Deconstructing the Education-Industrial Complex in the Digital Age

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

Douglas Loveless (James Madison University, USA), Pamela Sullivan (James Madison University, USA), Katie Dredger (James Madison University, USA) and Jim Burns (University of New Hampshire, 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.


Topics Covered:

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

Hardcover + Free E-Book: $195.00

E-Book Only: $195.00

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

FOREWORD
Ben Baez, Florida International University, USA

PREFACE
Jim Burns, Florida International University, USA
Douglas J. Loveless, University of Auckland, New Zealand
Katie Dredger, James Madison University, USA
Pamela Sullivan, James Madison University, USA

Section 1: Curriculum and Instruction in a Neoliberal, Digital Age

Chapter 1
The Way It’s Going: Neoliberal Reforms and the Colonization of the American School
Brian Charles Charest, The Nova Project, USA

Chapter 2
Gender, Process, and Praxis: Re-politicizing Education in an Era of Neoliberalism, Instrumentalism, and “Big Data”
Jim Burns, Florida International University, USA
Colin Green, The George Washington University, USA

Chapter 3
Liminal Learning: A Theoretical Framework for Reconceptualizing Digital Space
L. Johnson Davis, San Diego State University, USA

Chapter 4
Where are we if our Batteries Die? Seeking Purpose in Educational Technology
Pamela Sullivan, James Madison University, USA
Will Sullivan, Virginia Commonwealth University, USA

Chapter 5
The Dying of the Light: The Cause to Illuminate in this State of Fragile Democracy
Westry Whitaker, University of North Georgia, USA

Section 2: Implications for Higher Education

Chapter 6
The Use of ePortfolios in Teacher Education Programs to Support Reflective Practitioners in a Digital World
Valerie J. Robnolt, Virginia Commonwealth University, USA
Joan A. Rhodes, Virginia Commonwealth University, USA
Sheri Vasinda, Oklahoma State University, USA
Leslie Haas, Johns Hopkins University, USA

Chapter 7
Adapting Problem-Based Learning to Database Courses
Samuel B. Fee, Washington & Jefferson College, USA
Thomas Lombardi, Washington & Jefferson College, USA

Chapter 8
Strategies for the Successful Implementation of Digital Assignments
Paige Normand, James Madison University, USA
Alexa Senio, James Madison University, USA

Marlena Luciano, James Madison University, USA

Chapter 9
Digital Storytelling and Digital Literacy. Advanced Issues and Prospects
Kipokin Kasemsap, Suan Sunandha Rajabhat University, Thailand

Chapter 10
Lessons Learned Building an Online Degree
Ottie F. Austin, University of Virginia, USA
Gail M. Hunger, University of Virginia, USA
Julie J. Gray, University of Virginia, USA

Chapter 11
Creating Connected Educators with Online Portfolios
Katie S. Dredger, James Madison University, USA
Joy Myers, James Madison University, USA
Pamela Sullivan, James Madison University, USA
Douglas J. Loveless, University of Auckland, New Zealand

Section 3: Implications for K-12 Education

Chapter 12
Interactive Art Applications (i-Apps) in the Development of Younger Learners’ Creative Thinking: A Study and Review of Literature
Sylvia Vincent Stavridi, Bibliotheca Alexandrina, Egypt

Chapter 13
Technologies of Resistance: Facilitating Students’ 21st Century Thinking Using Material Tools
Ann D. David, University of the Incarnate Word, USA
Annamarie L. Consalvo, The University of Texas at Tyler, USA

Chapter 14
Assessment Shouldn’t Be a Pay-Per-View Activity: Offering Classroom Teachers Authentic Student-Centered Assessment Activities
Daniel Woods, Radford University, USA
Robert Williams, Radford University, USA

Chapter 15
Incorporating Students’ Digital Identities in Analog Spaces: The Educator’s Conundrum
William J. Fassbender, The University of Georgia, USA

Chapter 16
Living the YOLO Lifestyle: The Rhetorical Power of Memes in the Classroom
Crystal L. Beach, The University of Georgia and Buford HS, USA
Katie S. Dredger, James Madison University, USA

Chapter 17
Making Sense of Authors and Texts in a Remixed, Participatory Culture
Crystal L. Beach, The University of Georgia, USA

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 Marianna 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.