

1. Record Nr.	UNINA9910957886503321
Autore	Pierce Clayton
Titolo	Education in the Age of Biocapitalism : Optimizing Educational Life for a Flat World / / by C. Pierce
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2013
ISBN	9781137027825 1137027827 9781137027832 1137027835
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (221 p.)
Collana	New Frontiers in Education, Culture, and Politics, , 2945-6827
Classificazione	EDU000000
Disciplina	378.1/035
Soggetti	Education - Philosophy Education Education - Curricula Science - Philosophy Educational sociology Philosophy of Education Curriculum Studies Philosophy of Science Educational Philosophy Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Half-Title""; ""Title""; ""Copyright""; ""Contents""; ""Acknowledgments""; ""Introduction: Biopolitics and Education: A Return to the Question of Life and School""; ""Part I Origins of Educational Biocapital""; ""1 Learning to be Homo economicus on the Plantation: A Brief History of Human Capital Metrics"" ""2 Schooling for Value-Added Life: The Making of Educational Biocapital"" ""Part II

Promissory Future(s): Learning the Science of Life	
""; ""3 Engineering Promissory Future(s): Rethinking Scientific Literacy in the Era of Biocapitalism	
""	
""4 Learning about AquAdvantageA® Salmon from an ANT: Actor Network Theory and Education in the Postgenomic Era	
""""Part III Biological Citizenship in a Flat World: Governmentalities of Optimization and Their Alternatives	
""	
""5 The Biomedicalization of Kids: Psychotropic Drugs and Biochemical Governing in High-Stakes Schooling	
""""Epilogue	""; ""Notes
""Index	""; ""Bibliography
	"";

Sommario/riassunto

Biocapitalism, an economic model built on making new commodities from existing forms of life, has fundamentally changed how we understand the boundaries between nature/culture and human/nonhuman. This is the first book to examine its implications for education and how human capital understandings of education are co-evolving with biocapitalism.

2. Record Nr.	UNINA9910963471703321
Autore	Haroutunian-Gordon Sophie
Titolo	Learning to teach through discussion : the art of turning the soul / / Sophie Haroutunian-Gordon
Pubbl/distr/stampa	New Haven, : Yale University Press, 2009
ISBN	9786612353055 9781282353053 1282353055 9780300155822 0300155824
Edizione	[1st ed.]
Descrizione fisica	1 online resource (1 online resource (xiv, 222 p.))
Disciplina	371.3/7
Soggetti	Questioning Communication in education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Preface -- 1. Introduction to Interpretive Discussion -- 2. Finding a Shared Concern: The Project Begins -- 3. Finding a Shared Concern: The Project Continues -- 4. Mixing the Groups -- 5. Learning to Question -- 6. Learning to Lead Discussion -- 7. Implications for Educators -- Conclusion -- Appendix A: Discussant Participation -- Appendix B: Cluster of Questions for The Giving Tree -- Appendix C: Cluster of Questions for "Jean Labadie's Big Black Dog" -- Notes -- Index
Sommario/riassunto	This sequel to Sophie Haroutunian-Gordon's acclaimed Turning the Soul: TeachingThrough Conversation in the High School presents a case study of two people learning to teach. It shows them engaging two groups of fourth grade students in discussion about the meaning of texts-what the author calls "interpretive discussion. The two groups differ with respect to race, geographical location, and affluence.As the novice teachers learn to clarify their own questions about meaning, they become better listeners and leaders of the discussions. Eventually, they mix the students from the two classrooms, and the reader watches them converse about a text as the barriers of race and class seem to

break down. In addition to the detailed analysis of the case study, *Learning to Teach Through Discussion: The Art of Turning the Soul* presents philosophical, literary, and psychological foundations of interpretive discussion and describes its three phases: preparation, leading, and reflection. A tightly argued work, the book will help readers learn to engage students of all ages in text interpretation.
