

Few things are more difficult than to see outside the bounds of your own perspective—to be able to identify assumptions that you take as universal truths but which, instead, have been crafted by your own unique identity and experiences in the world. We live much of our lives in our own heads, in a reconfirming dialogue with ourselves. Even when we discuss crucial issues with others, much of the dialogue is not dialogue; it is monologue where we work to convince others to understand us or to adopt our view.

HOW DOES YOUR POSITIONALITY BIAS YOUR

EPISTEMOLOGY?

by David Takacs

How does your positionality bias your epistemology? I've been asking this question to students, weaving it as a theme throughout my courses. Of course, a resounding chorus of bafflement greets the initial question. What I'm asking is: How does who you are shape what you know about the

The Nea Higher Education Journal 25 Hard Decisions

Ann Marie Ryan



The New Higher Education Journal 25 Hard Decisions:

Higher Education: Handbook of Theory and Research 15 J.C. Smart, 2000-05-31 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities *Organization & Governance in Higher Education* M. Christopher Brown, 2000 Comprises a collection of 40 readings to aid in understanding the multiple nuances of how colleges or postsecondary educational institutions are organized governed and administered Areas addressed are classic organization theory traditional administrative and governance models campus climate and *Digital Capitalism* Dan Schiller, 1999 Schiller explores how corporate domination is changing the political and social underpinnings of the Internet He argues that the market driven policies which govern the Internet are exacerbating existing social inequalities **Current Index to Journals in Education**, 1999-10 **School Choice and Social Controversy** Stephen D. Sugarman, Frank R. Kemerer, 2011-12-01 In this important new volume distinguished legal and public policy scholars address issues that are critical to the successful drafting and implementation of school choice programs yet are usually overlooked in the choice debate They explore whether school choice is a threat or an opportunity to the many children who are largely deprived of choice today and they offer a variety of perspectives with some authors enthusiastic others more skeptical The book begins with a discussion of the types and extent of school choice what is known about its consequences and how politics has influenced its development It then focuses on three important public policy issues how school choice can revolutionize the way schools are financed what policy interventions are necessary to increase the supply of choice schools and how choice programs can be held accountable to parents and the state without undermining institutional autonomy The book addresses legal issues including whether public and private choice schools will be required to observe student and teacher rights generally recognized in traditional public schools how the religion and speech clauses of the First Amendment may affect the participation of religious schools in school choice programs whether school choice will enhance or aggravate opportunities for racial justice what the implications of school choice are for teacher unions and collective bargaining and whether children with disabilities will be accommodated in school choice programs under federal disability law Throughout the book the authors offer recommendations for public policy development The contributors are Jeffrey Henig Robert Bulman and David L. Kirp Paul T. Hill Robert M. O'Neil Jesse H. Choper Betsy Levin William G. Buss and Laura F. Rothstein Stephen D. Sugarman is Agnes Roddy Robb Professor of Law at the University of California Berkeley Frank R. Kemerer is Regents Professor and director of the Center for American Catholic Schools in the Twentieth Century Ann Marie Ryan, 2022-02-21 This book examines how Catholic educators grappled with public educational policies and reforms like standardization and accreditation educational measurement and testing and federal funding for schools during the early to mid twentieth century These issues elicited an array of reactions including resistance cooperation and co-optation American Catholics had

established one of the largest private educational organizations in the United States by the twentieth century. It rivaled only that of the public school system. At mid century Catholic schools enrolled some 12 percent of the American school age population and their enrollments grew in number through the 1960s. The Catholic Church's lobbying arm the National Catholic Welfare Conference (NCWC) used its well earned stature to push for federal funds for students attending their schools. The NCWC succeeded in securing funds with the Elementary and Secondary Education Act of 1965 for students needing special education services and students living in poverty attending Catholic schools. This signified a major shift in American education policy. Despite this radical change Catholic schools lost significant enrollment over the next several decades to public private and newly minted public charter schools. Catholic schools faced an increasingly competitive landscape in an ever expanding school choice environment that they helped create.

Michigan Education Journal ,1925
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Journal of the National Education Association ,1925 **The School Bulletin and New York State Educational Journal** ,1913 *The Phenomenon of Obama and the Agenda for Education - 2nd Edition* Paul R. Carr,Brad J. Porfilio,2015-02-01

Anyone who is touched by public education teachers administrators teacher educators students parents politicians pundits and citizens ought to read this book a revamped and updated second edition. It will speak to educators policymakers and citizens who are concerned about the future of education and its relation to a robust participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex multilayered factors that shape and are shaped by education institutions today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in United States and beyond a dialogue that must seek the kind of change that represents hope for all students. As for the question contained in the title of the book *The Phenomenon of Obama and the Agenda for Education Can Hope Still* Audaciously Trump Neoliberalism Second Edition Carr and Porfilio develop a framework that integrates the work of the contributors including Christine Sleeter and Dennis Carlson who wrote the original forward and afterword respectively and the updated ones written by Paul Street Peter McLaren and Dennis Carlson which problematize how the Obama administration has presented an extremely constrained conservative notion of change in and through education. The rhetoric has not been matched by meaningful tangible transformative proposals policies and programs aimed at transformative change and now fully into a second mandate this second edition of the book is able to more substantively provide a vigorous critique of the contemporary educational and political landscape. There are many reasons for this and according to the contributors to this book it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been

hoping for Addressing systemic inequities embedded within neoliberalism Carr and Porfilio argue is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency *Journal of Education* ,1881 *Wisconsin Journal of Education* ,1901 *NEA Journal* National Education Association of the United States,1966

School Choice Tradeoffs R. Kenneth Godwin, Frank R. Kemerer, 2010-01-01 Educational policy in a democracy goes beyond teaching literacy and numeracy It also supports teaching moral reasoning political tolerance respect for diversity and citizenship Education policy should encourage liberty and equality of opportunity hold educational institutions accountable and be efficient *School Choice Tradeoffs* examines the tradeoffs among these goals when government affords parents the means to select the schools their children attend Godwin and Kemerer compare current policy that uses family residence to assign students to schools with alternative policies that range from expanding public choice options to school vouchers They identify the benefits and costs of each policy approach through a review of past empirical literature the presentation of new empirical work and legal and philosophic analysis The authors offer a balanced perspective that goes beyond rhetoric and ideology to offer policymakers and the public insight into the complex tradeoffs that are inherent in the design and implementation of school choice policies While all policies create winners and losers the key questions concern who these individuals are and how much they gain or lose By placing school choice within a broader context this book will stimulate reflective thought in all readers *Illinois Education* ,1921 *The Journal of Education* Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1903 *New England Journal of Education* Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1904

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