

By Larry Cuban How Scholars Trumped Teachers Constancy And Change In University Curriculum Teaching And Research Paperback

This volume consists of twenty six autobiographical essays by leading historians of American education which document the enormous variety of paths taken to get into this field. A companion to earlier volumes on philosophy of education and curriculum studies, the historians in this volume reflect a wide variety of interests that underlay accomplishment in this scholarly field. They come from diverse backgrounds that have animated their scholarly careers in compelling ways. Readers in any variety of educational or historical study should learn from this volume how unplanned careers can still result in highly successful sets of accomplishments. That realization is a tribute both to the individual contributors and to the great attractiveness of educational history to committed scholars of various backgrounds and orientations.

In 1958, the American Historical Association began a study to determine the status and condition of history education in U.S. colleges and universities. Published in 1962 and addressing such issues as the supply and demand for teachers, student recruitment, and training for advanced degrees, that report set a lasting benchmark against which to judge the study of history thereafter. Now, more than forty years later, the AHA has commissioned a new report. The Education of Historians for the Twenty-first Century documents this important new study's remarkable conclusions. Both the American academy and the study of history have been dramatically transformed since the original study, but doctoral programs in history have barely changed. This report from the AHA explains why and offers concrete, practical recommendations for improving the state of graduate education. The Education of Historians for the Twenty-first Century stands as the first investigation of graduate training for historians in more than four decades and the best available study of doctoral education in any major academic discipline. Prepared for the AHA by the Committee on Graduate Education, the report represents the combined efforts of a cross-section of the entire historical profession. It draws upon a detailed review of the existing studies and data on graduate education and builds upon this foundation with an exhaustive survey of history doctoral programs. This included actual visits to history departments across the country and consultations with scores of individual historians, graduate students, deans, academic and non-academic employers of historians, as well as other stakeholders in graduate education. As the ethnic and gender composition of both graduate students and faculty has changed, methodologies have been refined and the domains of historical inquiry expanded. By addressing these revolutionary intellectual and demographic changes in the historical profession, The Education of Historians for the Twenty-first Century breaks important new ground. Combining a detailed historical snapshot of the profession with a rigorous analysis of these intellectual changes, this volume is ideally positioned as the definitive guide to strategic planning for history departments. It includes practical recommendations for handling institutional challenges as well as advice for everyone involved in the advanced training of historians, from department chairs to their students, and from university administrators to the AHA itself. Although focused on history, there are lessons here for any department. The Education of Historians for the Twenty-first Century is a model for in-depth analysis of doctoral education, with recommendations and analyses that have implications for the entire academy. This volume is required reading for historians, graduate students, university administrators, or anyone interested in the future of higher education.

Examining a century of university history, Larry Cuban tackles the age-old question: What is more important, teaching or research? Using two departments (history and medicine) at

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Stanford University as a case study, Cuban shows how universities have organizationally and politically subordinated teaching to research for over one hundred years. He explains how university reforms, decade after decade, not only failed to dislodge the primacy of research but actually served to strengthen it. He examines the academic work of research and teaching to determine how each has influenced university structures and processes, including curricular reform. Can the dilemma of scholars vs. teachers ever be fully reconciled? This fascinating historical journey is a must read for all university administrators, faculty, researchers, and anyone concerned with educational reform.

With this significant new work, Larry Cuban provides a unique and insightful perspective on the bridging of the long-standing and well-known gap between teachers and administrators. Drawing on the literature of the field as well as personal experience, Cuban recognizes the enduring structural relationship within school organizations inherited by teachers, principals, and superintendents, and calls for a renewal of their sense of common purpose regarding the role of schooling in a democratic society. Cuban analyzes the dominant images (moral and technical), roles (instructional, managerial, and political), and contexts (classroom, school, and district) within which teachers, principals, and superintendents have worked over the last century. He concludes that when these powerful images and roles are wedded to the structural conditions in which schooling occurs, “managerial behavior” results, thus narrowing the potential for more thoughtful, effective, and appropriate leadership. Cuban then turns to consider this situation with respect to the contemporary movement for school reform, identifying significant concerns both for policymakers and practitioners. This honest, thought-provoking book by a leading scholar, writer, and practitioner in the field represents an invaluable resource—an insightful introduction for those just entering the field and a fresh, new perspective for those long-familiar with its complexities. Cuban’s ethnographic approach to the development of his own career and viewpoint, as well as his highly readable style, make this a work of lasting value.

Arguing that too many would-be reformers know nothing about the conflicting demands of teaching, Kennedy takes us into the controlled commotion of the classroom, revealing how painstakingly teachers plan their lessons, and how many different ways things go awry. She argues that pedagogical reform proposals that do not acknowledge all of the things teachers need to do are bound to fail. If reformers want students to learn, they must address all of the problems teachers face, not just those that interest them.

Higher education in the United States is a complex, diverse, and important enterprise. The latest book in the Core Concepts in Higher Education series brings to life issues of governance, organization, teaching and learning, student life, faculty, finances, college sports, public policy, fundraising, and innovations in higher education today. Written by renowned author John R. Thelin, each chapter bridges research, theory, and practice and discusses a range of institutions – including the often overlooked for-profits, community colleges, and minority serving institutions. A blend of stories and analysis, this exciting new book challenges present and future higher education practitioners to be informed and active participants, capable of improving their institutions.

In *Adaptation Studies and Learning: New Frontiers*, Laurence Raw and Tony Gurr seek to redefine the ways in which adaptation is taught and learned. Comprised of essays, reflections, and “learning conversations” about the ways in which this approach to adaptation might be implemented, this book focuses on issues of curriculum construction, the role of technology, and the importance of collaboration. By looking beyond the classroom, the authors consider how adaptation assumes equal importance in the world of the cinema as in the academy, demonstrating how adaptation studies involves real-world issues of prime importance—not only to film and theater professionals, but to all learners.

This new edition explores current issues of central importance to the academy: leadership,

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accountability, access, finance, technology, academic freedom, the canon, governance, and race. Chapters also deal with key constituencies -- students and faculty -- in the context of a changing academic environment.

Esteemed historians of education David Tyack, Carl Kaestle, Diane Ravitch, James Anderson, and Larry Cuban journey through history and across the nation to recapture the idealism of our education pioneers, Thomas Jefferson and Horace Mann. We learn how, in the first quarter of the twentieth century, massive immigration, child labor laws, and the explosive growth of cities fueled school attendance and transformed public education, and how in the 1950s public schools became a major battleground in the fight for equality for minorities and women. The debate rages on: Do today's reforms challenge our forebears' notion of a common school for all Americans? Or are they our only recourse today? This lavishly illustrated companion book to the acclaimed PBS documentary, *School*, is essential reading for anyone who cares about public education.

"Ford Motor Company would not have survived the competition had it not been for an emphasis on results. We must view education the same way," the U.S. Secretary of Education declared in 2003. But is he right? In this provocative new book, Larry Cuban takes aim at the alluring cliché that schools should be more businesslike, and shows that in its long history in business-minded America, no one has shown that a business model can be successfully applied to education. In this straight-talking book, one of the most distinguished scholars in education charts the Gilded Age beginnings of the influential view that American schools should be organized to meet the needs of American businesses, and run according to principles of cost-efficiency, bottom-line thinking, and customer satisfaction. Not only are schools by their nature not businesslike, Cuban argues, but the attempt to run them along business lines leads to dangerous over-standardization--of tests, and of goals for our children. Why should we think that there is such a thing as one best school? Is "college for all" achievable--or even desirable? Even if it were possible, do we really want schools to operate as bootcamps for a workforce? Cuban suggests that the best business-inspired improvement for American education would be more consistent and sustained on-the-job worker training, tailored for the job to be done, and business leaders' encouragement--and adoption--of an ethic of civic engagement and public service.

Few Americans are aware that their nation long ago created a separate government for education, supposedly to shield it from political interference. Some experts believe that at the heart of today's school debates is a push to put the larger government-- presidents, governors, mayors-- in the drivers seat, or even to dump democratic school governance entirely. The results are mixed. One clear result, however, is a vexing tangle of authority and accountability. "Whos in Charge Here?" untangles it all.

A book that explores the problematic connection between education policy and practice while pointing in the direction of a more fruitful relationship, *Inside the Black Box of Classroom Practice* is a provocative culminating statement from one of America's most insightful education scholars and leaders. *Inside the Black Box of Classroom Practice* takes as its starting point a strikingly blunt question: "With so many major structural changes in U.S. public schools over the past century, why have classroom practices been largely stable, with a modest blending of new and old teaching practices, leaving contemporary classroom lessons familiar to earlier generations of school-goers?" It is a question that ought to be of paramount interest to all who are interested in school reform in the United States. It is also a question that comes naturally to Larry Cuban, whose much-admired books have focused on various aspects of school reform--their promises, wrong turns, partial successes, and troubling failures. In this book, he returns to this territory, but trains his focus on the still baffling fact that policy reforms--no matter how ambitious or determined--have generally had little effect on classroom conduct and practice. Cuban explores this problem from a variety of angles. Several chapters

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look at how teachers, in responding to major policy initiatives, persistently adopt changes and alter particular routine practices while leaving dominant ways of teaching largely undisturbed. Other chapters contrast recent changes in clinical medical practice with those in classroom teaching, comparing the practical effects of varying medical and education policies. The book's concluding chapter distills important insights from these various explorations, taking us inside the "black box" of the book's title: those workings that have repeatedly transformed dramatic policy initiatives into familiar--and largely unchanged--classroom practices.

Exemplars of integrating digital technology into classrooms, schools, and districts in Silicon Valley -- The classroom -- The school -- The district -- Putting "best cases" into the context of past and present school reforms -- Have exemplars made a difference in teaching practice? -- Have teachers changed their classroom practice? -- Change and stability in classrooms, schools, and districts

With this significant new work, Larry Cuban provides a unique and insightful perspective on the bridging of the long-standing and well-known gap between teachers and administrators.

Drawing on the literature of the field as well as personal experience, Cuban recognizes the enduring structural relationship within school organizations inherited by teachers, principals, and superintendents, and calls for a renewal of their sense of common purpose regarding the role of schooling in a democratic society. Cuban analyzes the dominant images (moral and technical), roles (instructional, managerial, and political), and contexts (classroom, school, and district) within which teachers, principals, and superintendents have worked over the last century. He concludes that when these powerful images and roles are wedded to the structural conditions in which schooling occurs, "managerial behavior" results, thus narrowing the potential for more thoughtful, effective, and appropriate leadership. Cuban then turns to consider this situation with respect to the contemporary movement for school reform, identifying significant concerns both for policymakers and practitioners. This honest, thought-provoking book by a leading scholar, writer, and practitioner in the field represents an invaluable resource--an insightful introduction for those just entering the field and a fresh, new perspective for those long-familiar with its complexities. Cuban's ethnographic approach to the development of his own career and viewpoint, as well as his highly readable style, make this a work of lasting value.

In "Teaching History Then and Now," Larry Cuban explores the teaching of history in American high schools during the past half-century. Focusing on two high schools where he once taught Cleveland's Glenville High School and Washington DC's Cardozo High School Cuban augments his recollections of and research on the featured schools with a sweeping, nationwide account of the field. The result is exemplary education research, capturing the gritty facts of classroom practice and the larger currents of policy, institutional, and national change. "Teaching History Then and Now" takes us back into the classrooms where Cuban himself taught, in the 1950s and 1960s, then brings us into the same schools today. The result is both a memoir and a history, a tale of one educator's life and a meditation on what it means for the rest of us. Jonathan Zimmerman, professor of history of education, New York University, and author, "Too Hot to Handle" Cuban has done it again. He has looked deeply into an important topic in a way that both reads well and gets to some critically significant issues. Everyone from would-be or new teachers to policy makers needs to read this from cover to cover. Deborah Meier, author, "In Schools We Trust" With his deft touch for humanizing education history and drawing the links between policy and practice, Larry Cuban offers an intimate and immensely readable look at how history teaching has changed over the past half-century. Touching on everything from the New Social Studies to the role of technology, his deeply personal narrative explores what reform ultimately means for teachers and students. Frederick M. Hess, director of education policy studies, American Enterprise Institute Larry Cuban draws on his experience as a high school history teacher and educational historian to show how much impact fifty years

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of school reform have had on American schools. Returning to urban schools where he once taught, he finds that schools remain dynamically conservative organizations, where teachers continue to serve as gatekeepers for policy change and where the grammar of schooling remains strong. David F. Labaree, professor of education, Stanford University Larry Cuban is professor emeritus of education at Stanford University."

Finnish education has been a focus of global interest since its first PISA success in 2001. After years of superficial celebration, astonishment and educational tourism, the focus has recently shifted to what is possibly the most interesting element of this Finnish success story: that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing, no inspection, no hard evaluation, no detailed national curriculum, no accountability and no hard competition. From a historical and sociological perspective the Finnish case is not merely a linear success story, but is part of a controversial and paradoxical struggle towards Utopia: towards egalitarian schooling. Bringing together a collection of essays by Hannu Simola and his colleagues, this book analyses the key dimensions of schooling in Finland to provide a critical, analytical and uncompromising picture of the Finnish education system. Going beyond the story of success, the book reveals the complexities of educational change, but also identifies opportunities and alternatives for smart political action in complex and trans-national societies. Including a selection of key chapters on Finnish education policy and governance, teacher education and classroom cultures, the book will be of interest to researchers, academics and postgraduate students in comparative education, teacher education, educational policy and educational reform.

Reveals how practitioners, consultants, and faculty can derive theories from actual experience and use such theories in solving real world problems. Bill Crowley explores why theory, in particular theory developed by university and college faculty, is too little used in the off-campus world. The volume examines the importance of solving the theory irrelevance problem, and drawing on a broad spectrum of research and theoretical insights, it provides suggestions for overcoming the not-so-hidden secret of the academic world - why theory with little or no perceived relevance to off-campus environments can be absolutely essential to advancing faculty careers. It also addresses the implications for theory development of fundamental aspects of the American culture and economy, including: the American ambivalence towards intellectuals, the rise in the "theory-unfriendly" environments of for-profit educational institutions, and public demands for enhanced accountability.

Tells the history of the Morehouse School of Medicine, situating the school in the context of the history of medical education for Blacks and race relations throughout the country. --From publisher description.

"Will undoubtedly be cited in the future as the major source on the history of technology and teaching in the classroom." —History of Education Quarterly "Through Cuban's work we can develop an understanding for how teachers define their jobs in ways that outside innovators have never appreciated. His work thus contributes a much needed vision from within."

—Educational Policy

For over a century, Americans have translated their cultural anxieties and hopes into dramatic demands for educational reform. Although policy talk has sounded a millennial tone, the actual reforms have been gradual and incremental. Tinkering toward Utopia documents the dynamic tension between Americans' faith in education as a panacea and the moderate pace of change in educational practices. In this book, David Tyack and Larry Cuban explore some basic questions about the nature of educational reform. Why have Americans come to believe that schooling has regressed? Have educational reforms occurred in cycles, and if so, why? Why has it been so difficult to change the basic institutional patterns of schooling? What actually happened when reformers tried to reinvent schooling? Tyack and Cuban argue that the ahistorical nature of most current reform proposals magnifies defects and understates the

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difficulty of changing the system. Policy talk has alternated between lamentation and overconfidence. The authors suggest that reformers today need to focus on ways to help teachers improve instruction from the inside out instead of decreeing change by remote control, and that reformers must also keep in mind the democratic purposes that guide public education.

Impelled by a demand for increasing American strength in the new global economy, many educators, public officials, business leaders, and parents argue that school computers and Internet access will improve academic learning and prepare students for an information-based workplace. But just how valid is this argument? In *Oversold and Underused*, one of the most respected voices in American education argues that when teachers are not given a say in how the technology might reshape schools, computers are merely souped-up typewriters and classrooms continue to run much as they did a generation ago. In his studies of early childhood, high school, and university classrooms in Silicon Valley, Larry Cuban found that students and teachers use the new technologies far less in the classroom than they do at home, and that teachers who use computers for instruction do so infrequently and unimaginatively. Cuban points out that historical and organizational economic contexts influence how teachers use technical innovations. Computers can be useful when teachers sufficiently understand the technology themselves, believe it will enhance learning, and have the power to shape their own curricula. But these conditions can't be met without a broader and deeper commitment to public education beyond preparing workers. More attention, Cuban says, needs to be paid to the civic and social goals of schooling, goals that make the question of how many computers are in classrooms trivial.

Anyone studying the history of this institution in America must read Thelin's classic text, which has distinguished itself as the most wide-ranging and engaging account of the origins and evolution of America's institutions of higher learning.

This first comprehensive study of Norwegian humanities education employs systems theory to analyze its transformation from a form of teacher training to its modern status as research-oriented generalist education. Using historical documents and statistical analyses, Vidar Grøtta shows that the expansion of the post-war research system in Norway led to an increase in admissions to humanities education in the 1960s and an ensuing research drift in humanities curricula. Interacting with certain political dynamics and the knowledge economy that has emerged since the 1970s, this research drift resulted in a shift in humanists' career patterns and a transformation of the societal functions of the humanities. The most recent developments in Norwegian humanities education, from 2000 to 2018, are outlined and discussed in the afterword to this volume.

A compelling and thoroughly readable account of two middle schools—one urban and one suburban—that attempt to build communities which will foster student growth and learning. This book shatters prevailing beliefs and furthers our understanding of the ways in which teachers' relationships impact their work and their lives in schools. "This is no once-over-lightly piece of research. . . . [Joel Westheimer] leaves in tatters the tapestry of rhetoric that has been woven by reformers around the idea that all teacher communities are alike and that building them requires only a few hardy souls with moxie and determination." —From the Foreword by Larry Cuban, Stanford University "Westheimer's account is at once passionate and analytic, critical and empathic. It is exactly the kind of rendering of schools we need for our own democratic dialogue as scholars." —Suzanne M. Wilson, Michigan State University "Timely and informative. . . . This is an important book for both teachers and policy makers." —Nel Noddings, Stanford University "Joel Westheimer takes us beyond the rhetoric of community as something necessarily sunny and succulent, revealing both the conceptual limits and the daily difficulties of community-building as a strategy for reform. . . . If we are propelled to act, [his] charting of this tricky terrain will be a useful map, an essential guide to survival." —William

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Ayers, University of Illinois at Chicago

A book that explores the problematic connection between education policy and practice while pointing in the direction of a more fruitful relationship, *Inside the Black Box of Classroom Practice* is a provocative culminating statement from one of America's most insightful education scholars and leaders. *Inside the Black Box of Classroom Practice* takes as its starting point a strikingly blunt question: "With so many major structural changes in U.S. public schools over the past century, why have classroom practices been largely stable, with a modest blending of new and old teaching practices, leaving contemporary classroom lessons familiar to earlier generations of school-goers?" It is a question that ought to be of paramount interest to all who are interested in school reform in the United States. It is also a question that comes naturally to Larry Cuban, whose much-admired books have focused on various aspects of school reform—their promises, wrong turns, partial successes, and troubling failures. In this book, he returns to this territory, but trains his focus on the still baffling fact that policy reforms—no matter how ambitious or determined—have generally had little effect on classroom conduct and practice. Cuban explores this problem from a variety of angles. Several chapters look at how teachers, in responding to major policy initiatives, persistently adopt changes and alter particular routine practices while leaving dominant ways of teaching largely undisturbed. Other chapters contrast recent changes in clinical medical practice with those in classroom teaching, comparing the practical effects of varying medical and education policies. The book's concluding chapter distills important insights from these various explorations, taking us inside the "black box" of the book's title: those workings that have repeatedly transformed dramatic policy initiatives into familiar—and largely unchanged—classroom practices.

Why are so many students intellectually disengaged? Mark Carnes says it is because students are so deeply absorbed in competitive social play. He shows how month-long role-immersion games in the curriculum can channel those competitive impulses into transformative learning experiences, and how bricks-and-mortar colleges can set young minds on fire.

In this new edition, Cuban returns to his inquiry into the history of teaching practice in the US, responds to criticisms, and incorporates the scholarship of the last decade. He also investigates socioeconomic contexts, the evolution of curriculum content and the implications for policymakers.

Rizvi and Lingard's account of the global politics of education is thoughtful, complex and compelling. It is the first really comprehensive discussion and analysis of global trends in education policy, their effects - structural and individual - and resistance to them. In the enormous body of writing on globalisation this book stands out and will become a basic text in education policy courses around the world. - Stephen J Ball, Karl Mannheim Professor of Sociology of Education, Institute of Education, University of London, UK In what ways have the processes of globalization reshaped the educational policy terrain? How might we analyse education policies located within this new terrain, which is at once local, national, regional and global? In *Globalizing Education Policy*, the authors explore the key global drivers of policy change in education, and suggest that these do not operate in the same way in all nation-states. They examine the transformative effects of globalization on the discursive terrain within which educational policies are developed and enacted, arguing that this terrain is increasingly informed by

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a range of neo-liberal precepts which have fundamentally changed the ways in which we think about educational governance. They also suggest that whilst in some countries these precepts are resisted, to some extent, they have nonetheless become hegemonic, and provide an overview of some critical issues in educational policy to which this hegemonic view of globalization has given rise, including: devolution and decentralization new forms of governance the balance between public and private funding of education access and equity and the education of girls curriculum particularly with respect to the teaching of English language and technology pedagogies and high stakes testing and the global trade in education. These issues are explored within the context of major shifts in global processes and ideological discourses currently being experienced, and negotiated by all countries. The book also provides an approach to education policy analysis in an age of globalization and will be of interest to those studying globalization and education policy across the social sciences.

This book engages a select group of scholars from across the ideological spectrum to examine particular education reform efforts of recent years that have not succeeded and offer lessons for school and system improvement that can be learned from them. This book documents the tension between Americans' faith in education as a panacea and the moderate pace of change in educational practices. The authors suggest that reformers need to focus on ways to help teachers improve instruction from the inside out instead of decreeing change by remote control.

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In *Confessions of a School Reformer*, eminent historian of education Larry Cuban reflects on nearly a century of education reforms and his experiences with them as a student, educator, and administrator. Cuban begins his own story in the 1930s, when he entered first grade at a Pittsburgh public school, the youngest son of Russian immigrants who placed great stock in the promises of education. With a keen historian's eye, Cuban expands his personal narrative to analyze the overlapping social, political, and economic movements that have attempted to influence public schooling in the United States since the beginning of the twentieth century. He documents how education both has and has not been altered by the efforts of the Progressive movement of the first half of the twentieth century, the Civil Rights Movement of the fifties through the seventies, and the standards-based school reform movement of the eighties through today. Cuban points out how these dissimilar movements nevertheless shared a belief that school change could promote student success and also forge a path toward a stronger economy and a more equitable society. He relates the triumphs of these school reform efforts as well as more modest successes and unintended outcomes. Interwoven with Cuban's evaluations and remembrances are his "confessions," in which he accounts for the beliefs he held and later rejected, as well as mistakes and areas of weakness that he has found in his own ideology. Ultimately, Cuban remarks with a tempered optimism on what schools can and cannot do in American democracy.

American Higher Education in the Twenty-first century offers a comprehensive introduction to the central issues facing American colleges and universities. The contributors address major changes in higher education--including the rise of organized social movements, the problem of income inequality and stratification, the growth of for-profit and distance education, online

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education, community colleges, and teaching and learning-- will place American higher education and its complex social and political context. --Cover.

Film and radio, television, and computers have each been heralded by reformers as a way to revolutionize classroom instruction by increasing productivity. "The promises implied in these aids caught educators' attention: individualized instruction, relief from tedium of repetitive activities, and presentation of content beyond what was available to a classroom teacher."

How have teachers responded to the promise of improvement? To answer this question, Larry Cuban has gathered evidence from many diverse sources, constructing a history of technology and education that reveals hidden or ignored patterns in the teacher-machine courtship. He traces cycles of acceptance and denial; the enthusiasm of reformers; the initial optimism of the educational community; the hesitancy, doubts, and frustrations of teachers; and the very slow and limited acceptance of the new technology. He also asks, Why have so few teachers used machines? His answers, drawing from a range of disciplines, will prod readers into viewing the current passion for classroom computers in a different light. This now classic text provides a much-needed perspective on technology in the classroom.

Looks at the role technology in schools and libraries plays in student achievement.

Why do so many promising ideas generated by education research fail to penetrate the world of classroom practice? In 'From the Ivory Tower to the Schoolhouse', education historian Jack Schneider seeks to answer this familiar and vexing question by turning it on its head. He looks at four well-known ideas that emerged from the world of scholarship - Bloom's taxonomy, multiple intelligences, the project method and direct instruction - and asks what we can learn from their success in influencing teachers.

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