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In this book Joel Spring explores three major international educational ideologies that are shaping global society: neo-liberal educational ideology, human rights education, and

Download Free How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations Ngos And The Decline Of Environmentalism. Neo-liberal ideology reflects a rethinking of nationalist forms of education as the nation-state slowly erodes under the power of a growing global civil society.

How Educational Ideologies Are Shaping Global Society ...

How Educational Ideologies Are Shaping Global Society: Intergovernmental Organizations, NGOs, and the Decline of the Nation-State - Ebook written by Joel Spring. Read this book using Google Play Books app on your PC, android, iOS devices. Download for offline reading, highlight, bookmark or take notes while you read How Educational Ideologies Are Shaping Global Society: Intergovernmental ...

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How Educational Ideologies Are Shaping Global Society: Intergovernmental Organizations, NGOs, and the Decline of the Nation-State features: *a critical exploration of the transition of schooling...

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How Educational Ideologies are Shaping Global Society ...

Joel Spring explores three major international educational ideologies that are shaping global society: neo-liberal educational ideology, human rights education, and environmentalism. These changes are fueling a clash between the ideas of free-market and consumer-based neo-liberals and those of human rights and environmental educations.

How educational ideologies are shaping global society ...

An ideology that combines all and provides relevance to the developmental needs of individuals; is an instrument of population development ideology that is suitable and sensitive to the peculiar needs of individuals, therefore these ideologies might take care of the imbalances in societies (Giroux and McLaren 1989).

The Dominant Ideologies Shaping Educational Policies ...

Bobbit (2004a) believes that education is a social process that perpetuates the existing social functions. Social ideologists view themselves as behavioral engineers who shape the behaviors of the learner to satisfy the needs of society and not that of the child.

Education Ideologies: A comparative Study – www.kibogoji.com

In this article five ideologies of educational philosophy will be observed including Nationalism, Ethno-nationalism, Liberalism, Conservatism, and Marxism. Nationalism. Nationalism is a national spirit, the love of a country, and the emotional ties to the interests

Download Free How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations Ngos And The Decline Of of a nation and the symbols that represent it. Political And Historical Studies In Education

What You Need to Know: 5 Ideologies of Educational ...

As mentioned earlier, the notion of critical pedagogy can be achieved by changing the political ideologies of the western assumption of control over the labour market and the utilisation of education to drive the ideologies which reinforce international hierarchies of power in education, because the concepts of a critical cultural worker, with critical transformative intellectual and revolutionary pedagogy, can extend the resistance to economic, social injustice and oppression.

The Dominant Ideologies Shaping Educational Policies ...

Education systems reflect and are shaped by ideological and organizational processes at the individual, group, societal and the even world level.

Educational Ideology and the School Curriculum | SpringerLink

The most trusted guide to school culture, updated with current challenges and new solutions. *Shaping School Culture* is the classic guide to exceptional school leadership, featuring concrete guidance on influencing the subtle symbolic features of schools that provide meaning, belief, and faith. Written by renowned experts in the area of school culture, this book tackles the increasing ...

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In this book Joel Spring explores three major international educational ideologies that are shaping global society: neo-liberal educational ideology, human rights education, and environmentalism. Neo-liberal ideology reflects a rethinking of nationalist forms of education as the nation-state slowly erodes under the power of a growing global civil society. Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state, whereas the goal of neo-liberal educational ideology is to change nationalist education to serve the needs of the global economy. These changes are fueling a clash between the ideas of free-market and consumer-based neo-liberals and those of human rights and environmental educators. Human rights education is concerned with creating activist global citizens. It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people. Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought, including capitalism and communism. Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society. In the concluding section, he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations.

How Educational Ideologies Are Shaping Global Society: Intergovernmental Organizations, NGOs, and the Decline of the Nation-State features:

- *a critical exploration of the transition of schooling from a function of the nation-state to a globalized economic and political system;
- *a discussion of the major organizations and trading blocs shaping the future globalization of educational policies;
- *an analysis of the major competing global ideologies of education--including national and corporate models

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Education that emphasize training workers for a competitive global free market; the worldwide network of human rights and peace educators who are teaching a global set of ethics; and the environmental movement's efforts to create a common set of educational standards for sustainable development and sustainable consumption; and *an exploration of the possible future of global educational policy and school organizations. By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society, Spring raises important questions for researchers, professionals, and students in history and philosophy of education, educational policy, educational studies, comparative education, multicultural education, curriculum studies, critical media studies, global studies, human rights education, and related areas.

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Ideologies in Educational Administration and Leadership explores ideological dimensions of educational administration in a number of Western and Central European contexts as they influence or shape the understanding, analysis, and practice in the field covering a broad range of topics, such as ethics, governance, diversity, and power. The first section, Philosophical and Theoretical Foundations, includes a range of sociological, political and linguistic approaches to examining ideology in an educational context. The second section, Ideologies of Research and Teaching, includes examinations of neoliberal and technological effects on research and teaching, as well as ideological shifts and challenges, in the West and in Eastern Europe. The last section, Contemporary and International Issues, includes critiques of social media, neoliberal impact on schooling, managerial leadership, university ideologies in Finland, the rationalisation of universities, and the impact of administrative ideologies on school systems. The book will appeal to researchers, practitioners, policy-makers, academics, as well as post-graduates in educational administration theory, and related courses in the ethics and politics of education, educational leadership, and organisational studies.

This book sets out to examine the neo-liberal dimensions of globalisation and market-driven economic imperatives that have impacted higher education reforms. It critiques the notions of accountability, efficiency, academic capitalism, quality of education, and the market-

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oriented and entrepreneurial university model, based on a neo-liberal ideology. The expansion of economic rationality into the educational sector is one the most ubiquitous dimensions of neo-liberalism and one of its most powerful ideological tools, resulting in the commodification, commercialization, and marketization of education and knowledge. The book critiques structural changes in education and the impact of neo-liberalism and globalisation on educational systems around the world. With this as its overall focus, the respective chapters present hand-picked scholarly research on major discourses in the field of global neo-liberal education reforms. The book draws upon recent studies in the areas of globalisation, neo-liberal education reforms, and the role of the state. It critically assesses the neo-liberal ideological imperatives of current education and policy reforms and illustrates how these shifts in the relationship between the state and education policy are shaping current trends in education policy reform outcomes. Taken together, the chapters offer a timely analysis of current issues affecting neo-liberal education policy research, and outline future directions that education and policy reforms could take.

Joel Spring ' s American Education provides a clear, concise introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. Students will come away with a strong knowledge of the forces behind the shaping of the American educational system through connecting with the latest topics, issues, and data.

This volume—a major new contribution to Joel Spring ' s reportage and analysis of the

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Education In
Intersection of global forces and education—offers a new paradigm for global school systems. Education for global economic competition is the prevailing goal of most national school systems. Spring argues that recent international studies by economists, social psychologists, and others on the social factors that support subjective well-being and longevity should serve as a call to arms to change education policy; the current industrial-consumer paradigm is not supportive of either happiness or long life. Building his argument through an original documentation, synthesis, and critique of prevailing global economic goals for schools and research on social conditions that support happiness and long life, Spring: *develops guidelines for a global core curriculum, methods of instruction, and school organizations; *translates these guidelines into a new paradigm for global school systems based on progressive, human rights, and environmental educational traditions; *contrasts differing ways of seeing and knowing among indigenous, Western, and Confucian-based societies, concluding that global teaching and learning involve a particular form of holistic knowing and seeing; and *proposes a prototype for a global school—an eco-school that functions to protect the biosphere and human rights and to support the happiness and well-being of the school staff, students, and immediate community—and for a global core curriculum based on holistic models for lessons and instruction. The book concludes with Spring ' s retelling of Plato ' s parable of the cave—in which educators break the chains that bind them to the industrial-consumer paradigm and rethink their commitment to humanity ' s welfare.

Human beings have the possibility to give meaning to their lives and to create coherence in

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experiences. Present-day humanism strongly focuses on personal development in relation to others. It is this tension between personal development and advancement of humanization, that is creating the opportunities for the personal development of every world citizen. Humanism is about personal autonomy, moral responsibility, and about solidarity with humanity. The tension between autonomy and social involvement is the core of humanism. Education can support persons in their moral and personal identity development. The authors brought together in this book all address issues of developing autonomy and humanity in educational practices. All the chapters try to link theory and practice. They either make theoretical ideas more practical or they use practical experiences and concerns to rethink theoretical notions. Together the chapters in the book give a broad overview of theoretical foundations, concrete research, and practices in education. The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives. Creating meaning is an essential part of all education. Focusing on the linking of autonomy and humanity is the humanist perspective in it.

Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play. Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks. Thought-provoking, lucid, original in its conceptual

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framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling U.S. public schools . It is the text of choice for any course that covers or addresses the politics of American education. Companion Website: The interactive Companion Website accompanying this text includes relevant data, public domain documents, YouTube links, and links to websites representing political organizations and interest groups involved in education.

Starting with the 1972 publication of his seminal work, *Education and the Rise of the Corporate State*, Joel Spring has been documenting and analyzing the politics of knowledge and education. Throughout his work he has explored the attempts to use education to advance the economic and political interests of dominant groups. The general term he uses for the relationship between schools and power is "ideological management." His scholarly work first looked at the influence on American schooling of business and economic doctrines embodied in human capital theories and consumerism. The next step in his exploration of the politics of knowledge was to examine these issues in the context of globalization, leading to a proposed educational rights amendment to national constitutions and a new paradigm for education, both of which might ensure that schools are protected from ideological management by economic and political elites. Spring ' s indigenous background has strongly shaped his interest in the political and economic goals of schooling, particularly the attempts of those in power to use schools to destroy indigenous languages and cultures. In this collection, Spring brings together 10 of his key writings, providing an overview not

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Education

just of his own career but the larger contexts in which it is situated. In the Introduction he reviews the evolution and scope of his work and his earlier arguments and reflects on its central themes, which are reflected in the writings selected for this volume. In the World Library of Educationalists, international scholars themselves compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and/practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field, as well as the development of the field itself. Contributors to the series include: Michael Apple, James A. Banks, Stephen J. Ball, Elliot Eisner, Howard Gardner, John Gilbert, Ivor F. Goodson, Peter Jarvis.

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