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Sinopsis

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This book will be the first to offer a philosophical and linguistic analysis of rhetoric and discourse as deployed throughout education. It draws upon the work of Foucault, Derrida, and Lyotard to investigate rhetoric in the classroom; in learning mediated through new communication technologies (e.g. the Internet), in professional development, in policy documents, in institutional management and leadership, and in education research itself. It will be a key resource for those conducting research into discourse in any branch of education.