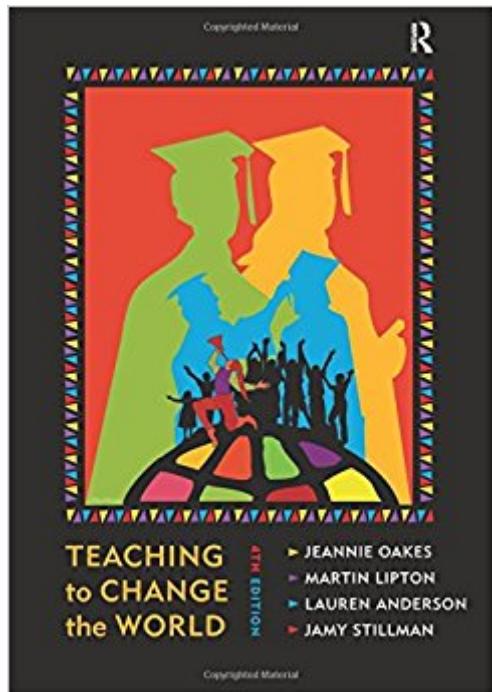


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# Teaching To Change The World



## Synopsis

This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching to change the world means and involves. Click Here for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment. New to this Edition: "

## Book Information

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## Customer Reviews

This is supposed to be a textbook teaching differentiated techniques and different approaches on how to teach core curriculum as opposed to state standards. While there are some believable techniques in there, there are also completely fabricated "letters" from supposed teachers to their students and the like full of academic lingo (something a teacher supposedly wrote to her six year old first graders was at least 15 paragraphs long, completely devoid of anything a normal six year old would say and instead, full of academic jargon). And if that isn't enough to insult your intelligence, consider that in every chapter there is at least ONE or more political references that is VERY slanted towards the left. Here we are trying to "change the world" by overcoming the stereotype of leftist "brainwashing" teachers and it's all over this book in black and white. I would MUCH RATHER read something by Carole Tomlinson, an actual teacher who has realistic tips and advice on how to differentiate lesson plans than another chapter of this voluminous book which does NO such thing. It tells you over and over again the benefits of core curriculum and the BAD BAD BAD traditional way of teaching (incidentally I was taught the "old" way, I was also an EL, and I ended up being an honor student throughout all of my years of schooling, so it couldn't have been all that bad). I've read a TON of textbooks, now going through the last of my teaching credentialing and I have to say that this is probably one of the worst textbooks I've ever been forced to purchase and forced to read because of the class I am in. If you have a choice and you are actually looking at purchasing this book outside of being obliged to get it as a textbook for a class, don't bother.

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