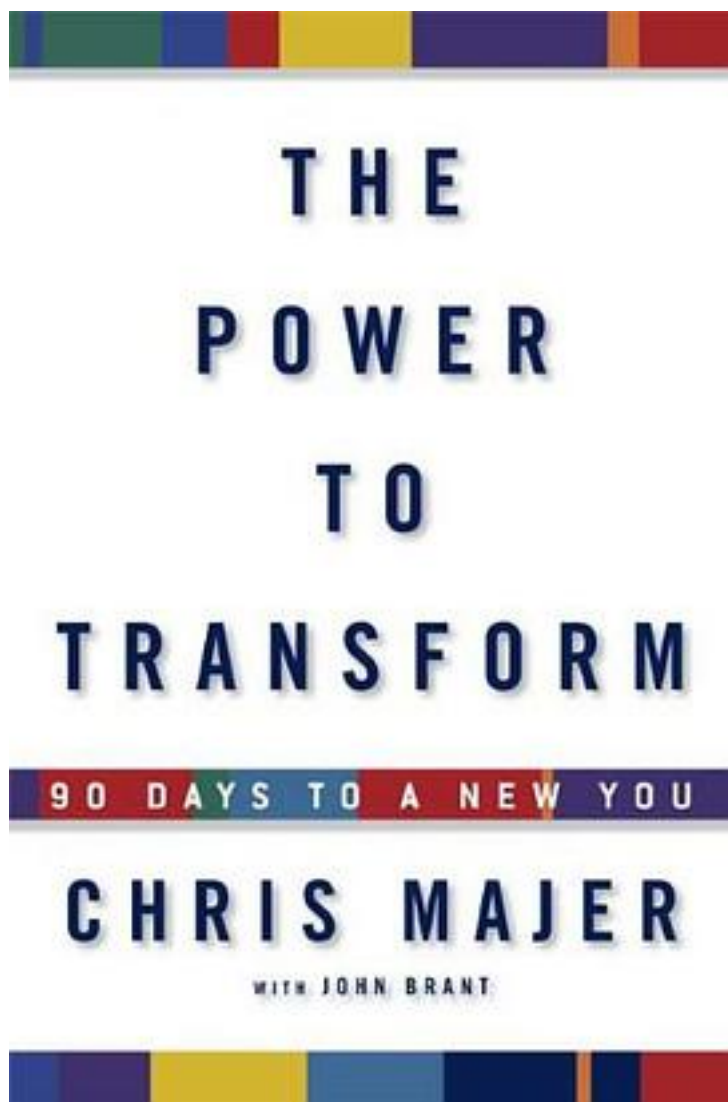


The Power to Transform



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In this important new book, Stephanie Pace Marshall argues that by focusing on reforming the contents of schooling and not transforming the context and conditions of learning, we have created false proxies for learning and eroded the potentially vibrant intellectual life of our schools. Finishing a course and a textbook has come to mean achievement. Listening to a lecture has come to mean understanding. Getting a high score on a standardized test has come to mean proficiency. Credentialing has come to mean competence. To educate our children wisely requires that we create generative learning communities, by design. Such learning communities have their roots in meaning, not memory; engagement, not transmission; inquiry, not compliance; exploration, not acquisition; personalization, not uniformity; interdependence, not individualism; collaboration, not competition; and trust, not fear.

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