Contents

Part I Introduction
1 Researching the Changing World of Education 3

Part II Re-thinking and Reform of Education Today—Foundations and Debates
2 Knowledge and Education in the 21st Century 15
3 History and Physics as Disciplines 35
4 New Public Management and the Changing Governance of Universities 59
5 Changing Agendas and the Governance of the School Curriculum 77

Part III Schools
6 Australian ‘History Wars’: The Contested Purpose of History in the Curriculum 95
8 Inward and Outward Facing Knowledge: Curriculum Purposes and Slippages 125

Part IV Universities
9 ‘What Does Your Discipline Look Like and How Does It Matter?’ Historians and Physicists Talk 143
10 Disciplines and Interdisciplinarity ............................................ 165
11 Performance Measurement and Management ............................ 183

Part V Knowledge, Disciplinarity and the Future
12 Regulation and Governance in Australia: Implications for Knowledge Work ................................................................. 199
13 Genericism and Specialisation: An Ongoing Problematic for Schools and Universities ......................................................... 211
14 Knowledge, Disciplines, Identities and the Structuring of Education ............................................................ 225

Appendix: Participant Data and Interview Protocols ......................... 241
Index .......................................................................................... 251
Knowledge at the Crossroads?
Physics and History in the Changing World of Schools and Universities
Yates, L.; Woelert, P.; Millar, V.; O'Connor, K.
2017, XII, 257 p., Hardcover
ISBN: 978-981-10-2079-7