I. Theories of Education: Structural Functionalism and Neoliberalism

A. Structural Functional Theory of Education

1. structural functional theory

a. society is ultimate value

b. society is system

i. harmoniously functioning

ii. components (institutions) are interdependent

iii. social order

c. society selects individuals to fill positions in institutions

(status role complex)

2. function of education

a. knowledge and skills necessary for position

b. selection process

c. latency function:

i. norms and values

ii. conventional wisdoms

iii. directed action

3. structure: meritocracy

a. organized to level the playing field

b. universal

c. equality

i. K-12 free

ii. resources

iii. curriculum

d. class room

i. teacher-student

ii. banking method

e. evaluation process: fair

i. objective measures: exams

ii. universal

B. Neoliberal Theory of Education

1. Starting Point: Social Institutions

a. all institutions need to be redefined and restructured according to

the principles of the free market

i. free market is synonymous with freedom, defined

as freedom of choice

ii. creates the institutional environment where freedom

of choice can be exercised

b. technology needs to be central in the redefinition and

restructuring of institutions

i. education is not just an institution that uses technology

ii. technology must shape education

iii. technology is the environment in which learning takes place

2. Redefining education

a. K-12“school reform”

i. compared to other countries U.S. educational system is failing

ii. public schools have failed need to reform educational system

iii. teachers are main problem

unions

lack of accountability

assume they know something about teaching (they do, but it is all wrong!!)

iv. outdated concept of learning

b. higher education: education industry

c. primary function needs to be:

i. produce a workforce that can compete

in global village

ii. vocational

d. success needs to be measurable

i. quantifiable

ii. standardized tests

e. business model

i. school administrators will be managers

ii.. teachers: specialized technicians managing

standardized curriculum

iii. manage costs

3. Restructuring education K-12

a. charter schools

i. publicly financed

ii. privately controlled

b. voucher systems

i. public money to families

ii. towards private schools

c. public system: rigorous accountability

i. teachers

ii. administrators

iii. schools

d. teachers and teaching

i. limit teacher input in redefining and restructuring the system

ii. technical mediators of predefined curriculum

iii. labor flexibility

iv. value-added teacher evaluations

e. learning experience

i. knowledge transfer of specialized curriculum

ii. knowledge and skills necessary for

jobs in global workforce

iii. less teaching, more testing

v. testing is a measuring and selection process

4. Restructuring higher education: public universities

a. self-funding revenue generator

b. business model

i. Administration: CEOs and managers

ii. degree is commodity and as such needs to be purchased, degree is social capital exchanged in market place

iii. supply and demand, buyers and seller

iv. partnership with educational corporations

v. cut costs, establish revenue streams

vi. cheap and obedient labor force

vii. FTES and “efficient processing”

c. faculty

i. full-time tenured revenue producers

ii. flexibility: lecturers

no guarantees

no benefits

no power

d. students

i. consumers

ii. revenue streams

e. technology

7. SDSU as an example

a. decrease in state support

b. increase in tuition and fees

c. CEO/president: raise revenue

d. transformation: research institution

e. business model

f. FTES and graduation rates

g. technologized education

i. corporate partnerships

ii. CTL

iii. online corporations

h. two-tiered faculty

<http://video.pbs.org/video/2365209941/>