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Titolo	Interrupting the Psy-Disciplines in Education [[electronic resource] /] / edited by Eva Bendix Petersen, Zsuzsa Millei
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ISBN	1-137-51305-5
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (235 pages) : illustrations (some color)
Disciplina	370.15
Soggetti	Educational psychology Education—Psychology Educational sociology Educational sociology Education and sociology Education and state Social service Psychiatry Educational Psychology Sociology of Education Education Policy Social Care
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction -- Chapter 1. The Risk Factors for Psy-Diagnosis? -- Chapter 2. Child Development and the Shifting Regulation of Young Learner Subjects -- Chapter 3. 'The Elephant in the Room' -- Chapter 4. Re-thinking Pointiness -- Chapter 5. Becoming a Knowable and Testable Learner -- Chapter 6. 'How Do You Solve a Problem Like Maria?' -- Chapter 7. Facebook 52 -- Chapter 8. Post-Psychologies, Psy-Leadership and Subjectivities in Contemporary Education -- Chapter 9. Squishing, Contradictions and Confusions -- Chapter 10. 'No, I'm Not OK' -- Chapter 11. Between Academic Development and the Learning Sciences -- Chapter 12. Is That All There Is? .

This book offers critical explorations of how the psy-disciplines, Michel Foucault's collective term for psychiatry, psychology and psychoanalysis, play out in contemporary educational spaces. With a strong focus on Foucault's theories, it critically investigates how the psy-disciplines continue to influence education, both regulating and shaping behaviour and morality. The book provides insight into different educational contexts and concerns across a child's educational lifespan; early childhood education, inclusive education, special education, educational leadership, social media, university, and beyond to enable reflection and critique of the implications of psy-based knowledge and practice. With chapters by a mixture of established and emerging international scholars in the field this is an interdisciplinary and authoritative study into the role of the psy-disciplines in the education system. Providing vivid illustrations from throughout the educational lifespan the book serves as an invaluable tool for reflection and critique of the implications of psy-based practice, and will be of particular interest to academics and scholars in the field of education policy and psychology. Eva Bendix Petersen is Professor in the Department of People and Technology at Roskilde University, Denmark. Her research explores the formation of subjectivity in educational contexts in relation to local and global policy discourses. Zsuzsa Millei is a research fellow at the Space and Political Agency Research Group at the University of Tampere, Finland and Senior Lecturer in early childhood and comparative and international education at The University of Newcastle, Australia. Her research examines how children are positioned and participate as political subjects and how children's political subjectivities are formed.
