

# Annotated bibliography

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Thomas Aguiar WRT391 11/18/2012 Al-Fadili, M, Hussain. , & Singuh, Madlu. (2010). Unequal moving to Being Equal: Impact of “ No Child Left Behind” in the Mississippi Delta. (91),. pp. 18-32. This article looks at 3 specific elementary schools tracking the achievement level index of said schools in the Mississippi Delta from 2003 to 2007. They analyzed the teachers of these schools and looked at what is needed to make the NCLB work. Upon further research of the authors they have written a plethora of scholarly articles many concerning education; furthermore, the data published in this article is very clear and informative.

Although this article is based on a very small sample group it gives a look at the educator’s point of view on how to make the NCLB work better. Also the data was collected very recently. Again being that this article is a very small sample size I would conclude that it is biased toward these three specific schools’ needs but they do represent a larger population of lower income schools all across America. This will not be a main source for my research but this article will be useful in that the NCLB is criticized for hurting smaller, low income school systems in which this article was written.

Dee, S, Thomas. , & Jacob, A, Brian. (2010). The Impact of No Child Left Behind on Students, Teachers, and Schools. Brookings Papers on Economic Activity, (2),: pp. 149-207. This article studies how the NCLB act has changed accountability in our school systems with new testing. Furthermore their studies indicate that at lower grades we are finding gains but at higher grades there are little to no gains. Both Thomas and Jacob are affiliated with two major universities making this article both scholarly and relevant.

With over 5 pages of graphs and other forms of research this article is broadly based and the statements made have sufficient research to back up said statements. Because of the recent data that this article provides I will use the studies as a major research in the NCLB act and testing in general. Hoikkala, T. , Rahkonen, O. , Tigerstedt, C. , & Tuormaa, J. (1987) Wait a Minute, Mr Postman! -Some Critical Remarks on Neil Postman's Childhood Theory. *Acta Sociologica*, (30),. 1: pp. 87-99. In this critique the authors assess Neil Postman's views and theories on how children learn in a technologically driven society.

The author's points out in many instances where Postman contradicts himself throughout his works as time and technology changes. The leading authors of this scholarly article both hold major positions at a University level making this critique a worthy article to cite. Written in 1987 I feel this article was written at a time in America where technology was changing from television to computers making this an interesting view on how children in America are learning and growing up in a different world than the birth of television.

While the article feels biased towards Postman it still has very worthy points on education, testing in America, and how children in our society grow up with new forms of technology. This article while helping my research on the effects of the NCLB act and testing in general will not be a primary source but will provide me with a view on our society concerning this subject at the time right before computers were in every household and therefore I find it very useful. Lohmeier, L, Keri. (2009).

Aligning State Standards and the Expanded Core Curriculum: Balancing the Impact of the No Child Left Behind Act. *Journal of Visual Impairment &*  
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Blindness, (103),. 1: pp. 44-47. This article addresses the vision impaired learning process concerning the NCLB act and how law makers can merge laws concerning the teaching the vision impaired to better work with the NCLB. Keri L. Lohmeier, Ed. D. , sits as a cochairman of National Agenda Goal 8, board of directors, Division on Visual Impairments making her more than qualified on the subject at hand.

The charts and tables she sites are well organized and easy to follow giving the reader an idea why her ideas on changing the way we teach the vision impaired at a governmental level. Written in 2009 this article is recent and relevant. The subject of vision impaired education points out how major acts such as the NCLB have difficulty in helping all of our students and although this article will not be a major part of my research on testing the fact stated above proves how general testing has major problems reaching all students. Mayers, M, Camille. (2006).

Public Law 107-110 No Child Left Behind Act of 2001: Support or Threat to Education as a Fundamental Right?. Education, (126),. 3: pp. 449-461. The article looks at the goal of the NCLB concerning helping lower income students having the opportunity to the right of a fair education. Camille is works as an Educational Guidance and Counseling at the California State University making this article scholarly and or worth in my research for testing and NCLB. I would deem his research trustworthy as his points and statistics backing them up are up to date and relevant.

His conclusion is one that I share in that the NCLB does not help lower income students as intended so I may be bias but his sources are scholarly and his arguments are not biased. If this article covered more than just lower

income students I would defiantly consider this as a main source of research but unfortunately it is not. Pederson, V, Patrica. (2007). What is Measured is Treasured: The Impact of The No Child Left Behind Act On Nonassessed Subjects. Clearing House. , (80),. 1: pp. 287-291. In this article the author studies the impact that the NCLB act has played on the arts and humanities subjects in our school systems.

Upon further research of Pederson she has many published scholarly articles concerning education making this article worthy or research. The tables and data shown in this article are gathered from 2001 to 2005 and are well detailed and comprehensive. As with most of my previous articles chosen for this research it is written our current times this one being 2007. The article is very clear in that it does not delve in subjects that the NCLB was intended for but how it takes away from other important subjects that law makers overlooked in the act.

This article will not serve as my primary source of evaluating the NCLB act but it is very important to understand how this act effects studies in subject in which it was not intended and why law makers feel they are not as important. Postman, N. (1992). Technopoly: The Surrender of Culture to Technology. New York: Knopf. In this book author Neil Postman analyzes technology from the viewpoint not often looked upon, the negative effects it has on society. From the mid 60's to present day Neil Postman has been writing and teaching his views on technology making any of his works a worthy topic in this field.

Technology is changing every day. Being that this book was published over 20 years ago one would infer that it is out of date but on the contrary many

of his theories on the subject are still being analyzed. The author's thoughts on testing in an educational form make this book very useful for analyzing and critiquing the NCLB. Postman, N. , & Weingartner, C. (1969). Teaching as a subversive activity. New York: Delta Books. In this book the authors take a look at the problems as they seem them with the education system in America and propose solutions to this problem.

As I have already stated in this bibliography Postman is more than a worthy source to analyze concerning education and testing. This book has theories and opinions stated by the authors that some may agree or disagree with but in my humble opinion it is the problems that are pointed out in this book that are most concerning especially considering that it was written in 1969 and we still have many of these problems. While the authors are very opinionated in their ideas they promote a new way of thinking about our problems with education in America.

Even though this book was written in 1969 I feel the ideas and solutions to education make this book worthy of a main resource. Powell, Deborah. , Higgins, J, Heidi. , Aram, Roberta. , & Freed, Andrea. (2009). Impact of No Child Left Behind Act on Curriculum and Instruction in Rural Schools. Rural Education, (30),. 1: pp. 19-28. This article examines a number of rural elementary schools concerning how the NCLB has affected their curriculum and how it will further shape what is taught in rural schools in order to help students pass tests created by said act.

While the authors are unknown to myself the journal in which it is published concentrates on specific government acts concerning education. The data portrayed in this article varies from negative to positive making this source

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unbiased and being that this article was published in 2009 makes this data up to date and useful. While still up in the air in which role this article will play in my research the article directly delves into a topic that hits home as a future educator in a rural school system; furthermore, what and why the NCLB act changes what we teach our youth.

Ross, M, S. (2009). Postman, Media Ecology, and Education: From Teaching as a Subversive Activity through Amusing Ourselves to Death to Technopoly. *The Review of Communication*, (9),. 2: pp. 146-156 The purpose of this review of three of Neil Postman's major works concerning Education is to point out Postman and his sometimes co-author Weingartner's theories, concerns and solutions to education and teaching. Susan Ross, an educator herself, writes this review while providing examples of how these books helped shape her career as an educator.

Susan is an assistant professor and the Gulf Coast Speaking Center Director in the Speech Communication Department at the University of Southern Mississippi therefore giving her readers a valuable view at the subject at hand. This article was published in 2009 making it relevant to today's standards. While this will not be my primary research on Neil Postman and his impact on education concerning The No Child Left Behind (NCLB) Act and the use of conventional testing Ross does delve into Postman's ideas and concerns on testing and furthermore the article was written during the era of the NCLB.

Tavakolian, Hamid. , & Howell, Nancy. (2012). The Impact of the No Child Left Behind Act. *Franklin Business and Law Journal*, (1),: pp. 70-77. This article is a direct look at the NCLB and its impact on the graduation rates of

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the American school system and how that in turn relates to young adults enrolling into a higher learning institution. The authors are concerned with how the NCLB impact on today's demanding job market and whether or not our education system promotes an environment where children can compete in said market.

The leading author is a Professor of Management at California State, Fullerton making this work a scholarly. I find this article to be of worth because the overall objective of education should giving our youth the best opportunity possible at competing in the job market. Published this year, this article gives a very fresh look at the NCLB act and its impact on our educational institutions. Because of the articles specific purpose this will be a major resource in which I will use in writing about the NCLB act.