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An underlying misconception is that
because better educated people make more
money, society will necessarily get richer
if it has more educated people. The fallacy
is that education is increasingly used to

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screen hires, so that people are more educated than necessary for the jobs they are doing.

Does Education Matter?: Myths About Education and Economic ...

In spite of the provocative title of the book, *Does Education Matter?*, Alison Wolf is no fool. She admits that (1) yes, knowledge, and thus education, is important in itself. She admits that (2) yes, education has an effect on the salary an individual can gain. As a "positional good" it affects how the wealth in society is distributed.

Does Education Matter?: Myths About Education and Economic ...

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Does education matter? Should countries spend more on education and training, especially higher education, to promote growth? While nearly everyone assumes the answer is obvious, it is not, and the actual data is weak. In fact, World Bank studies suggest that in the world's developing economies, higher education

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levels may lead to less economic ...

*Does Education Matter?: Myths About
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Jul 12, 2020 Contributor By : Jin Yong

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"Education, education, education" has become an obsession for politicians and the public alike. It is seen as an economic panacea: an engine for growth and prosperity. But is there a link between increased spending on higher education and economic growth? Professor Alison Wolf takes a critical look at successive governments' education policy and challenges many of the tenets of received

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wisdom: there are no economic reasons for spending more on higher education in order to stimulate growth. The conclusion of this devastating book is that a large proportion of the billions poured into vocational training and university provision might be better spent on teaching the basics at primary school.

In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers:

- Facts prevent understanding
- Teacher-led instruction is passive
- The 21st century fundamentally

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changes everything - You can always just look it up - We should teach transferable skills - Projects and activities are the best way to learn - Teaching knowledge is indoctrination. In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world.

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While social injustice has been increasing, the idea of social justice has been undermined by unfounded appeals to "personal responsibility" and "equal opportunity." Brian Barry exposes the shoddy logic and distortion of reality that underpins this ideology. Once we understand the role of the social structure in limiting options, we have to recognize that really putting into practice ideas such as equal opportunity and personal responsibility would require a fundamental transformation of almost all existing institutions. Barry argues that only if inequalities of wealth and income are kept within a narrow range can equal prospects for education, health and autonomy be realized. He proposes a number of policies to achieve a more equal society and argues that they are economically feasible. But are they politically possible? The apparent

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stability of the status quo is delusory, he responds: radical changes in our way of life are unavoidable.

Many things people commonly believe to be true about education are not supported by scientific evidence. *Urban Myths about Learning and Education* examines commonly held incorrect beliefs and then provides the truth of what research has shown. Each chapter examines a different myth, with sections on learning, the brain, technology, and educational policy. A final section discusses why these myths are so persistent. Written in an engaging style, the book separates fact from fiction regarding learning and education.

Recognize any of these myths? People have different styles of learning
Boys are naturally better at mathematics than girls
We only use 10% of our brains
The left half of the brain is analytical, the right half

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is creative Men have a different kind of brain from women We can learn while we are asleep Babies become smarter if they listen to classical music These myths and more are systematically debunked, with useful correct information about the topic in question. Debunks common myths about learning and education Provides empirical research on the facts relating to the myths Utilizes light-hearted, approachable language for easy reading

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This book examines the idea of educational accountability, which has become a new secular gospel. But do accountability policies actually make schools better? Do business management theories and practices make organizations more effective? What if the most widely used management theories and assessment tools don't work? What if educational accountability tools don't actually measure what they're supposed to? What if accountability data isn't valid, or worse, what if it's meaningless? What if

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administrators don't know how to use accountability tools or correctly analyze the problematic data these tools produce?

What if we can't measure, let alone accurately assess, what matters most with teaching or student learning. How is a business-model of economic efficiency supposed to increase the competing, and perhaps mutually exclusive, ends of schooling, such as human development, student learning, personal satisfaction, social mobility, and economic growth? What if students don't learn much in schools? What if schools were never designed to produce student learning? This book will answer these questions with a wide, interdisciplinary range of the latest scientific research.

This book examines the idea of educational accountability in higher education, which has become a new

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secular gospel. But do accountability policies actually make colleges better? What if educational accountability tools don't actually measure what they're supposed to? What if accountability data isn't valid, or worse, what if it's meaningless? What if administrators don't know how to use accountability tools or correctly analyze the problematic data these tools produce? What if we can't measure, let alone accurately assess, what matters most with teaching or student learning. What if students don't learn much in college? What if higher education was never designed to produce student learning? What if college doesn't help most students, either personally or economically? What if higher education isn't meritocratic, actually exacerbates inequality, and makes the lives of disadvantaged students even worse? This book will answer these questions with a

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wide, interdisciplinary range of the latest scientific research.

Introduction to Education Studies is established as the key text for undergraduate students of education studies as well as for practitioners embarking on a higher degree. The book provides a thorough grounding for students new to the subject without assuming a substantial prior knowledge of the area. It also takes a multidisciplinary approach to the study of education, drawing on the authors' extensive experience of teaching and course development at both undergraduate and postgraduate level. This updated edition includes new sections on " the nature and purposes of education " research in education " ideologies and the curriculum " lifelong learning " comparative education " social and psychological

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explanations for pupil/student achievement " policy developments in education This highly popular, accessibly written text is essential reading for students on education studies courses.

`The authors have provided an important resource for student study in education. Importantly, it reinforces the necessity of a multi-disciplinary approach to the understanding of contested educational process and practices in a contemporary context' - Dave Trotman, Escalate

What should we teach in our schools and vocational education and higher education institutions? Is theoretical knowledge still important? This book argues that providing students with access to knowledge should be the *raison d'être* of education. Its premise is that access to knowledge is an issue of social justice because society uses it to conduct its

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debates and controversies. Theoretical knowledge is increasingly marginalised in curriculum in all sectors of education, particularly in competency-based training which is the dominant curriculum model in vocational education in many countries. This book uses competency-based training to explore the negative consequences that arise when knowledge is displaced in curriculum in favour of a focus on workplace relevance. The book takes a unique approach by using the sociology of Basil Bernstein and the philosophy of critical realism as complementary modes of theorising to extend and develop social realist arguments about the role of knowledge in curriculum. Both approaches are increasingly influential in education and the social sciences and the book will be helpful for those seeking an accessible introduction to these complex subjects. Why Knowledge Matters in

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Curriculum is a key reading for those interested in the sociology of education, curriculum studies, work-based learning, vocational education, higher education, adult and community education, tertiary education policy and lifelong learning more broadly.

This book defines the concept and practices of literacy through a discussion of knowledge, information media, culture, subjectivity, science, communication, and politics. Examining the ways in which the spread of literacy and education have caused culture wars in pluralist societies since the 16th century, the author reviews an interdisciplinary array of scholarly literature to contend that science, and more broadly evidence-based inductive arguments, offer the only reliable source information, and the only peaceful solution to cultural conflict in the 21st

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century. With a focus on the multifaceted practice of literacy-as-communication as embedded within larger social and political processes, this book offers a comprehensive study of literacy through five core topics: knowledge, psychology, culture, science, and arguing over truth in pluralist democracies. The central thesis of the book argues that we require a new literacy that incorporates reading and writing with advanced cognitive and epistemological skills. Today's citizens need to be able to understand the basic cognitive and cultural processes through which knowledge is created, and they need to know how to evaluate knowledge, peacefully debate knowledge, and productively use knowledge, for both personal decisions and public policy. How Do You Know? The Epistemological Foundations of 21st Century Literacy is an interdisciplinary study that will appeal to

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scholars across the sciences and
humanities, especially those concerned
with pedagogy and the science of learning.

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