I. Neoliberal Theory and Education

A. Neoliberal Theory of Education

1. Restructuring Society

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 outdated concept of learning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: job training

d. success needs to be measurable

i. quantifiable

ii. standardized tests

<https://www.youtube.com/watch?v=J6lyURyVz7k>

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/>

42.(m/c) School reform in higher education has had all of the following negative consequences EXCEPT:

a. increase in tuition has limited access to those who public education was designed to serve.

b. left millions of students in a life time of debt.

c. provided a poor quality education with larger and larger classes and online learning.

d. create a student population than cannot think critically, reason complexly or write.

e. none are exceptions.