

Born to be Wild, Educated to be Good: A few thoughts about the systemic contribution of formal education to social inequality

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The paper outlines three different types of knowledge transmitted in school: orientation skills, cultural knowledge, and reflexive knowledge. It also outlines two different paradigms structuring the rules of social organizations: the so-called “firemen-paradigm”, and the so-called “reflexive paradigm”. And third, it outlines two different paradigms structuring the learning process: one called “curricular learning”, the other one “discursive learning”. The aim of the paper is to postulate a relationship between these three dimensions: the dimension of knowledge, of organizational goal, and of type of learning. Different organizational goals require different types of knowledge, and thus different modes of learning. It is argued that actual societal transformations cause a shift in organizational goals, in knowledge types, and in learning types, from an emphasis on curricular learning, towards an emphasis on discursive learning. *[Article copies available for a fee from The Transformative Studies Institute. E-mail address: <journal@transformativestudies.org> Website: <http://www.transformativestudies.org> ©2008 by The Transformative Studies Institute. All rights reserved.]*

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Why do we have to go to school?

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