

Deconstructing the Education-Industrial Complex in the Digital Age

Part of the Advances in Educational Marketing, Administration, and Leadership Book Series

Douglas Loveless (University of Auckland, New Zealand), Pamela Sullivan (James Madison University, USA), Katie Dredger (James Madison University, USA) and Jim Burns (Florida International University, USA)

Description:

Developments in the education field are affected by numerous, and often conflicting, social, cultural, and economic factors. With the increasing corporatization of education, teaching and learning paradigms are continuously altered.

Deconstructing the Education-Industrial Complex in the Digital Age is an authoritative reference source for the latest scholarly research on the shifting structure of school models in response to technological advances and corporate presence in educational contexts. Highlights a comprehensive range of pertinent topics, such as teacher education, digital literacy, and neoliberalism.

Readers:

This book is ideally designed for educators, professionals, graduate students, researchers, and academics interested in the implications of the education-industrial complex.

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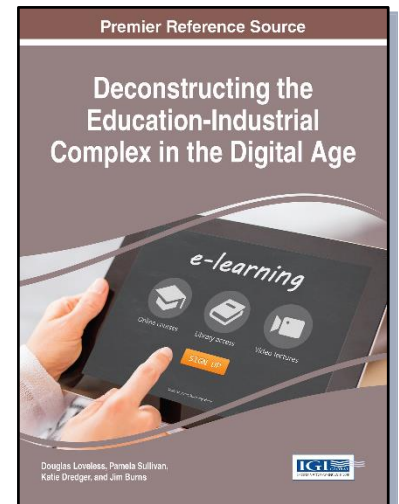
Topics Covered:

- Digital Identity
- Digital Literacy
- K-12 Education
- Neoliberal Reforms
- Online Learning
- Problem-Based Learning
- Teacher Education Programs

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ABOUT THE CONTRIBUTORS

Douglas J. Loveless is a lecturer at the University of Auckland in New Zealand where he teaches literacy and inquiry into education. He received his Ph.D. in Curriculum and Instruction from Texas A&M University-Corpus Christi. Previously, he has taught in public dual-language schools, college-readiness programs for at-risk students and supplementary literacy programs for students of all ages. As an elementary teacher, he specialized in science education in Texas public schools as well as in Costa Rica. Using arts-based research methodologies such as visual art, animation, and performance; he explores the complexity of polymodal narratives, critical and situated literacies/pedagogies, and digital literacies.

Pamela Sullivan is an associate professor in the Early, Elementary, and Reading department at James Madison University. She earned her M.Ed. and Ed.S. in school psychology from the University of South Florida and her doctorate in reading from the University of Virginia. She has been a teacher for students with varying exceptionalities, a school psychologist, and a reading intervention coordinator in the public schools in the United States and in the Commonwealth of the Northern Mariana Islands.

Katie Shepherd Dredger, Ph.D., is an Assistant Professor of education in the College of Education at James Madison University in Harrisonburg, Virginia. A former public school middle and secondary teacher for thirteen years in Maryland, she works to examine intersections of theory and practice in today's classrooms. Her scholarship has appeared in *Journal of Media Literacy in Education*, *English Journal*, *Language Arts*, *The ALAN Review*, *International Journal of ePortfolio*, *Reading in Virginia*, *Educational Practice and Reform*, *Writing & Pedagogy*, *English Leadership Quarterly* and *Contemporary Issues in Teacher Education*, *English Leadership Quarterly*, and *Writing & Pedagogy*. Her research interests include teacher education, adolescent literacy, content literacy, and the effective integration of emerging digital literacies within K-12 education.

Jim Burns is an Assistant Professor of Curriculum and Instruction at Florida International University. He formerly taught English for speakers of other languages, history, and social studies in Fairfax County, Virginia Public Schools. His research interests include curriculum theory, masculinities studies, qualitative research methods, and the embodiment of power in governmental systems.

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