

Cambridge University Press
978-1-107-64428-1 - New Learning: Elements of a science of education: Second Edition
Mary Kalantzis and Bill Cope
Frontmatter
[More information](#)

New Learning

Second Edition

Elements of a science of education

In the second edition of *New Learning: Elements of a science of education*, renowned authors Mary Kalantzis and Bill Cope explore the contemporary debates and challenges in education. In this time of dramatic social change, education represents significant possibilities and opportunities. Written in an accessible and lively style, this book examines learners and their learning environments and considers how schools can prepare their students for the future.

Featuring new classroom examples, case studies and excellent online resources at <http://newlearningonline.com>, this book strikes a balance between theoretical understandings and their practical applications.

Fully revised and updated, the second edition and its companion website include greater coverage of educational psychology and cognitive science perspectives, the use of assessment in education and curriculum developments around the world. *New Learning* is an inspiring and comprehensive resource for pre-service and in-service teachers alike.

Mary Kalantzis is Dean of the College of Education and Professor in the Department of Curriculum and Instruction at the University of Illinois.

Bill Cope is a Research Professor in the Department of Education Policy, Organization and Leadership at the University of Illinois.

Cambridge University Press

978-1-107-64428-1 - New Learning: Elements of a science of education: Second Edition

Mary Kalantzis and Bill Cope

Frontmatter

[More information](#)

New Learning

Second Edition

Elements of a science
of education

Mary Kalantzis
Bill Cope



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-1-107-64428-1 - New Learning: Elements of a science of education: Second Edition
Mary Kalantzis and Bill Cope
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
477 Williamstown Road, Port Melbourne, VIC 3207, Australia

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org
Information on this title: www.cambridge.org/9781107644281

© Cambridge University Press 2012

This publication is copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2008
Reprinted 2009
Second edition 2012

Cover design by Tanya De Silva-McKay
Typeset by Newgen Publishing and Data
Printed in Singapore by COS

A catalogue record for this publication is available from the British Library

National Library of Australia Cataloguing in Publication data

Kalantzis, Mary, 1949–
New learning: elements of a science of education / Mary
Kalantzis, Bill Cope.
2nd ed.
9781107644281 (pbk.)
Includes index.
Learning.
Active learning.
Education – Study and teaching.
Educational change.
Cope, Bill, 1957–
370.7

ISBN 978-1-107-64428-1 Paperback

Additional resources for this publication at <http://newlearningonline.com>

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of
one chapter or 10% of the pages of this work, whichever is the greater,
to be reproduced and/or communicated by any educational institution
for its educational purposes provided that the educational institution
(or the body that administers it) has given a remuneration notice to
Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate.

Aboriginals and Torres Strait Islanders are respectfully advised that images of deceased people appear in this
book and may cause distress.

Contents

INTRODUCTION	1
The art of teaching and the science of education	1
Towards a 'New Learning'	9
How this book is organised	12
PART A: INTRODUCTION: CHANGING EDUCATION	15
CHAPTER 1: NEW LEARNING	17
Being an educator in 'interesting times'	18
Learning and education	20
What's 'new' about 'New Learning'?	23
Designs for social futures	28
CHAPTER 2: LIFE IN SCHOOLS	38
Thinking through paradigms	40
Didactic education: The modern past	40
Authentic education: More recent times	51
Transformative education: Towards New Learning	60
PART B: CONTEXTS: CHANGING CONDITIONS FOR LEARNING	81
CHAPTER 3: LEARNING FOR WORK	83
Work and education	84
Fordism: The modern past	86
Post-Fordism: More recent times	91
Productive diversity: Towards New Learning	97
CHAPTER 4: LEARNING CIVICS	110
Citizenship and education	111
Nationalism: The modern past	113
Neoliberalism: More recent times	117
Civic pluralism: Towards New Learning	125
CHAPTER 5: LEARNER PERSONALITIES	136
The significance of learner differences and the sources of personality	137
From exclusion to assimilation: The modern past	139
Recognition: More recent times	155
Inclusion: Towards New Learning	167

Contents

PART C:	RESPONSES: WAYS OF LEARNING AND TEACHING	195
CHAPTER 6:	THE NATURE OF LEARNING	197
	Learning	198
	Behaviourism: The modern past	199
	Brain developmentalism and constructivism: More recent times	202
	Social cognitivism: Towards New Learning	206
CHAPTER 7:	KNOWLEDGE AND LEARNING	217
	The connections between knowing and learning	218
	Committed knowledge: The modern past	222
	Knowledge relativism: More recent times	230
	Knowledge repertoires: Towards New Learning	238
CHAPTER 8:	PEDAGOGY AND CURRICULUM	260
	Education's designs	261
	Mimesis: The modern past	263
	Synthesis: More recent times	269
	Reflexivity: Towards New Learning	273
CHAPTER 9:	LEARNING COMMUNITIES AT WORK	283
	Informal and formal learning	284
	Bureaucratic education: The modern past	287
	Self-managing education: More recent times	289
	Collaborative education: Towards New Learning	292
CHAPTER 10:	MEASURING LEARNING	305
	Education assessment, evaluation and research	306
	Testing intelligence and memory: The modern past	308
	Measurement by standards: More recent times	316
	Synergistic feedback: Towards New Learning	323
	Looking forward: Elements of a science of education	335
	References and further reading	342
	Index	355
	Acknowledgements	362