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Nota di contenuto	Chapter 1: Introduction -- Part I: The Future of Technology in Education -- Chapter 2: Ms. Smith Model T4 -- Chapter 3: The Unadorned -- Chapter 4: The Time Tumblers -- Chapter 5: The Translated-Life Crisis -- Chapter 6: Subroutine -- Part II: Corporate Interventions in Education -- Chapter -- 7: GRADient -- Chapter 8: Barren Harvest -- Chapter 9: Hard to Imagine -- Chapter 10: The

Cutting Room -- Part III Speculations on Social Issues -- Chapter 11: Oleanna in the Anthropocene -- Chapter 12: ALIENS -- Chapter 13: Life After Death -- Chapter 14: The Past Is Never Past IsNeverPast -- Part IV: Visions for Curricular Futures -- Chapter 15: Gerty -- Chapter 16: Sayonara Rob Sensei -- Chapter 17: A+ in the Sunset -- Chapter 18: "Speak, Dog!" The 2039 Massey Lecture -- Chapter 19: A Tail of the Land -- Part V: The Role of Spirit in Education -- Chapter 20: Heart of a Sapphire -- Chapter 20: Heart of a Sapphire -- Chapter 21: Cura, After All -- Chapter 22: Reborn -- Chapter 23: The Search for Spirit -- Chapter 24: Perpetual Bloom -- Part VI: Teaching and Learning with Our More-Than- Human Relations -- Chapter 25: Centaurea Cyanus Revival -- Chapter 26: Co-teaching with Fauna -- Chapter 27: Pumpkin -- Chapter 28: A Linden Tree in Tongerlo -- Chapter 29: Protected Paradise.

Sommario/riassunto

This highly original collection presents speculative fiction as fiction-based research to re-imagine education in the future. Given the particular convergence of economic and governmental pressures in educational institutions today, schools represent imaginative sites especially well-suited to interrogation through an SF lens. The relevance for education of the exploration and interrogation of themes related to technology, human nature, and social organization is evident; yet the speculative fiction approach is unique in its harnessing of creative capacities to envision alternatives. The contributions in this collection are generated from educational experience and research, drawing on scholarship in curriculum studies and teacher education and on the authors' experiences and imaginations as teachers, teacher educators, educational scholars, and human beings. .
