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Terry C. Jones

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Resources in education, 1988-05

Multilingual Classrooms for Young Children in the UK Jieun Kiaer, 2025-01-14 This book demonstrates the importance of raising multilingual children in the UK both for the children's own benefit and for the benefit of society as a whole Against the backdrop of both the rich linguistic diversity already present in the UK and the challenges faced by any languages other than a few major European languages to find any space in educational contexts the author challenges the myth that multilingualism hinders English language acquisition and use instead emphasising the cultural and cognitive advantages of multilingual education and support for home and community languages The book is a call to action for educators policymakers and parents combining practical strategies with research based insights to support its readers in advocating for multilingual education It presents a hopeful vision for education in the UK where teachers can combine technological innovations and the linguistic resources of their classrooms and communities to support and promote multilingualism

Surveillance Education Nolan Higdon, Allison Butler, 2024-08-02 Surveillance Education explores the pervasive use of digital surveillance technologies in schools and assesses its pernicious effects on students Recognizing that the use of digital technologies will persist the authors instead offer practical ways to ameliorate their impact In our era of surveillance capitalism digital media technologies are ever more intertwined into the educational process Schools are presented with digital technologies as tools of convenience for gathering and grading student work as tools of support to foster a more equitable learning environment and as tools of safety for predicting or preventing violence or monitoring mental emotional and physical health Despite a dearth of evidence to confirm their effectiveness digital data collection and tracking is often presented as a way to improve educational outcomes and safety This book challenges these fallacious assumptions and argues that the use of digital media technologies has caused great harm to students by subjecting them to oppressive levels of surveillance impinging upon their right to privacy and harvesting their personal data on behalf of Big Tech In doing so the authors draw upon interviews from K 12 and higher education students teachers and staff civil rights and technology lawyers and educational technological programmers The authors also provide practical guidance for teachers administrators students and their families seeking to identify and combat surveillance in education This urgent eye opening book will be of interest to students and educators with interests in critical media literacy and pedagogy and the sociology of technology and education

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