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**Author**

SCOTT, David

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**Abstract**

This book explores curricular, teaching and learning practices in schools in England and in higher education institutions, and considers the damaging effects of the Research Excellence Framework (REF) for UK higher education institutions, international comparative assessment systems such as the Programme for International Student Assessment (PISA), and broadly, how educational judgements are now made about educational matters. David Scott criticizes the implementation of neo-liberal policies and practices in education systems round the world, management and control system approaches, and empiricist/positivist research agendas. The book offers an account of a new education model, which is directly in opposition to agendas currently supported by the right of the political

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spectrum. It will be of interest to teachers and students of education, the education research community, practising and trainee teachers, and education policy makers. (HRK / Abstract übernommen)

**Signature**

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