and approaches the chapters written by scholars from Europe the U S A Australia and New Zealand outline alternative research agendas for the comparative study of the social and educational fabric of the modern world In so doing they also expound frames of reference for re considering the intellectual shaping or Discourse Formation of Comparative Education as a field of study

Discourse in Educational and Social Research Margaret MacLure, 2003 The book makes the case for discursive literacy in research While its primary allegiances are to poststructuralism and deconstruction it draws from a wide range of disciplines including interaction sociology feminist ethnography literary theory critical discourse analysis and art history What holds the book together is the persistent question how to do educational research and social research within a crisis of representation that has unsettled the relationship between words and worlds

Knowledge and Power in the Global Economy David Gabbard, 2000 Illuminates how the meaning of language used to discuss the role reform of US public schools reflects an essentially economic view of the world and offers a set of alternative concepts meanings for reformulating the role of US public schools

Knowledge, Power and Learning Carrie Paechter, 2001-03-19 New technologies are altering the relationship between knowledge power and learning The explosion of information resulting from the proliferation of Internet use has led to new questions about the nature of knowledge and how it is legitimated At the same time the new emphasis on learning as a lifelong process is changing relationships between teachers and learners and focusing on the multiplicity of sites in which learning can take place This book considers the influence of the information age on the changing relationship between power and knowledge and how this affects learning in a wide range of situations from the school to the learning organization and from the musical conservatoire to the high tech workplace

Annual Meeting Program - American Educational Research Association American Educational Research Association, 1997

Curriculum Books William Henry Schubert, 2002 A substantial revision of Curriculum Books The First Eighty Years this new volume is a comprehensive presentation of curriculum books that have contributed to theoretical and practical discourse about curriculum throughout the twentieth century Following an introduction that explains the book s purpose and how it was constructed the authors present each decade in a chapter that provides contextual reminders about the social political and cultural events of the time period discussion of salient events in curriculum discourse and a comprehensive bibliography by year of curriculum books More than 3 000 curriculum books are weaved into this presentation The original and updated conclusions are offered to provide interpretative perspective on curricular trends state of the field and possibilities for the future of curriculum studies

Publisher description *JCT.* ,1991* **Theorizing Praxis** Paul Fairfield,2000 Theorizing Praxis investigates the theory practice relation in philosophy particularly within the fields of hermeneutics ethics and the philosophy of education In so doing it uncovers important areas of common ground between hermeneutical and pragmatist philosophy Paul Fairfield defends a practice immanent method of theorizing which is indebted to both traditions and aims to explicitly articulate the spontaneously emergent constitutional dynamics of social practices rather than continue the project of transcendental theory construction *Early Childhood Studies* Liz Jones,Rachel Holmes,John Powell,2005 This work looks at the issues that relate to young children from a multiprofessional point of view looking at education identity health issues and much more

Unveiling the Energy of Verbal Beauty: An Emotional Sojourn through **Foucaults Challenge Discourse Knowledge And Power In Education**

In a global inundated with screens and the cacophony of fast transmission, the profound energy and mental resonance of verbal art frequently disappear in to obscurity, eclipsed by the regular onslaught of sound and distractions. However, set within the musical pages of **Foucaults Challenge Discourse Knowledge And Power In Education**, a captivating function of literary brilliance that pulses with raw thoughts, lies an remarkable trip waiting to be embarked upon. Published with a virtuoso wordsmith, this exciting opus guides readers on a mental odyssey, lightly exposing the latent potential and profound affect stuck within the complex web of language. Within the heart-wrenching expanse of the evocative analysis, we can embark upon an introspective exploration of the book is central styles, dissect their charming writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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