

University of Windsor

Scholarship at UWindor

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

10-30-2020

The Corporatization of Educational Materials and Its Effects or Influence on the Ways That University Instructors and Professors Teach in an Age of Globalization

Syed Ali Nasir Zaidi
University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

Recommended Citation

Zaidi, Syed Ali Nasir, "The Corporatization of Educational Materials and Its Effects or Influence on the Ways That University Instructors and Professors Teach in an Age of Globalization" (2020). *Electronic Theses and Dissertations*. 8497.

<https://scholar.uwindsor.ca/etd/8497>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

**The Corporatization of Educational Materials and Its Effects or Influence on the Ways
That University Instructors and Professors Teach in an Age of Globalization**

by

Syed Ali Nasir Zaidi

A Thesis
Submitted to the Faculty of Graduate Studies
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education
at the University of Windsor

Windsor, Ontario, Canada

2020

©2020 Syed Ali Nasir Zaidi

**The Corporatization of Educational Materials and Its Effects or Influence on the Ways
That University Instructors and Professors Teach in an Age of Globalization**

by

Syed Ali Nasir Zaidi

APPROVED BY:

C. Sibblis

School of Social Work

C. Cobb

Faculty of Education

A. Allen, Advisor

Faculty of Education

August 27, 2020

DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

This study utilized a qualitative case study design methodology to explore the corporatization of educational materials and its effects and influence on the ways university professors or instructors teach in an age of globalization. The study's fundamental purpose was to investigate the views of university professors' use of pre-designed, pre-selected teaching materials such as textbooks, workbooks, teaching manuals, and coursewares for teacher education program at one mid-sized comprehensive Canadian university. The researcher investigated the pedagogical experiences of nine university professors recruited through the Dean's Office in the faculty of education via random sampling. The study findings revealed that textbooks are an antinomy as participants appeared to have ambivalent values for using them as pedagogical tools; on the one hand they supported textbooks, while at the same time they experienced cognitive dissonance as they questioned the content of the textbooks. This study revealed the paradox of textbooks whereby governmentality and performativity in pedagogy in general and educator agency in particular imposed by neoliberal institutions can limit the scope of teaching in higher education institutions. Furthermore, textbook selection and use often face time limitations as one-size-fits-all primers, and comes at the cost of creativity, research, knowledge deconstruction, and knowledge creation. Similarly, the findings suggest that pedagogy is a complex phenomenon that requires pedagogical orientations to deconstruct subtle sites through academic collaboration, reciprocity, and avoidance of corporatized pedagogical tools in the process of knowledge creation and its deconstruction.

Keywords: Textbook selection, use of educational materials, university professors' pedagogy, globalization in higher education, faculty of education textbooks, corporatization of education, knowledge creation, ambivalence in teaching

DEDICATION

To my Father Syed Ali Ahmed Zaidi and Mother Syeda Anees Zaidi.

ACKNOWLEDGEMENTS

To Dr. Andrew Allen, my thesis supervisor who has given me intellectual leeway to not drift my agency but rather to shore it up for success. His humble character and inspirational persona has changed me into a better human being and a better teacher. Whenever I felt the need to ask any question, he philosophically addressed it to illuminate a spark of inquiry in me. I will always be indebted to you for your kind consideration as my thesis supervisor at a time when I faced an intellectual crisis.

I also would like to thank Dr. Cobb for his critical analysis of my both proposal and my thesis. I also wish to acknowledge and thank my study participants, who graciously volunteered to participate in my study.

Finally, I would like thank my wife Syeda Rida and our children Muhammad Mustafa and L'heza Batool who were really patient and did not ask me frequently to go outside with them during my long study hours.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii
ABSTRACT.....	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF FIGURES	x
CHAPTER 1: INTRODUCTION	1
Research Problem.....	3
Purpose of the Study.....	7
Significance of the Study.....	8
Research Questions	8
Delimitations	9
My Positionality	9
Philosophical Assumptions and Research Paradigms	12
Limitations.....	15
Definition of Key Terms	15
Organization of the Paper.....	16
CHAPTER 2: LITERATURE REVIEW	19
Globalization, Neoliberalism, and Teaching.....	22
Globalization and Education	24
Teachers’ Inability to Teach Effectively	24
Teachers, Educational Policy-Making, and Curriculum Development.....	26
Influence of Corporate Houses on Teachers	30
Pedagogy and Indoctrination Through Teaching	31
Educators as Transformative Intellectuals.....	32
CHAPTER 3: RESEARCH DESIGN.....	36
Rationale for Qualitative Research	36
Selection of Case Study as a Research Design	37
Sample Size.....	39
Sampling Strategies.....	40
Participant Selection for the Study	40
One-on-One Interviews.....	41
The Role of Researcher as Professional Stranger	41
Data Collection	42
Data Analysis	43
Bracketing	43
Ethical Considerations.....	46

Informed Consent Approval.....	46
Confidentiality	47
Data Verification	47
CHAPTER 4: RESEARCH FINDINGS.....	49
Study Participants.....	49
Professor HN.....	49
Professor YE	50
Professor TY	50
Professor PE.....	50
Professor AP	51
Professor IS.....	51
Professor EE.....	51
Professor EN	52
Professor AN.....	52
Theme 1: Textbook Selection—Consumption, Production, and Optimization	54
Hermeneutics of Classroom Transactions and Meaning Making of Meta-Narratives.....	58
Theme 2: Paradox of Textbook Usage—The Disconnect Between Knowledge Availability, Knowledge Deconstruction, and Knowledge Construction.....	60
Cognitive Dissonance in Using Textbooks.....	69
Textbooks Are not Necessarily Great Pieces of Literature.....	71
Textbooks Are not Always a Genuine Educational Resource to Count on	71
Theme 3: Higher Education, Knowledge Production, Knowledge Control—Corporate Discrete Role in Intentionally or Unintentionally Forcing Educators to Adapt Pedagogies to their Agendas	73
Compromised Content Development.....	74
Multi-Perspectivity, Critical Conversations, and Absence of Realities.....	75
The Process of De-skilling Educators and Academic Hegemony	77
Theme 4: Education, Pedagogies, and Teaching Profession— Uncertainties, Otherness, and Distortion of Realities in Textbooks.....	79
Textbooks, Pedagogical Alienation, and Academic Rationalism	81
What Constitutes Right as Textbook Is One Way of Knowing Right.....	82
Theme 5: Educational Materials—Freedom of Speech, Free Inquiry, and Risk of Losing Academic Individuality for Educators	84
Textbook Customization and Live Classroom Discussions.....	88

Textbook as a Potential Barrier to Learning	90
Corporate Educational Materials Do Not Cover the Entirety and Scope of Topics at Hand	91
Theme 6: Relation Between Textbooks and Survey Courses— Overdependence on Textbooks, Stepping Stone for Lexical Accumulation, and Future Knowledge Base	92
The Opportunity of Explaining the Textbook Content Lost or Found.....	93
Use of Textbooks as a One-Stop-Shop Kind of a Book	96
Theme 7: Academic Reciprocity and Intellectual Collaboration for Knowledge Creation for Higher Education	98
Intellectual Collaboration.....	98
Silo Effects.....	102
CHAPTER 5: DISCUSSION.....	103
Teachers as Transformative Intellectuals	103
Textbook Selection Process and Usage.....	104
Time-Saver	106
Structure Knowledge.....	108
Europeanized Standpoint.....	109
Knowledge Creation.....	111
Knowledge Deconstruction Lost.....	112
Knowledge Status Quo.....	113
Textbooks and Alienation.....	115
Academic Rationalism.....	117
Collaboration and Reciprocity.....	118
Pedagogical Tools	121
Velocity of Agenda Via Textbooks.....	123
Critical Thinking	125
CHAPTER 6: IMPLICATIONS AND CONCLUSIONS	128
Implications	128
Conclusions	131
Pedagogical Orientation	132
Challenge the Neoliberal Normative Behaviour	134
REFERENCES	138
APPENDICES	155
VITA AUCTORIS	165

LIST OF FIGURES

1. Literature Map	19
2. The Integration of Bracketing Into Qualitative Methodology	45

CHAPTER 1

INTRODUCTION

“The ways, education establishments are adopting textbooks in their institutions, generate none but a culture of dead curriculum” (Apple, 1995).

The proliferation of commercial teaching and learning resources or materials in higher education classrooms has been a real concern for educators, policy-makers, politicians, and international organizations. As the above statement by Apple (1995) illustrates, uncritical adoption of readily available textbooks can have a negative impact on the school or university curriculum. The ramifications of the phenomenon of the adoption with limited criticism of textbooks include pedagogical disorientation (Apple, 1992), low student satisfaction (Gray & DiLoreto, 2016), faculty–student disengaged mindsets (Leslie, 2019), university’s decadence in research practices, and substandard scholarship since these textbooks carry voices external to the consumers (Fuchs & Bock, 2018). It is said that textbook selection and use is further complicated when the confirmation bias of academics and students on usability of textbooks force them to agree not for the sake of fruitful intellectual discussions but rather for the sake of maintaining the academic status quo (Flowerdew & Richardson, 2018).

As a result, these resources and materials for university educators in our current age of globalization tend to put pressure on educators’ ability to teach independently and freely whereby educators are forced to use resources and materials developed by large commercial publishing houses that are politically, culturally, financially, and religiously mediated by a myriad of powerful interconnected forces (Hunter, 1996; Pennycook, 2017). In addition, Ingersoll (2003) argues that the march of corporatization in an era of globalization divides education institutions into two camps: disorganizationists and disempowermentists.

Disorganizationists hold that educational systems are chaotic, loose, and lack organized patterns in their fundamental work of teaching students. On the other hand, disempowermentists state that “factory-like educational institutional unduly deprofessionalize, disempower and demotivate teachers” (Ingersoll, 2003, p. 7). Consequently, for some time, the centrality of textbooks as a key educational artefact has been highlighted as a contested site and the development, creation, production, selection, and use of textbooks and other teaching and learning materials need to be examined and questioned (Apple, 1992; Giroux, 2016a, 2016b; Pennycook, 2017; Provenzo et al., 2011). These textbooks or educational resources need to be examined because they may cause alienation or create issues such as low student enrollments, and teacher-students’ disengaged mindset.

Corporate publication houses such as Pearson or McGraw-Hill are involved in the design of curricula that are often accepted and adopted with limited critical interrogation, providing multi-billion-dollar publication houses legitimacy to influence what is taught in the classroom (Gutstein, 2012; Ravitch, 2016). Pinto (2007) argues that teachers tend to unknowingly assimilate and regurgitate facts presented in their textbooks because of wanting to teach the ways that they were taught, pressures to conform to established methods, and being time-constrained in planning their courses and individual lessons. Ansary (2004), who is a former schoolbook editor, explains the politics of educational publishing by exposing the irony of the \$4.3 billion textbook business in this way: “What [book] comes back isn’t even close to being the book” (para. 17). Here Ansary says that the content and subject matter of educational resources such as textbooks, coursewares, teacher manuals, and workbooks are heavily compromised deliberately for the consumption in universities and colleges because these primers exclude intentionally

(Ravitch, 2016) voices close to the systems or structures in favour of business models or corporate whims to precipitate their alleged business profits.

In addition, Ansary (2004) compares today's textbooks' development process and their writers and editors with "sixth-century Byzantium jurists" and goes on to say that "editors send their writers' voluminous guidelines" (para. 18) whereby writers have to sieve through 300-page long documents for a paltry 10 pages long story. Consequently, the practice of teachers being involved in curriculum development is not necessarily a part of the practice of publication and this can result in students doing repetitive tasks and following uniform instructions (Ansary, 2004). Moreover, corporate media outlets' way of handling vast amounts of data is leading publication houses to adopt technology-driven instructional design resulting in online teaching and learning materials that expand on content covered in the textbook. The digitization of educational materials of the corporate media houses has added to the complexity of courses being offered through online content delivery and those delivery tools are also an interesting phenomenon. Doyle (1992) argues that corporate publishers may have even rendered the teacher curriculum development and framework process ineffective at the expense of teachers who may be left with very little power to contribute towards effective and pragmatic education materials. Arthur Schlesinger Sr. argues that "whether we like it or not, the textbook not the teacher teaches the course" (as cited in Hickman & Porfilio, 2012, p. ix). He adds that curriculum is being tacitly centralized to the wishes of invisible powers who wants to have a strong control over voices present in the education systems.

Research Problem

Educational corporatization and commercialization along with the phenomenon of globalization have been slowly and gradually forcing teachers to be dependent on pre-designed

resources and teaching materials from corporate publication houses such as Pearson, McGraw-Hill, Addison-Wesley, and Nelson. Educators are becoming increasingly dependent on education materials to support their programs that are not only controlled externally but that also may not be meeting students' need for inquiry in the 21st century (Giroux, 2016a; Giroux, 2016b). In 2018, Michael Hansen, the Chief Executive Officer of Cengage Learning, claimed that if people need proof about the utter dysfunctionality of education system, they must ask the recent graduates (Hansen, 2018). He says that recent graduates are saying that their courses are irrelevant and do not tend to provoke any constructive and positive interest in them to pursue their educational dreams. Moreover, teachers are having tremendous problems understanding issues ranging from social justice, problem-solving, and critical thinking to understanding universal phenomenon in the context of indirect impact on the society and individual personality (Groenke & Hatch, 2009). In this way, critical thinking skills can help facilitate learners to deconstruct sites which are difficult analytically and cumbersome interpretively (Pithers & Soden, 2010). For example, different communities across the world are unable to find long-lasting solutions to their civic issues (Fitzgerald, 2017) such as drought, population growth, unemployment, sanitation problems, famine, pollution, urbanization, rising rates of uneducated youth, safety and security, law and order, digitalization, transportation, creation of meaningful opportunities, regional discords, climate change, corruption, and the rise in poverty (McIlrath & Maclabhrainn, 2007; Hovik et al., 2011; Robinson & Green, 2011). Students will be better served if we educate them in acquiring complex problem-solving skills, critical thinking, and creativity given the expected increase in nonroutine and interactive tasks in the new workplace (De Fruyt et al., 2015). By critical thinking, I am suggesting a rethinking or analysis, questioning

and challenging of classroom materials; particularly looking at issues of power, what we take for granted and how things come to be the way they are.

Consequently, educators might be locked into a delivery method of using teaching materials that promote scholarly blind spots by reflecting on leading ideologies, content with surface meaning, and little regard for university academia to ponder deeply on issues related to society and burning issues around them (Pinto, 2007). Pinto (2007) also argues that corporate media houses have completely blocked the view of educators, more specifically educators in the context of pedagogical resources and teaching materials. She adds that media houses and publishers have not only cornered the market on educational materials but also may limit access to education or what is discussed or ignored in the classroom and curriculum (Love, 2008). I argue that this entire process of academic hegemonization (Weis et al, 2006) and intellectual subjugation of educators will definitely discourage academic discourse needed to build a healthy academic environment. In addition, educators may be unknowingly doing harm to students by not allowing them to critique their teaching and learning materials.

Paradoxically, as educators in the classroom are not always engaged in the process of the development of course content or the teaching and learning materials they use, this has left them to become merely consumers of the materials rather than being able to creatively and proactively construct knowledge with their students (Love, 2008). Educators are at risk of losing various levels of control of their curriculum and might produce students who are misinformed in their learning or use the educational materials. This control over educational materials could result in a form of indoctrination (Pinto, 2007) of educators in what and how they teach at the expense of meaning making and critical thinking for students. As a result, classroom and textbook interaction could inadvertently be a greater impetus for uncritical acceptance of the curriculum

without knowing the actual implication of critical scholarships (Apple & Christian-Smith, 1991). In addition, routine conduct of repetitive exams and the process of students' scholastic regurgitation of materials taught is producing line workers rather than critical thinkers. As recent students are digital natives and becoming intellectually more sophisticated, they may be unable to connect issues to find sustainable solutions of problems related to the corporate world and more importantly problems related to their immediate communities. Educators' curriculum and teaching and students' learning are affected by teaching and learning materials as these educational materials can become a filter for what is learned in the classroom.

Johnson (2001) adds that the greatest challenge for teachers is to develop curriculum and educational materials based on participative decision-making where the involvement of all stakeholders, more specifically teachers or individuals who are directly involved in student instruction, must be a requirement of well-grounded curriculum development. In this respect, Au (2018) informs us that "the powerful have worked hard through textbooks and the media to construct a common-sense understanding that capitalism is a normal, if not progressive, manifestation of natural human relations—an inevitable outcome of human evolution" (p. 7).

Apple (1992) supplicates educators to accelerate the power of thinking to find contested sites where pedagogy is challenged under the neoliberal social order. I argue that one of the most subtle sites that drastically hinders the smooth flow of higher education's independence and critical pedagogy is higher education textbooks or corporate teaching materials which help to maintain a neoliberal social order to comply with established social structures and mould centripetally pedagogical practices in favour of social policy employed to bend educators' collective memory.

Aronowitz and Giroux (1985) argue that

we are today in the midst of a new debate on the role of intellectuals in processes of social and historical structure and transformation. In the first place, far from viewing intellectuals as marginal figures capable of grasping the totality of social and political relations, recent writers have argued that they have become central to the reproduction of both production and social life. (p. 48)

They contend that we live in false realities under a masking influence of neoliberal social order where powerful social structures, such as governmental institutions, cities' economic and commercial bodies, and universities' adherence to corporate structures, policy, and so-called municipal mandates connect social policy to provincial and then to the federal bandwagons which, despite all intent and purposes being democratic, succumb to inexorable demands and auditable pressures of corporate juggernauts. In other words, the current situation of teaching and learning is dependent on the alienated voices not only external to education system but also to themselves.

Purpose of the Study

The purpose of this case study is to investigate the corporatization of educational materials and its effects or influence on the ways university instructors and professors teach in an age of globalization. More specifically, I am interested in the use of teaching and learning materials from large publishing houses like Pearson and McGraw-Hill and how they are used in courses at the university level. The study also looks into the effects on teachers' ability to teach independently and freely in an age of neoliberal globalization. I am curious about instructors' reliance on teaching materials and resources derived from commonly used publishers such as Pearson and McGraw Hill. I also investigate how instructors may be forced to inadvertently negotiate their identity, pedagogy, knowledge transfer, and knowledge management in favour of

those shaped by corporate publishing houses. For example, Apple and Christian-Smith (1991) postulates three kinds of pedagogical reciprocity with textbooks: (a) dominated; (b) negotiated; and (c) oppositional. In a dominated pedagogical approach, teachers uncritically digest the content and teach the content as facts; a negotiated pedagogy is a way of teaching that will compromisingly teach without fully relying on the text; and thirdly, in an oppositional pedagogy approach, the teachers do not completely rely on the text and allow their students to analytically critique the text (Apple & Christian-Smith, 1991).

Significance of the Study

The research may be significant to university professors as it may help them reimagine their role not as consumers of teaching materials but rather as transformers of curriculum/teaching materials at a critical juncture in higher education where students' dissatisfaction is high, and the cost of course materials, expensive textbooks, and auxiliary coursewares have put immense pressure on students (Colvard et al., 2018). It is also noteworthy that teacher education faculties and schools of education across the educational spectrum have faced indirect criticism as being tacit to respond to students pressures, which Giroux (2011) says is neoliberalism's faceless assault on both the professoriate and higher education.

This study may also be important for centres for teaching and learning, and centres for pedagogical innovation and pedagogical development where it might help educators in higher education to strategize curriculum mapping for higher education institutes. This study may be helpful to educators who are willing to question their own pedagogy or traditional teaching methods and who may not want to use textbooks as a fundamental primer for their courses.

Research Questions

In conducting this case study, I pursued the following questions:

1. How do university instructors select and use textbooks in their courses assigned by their particular faculty?
2. What are the advantages and disadvantages of using assigned textbooks?
3. What are the effects or influence of the corporatization of educational materials on the ways that university instructors teach in an age of globalization?
4. What are the implications for faculty of education and teacher development programs?

Delimitations

Delimitation factors that affect this study are closely linked to the research design. A case study design has been selected because it has the potential to capture the lived experiences of the teachers as participants themselves as they are using the teaching resources and materials they are given to use in the classroom. According to Creswell (2013), Stake (2005) states that it is a choice between the researcher, methodology and a study design that the investigator undertakes to prove what is at stake . It is also an interesting factor to include here that this case study only took into account a Faculty of Education out of several faculties available in university who would be instrumental in their distinct approaches of tackling the issue of teachers' exclusion. Lin (2014) maintained that educational problematics are not related to educators anymore and discussed the declining agency of teachers in the policy and planning part. Finally, it is a subjective endeavour where the researcher will focus on discourse analysis of interviews. In this regard, Stake (2000) agrees, suggesting that case studies have become "one of the most common ways to do qualitative inquiry" (p. 435).

My Positionality

According to Sultana (2007), "It is critical to pay attention to positionality, reflexivity, the production of knowledge and the power relations that are inherent in research processes in

order to undertake ethical research” (p. 380). My positionality and situatedness is imbedded in my multinational locations that did not change but rather became strengthened with the passage of time. I have worked in the education sector in multiple international locations such as Pakistan, Saudi Arabia, and Canada. My work has shaped my self in governmental organizations in Pakistan as well as in Saudi Arabia. In addition, I also worked in a vibrant private sector where I have seen how policies were conceptualized, drafted, formulated, and finalized without taking into consideration the relevant stakeholders.

My work as an educator is strongly influenced by the idea of being a “transformative intellectual” who embraces critical pedagogy (Giroux, 1985). For example, I have continually repositioned my intellectual self so that I could consider the other side of a complex picture hidden from my eyes overlapped with multiple ideologies and philosophies that range from Gramscian cultural hegemony to critical pedagogy, critical consciousness, and critical race theory to Frankfurt School’s Habermas (see Apple, 2010). Through a relational analysis of my own thinking (Apple, 2011), I began to question my own class-bound ways of teaching in my classroom.

During this span of self-discovery and critical analysis, I reconfigured my conceptualization habits, perceptions, values, and self-beliefs to not think like an absolute outsider to try to conceive of multiple or critical perspectives to any issue. In essence, I believe that I adopted the self which I have not made but was forced into (Britzman, 2009). For example, I have adopted a stance where I try to see issues from a diametrically opposite perspective to what I have experienced all these years as a teacher, coordinator, senior lecturer, and then an instructor at Canadian college of applied arts and technology in multiple international sites located in both developing and developed countries. My experience of teaching in Pakistan in

secondary and postsecondary institutions involved consuming corporate textbooks and helping students to know how to use corporate educational materials in their pursuits where I taught graduate students and undergraduates. As for second world, I taught in Saudi Arab where I had worked as a senior lecturer and faculty coordinator for English language studies. There, I met on a daily basis with global oil and petrochemical powerhouses such as Saudi Aramco, Saudi Arabian Basic Industries Corporation, Schlumberger, Dupont, Total, and the likes which I encountered as a coordinator. My real experience to use corporate teaching materials was further enhanced as I used to requisition English language textbooks for ELC 001, ELC 002, ELC 003, ELC 103, ELC 104, ELC 205, and advanced English courses such as ELC 407. These textbooks cost over 2 million Saudi Riyals or approximately half a million U.S. dollars. These language art courses were tailored to the needs of local students who I helped to achieve their desired performances in language education. This was unique position where I directly saw how the upper management changed its mind to select and use this textbook over another. It was really educational for me to see how quick upper managers and directors are in changing textbooks as most decisions were based on cost savings and using newer versions of traditional textbooks.

These were unique positions where I was an active member on multiple committees that followed structural dictations on curriculum design, instructional design, and teaching and learning. My Middle Eastern experience was also very fruitful. In my experience in Canada where I teach currently, I have felt the need to incorporate better pedagogical practices well-aligned to de-construct the subtle corporate structures embedded in institutional policies and educational practices that I have experienced. Moreover, understanding several discrete layers of solidified ideas and hardened ideologies in the textbook publishing industry, my repositioning

was not easy to begin to challenge the commercial development of textbooks that have been used over the years.

Philosophical Assumptions and Research Paradigms

My philosophical assumptions and research paradigms are grounded in ideas proposed by scholars like Goya (1799) who titled one of his major works *The Dream/Sleep of Reason Produces Monsters*. Goya here suggests through the agency of his emotionally provocative classic paintings that one must think critically to oppose structures (Giroux, 2015). Based on my experiences mentioned above, I have come to realize how my initial academic, social, cultural, and political agencies were being derogated not only to capricious administrative desires but also to a neoliberal culture of educational auditing had begun to drain, demoralize, and immobilize my ability to question business practices in which I engaged. It was through at graduate program and learning more about questioning the status quo in my work that I began to raise questions about my use of textbooks with my own students. Giroux (2015) argues that pedagogy does not have to be an interplay between critical theory and postmodern ideals where revolutionary ideas of modern times should be incorporated into the existing curriculum for the better understanding of students. Critical scholars such as Gramsci (1971), who explicates “ideological hegemony” is important where one must stand guard to protect not only one’s self but also his or her existing structures. In addition, critical scholars Gramsci, Foucault, Giroux, and Apple help to provoke a conscious debate within me so that I can wage a personal war to fight my inner fears for the betterment of my own teaching and learning. That is how I approach this study. I present five philosophical assumptions (Creswell, 2013) that will guide this study: ontological, epistemological, axiological, rhetorical, and methodological. According to Creswell and Poth (2018), when researchers assume a qualitative stance to research, they are in effect at one with its

underlying philosophical assumptions, while bringing to the study their individual and philosophical understandings that result in determining the direction, scope, methods, and analysis of their investigation.

Epistemologically, I will try to connect to what is being researched as it is my foremost desire to learn more about my research participants. According to Creswell (2013), epistemologically the chief intent of a researcher in a qualitative study is to assume as close and candid a connection and relation with the study participants as possible to comprehend information dynamics around the lived experiences of participants. Epistemology lays emphasis on the researcher's relationship between the researcher and that being researched. Since I have experienced first hand as a college and university lecturer, as a teacher and then as a part of educational administration, this unique positioning will help me generate a connection between the researched topic and myself. Therefore, I believe that knowledge is socially constructed through the telling of stories and the recounting of our own histories.

Ontologically, Creswell (2013) states that it is an earnest responsibility of a qualitative researcher to inform the readers about the participants and the several personalities they carry within them. In this way, I will use direct quotes from the participants to seek out their perceptions on their lived experiences. Qualitative research is inductive in nature and I will be seeking the participants' perspectives on issues affecting their personal and professional lives.

Creswell (2013) states that axiological framework qualitatively inculcates upon the researcher to accept the values and collection of information during the reporting of the data and study results. As mentioned before, much of my work is guided by critical pedagogy as a theoretical framework. Similarly, I am trying to seek out the participants' perspectives. This

study is guided by critical theory, from which I draw to interrogate power structures as a part of the research process.

Rhetorically, as a teacher myself, I feel that language of research is key to the research process itself. Throughout this writing, I use the first person pronoun “I” as I believe that I cannot separate myself as the researcher from the research. According to Creswell (2013), the rhetorical researcher uses an engaging style of language as they must willingly admit that qualitative research is deeply personal in nature and literal in form.

Methodologically, Creswell (2013) says that researchers use details and not generalizations in the context of qualitative research. My observations, interviews, audio recordings and field notes helped me develop detailed pieces of information for my study. Stake (1995) and Yin (2003) emphasize the constructivist paradigm in conducting a case study. They believe that absolute truth is relative. For example, Baxter and Jack (2008) state that “one of the advantages of this approach is the close collaboration between the researcher and the participant” (p. 545). The unit of analysis are individuals who can easily be explored not through one lens but rather a variety of data sources.

In this study I draw from an advocacy approach as it engages the participants in discussion and hopes to develop strategies for change with the participants themselves. Advocacy research seeks to explore issues such as oppression, domination, suppression, alienation, and hegemony (Creswell, 2013). According to Jones (2010),

any of us who have paid attention have heard much over the years about how teacher education is a marginalized field, about how we who are charged with the preparation of teachers for public school classrooms must operate from the margins, from positions of limited power and authority, responsible to many others and not given adequate

responsibility and authority to effectively accomplish that with which we are charged.
(p. 9)

The above-mentioned pieces of information make this study interesting and challenging as it is, on the one hand, a study of the marginalized sections of society to which I belong, while on the other hand it is a study to expose the gradual march of neoliberal forces of corporations (Spring, 2006) in the field of education.

Limitations

The study focuses on only one Faculty of Education as a design which may limit the findings and results to that site. In addition, it is a case study model where nine participants took part, which may also limit the scope of the study. The study is limited due to the absence of rigorous triangulation methods whereby it calls for further similar studies with a different approach that may help solidify other grey areas such as study design, time factor, study participants from other faculties, and other higher education institutions.

Definition of Key Terms

- *Globalization 4.0*: The concept of free market with de-regulatory forces driven by technology and movement of ideas, people, and goods (Schwab, 2018).
- *Pedagogy*: The practice of teachers that are intended to support learning outcomes such as knowledge, skills, and values (Connell, 2013).
- *Textbook*: Course books used by teachers and students in pursuit of legitimate knowledge in educational set-up (Fuchs & Bock, 2018).
- *Educational Materials*: Digital and non-digital materials used to teach and or educate a person (Fuchs & Bock, 2018).

- *Neo-liberalism*: Market-driven philosophy for borderless economies where state is subservient to global corporates.
- *Intellectuals*: Educators who have ability to transform education oppositionally by being at odds with systems and structures (Giroux, 2015).
- *Disempowermentist*: This school of thought philosophizes that schools should be handed over to local communities as they are factory-like schools that unduly deprofessionalize, disempower, and “demotivate” teachers (Ingersoll, 2003).
- *Disorganizationist*: This school of thought forwards teachers’ accountability because schools are chaotic, loose, and lack organized patterns (Ingersoll, 2003).
- *Marginalization*: In this study, marginalization means social exclusion as a result of economic restructuring (Silver, 1994).
- *Corporatization*: In this study, corporatization is relatable to the commercialization of education and it is closely linked with its commodification (Davidson, 2015).

Organization of the Paper

In this section, I described the layout of the chapters in this thesis. In the introduction, I highlighted the problem of the growing number of commercial learning and teaching resources and their subsequent impact on not only educators and pupils alike but also policy-makers, politicians, and international organizations. Then I discussed the problem of my research which deals with educators who are heavily dependent on educational materials such as textbooks, workbooks, and teachers’ manuals. I extrapolated from theoretical frameworks of Giroux’s teachers as intellectuals and Gramsci’s ideological hegemony—where Giroux expects educators to break free from the immensely pressurizing neoliberal policies of subjugation to their global agenda, and Gramsci argues as to how social control happens through not brute force or physical

control but through establishment of norms and sophisticated techniques. Next, I discussed case study methodology as my selected design that becomes somewhat of a delimitation due to timeline scope and financial constraints. Then, I used Apple's relational analysis of my positionality which posits a critical pedagogical stance through the lenses of Giroux (2015), Apple (1992), and Foucault (1977).

Chapter 2 presented the literature review in which I discussed the neoliberal policies to subdue education and educators via their powerful intermarriage with governments and their gradual effects on the teaching profession. Then, I discussed the phenomenon of globalization of education through corporate ideologies in the last five decades. Here, I further highlighted the complexity of neoliberal policies in higher education and its gradual metamorphosis into a satellite of neoliberal pro-market regimes. I explicated how this results in the educators' inability to teach effectively due to issues such as educational auditing, the corporate structure of education, and the university's dependence on government on funding.

Chapter 3 described my methodology using case study and the procedures I used to bring rigour to my data analysis through bounded cases. The methodology sections also touched upon why I chose a case study design and it also discussed as to how I overcame issues such as bracketing, researcher as a stranger so on and so forth. In methods, I also talked about the data analysis through member checking, how interview questions were generated with a help of literature review of most up-to-date literature available on the topic and ethical consideration via REB protocol. Chapter 4 presented my findings where I have come up with seven findings through data analysis of nine university instructors who were randomly selected, thanks to Dean's office for the investigation of this topic. Chapter 5 discussed the results and their implications through an interpretative paradigm via the critical lens of Giroux's (1985)

transformative intellectuals and Apple's(1992) textbook comprehension in terms of dominated, negotiated and oppositional framework. As the data analysis was a cumbersome task, I had to also use Apple's(1992) framework with a clear view on oppositional pedagogue to use transcripts. In Chapter 6, I presented the implications and conclusion and offer recommendations for using textbooks and educational teaching and learning materials in the university courses. Here I offerd textbook usage is a matter of spectrum rather a binary. I also talked about textbook free university policy with cost benefit analysis.

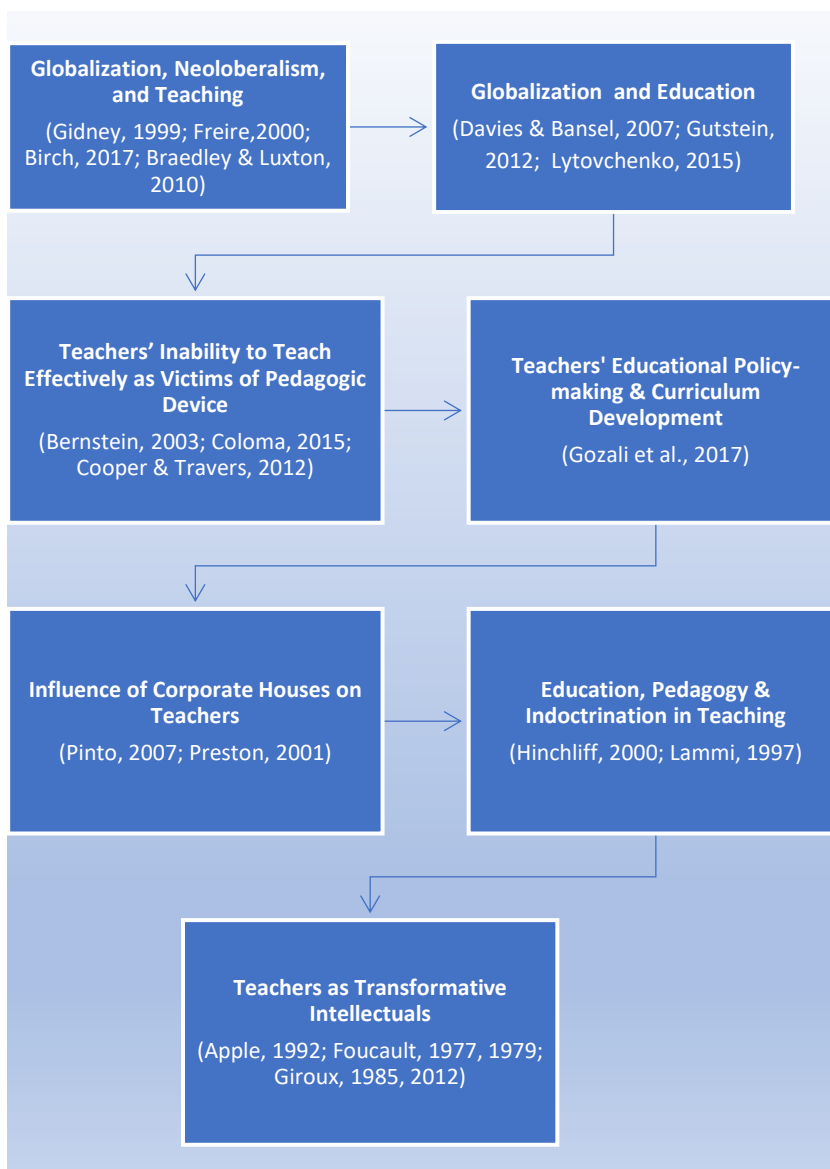
CHAPTER 2

LITERATURE REVIEW

This chapter provides a critical evaluation of the existing academic literature on the corporatization of teaching materials and its impact or influence on university professors in an age of globalization. Figure 1 presents a concept map for the literature review in this study.

Figure 1

Literature Map



Since 1990, (Gidney, 1999), educational policy-makers and university administration, where business models and the banking model of education through standardization or measured assessments have been promoted (Freire, 2000; Love, 2008) and entrepreneurial narratives (Birch, 2017; Zuidhof, 2014) have inadvertently changed teaching and learning in favour of using an increasing number of textbooks and educational resources from several corporate media houses. The Freirian definition of the banking model of education is part of a critique of the traditional model of education where students are seen as empty vessels to be filled with knowledge by the teacher. Students' prior knowledge, engagement and connection to the materials they are learning, and own thoughts and ideas of how they made sense of what they are learning were not valued. The growing neoliberal market approach to educational philosophies and their intent to develop student-centric approaches has made it more difficult for university educators or professors (Berg & Seeber, 2016) based on the perspective of corporate education policy and its impact of eroding skills such as course design, organization of instructional tools, and creative pedagogical practices. Several studies have shown the contradictory politics of education under the mask of knowledge innovation and knowledge transference; on the one hand, publishing houses support pedagogical innovations, while on the other hand they are fast applying artificial intelligence tools (Ross, 2015) that can de-skill educators for their own profit making (Apple, 1992; Olson, 2018). For example, Humble and Mozelius (2019) and Diyer et al. (2020) determined that educational establishments across Europe and internationally will be wired and connected to artificial intelligence to facilitate teaching and learning as both European and other international educational systems have no choice but to incorporate artificial intelligence. In addition, far less appears to have been written in favour of teachers' participation in the selection of teachable materials whereas there is a deregulatory free-market policy in the selection of textbooks

in the developed world (Reichenberg, 2016). Reichenberg (2016) argues that “although the United States has seen a series of studies examining pupils’ use of textbooks, little is known about that of teachers” (p. 146).

In a review of the current academic literature, I have identified seven areas of concern for research and scholarship related to the research problem of this study: globalization and neoliberalism; irreversible phenomenon of neoliberalism and education; history of corporate education and globalization; teachers’ inability to teach effectively; educators’ non-participation at educational policy-making levels; influence of corporate houses on teachers’ pedagogy and indoctrinated teaching; and finally, developing teachers’ capacity as “transformative agents” (Giroux, 2012) in the age of globalization (Apple, 1992; Bernstein, 2003; Birch, 2017; Braedley & Luxton, 2010; Coloma, 2015; Cooper & Travers, 2012; Davies & Bansel, 2007; Foucault, 1977, 1979; Giroux, 1985, 2012; Gozali et al., 2017; Gutstein, 2012; Hinchliff, 2000; Lammi, 1997; Lytovchenko, 2015; Pinto, 2007; Preston, 2001).

The following section gives details of of these seven areas of concern. It is also important to note that although these corporate publishing houses have showed skewed statistics as to how these materials improved students’ cognitive skills (Flanagan, 2008; Tregubov, 2020), very little has been written on the gradual de-skilling of educators in the aftermath of pre-designed and pre-selected teaching materials. According to Gür (2014), several studies conducted in the 1980s in Western countries acknowledged the weakening agency and dwindling power of teachers as mere onlookers, outsiders and being strictly subject to the external pressures in their educational endeavours. Gray (2007) states that teachers in his study face the same phenomenon and adds that teachers have been reduced to mere technicians over the consumption of materials. As a result, assessment, standardization, and simple pedagogical procedures have

been made so complicated and intricate by the corporate publishing media houses that every single teaching step has been prescriptively defined and explained in highly rigid teachers' manuals where instructors could not help but depend on voices alien to the instructional design and systems (Giroux, 2016a, 2016b).

Globalization, Neoliberalism, and Teaching

The advent of neoliberal globalization is argued to have grown out of the 1980s by the U.S.–U.K. or Thatcher–Reagan dyad (Connell & Dados, 2014) that has transformed global economics and brought in personal, social, institutional, national, and international policy complexities, let alone educational dilemmas both in the local and international education arena. Neoliberalism as an ideology is the promotion of deregulated, globalized frameworks that have fully gripped every aspect of our daily lives (Birch, 2017; Braedley & Luxton, 2010; Connell & Dados, 2014). In this way, “globalization is an enormously interactive social process, in which people, albeit often unwittingly, increasingly interrelate through complex international financial and investment institutions, extensive trade and production networks, [and] sophisticated modes of communication, all within changing global cultural and ethical parameters” (Cole, 2003, p. 223). The march of neoliberalism into the lives of academics is not an open secret where insurmountable neoliberal structures rationalizes marketization (Compton & Weiner, 2008) on the minds of its subjects. Gupta et al. (2016) argue that the impact of neoliberal educational restructurings on higher education is in this way. Gupta et al. (2016) maintain that:

1. higher education once publicly funded is now being heavily privatized confusing public-private distinctions;
2. pedagogical alignments with private interests with limited criticism;
3. exceeding hierarchizations and academic ad hocism by hiring precarious pedagogues;

4. corporatizing academic values, work, and academics to control his or her work;
5. slashing funding to see what shakes out for “organising conferences, exhibitions, networks, events, etc.” (p. 2) at the expense of intellectual sterilization; and
6. “systemically reducing, therefore, academic freedom—in the undertaking of teaching and research—and the social and economic freedom of students, teachers, and researchers (down to the increasing dependency on managers and within families)” (p. 2).

In this way, Arnove (1997) vehemently maintains that the implementation of neoliberalism that discourages centrality and encourages private policies in education systems speaks volume for this market-free, and for deregulatory forces to dislodge the education system in these ways: (a) being democratic means being well-organized, and answerable; (b) being more alert to the needs of community and demand of local businesses; (c) more authority of teachers, parents, and others in the education community while improving the effectiveness of school reform; and (d) being able to advance institutional quality and increase capitals available for teachers’ salaries through competition.

Harvey (2005) argues that the concept of corporatization and free market philosophies should be employed to free human beings from the regressive forces that chain them. According to Astiz et al. (2002), Western democracies such as Canada, the United States, England, and Australia have completely modernized public sector education by implementing a policy of decentralization, financialization, privatization, marketization, and standardization in every walk of life.

The prevalence of neoliberal philosophy has been present in Western countries such as Canada, the United States, Australia, and England since the 1980s. In this way, Davies and Bansel (2007) argued that neoliberal policy-makers have infiltrated since 1980s into the

education institutions through backdoors by influencing government policies, initiating public debates, and pouring more funding into the systems to further liberalize education to their ends.

Globalization and Education

Neoliberal prevalence and deregulation on social institutes such as the state, the family, the corporations, the education system, and local municipalities have led neoliberals to institute further modifications in the existing systems vis-a-vis education and privatization. Birch (2017) argues that this economic sociology, from the perspectives of the institutionalists, infiltrates unproblematically into policy forcing the systems to translate these unexamined reforming ideologies to be translated into social transformations and subsequent policy implementation at all levels. Similarly, this intricate phenomenon of privatization in education has opened up the market for external players to change the roles of educators. As Valli and Buese (2007) argue that educators have faced a phenomenal increase in their functions through the agencies of federal, state, and local policies which promote to augment students' achievement and their educational performance. Here Valli and Buese say that unnegotiated, unmediated and unwanted policies pieced together encourage only a climate in which teachers are required to narrate to their pupils in a different way, and formulate bizarre teaching practices in the name of pedagogical innovation that are not pedagogically at one with what they have been taught in their education schools which might create high level of anxiety.

Teachers' Inability to Teach Effectively

These increasing pressures, such as adopting mainstream voices, for example, corporate pressures to include the roles of businesses in job market, submitting to Federal immigration policy, and global cooperation via textbooks, duplicating selves to adapt their pedagogy to governmental and corporate structures (Fuchs & Bock, 2018), result in the teachers' inability to teach effectively. This entire scenario of teachers' inability to cope with pressure has been

explained in a critical study conducted initially in 1996 in England and then in 2012. Cooper and Travers (2012) critically argued in the preface of their book that

unfortunately, this description aptly reflects what most teachers are currently experiencing in schools throughout the UK. Enormous change has taken place in teaching which most teachers find difficult to cope with. It is not that the majority of the changes are intrinsically flawed, but rather that the individual teachers have been unable to cope with the pace and extent of the change. Within a short period of time, a major restructuring of the teaching profession, schools and the educational establishment has taken place, from the National Curriculum to local management of schools to budget holding at school level to student assessment. (p. 9)

Furthermore, a study examining institutionalized schooling practices discloses new neoliberal discussions that promulgates and influences children to become humans who unwantedly venture on uncharted waters. According to Blum and Ullman (2012), educators are often unwittingly bounded systematically to promote tacit capitalist tendencies in students which encourages a consumption mindset conducive for reckless entrepreneurial behaviour. They argue that neoliberal policies in education has continually disempowered teachers and transformed the delivery of public education into a business-driven model. Blum and Ullman (2012) further maintain that neoliberal's only catch-phrase is to inculcate a pliant citizen with more focus on lifelong learning and "homo economicus"(p. 368). They also hold that in neoliberal societies like other consumable items, education is also like a product to be marketed in a global arena. When students are taught via corporate-generated textbooks business point of views, they adopt risk-taking, dangerous, and reckless ideas. This study also sheds light on the neoliberal expansionist mindset when these free marketers turn school and educational establishments into a "branding place for corporate expansion"(p. 368). They add that it is no longer the job of teachers to control

children's capitalist subjectivities. They state that educators tacitly and willy-nilly publicize, regurgitate, second, and then promulgate children's beliefs and values over the capitalistic tendencies; therefore, school-going children step into the educational systems influenced by entrepreneurial mindsets to prepare them for their future role in society. This regretful state of affairs that depicts what educators have been desperately going through has been captured by Chomsky (2017) in his book *The Responsibility of Intellectuals*. Chomsky states that it is pointless to even think that we are under constant attack from the neoliberal forces who are intent to injure our pedagogical power. He adds "to prove that we are menaced is of course unnecessary, and the matter receives no attentions; it is enough that we feel menaced" (p. 16). Chomsky believes that we need to recognize that educators have been constantly under attack from all corners and teachers need to make a conscious effort to challenge these tacit ideas and ideologies in their teaching.

Teachers, Educational Policy-Making, and Curriculum Development

Teachers' vulnerability starts with their limited involvement in educational policy. Lilly (2012) expresses surprise on how she is not being given due heed as an educator by the policy-makers where they deliberately ruled educators' voices out of the educational equation, and their voice gets dimmed to the point where educators are left voiceless educationally. Teachers are gradually slipping into roles of passive facilitators rather than active participants in the delivery of knowledge. Educators at all levels have always had a tenuous relationship with the development and control over their curriculum. Gupta et al. (2016) suggest that the critique of the interventionist policies of corporate university structures in the lives of academia thanks to instrumentalities and business-favouring directives rather than knowledge-enhancing opportunities. In particular, it is clear from this research that "teacher education has been

systematically degraded since the 1980s with the publication of dozens of reports attacking public schools, teachers, and the universities that prepare them” (Baltodano, 2012, p. 497). Fast-track degrees, more of unguided algorithmic assessments, standardization, and measurements, absence of educational philosophy has nurtured a culture of educational disenfranchisement both in educators and students. Their lack of participation in the decision-making process is problematic for education of the 21st century, so much so that the state needs better equipped citizens and their well-defined roles in the system.

Interestingly, teachers are not being asked by school administrators to do classroom research. In other words, there is very little action research. Collins (2000), describing the educational state of affairs in Australia, noted that some teachers feel that reskilling imposed by state and federal policy has doubled their workload, which has demotivated them to the point of professional anxiety and has increased their doubts in the systems—specifically the education system. Moreover, the unskilling and deskilling process has turned the table against teachers in a way that they no longer feel motivated in pedagogical transactions: almost a huge chunk of teachers and students’ academic time is spent on doing” “lectures, recitations, and worksheets” (Cohen & Spillane, 1992, p. 37). They add that mental work is not cognitively stimulating or demanding where students feel challenged or teachers feel motivated. All activities are intellectually dull where unmanaged pedagogy takes center stage wrapped in activities alien to both teachers and students alike.

Similarly, teachers are mechanically tied to the routine work at the cost of their intellectual growth and their students’ successful transition into society (Pinto, 2007). Gupta et al. (2016) maintain that university educators teach democratic ideas communistically. Educators

are teaching not freely or independently but under corporate university structure's immense pressures. Gupta et al. (2016) investigate that:

In communism, Marx and Engels wrote in 1845–1846, everyone is able “to hunt in the morning, fish in the afternoon, rear cattle in the evening, criticize after dinner, ... without ever becoming hunter, fisher-man, herdsman or critic” (Marx & Engels, 1976, p. 47). Now, is this not how everyday life of today's academics looks like? Are they not also teaching in the morning, serving coffee in the afternoon, proofreading in the evening, and grading after dinner, without ever becoming teachers, waiters, proofreaders, or PhD supervisors? Indeed, the world of academic workers appears as what Marx and Engels described as communism. (pp. 1–2).

The argument here is that faculty members are at risk of becoming caught up within the routines of faculty work and overloaded with their academic and service responsibilities. Without realizing it, teaching materials can become the one-size-fits-all and a preferred option because of its prevalence.

Valli and Buese (2007) explain the downward trajectory of this teaching profession in this way: Educators face frequent dilemmas in the shape of supervisions during their instructional timing imposed upon by their immediate supervisors and managers who intervene to tacitly dictate educators through the instruments of student surveys and other educational rationalities. Obviously, these unwanted and unwarranted supervisory sessions are nothing but a form of indirect surveillance. Gür (2014) argues that accusations about Western English-speaking countries are an open secret where educators' mode of instructions and delivery has drastically been transformed to a point where they are no longer active participants in the process of education but rather silent observers over educational transactions. It is clear from these facts

that educators are being marginalized in all aspects of their lives from all corners, be it locally, provincially, or federally. The narrative of upskilling has resulted in further deskilling of teachers in industrialized nations, exposing them more and more to the forces of control of corporations and the globalization phenomenon.

Braverman (1998) maintained in his influential 1974 book, *Labor and Monopoly Capital*, that consumerist behaviour, commercialism, and industrial modes of production have ruined the skills of people in a gradual way. As teachers are being slowly and gradually deskilled and receded to the seats of passive participants rather than active propagators of their vision and intellectual abilities, society is unable to take up challenges of technological advances, metropolitan issues, and the complex paradigm changes that corporations face in every day of their commercial transactions. In the recommendations section of his study, Gür (2014) asserts that educators' work has soared, whereby additional research is necessary to see the possible pros and cons. He points out that this research must challenge traditionally well-entrenched notions of lack of teachers' involvement and less workload in their respective areas. This compounding situation has contributed to educators being kept out of educational policy and also prevents them from being taken seriously by their respective administrations.

Apple (1988) states that teachers have been redirected to comply with decision-makers who represent teachers without allowing them to be a party to the decision-making process. Their critical agency is wilfully challenged. In this case, educators are never consulted in the real sense of corporate engagement and sustainability policy, which fully persuaded me to delve deep into and question educators and their compromised self as a participatory force in educational policy.

In addition, there are increasing demands on schools to churn out fast-track graduates at the cost of even admission requirements (Baltodano, 2012). In my position as a researcher, I seek to

unpack and uncover the hidden curriculum of using corporate teaching resources and materials in forming a critique of issues of corporate education, large publishing houses, and educators' undue submissiveness and intellectually unassertive behaviour. In this scenario, there are some "critical disjunctures between aspects of everyday behaviour" (Sultana, 2007 p. 374) that we carry as a researcher.

Influence of Corporate Houses on Teachers

Ravitch (2016) asks this: if we as a nation are fully ready to relinquish our children's educational fate, teachers' professional development and meaning of knowledge in favor of Pearson. Commodification of education and the pervasive corporate philosophies are an open secret in the fast-changing neoliberal world where the concept of globalism and globalization has fully gripped public policy, let alone education policy. Pearson's claims of supporting the school systems and educational supplies market or industry has been moving to completely operating them is now a reality. According to Hill and Barber (2014), the biggest drawback in teachers implementation of the publishers' new strategy is their resistance to guard their autonomy both in the U.S. and in Canada.

Similarly the fierce acquisition of educational resources by Pearson (for further critique, see Bennett, 2019; Gutstein, 2012; Hill & Barber, 2014; Ravitch, 2016) not only in North America but also globally is obvious as it eyes the global education market, which has an estimated value of US\$5.5 trillion. Pearson acquired the rights to 21 U.S. states with 40,000 student customers where it has been frantically following its corporatization of education agenda through charter schools.

This surreptitious march of corporate publishing houses (such as Pearson) started with the following acquisitions: Connections Education (Online platform for charter schools), Apple

Computer's PowerSchool; Burnaby, B.C.-based Chancery Software, and Administrative Assistants, the Ontario-based company BCeSIS (Gutstein, 2012). Gutstein (2012) notes that the fierce acquisition of these learning and educational establishments provided Pearson an inside approach where it can track easily where state funding is being pumped more and which part of education is being supported. The sly involvement of neoliberalism has led first to the privatization of education and then educational materials with no exception of instruction, assessment, school administration, leadership development, coaching, and ongoing consulting (Gutstein, 2012). Bernstein (2011) maintains that "it [Pearson] would make every teacher and school student in the United State a potential customer" (as cited in Gutstein, 2012, p. 2). Corporations inculcate that their interest ties well with the citizenry but the case is opposite.

Pedagogy and Indoctrination Through Teaching

In the book *Education, Change and Society*, Debra Hayes (2013) describes pedagogy as specified teaching practices that are meant to assist students educationally in their targeted endeavours such as knowledge acquisition, skills cultivation, and directed evolution of their behaviours, for both personal well-being of students and developing constructive society at large. Now, it is better to parse the definition step-by-step. First, the definition states practices of teachers that support student learning outcomes. If attention is paid to this phrase, practices of teachers have been "personalized learning" (Gutstein, 2012, p.12) for Pearson where student learning outcomes have been hidden somewhere in 300 pages instruction guides for only a 10-page story (Ansary, 2004). Then, the definition of pedagogy includes acquisition of knowledge and skills which are blurred by an "oligopolistic structure.... resulting in the textbooks that contain a filtered view" (Pinto, 2007, p. 112). Finally, it says "development of values and dispositions that contribute to individual's wellbeing and to society" (Hayes, 2013) where hidden

curriculum material has amounted to indoctrination where graduates have limited view of the world around them (Lammi, 1997).

Educators as Transformative Intellectuals

We are today in the midst of a new debate on the role of intellectuals in processes of social and historical structure and transformation. In the first place, far from viewing intellectuals as marginal figures capable of grasping the totality of social and political relations, recent writers have argued that they have become central to the reproduction of both production and social life. (Aronowitz & Giroux, 1985, p. 48)

As the above quote demonstrates, this degrading state of affairs of education and pedagogy can only be handled by what Giroux (1985, 2012) called teachers as transformative intellectuals. Giroux (1985, 2012) dichotomizes the roles of educators as “technical intelligentsia ... functioning” (p. 48) rationally under advanced industrial societies with postmodern dilemmas, and as traditional educators who are totally aware of the intricate interconnectedness of complex systems through their critical scholarships. Giroux’s teachers as transformative intellectuals can make enormous change in a society if only they teach consciously within their moral compass in what Sigmund Freud referred to as an impossible profession (Britzman, 2009). They can critique conscientiously or consciously without regard to pre-designed, pre-selected, and pre-packaged teaching materials superimposed by publishing houses. They have the power to replace, alter, and change the course of actions of cultural, social, and political thoughts in a given society. Educators can be both givers of knowledge and innovators of knowledge. Teachers’ intellectual bearings revolve around language which not only makes them humanistic but also sets them apart from their contemporaries as a good, better, or the best teachers.

According to Giroux (1985, 1989, 2012), traditional language around educational instruction is grounded in limited and mechanical standpoints. This limited diction, undoubtedly, has direct or indirect effects on the “passivized technicians and proletarianized educators” (Safari, 2016, p. 74-76; see also Apple, 2011, 2010; Giroux 1985, 1989, 2012) through the language of performativity because these already pressurized educators incomprehensibly mould and willingly bend their pedagogical communications to be in step with the systems or sites external to educational institutions.

Giroux (1985, 1989) suggests that his transformative intellectuals must:

1. Have emancipatory interest in helping students;
2. Be critically engaged in deconstructing the text in its all forms, be it either political, cultural, religious, or social;
3. Employ language of critique in pedagogical experiences;
4. Be unfettered by professional and academic discourses;
5. Treat students as agents of change;
6. Problematize knowledge by invoking dialogue;
7. Don contradictory roles in the sphere of learning and teaching;
8. Offer critical scholarship in university via exposing dominant culture; and
9. Question cultural formations.

If transformative intellectuals want to hegemonize the sphere of learning, they have to employ these things at the expense of rationalized instrumentalities or what Bernstein (2003) called as instances of “pedagogic device” (p. 365) employed by the neoliberal educational models to exploit educators in the name of educationalization (Singh, 2015). Rather, pedagogic device blurs educators’ vision gradually and delimits their intellectual desires in favour of the

powers that are hidden and dissemble their surreptitious desires of influence by overpowering critical voices of educators. Singh (2015) defines it through the critical theoretical lens of Basil Bernstein's totally pedagogizing society (TPS) and his use of "pedagogic device" to show educators' passivization. She illuminates the educational system on the heels of the Enlightenment served as checks and balances that turned out to be a sole catalyst in the national building for modern and liberal education systems across Europe. Teacher replaced the ecclesiastical seat of clergyman by displaying moral uprightness, wisdom, and authority. Now students were subjected to the good behaviour of educators who acted as the pilot to which the students were subjected in the classroom. The teacher knew the way that had to be followed and the best techniques to apply. The principal concern was to "save" the child, to offer it help so that it would not be subject to harm. This increased attention on the pedagogical sphere was also meant to achieve the moral elevation of people. "Educationalization was bound up with moralization. More pedagogy, therefore, did not necessarily result in more autonomy for the child but could, inversely, result in extended dependency" (Depaepe, 2012 p. 168).

Foucault (1977, 1979) and Giroux (1985, 1989, 2012) see language not merely as a tool to express one's feelings but rather more than what one can express through this medium. Once teachers identify and regain their lost sphere of knowledge dissemination as intellectuals, they can set the stage for students to be better-engaged and well-prepared citizens. According to Foucault (1977) and Giroux (2013), language is not but an instrument of power and if teachers use it properly, it will empower them to challenge the corporate capitalism. In addition, this will help teachers challenge the pre-designed material and allow them to transform the system.

Apple (1992) says that educators are not merely "delivery systems of facts" (p. 4) who must counter hegemonic discourses and fight back institutional discrimination. Apple (1992)

wants his educator to oppose textual authority “divorced from its context of power relation” (p. 10). He proposes three ways how educators interpret texts: dominated, negotiated, and oppositional. He demands unequivocally from the educators to reject dominated ways and negotiated ways to run counter to the critical discourses in the society. Apple (1992) adds “the educators must reposition himself or herself to take the text” (p. 10) on the part of the oppressed. Constructions of the text must be intervened as well to make new meaning in the sphere of learning.

CHAPTER 3

RESEARCH DESIGN

In this chapter, I discuss the rationale for choosing a qualitative case study methodology through the lens of scholars such as Denzin and Lincoln (1994, 2000, 2005, 2011, 2018), Guba and Lincoln (1982), Flick (2014), Flyvbjerg (2006), Stake (2000), Yin (2017), and Creswell (2013). I outline the benefits of a qualitative research (Flick, 2018), and in particular, the benefits of a case study design (Yin, 2017). In addition, this chapter also addresses some methodological concerns such as bracketing (Tufford & Newman, 2012), the role of researcher as a professional stranger (Agar, 1996), data collection methods (Flick, 2018), data analysis (Flick, 2014), recruiting participants, and ethical considerations (Baxter et al., 2015). I highlight the processes of obtaining the Research Ethics Board's clearance from the university, participant selection, sampling strategies, the informed consent approval process, interview protocol, data verification, triangulation, and issues around confidentiality (Denzin & Lincoln, 2018).

Creswell and Poth (2018) call upon qualitative researchers to adopt a creative posture for data collection during the research. An attempt has been made to this end to use multiple research strategies for this “methodological bricolage” (Denzin & Lincoln, 2018, p. 431). What methodological bricolage means here is that as a researcher, I chose the most appropriate tools from the “social sciences, humanities and hard sciences” (Yee & Bremmer, 2011, p. 1) in the conduct of my research so that new knowledge can be created for the better understanding of the topic for a specific audience.

Rationale for Qualitative Research

Flick (2014) states that the data richness of qualitative research design can produce more contextual information than a rationalistic research design if employed rigorously. Flick further acknowledges that there is inbuilt discrepant behaviour in the conduct of quantitative research.

He holds that participant anonymity becomes further mysterious in quantitative research since there is no such way to visualize respondents. Flick (2014) adds that “usually it is impossible to identify a participant from a survey and the statistical/numerical data published across numerous cases” (p. 42). As this study is meant to explore corporatized educational materials and their effect and influence on the ways university instructors and professors teach in an age of globalization, it uses what Denzin and Lincoln (2018) propose as a historical present that frees transformative agents from undue duress for the visions that question critically the status quo and fight for their suppressed roles as these roles may stir agitation emotionally, behaviourally, and mentally. They add that it is all under moral authority that a researcher challenges existing norms and established values embedded in the power structure. The reason behind doing my qualitative study is that it unifies all forms of research for the better understanding of the cases at hand.

Selection of Case Study as a Research Design

Flyvbjerg (2006) suggests a case study as the intensive analysis of an individual unit; he treats it as a “methodological pluralism” that can be employed to bring more rigour to the analysis of cases. According to Bouma et al. (2012), a case study is an impetus for larger qualitative studies. To Creswell (2013),

a case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. (p. 73)

In this way, the researcher can generate different contact points from different sources during the span of a research study. Case study is also useful and can be identified with a “mixed or multimethod research design owing to the fact that it makes possible a micro versus macro

perspective and avoids the kind of myopic view of a research topic that follows from using only one method of study” (Denzin & Lincoln, 2018, p. 603). This case study uses one-on-one interviews with members of a Faculty of Education to elicit their professional experiences and informed opinions. It also uses digital artefacts such as newspaper articles, blogs, vlogs, and online textbooks for content analysis of corporate education materials and textbooks in the one Faculty of Education in Canadian context.

According to Creswell and Poth (2018), case study takes place owing to a problem which needs to be addressed and cries out for immediate solution. For this study, I employ a qualitative case study method because it emphasizes a detailed contextual analysis of an issue through a limited number of events or conditions and their relationships. The participants of the study are nine professors or sessional instructors with different teaching backgrounds in the Faculty of Education and have taught and provided their extensive pedagogical expertise at different grade levels (elementary, secondary, highschool, undergraduate, and graduate) not only at the university that they teach at, but also in different settings like the local schools boards. Creswell and Poth (2018) argue that the diversity of the participant pool presents a challenge whereupon data interpretation needs diligence from the researcher to find thematic commonalities, making it difficult to determine the underlying themes and experiences of the study participants. He further argues that the study of several individuals, each described as a peculiar case, is considered a collective case study and is acceptable practice (Creswell, 2013). Professors from different subject areas were considered as a participant pool to generate more rich responses in this case study.

Case studies are suited when it is very difficult to distinguish between “the boundaries between phenomenon and context” (Yin, 2009, p. 18); like in this case, the relationship between professors and commercial teaching materials is not clear. On the one hand, it is a common

practice to use pre-designed teaching materials and textbooks and on the other hand, studies conducted by Pennycook (2017), Pinto (2007), Provenzo et al. (2011), and Reichenberg (2016) suggest that teaching and learning is beyond textbooks or pre-designed materials (Micheal Soskil, 2018 for more detailed analysis). Doucet et al. (2018) maintain that knowledge is more accessible in the 21st century than ever in human history where it should be taken advantage of at the expense of cultural and organizational barriers.

This case study fully took advantage of open-ended, unstructured, or semi-structured interview questions because such questions help reveal the participants' shared experiences and ask follow-up questions to get a better understanding of their responses from the one-on-one interviews (Creswell & Poth, 2018). Interviews were conducted in summer break (intentionally chosen because it is summer break time and professors had no teaching or administrative pressure). Moreover, this case study also investigates where neoliberalism and globalization have influenced a specific aspect of the participants' selections of educational materials provided by corporate media or publishing houses. This study also included an analysis of educational textbooks and teaching materials, workbooks, and teacher manuals. According to Bouma et al. (2012), a case study is an impetus for larger qualitative studies and it examines cases "over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports)" (Creswell, 2013, p. 73).

Sample Size

The participants of the study were nine professors or instructors teaching in a Faculty of Education at one comprehensive research-based university in Ontario Canada. They stem from rich teaching and administrative backgrounds. As Creswell (2013) points out, the diversity of the study participants generates richer data whereby the analysis of interviews could turn out to be cumbersome for the common themes' meaning, rendering a task of interpretation difficult for the investigator. Because the study set out to explore the effects of corporatization of teaching

materials on ways university professors teach in an age of globalization, questions asked in the interview guide sought to learn more about corporate publishing houses, professors' subsequent interest in using corporate teaching materials or textbooks in the light of intricacies of the relationship between teaching materials, higher education, and globalization.

Sampling Strategies

The rationale for using a case study is to bring more rigour to the phenomenon under study. I used random sampling for the participant selection. The REB's rationale behind being instructed to use random sampling was (a) all undue influence could be minimized, (b) I should not influence my study participants, and (c) my data should be contradictory to see consistency or inconsistency in my data set. It was very difficult for me to use random sampling in a qualitative case study as I was afraid of not getting enough participants for my study. Fortunately, within 2 weeks of email dispatch, I received responses from 11 participants to willingly take part in my study.

Participant Selection for the Study

According to Yin (2017), it is important for an interviewer to adjust his or her schedule to the availability of the interviewees. The participants of this case study were randomly selected from a Canadian university where I followed the Research Ethics Board's protocol.

As per the instructions of the Research Ethics Board, I followed the eight-step agenda for the recruitment of study participants:

1. I officially sent an email (with the approval of my supervisor Dr. Allen) to the Dean of Education at the university. I sought the Dean of Education's permission to talk to contact instructors in the faculty by email.
2. Then, I asked the Dean of Education's secretary who had sent emails to all instructors and professors in the Faculty of Education (not only associate, assistant, and tenure-track professors but also sessional instructors). I also posted recruitment flyers in the faculty

building. I requested permission to present at a faculty council, and to invite faculty and hold a recruitment presentation.

3. Then potential participants were recruited through emails and posted flyers in the faculty lounge.
4. Potential participants contacted the researcher by email only.
5. Participants were briefed on the project through a small presentation. I sought participant consent. At this time, questions were entertained, and clarifications were made to the participants.
6. Several days before each interview, questions were given to each participant to provide them with time to reflect on their experiences and prepare for the interview.
7. The researcher set up a time to meet the participant and reviewed the consent materials.
8. Afterwards, participants were interviewed individually in a confidential space through an audio recording device.

One-on-One Interviews

This study is based on open-ended, semi-structured, or unstructured interviews. Interviews lasted on average 1 hour and 30 minutes. I transcribed the tape-recorded interviews and for better transcription and neutrality purposes, I also used technology to match the consistency of my transcripts and technology-based transcripts. After the participants responded to my email, I contacted them and arranged to meet with them for an interview. Some interviews were conducted in the professor's or instructor's respective offices, while others were conducted in classrooms where teacher needed more privacy.

The Role of Researcher as a Professional Stranger

My role as a researcher was to conduct a “trustworthy” study. For that reason, I carried out multiple roles: as a one-on-one interviewer, coordinating with the Dean's Office, as an insider, as a graduate student, and as a researcher as a “professional stranger” (Agar, 1996). I

wanted the study to be credible, confirmable dependable, and transferable (Guba & Lincoln, 1982). Thus, I adopted the role as Agar (1996) puts it as a “professional stranger” to fulfill the requirements of of my research, “so that reviewers can appreciate the internal construction of the rigor” (Denzin & Lincon, 2018, p. 1401).

Data Collection

A case study approach involves multiple data sources and for the validity of data triangulation, document analysis was chosen as one of the methods used. According to Bowen (2009), document analysis involves the researcher analyzing artifacts such as flyers, posters, handbooks, training materials, and online resource materials. I followed O’Leary’s (2014) eight-step document analysis planning process to analyze artefacts such as YouTube, blogs, newspaper articles, secondary sources, and videos found in library and newspaper archives (Bowen, 2009). I used social media posts, and other internet resources where research sources were not sufficient. In order to bring more rigour to my study, I followed O’Leary’s document analysis planning process mentioned below and documents were analyzed for better triangulation by combining interview transcriptions with artefacts.

1. Collect relevant texts found in library and newspaper archives.
2. Develop a systematic approach for the organization and management scheme.
3. Make copies of the originals for annotation.
4. Assess authenticity of documents.
5. Explore document’s agenda, biases.
6. Explore background information (e.g., tone, style, purpose).
7. Ask questions about document (e.g., Who produced it? Why? When? Type of data?).
8. Explore content.

Data Analysis

For the data analysis process, both collection and analysis of data are simultaneous activities for the better visualization of study results (Baxter & Jack, 2008). Creswell (2013) states that data analysis is one of the challenging tasks a researcher can take. First, audio recordings of participants' responses from the interviews were transcribed, sorted, and organized into themes. During the transcription process, I had to transcribe nine interviews and every interview was consisted of almost 25-pages single space document. While I sorted the data during development of themes, I isolated myself to not get influenced by through the process of bracketing. Once my themes were developed, I showed my them to study participants via member checking. Second, collected texts were read and reviewed to attain a general idea and to deliberate reflectively on its overall meaning. Third, similar topics were grouped and summarized as codes. Fourth, relevant themes were produced keeping in view of the codes generated which would be not only comprehensible but also help develop some connections. The findings were organized into 7 major themes and several sub-themes. The themes were develop by reading through the data looking for word repetition and congruence of ideas across the data. I then looked for keywords and quotes that addressed the research questions. Fifth, conclusions were interconnected; interconnected findings were discussed with descriptive information about university professors or instructors. Finally, findings were explicated and a parallel was drawn in the light of the literature to investigate if findings are preposterous, uniform or contradictory. I then framed the analysis of the data within critical theory and looking specifically for discussions around issues of power and challenging the taken for granted nature of knowledge production in textbooks and learning materials.

Bracketing

In social science, the most crucial problem concerning qualitative research is to address reflexively where one's own self-beliefs, values, recollections, personalizations, and

presuppositions are shaped by or shape the data. In order for my research to have credibility, I use a framework of confirmability, dependability, and transferability of data and data interpretations (Guba & Lincoln, 1982). Bracketing is a two-pronged researcher's interpretative engagement strategy used to simultaneously infer meanings out of data and from gradually developing outcomes (Fischer, 2009). I have borrowed a "conceptual framework" (Tufford & Newman, 2012, p. 1) for bracketing which is a phenomenological tool (Denzin & Lincoln, 2018) to "mitigate the potentially deleterious effects of preconceptions that may taint the research process" (Tufford & Newman, 2012, p. 1). It was a very cumbersome task for me to bracket my biases and attempt to locate my positionality as a former employee who has worked in the public sector and in a corporate sector and also who has used textbooks on daily basis extensively.

During my one-on-one interviews, recordings, transcribing, coding process, assigning categories, and content analysis of the data, my key tool was "bracketing" as proposed by Tufford and Newman (2012) which frequently prompted me to seek the close supervision of my thesis supervisor who guided me through the emotional trajectories. I sat with and listened to his talks and lectures and closely followed his advice which mentioned that I must be philosophically critical of corporate publishers instead of being oppositional in my demeanour.

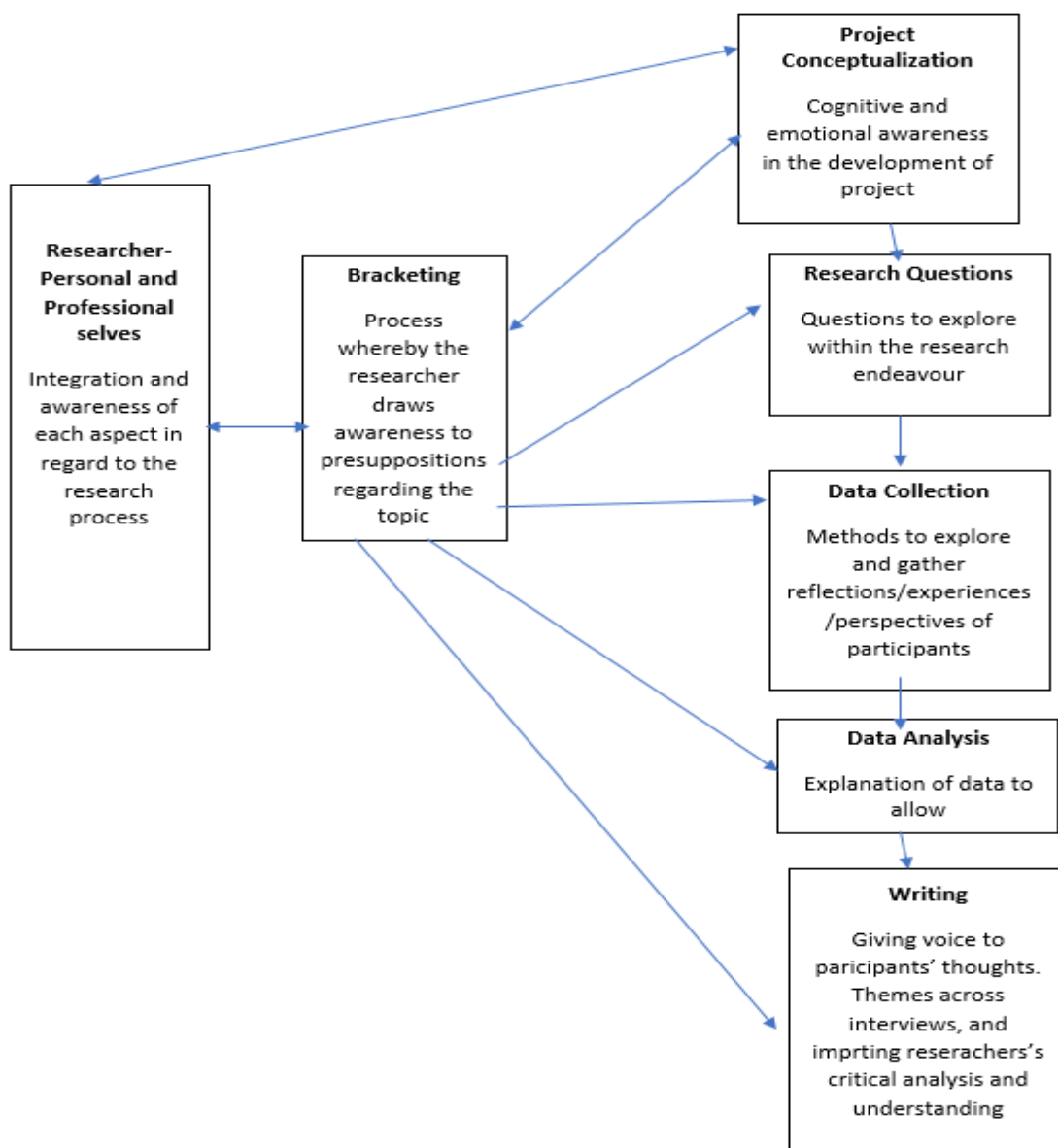
Furthermore, the biggest challenge for me in the course of the study was to explore my own misunderstandings regarding textbooks and educational materials. I had to constantly keep my confirmation bias in check by engaging myself in self-reflexivity to evaluate my own biases and preconceptions on the usability of textbooks. It was done through a dialogue with my friends, and co-workers about the textbooks. In this case, I did not stop teaching from the textbooks produced by corporate publishing houses for the courses I normally teach at my college. I used and extensively employed teaching materials from these textbooks which I thought may hinder my pedagogy.

I use Apple's (2011) framework of critical scholarship, which encompasses relational

analysis, to reposition for research. For my research, I have used the conceptual framework illustrated in Figure 2 to address my self-beliefs, pre-occupations, pre-suppositions, and issues.

Figure 2

The Integration of Bracketing Into Qualitative Methodology



Note. Framework adapted from Tufford and Newman (2012).

Ethical Considerations

As Baxter et al. (2015) put it, ethical considerations are a “constant campaign” for a researcher. I used their framework to address the following ethical considerations: to do no harm to participants, acknowledge participants’ right to be informed of their involvement, permission to record their responses, creation of a comfortable experience, anonymity and confidentiality, and the right to withdraw from the study without consequences.

Informed Consent Approval

Participants were informed of their rights in the letter of information and consent forms; further, this was explained to all participants at the beginning of the project through emails and posters (see Appendices A–G). They were made to understand that their involvement in this research was voluntary and that they had the freedom and full right to withdraw at any time during and until the end of data collection. As a researcher, I strove to set the stage and the tone for the participants, especially during the interview session. Participants were informed both in writing and verbally about the importance of maintaining confidentiality and respecting each other’s opinions during and after the research. They were given the opportunity to express their concerns about the research and confidentiality. The participants were also encouraged to ask questions. I made sure to treat the participants’ responses with strict respect and confidence. I also ensured the participants that their names would not appear in any part of the study whatsoever.

Participants were also informed of their right to withdraw from the study and have all their data removed until the data collection was completed and analyzed. They were reminded through multiple consent forms if they wanted to withdraw from the study. The participants were also informed that they had the right to ask the researcher to withdraw all their data including

contributions to discussions and interviews if they decided to withdraw from the research. It was their right to withdraw at any time during the interview. They were fully briefed on this issue. The interview would be or could be discontinued upon participants' request without any consequences whatsoever. In that scenario, whatever the material would have been collected from the interview process, either tape-recordings and interview transcripts, would have been discarded or erased and data that belonged to participants would be deleted. Participants were reminded they could withdraw from the study at any time up to the end of the interviewing or data collection stage and before data analysis, and their identities would be kept confidential.

Confidentiality

Participants were informed of their rights to privacy and confidentiality. Their data were kept on a secure computer and in a secure place. For the interview, codes were assigned to replace the participants' personal information. Names of the participants were replaced with pseudonyms and data were stripped of any direct identifiers. For confidentiality purposes, participants were recruited via emails in the study so that they could independently and freely express their genuine feelings to the questions. In addition, instructors or professors were informed prior to interviews of their rights and risks involved. To this end, interviews were recorded upon permission from participants. Furthermore, the researcher also took notes during the span of the interviews in order to support recordings. Finally, pseudonyms were used in data analysis to maintain confidentiality of participants and through random sampling strategy.

Data Verification

In the naturalistic research paradigm, "without rigor, research is worthless, becomes fiction and loses its utility" (Morse et al., 2002, p. 14). Data verification is a procedure in which one verifies trustworthiness and confirmability of a data set (Denzin & Lincoln, 2018). I used

member-checking with participants to verify the data. Participants were given their data to review for accuracy. I asked participants to review the transcripts of their own responses and gave them 3 weeks to edit or alter their interviews if they deemed it necessary to do so.

CHAPTER 4

RESEARCH FINDINGS

This chapter provides an analysis of the data through the theoretical lens of Giroux's notion of teachers as transformative intellectuals. It also employs Apple's counter-hegemonic discourse during analysis of study data. The collection of data was done by face-to-face open-ended, unstructured, or semi-structured interviews with members of the Faculty of Education, coupled with intensive study of content analysis of educational artefacts; for example, teachers' guide (available materials), textbooks, presentations, workbooks, blogs, vlogs, and research posters.

Random sampling for a case study (Creswell & Poth, 2018) was used as a sampling strategy in order to fulfill the Research Ethics Board's (REB) protocol. First, the Dean's office of the Faculty of Education at the university was contacted for the circulation of an email to recruit the participants. Then, a recruitment email through the Dean's office for participants was sent in order not to influence the participants. Participant responses were tracked via university email and a time sheet was created upon reception of study participants' replies. Interview data of the nine participants was studied thematically in order to understand participants' worldviews.

Study Participants

Here a brief sketch of study participants has been drawn to create visualization about his or her persona for the readers.

Professor HN

Professor HN is a senior faculty member in his 60s at a comprehensive research-based university where he has held key administrative portfolios. He shares his passion towards higher education in this way. He has truly dedicated his whole life for the betterment of higher education. His interests are higher education, institutional development, mixed method research,

and cognitive science and education. He is an impressive personality who truly wants to make a difference with his ideas.

Professor YE

Professor YE is an amazing personality in her 50s with a laser-focus on societal development. She enjoys and has a strong flair for Liberal Arts. She has extensive experience ranging from being a kindergarten teacher to being an associate professor in higher education. She has extensive experience in North American education systems. Her interests are listening to songs and doing research in multiple areas such as child development, music, humanities, and art. She says that her ultimate goal which stimulates her to teach is the continuous learning process.

Professor TY

Professor TY is a “man of God” in his 70s who claims to have relished all mundane educational experience in the field of religion. His cauldron of religious information is so full that he likes to utilize his own pedagogical repertoire stocked with ideas. He dismisses using any external resource other than his life experiences and professional knowledge. His unique perspective on different levels of the education system is tremendously helpful for this study.

Professor PE

Professor PE is a professor in his 60s who shares truly his breadth of knowledge. His interview was an exceptionally well-informed session. His scientifically balanced views on teaching and learning inform his pedagogical decisions. He was fully aware of meta-narratives around educational topics such as textbooks, instructional design, and students’ success. His research areas are gender studies, qualitative and quantitative research, cross-cultural studies, and language arts education.

Professor AP

Professor AP is a philosopher by trade and his stupendous command over educational philosophy and sociology of education is par excellence. He is a passionate researcher who is always willing to participate in research. His views on pedagogy are unique and remarkable thanks to his extensive graduate studies credentials. He is a constant reviewer of psychology in education textbooks. Despite his soft views on textbooks, he still believes pre-designed teaching materials are preposterous to modern pedagogical practices where the learning ecosystem is not only complex but also closely interdependent so that if we miss out one thing, we might end in a cul de sac closed for innovation and modern thinking.

Professor IS

Professor IS is a humble personality who enjoys chai and coffee alike. He is in his 50s. Admittedly, his global perspectives on education are remarkably eclectic. He possesses globalized narratives on subject matters such as education, leadership, marketization of education, student learning outcomes, student success factors, and more specifically organizational learning models. Interestingly, his views on pedagogy are phenomenally exceptional as he cross-culturally presents dichotomies on critical discourses, critical consciousness, and theoretical frameworks.

Professor EE

Professor EE is a very friendly person in her 40s who loves listening to students' problems and presents her students unique solutions. Professor EE has a Freirian stance on education with a clear focus on feminist philosophies. She has authored a book and her passion for research is also amazing; she came all the way from London to be a part of this research. Her pedagogical philosophy is pragmatic and Deweyian at its core; however, she claims to be against

“White philosophies” that have constructed educational narrative not only in the West but also in the Eastern hemisphere.

Professor EN

Professor EN’s composure was great during the interview process. She is a key executive in a school district board in Southern Ontario. She claims to be constructivist in her views; she has extensively taught across Canada and United States. Her unflagging support for research was amazing as she coordinated to be interviewed for this research. Her intellectual territories are myriad; for example, law, overlap of public policy and educational policy, and constructivism. Her pedagogical views are straightforward; learning feeds teaching while innovative teaching practices enhance students’ engagement to a point where both intellectually converge to energize a harmonious whole.

Professor AN

Professor AN is in his 50s, a charming human being with an extensive teaching background. His research interests centre around K–12 teaching and learning, cognition, multiple intelligences, mathematics education, and STEM and STEAM interface. His pedagogical practices are embedded in technology-driven classrooms where students can have both fun and learning alike. Unlike his contemporaries, he merges virtual learning experiences with that of lived experiences in his classrooms.

Upon interviews and careful transcription of the collected data through the nine participants, data was analyzed for the authenticity, confirmability, and trustworthiness (Denzin & Lincoln, 2018) of seven major themes (and related subthemes) generated out of the interview transcripts:

1. Textbook selection: Consumption, production, and optimization

- Hermeneutics of classroom transactions and meaning making of meta narratives
2. Paradox of textbook usage: The disconnect between knowledge availability, knowledge deconstruction and knowledge construction
 - Cognitive dissonance in using textbooks
 - Textbooks are not always a genuine educational resource to count on
 3. Higher education, knowledge production, knowledge control: Corporate discreet role in intentionally or unintentionally forcing educators to adapt pedagogies to their agendas
 - Compromised content development
 - Multiple-perspectivity, critical conversations, and absence of realities
 - The process of de-skilling educators and academic hegemony
 4. Education, pedagogies, and teaching profession: Uncertainties, otherness, and distortion of realities in the textbooks
 - Textbooks, alienation, and academic rationalism
 - What constitutes right as textbooks is one way of knowing right
 5. Educational materials: Freedom of speech, free inquiry, and risk of losing academic individuality for educators
 - Textbook customization; live classroom discussions
 - Textbook as a potential barrier to learning
 - Corporate educational materials do not cover the entirety and scope of topics at hand
 6. Relation between textbooks and survey courses: Overdependence on textbooks, stepping stone for lexical accumulation and future knowledge base
 - The opportunity of explaining the textbook content lost or found
 - Faculty use of textbooks as a one-stop-shop kind of a book

7. Academic reciprocity, intellectual collaboration for knowledge creation for higher education

- Intellectual collaboration
- Silo effects

Theme 1: Textbook Selection—Consumption, Production, and Optimization

The study participants showed that they are fully autonomous and completely independent in their textbook selection processes but they had some deep reservations for the consumption, production, and optimization as students “do not fully use...or take advantage of their learning resources.” It was obvious from their replies that professors had fully rejected the impression that faculty is not independent in their decision-making process of textbook selection. However, participants maintained that there is no such textbook selection mechanisms in place at the faculty or institutional level where they have to consult with the Dean or any other authority for the approval of their course materials. It is their sole decision to reject or accept “any textbook” at all they have to choose for their pedagogy. The absence of the textbook selection process also prompted them to look around and dim chances of collaborations. In this way, Professor YE upheld her stance very clearly:

I am kinda on the fence for textbook selection. ... I look around what is available in the market and consult with my seniors or ... those who have taught the course previously... then I sit ... and look the content and see if it fits my pedagogy or not. ... Chances are ... that I will end up using other pedagogical resources for my classes. ... Sometimes I do use but only a few chapters which serve only the foundational purposes. ... My whole purpose to use textbook ... is to show other side of the picture ... which I could show to my students with my own selected teaching materials. I am indeed very careful both

consciously and emotionally that my one decision must not cause any barrier to my students who have come here [university] to seek knowledge or become better human beings.

Furthermore, one can gauge from participants' replies that they rejected outrightly the question, "How do you use textbook in your classes?" Professors EY, PE, AP, TE, AN, and HN said they do not use textbooks in education courses. Professor PE mentioned "I have autonomy to choose. Yeah." Similarly, Professor EN said:

I've no idea [about textbook usage] because I never use them ... because I use the ministry documents ... these provincial documents. ... I use national documents for my readings and ... it goes all over the place. So I know that when I taught courses [to senior education administrators] before if someone had taught it before me they would give me their textbook or give me what they used and ... I wasn't remotely interested in moving it.

Professors were very much aware that subtle processes involved in textbook consumption deviate educators from the real course of action whereby processes as "pedagogical content knowledge, interiorizing other perspectives ... depending on course materials... which they do not know..." impede their professional growth. Mostly participants attached their growth to not being active parties to the textbook consumption procedures. In this case, Professor TE maintained that:

So ... it is easier to be honest. Yeah [as a] teacher it would have been really easy for me to take that textbook [used by previous faculty] set [it], but I wanted ... growth of my own as student teachers ... as a professor and as an educator. ... That's why I discourage textbook usage in my pedagogical activities.

Similarly study participants also displayed a very sincere commitment to learning to find alternative pedagogical sources so that students' learning must not stop. Almost all participants expressed their discontent over textbook unconventional and irrational practices. Respondents were very careful with students' textbook consumption. Professor AP said:

I can easily extrapolate my future teaching behaviour from my previous interaction with course and student base. I think students read only those chapters which attract his or her fancies; otherwise, they dump textbooks without even looking at them in the span of their semesters. ... Great. ... They have more to cover and follow [and] if my course is just an elective to their degree plans. I know from my years and years of experience that students are only interested in textbook if it is meaningful or their interaction with the textbooks has been made worthwhile.

Professor HN was very clear in this regard that he was very sensitive to the issue overall as neither professor nor students spend time using textbooks in a way useful to both parties. He went on to add:

I'm particularly sensitive to the costs associated with textbooks. Okay, so they might buy a book and then they have you read the first three chapters, but not the last seven chapters, but you still have to buy the book. So to start off with ... I look for any other way in which I can get the information to students without them having to buy a textbook.

The data also reveals that university professors showed their deep concerns regarding selection, consumption, production, optimization, and consultation methods of textbooks in his or her academic lifecycle. Most of the faculty reported self-created criteria in terms of textbook selection, pedagogical tools, and other teaching materials but for the sessional teaching staff.

Here study participants PE, HN, EE, EY, and AP elaborated and surmised that students rarely read the textbooks, which shows that there are some structural issues in the textbooks.

Respondent AP assumed that

students read his or her textbooks or whatever materials I provide them. The issue is not of a reading here but of a digestion of a coursework in a very critical way. However, I must say that this medium is losing its credibility amongst students who first belong to generation Z, then digital natives and global citizens. Responsibility lies more on us [professors] to help them manoeuvre cultural, social, political, psychological, and financial problems.

It could be argued that from different participants' perspectives, textbooks or corporate materials have turned out to have a bad impact because they neither match with the course description as a well-aligned tool nor with what the intended curriculum seeks. They instead deteriorate critical skills. When study participants were asked how good these learning tools are for developing students' critical skills, almost all respondents replied there is no multiple choice questions in their test or they do not measure students' deep learning skills. Professor HN said:

Well, I mean the basic issue with exams is exams don't measure any kind of deep learning? Yeah, they're measuring surface learning only. Yeah, and so what can you memorize is typically what's on a test, you know, and so that's all that's good for a first year maybe a second year introductory course, but for most of what we teach here in the faculty of Education, we don't teach courses.

Acknowledging the ground realities and the irrelevance of multiple choice questions in teacher education programs, respondents were not happy having to test students' learning through multiple choice questions or other digital means where students show more than panic to

handle the quiz or any other assessment in an orderly fashion. Interestingly respondent NE maintained that using textbooks is not etched in stone in higher education. We carry the paradigms from one person to another. He maintained that

Here in the West, research is a supreme verdict if it says that use these [teaching] materials, everyone will blindly follow it as the research study has been conducted to prove it. It is not confirmed what was the sample size or if they study has qualitative or quantitative. Unfortunately, research frequency in medical science and engineering disciplines is 1 to 10. Where efficacy in education studies has not been as effective as these two disciplines have been. Most of the time, education graduates are in a hurry to finish their studies because. Here international students and domestic students are the same. I teach a lot of international students and also very mature domestic students who are always in a state of flux to wrap it (their programs) up.

Here the scenario is bleak if students are believed to register in courses where innovative pedagogy and students' successful outcomes are met smartly by 21st century educators; they want the courses and programs to be the reflection of what has been said. Students' immense distrust in the college and university sector in Canada is an indication that colleges and universities are not well synchronized with national and international goals. On the one hand, lofty institutional goals are touting international recruitment whereas the local population is not ready to take on global issues because tardy systemic processes are a huge barrier to their progress.

Hermeneutics of Classroom Transactions and Meaning Making of Meta-Narratives

Most of the interviewees were of the view that classroom “textbook-driven conversations, discussions, debates, dialogues and presentations” can never be productive, and meaning-making

tools if not complemented with actual scenarios filled with anecdotes, and facts and figures. Respondents went on to add that textbooks produce mostly “textbook-related narrow database” for young scholars in their thinking patterns where “true meaning making” is absent. In addition, textbook author leaves, as stated by Professor GR, the hardest tasks of textual interpretation to naive readers without supplying “sophisticated tools” to mine, decipher, and make meaning out of it. Critical thinking certainly is a delicate matrix of textbook but reading only textbook is like to “get the wrong end of the stick” where students’ thinking patterns, ideations, creativities, and imaginations are not in connection to what is being discussed in the larger context of the classrooms and society. Finally, this complex process of interpretation renders students’ meta narratives flawed and generates inferentially inferior thinking patterns. Professor PE mentioned that when he looks at the teaching from cognitive perspectives, it appears that there is something missing; “students don’t see the woods for the trees.” Professor HN held that “there is something superficial around” which makes him feel that these students are not well-adjusted in term of thought development and coherent thinking patterns especially during live classroom discussions. This whole situation breeds distrust and qualms for students by making teacher educators unable to reach a solid consensus on any given topic rendering hermeneutics and “meaning making in education a challenge” for students who do not have diverse intellects and consciousness. Professors EY and AP claimed that “students do not read their assigned weekly readings with all sincerity” in the textbooks whereby their intellectually flawed derivatives would create poor symmetries in cohering aligned thoughts for understanding and “digesting politically charged topics of tested terrains in [education].”

**Theme 2: Paradox of Textbook Usage—The Disconnect Between Knowledge Availability,
Knowledge Deconstruction, and Knowledge Construction**

Halliday’s social semiotics illuminates “network of meanings” (Haratyan, 2011, p. 260) generated through available textual meanings, their contextual de-construction, and subsequent construction. Paradoxically, the textbook is considered to be “a reliable teaching and learning tool” (Knight, 2015, p. 1) all around the world, which is frequently used academically to provide more learning opportunities what a teaching profession can provide. It imparts availability, construction, and deconstruction of knowledge in all disciplines for budding scholars; either it is hard sciences or soft sciences-physical science, liberal arts, or social sciences. The results of data analysis show that a majority of participants agreed about the usage of corporate textbooks and their substantial textual relevance in basic survey courses in university settings. Professor AP noted that “What [he] ... look[s] for in a textbook but [he] does not use the textbook”. Professor TY noted that “he looks for the material to be relevant to the course objectives.” Notwithstanding the extensive usage of textbooks in academic atmosphere in different courses, none were satisfied enough in their answers as to why they do not use textbooks in their own courses. Participant PE stated the fact that “I believe ... most of the precarious faculty use pre-designed educational materials in their class lectures, but I do not use it [textbooks]” more especially in education courses. Participant PE mentioned “Well, it depends on the course. There are some courses. I don’t use textbooks and some courses I do and I use them in different ways. So I guess in some courses, they’re used extensively and they sort of take up ... the course.” Professor PE was asked what he had meant about “precarious”; he noted, “here I mean sessionals, part-time faculty, college professor” who are not well-prepared to take on a teaching profession. Professor

HN responded to this question “Do you use textbooks in your classes?” in a very surprising way. He noted that

Interesting question; I try not to use textbooks in my courses. Okay, I’m as a administrator here, I’m particularly sensitive to the costs associated with textbooks and also that frequently faculty members don’t make good use of textbooks.... So to start off with ... generally I look for any other way in which I can get the information students without them having to buy ... a textbook will just start there. Hmm, in one of my courses there is a textbook and it’s a good reason and that it’s the methods of educational research course here research and education probably you had that course.

While almost all participants established that the construction of “available knowledge” through the medium of textbooks or corporate teaching materials does not help students “build their solid” educational beliefs because “they are basic survey courses” which obviously prompt unreal class discourses. In this way, Professor EN, a very senior school board official and a professor of Educational Law in Ontario, recounted:

Why don’t I use them [textbooks] because I don’t want someone dictating what I’m going to teach so textbook typically has it outlined according to the author and how they want the course to flow and that’s not necessarily the way that I want it to flow and I’m really big on content.

Interestingly, every other participant enunciated the avoidance of textbook in their courses by maintaining the fact that they are “big on content”; “they [students] do not always read the textbooks” and “it [textbook] does not increase knowledge” and “whatever [knowledge] is available to both the students and professors” is lost somewhere in the midst of knowledge construction to have been manufactured through corporate educational materials.

Almost all of the participants had an established unanimity regarding the available knowledge but not via textbook but through the agency of the professor who is an instrumental force in the creation of knowledge de-construction and its new constructions. At least this what Giroux (2011a) supposes when he rationally argues about the university educators as transformative intellectuals in the neoliberal educational paradigm. Moreover, textbook-reading experiences of the students are temporally unchallenging to a great extent where they lose their ultimate interest in education and true academic transactions whereby students can create their “sui generis” knowledge for the outside world waiting for them in a fiercely competitive way. One of the perceived reasons behind this clear dichotomy of using or not using textbooks is praxis as compared to theory where students and educators also downplay the text as too boring or too rigid pedagogically or too provocative intellectually. In other words, students downplay theory as being irrelevant to practice teaching in the practicum. This false binary of theory versus practice fails to recognize that theories help us to explain phenomenon, how it exist and how came to be. Theory contributes to our understanding of practice and infleunces the way that we act. Faculty members in this study agree that they all draw from theory whether or not they chose to be critical or uncritical of the teaching and learning materials that thye use.

One senior professor EN elaborated the usage of textbook is a external dictation which does not help in any way the way she wants to teach education courses in her classrooms where future producers of knowledge will sit tacitly and see so to how the knowledge is being constructed at present. She went on to say that “my experiences are my teaching repertoire” where “I use them [experiences] to construct the new knowledge for the future generation.” It was, to all intent and purposes, obvious from her facial expressions and meaningful gestures that how important the agent is for the constructive meaning making and analysis of available

knowledge to be used for the “precarious faculty” in vulnerable classrooms as mentioned by professor PE. The identical stance was supported by professor AN:

It [using textbook] depends. Giving it [textbook to students] is a conscription of students into a more rigid way of thinking ... where dead text interacts with live people ... leaving permanent marks on their cognitions. If a faculty employs it [textbook] uncritically, classroom will be dull as textbook content is ninety percent outdated and it [textbook] is not highly personalized for an undergraduate or graduate course. I mean it carries voices that do not represent my objective or my agenda. Let me be specific. Textbooks ... are in my classroom ... alien documents ... the process of innovative thinking is nowhere to be seen in classroom discussions where students can drive their own thinking and ideas; it turns out to be a more routine task for both professor and students to follow not only textbook as a fate but also dead content of any primer as a *raison d'être*. On top, test bank regime is more or less unacceptable to me. I am not a big fan of it [textbooks] because it congeals only few facts which might not belong to the contemporary educational thoughts which I want to pitch in my course such as equity, Metoo movement, Black Lives matters, White men perspectives, school resource officers and their immediate implication[s].

During the span of the face-to-face interviews from experienced participants, one thing was clear that availability, de-construction, and construction of knowledge epistemologically in textbooks is invalid as Professor AP commented that “hmm, I find textbook material too prescriptive to follow; I shuffle it, reshuffle it or then use textbooks” which further exposes the reality that whatever the knowledge is constructed is solely based on ad hocism. In this way, Professor HN maintained in the interview:

My interaction with it [textbook] is minimal. I have never ever used textbooks in my classrooms. Although I used it [textbooks], when I taught Grade 6 and 7 students but not university students more especially B.Ed students. I imagine using textbooks as [being replaced by] an object ... which has overtaken my intellectual space. My power of knowledge gets replaced ... by a resource that has some chapters here and there on some specific topics. ... So I went to the prior instructor and said I want this book it was ... like a two hundred dollar textbook tonight and I took one chapter out of it, but then replace the rest of it with journal articles. I believe we are buying knowledge for the sake of making outside forces happy. There is no such intention ... to co-create knowledge for the 21st century students who are more than desperate to reclaim their shaking ground in global economy.

Professor AN described his perspective on the creation of knowledge through the agency of textbooks. He expressed that corporate educational materials such as online resources, workbooks, and pre-designed instructional materials are nothing but an interaction with a “dead” body of “any” literature or “body of knowledge.” He held that most of the topics in these textbooks are outdated and “my topical knowledge” is sufficient to cover what is missing in these books; In this whole “dead” process of interaction with textbooks, the fundamental purpose to innovate new areas of knowledge is lost substantially. As a result, new ideas that are to be seen from critical perspectives are kept hidden from the critical eyes of the investigators. “I mean,” he said, “teacher manuals promote limited vision” so much so that students leave the classroom with the short-sighted worldviews that whatever knowledge that comes in handy in the thick of the moment is exploited pedagogically in the name of critical thinking and problem-solving. He mentioned that the teacher is left to the mercy of external dictation created to appease a certain section not the students or teachers who are definitely true consumers. This is

what Gomez (2004, as cited in Kincheloe, 2008) explores as a critical pedagogue in his 2004 book *Love in a High-Risk Society* where he critiques the fairy tale notion of love by including his subjects Roma people.

Professor YE maintained that there are topics in the field of education that do not have any textbooks; either the topic is not a money-making endeavour for the publishers or there is no market for that particular idea in the educational industry. She went on to say that sometimes the topic is deeply political or might be controversial. She said the following when asked if she used textbooks:

Why should I use textbooks is a question I ask myself when I go to my classroom. My pedagogy is rich. Using text book is not a viable option for me as I always touch upon controversial topics. I don't like being approached by a mature student of my graduate class who is in search of knowledge and finds it hard to be under the influence of such a [teaching material] textbook which has been written by an author unknown to them and also to the audience. This disconnect genuinely creates a gap [in] my teaching practices and students expectations resulting in more frustration for my students.

Professor TY also expressed the same feelings on the topic of knowledge disconnect and its construction and de-construction in this way. He illuminated the fact that whatever topics (religious, science, sociological) he teaches must go unnoticed by corporate publishers:

My teaching practices discourage using textbooks in teacher's education classes. I always look at the end of every chapter that proposes post-lecture class activities. They appear to have not been critical of processes in the selection and production of courses. My whole life is full of activism; I support critical dialogue in my class and want my students to go home with something meaningful in their hands. Let me give you an example during my elementary teaching days. Despite public board's strict policy on textbook usage, I

always devised ways to not use pre-designed teaching materials in my science classes. My students were so happy that they always love me and what else a teacher wants if his or her students love him [or her] more than anything else. My science class was a fun packed class where playing and learning simultaneously occurred. On the one hand, I helped my kids [students] to make the most of the learning space. On the other hand, they reciprocated by engaging in knowledge.

Professor TY was also of the view that what he teaches (religious topics, cultural issues, LGBTQ, relation between science and religion) does not fall under the profitable model of the corporate teaching materials where publishing companies can make good money. Interestingly, there was an overall consensus among Participants EN, AP, and EL that knowledge creation takes place in the classrooms when pragmatic interactions (lectures, discussions, and group presentations) happen beyond restricted classroom curriculum. They say that textbooks (corporate teaching materials) are only a medium that displays a little bit of any society by not portraying the panorama which has more to offer than the limited textbook worldviews. They were of the strong views that critical interpretation of the textbooks reveal some agenda is being forwarded, as interviewee NH maintained:

I'll speak from experience being at university level. Okay. I [we] have never used a textbook. Okay in any online or in any face-to-face teaching? Okay, and why don't I use them because I [we] don't want someone dictating what I'm [we are] going to teach so textbook typically has it outlined according to the author and how they want the course to flow and that's not necessarily the way that I want it to flow and I'm really big on content in terms of it being relevant to the students who I'm teaching for example, if I'm teaching here at the university than it needs to be Ministry of Education information research and

it needs to be within the context, of course the university but in province and then of Canada and then from there it would go to the United States or wherever else it would go but typically because I teach a law course or at least I have the last couple of last year's at the university . It's Canadian law that was really looking at the operations.

Almost all the participants voiced their genuine concerns regarding the disconnect between knowledge creation and use of textbooks. They thought that learning corresponds to astute responses that must generate meaning-making attitudes; the better and more appropriate the metadata (learning tools such as class lectures, discussions, discursive analyses, critical assignments, journal articles, available online media), the more productive the learning and responses will be. These learning responses “congeal” stimuli which are facilitated by innovative pedagogical tools and techniques. Of these fundamental pedagogical tools are educational materials such as textbooks, online resources, workbooks, and teacher's manuals which in turn creatively generate a response-stimuli symmetry; therein lies the learning. If our teaching depends more on interactive teaching materials rather than noninteractive teaching materials, student learning will take place fast but the opposite will happen. Educational media or educational material(s) shall cover all self-contained, text-based, essentially non-interactive products. We must differentiate between textbooks and content-related books; if textbooks are from Sage, Routledge, Springer, or Palgrave, they are highly specialized; if they are from Pearson, McGraw-Hill, Addison-Wesley, and Cengage, chances are the content has been critically compromised. Professor PE mentioned the same issue that corporate textbook publishing companies omit deliberately what Diane Ravitch (2004) wrote in her book, *The Language Police: How Pressure Groups Restrict What Students Learn*, in this way:

One of the issues you face I think in dealing with issues of gender from historic perspective is ... really ... those kinds of corporations [corporate publishing houses]... don't produce textbooks necessarily that fit well, they don't cover the themes and topics that I would like to address with [my] students. And so that often leads me to using peer reviewed journal articles instead of corporate textbooks ... probably [textbooks] wouldn't fit well anyway with a kind of pedagogy [and] the kinds of content that I wish [my] students to engage with. If you look at language arts textbooks in [the last] 20 years ... there is very little mention of gender from a critical perspective ... so I think in that includes dealing with issues of indigenous identity... so corporate textbooks ... certainly want to make a profit because that's a business.

Finally, Professor EN was tremendously frustrated at the thought of the phenomenon of knowledge creation which she related to the Western canons or Eurocentric White men approach. There was clearly an indication that some "invisible hand" accelerate to collude with structures to stem the exponential tide of knowledge creation. Thereby "the knowledge is killed on and off the campus when primers do not allow [faculty] and professors to create innovative means to teach but stick to old methods." Professor EE seconded the same thought in this way:

Epistemologically it [corporate teaching material] is just very Western ... and they need to go outside of that ... I also acknowledge[d] that you know, we can have those conversations here, these non-Western knowledge hierarchies are unique and extraordinarily cooperative in nature ... if I look at pedagogical implications of these activities ... I can tell that a lot can be retrieved from them but then [students] go into the classroom during their practicum and they're not seeing their associate teachers model any of that they just see their teachers ...it's the Western canon right? It's the

West[ern]... science. It's the Western way of knowing history. ... It's the Western way of knowing for all of that and again when I looked back at that textbook while there was a real concerted effort to understand it and put in there in the textbook. How we have to be aware of other points of view.

Cognitive Dissonance in Using Textbooks

Almost all the research participants showed the intellectual inconsistencies in their expressions over the use of textbooks in education courses. The biggest issue was the peer pressure as to how to keep up with or to do away with the textbooks in education field. All study participants accepted that we follow and have asked our senior faculty member(s) advice in textbook selection once the “new” course is assigned. For example, Professor HN said:

Interesting question; I try not to use textbooks in my courses ... so the reason for a textbook is it congeals or brings together the literature in a very concise way. That's the advantage of a textbook. Okay? Okay. That makes sense. So where are we in this particular course ... we think a textbook is necessary.

The views of Professor HN are in agreement with Professor AP:

It's a good question actually; for bachelor students, I prefer to introduce some textbook, but ... for graduate students, especially for master and PhD, I prefer to introduce some journal papers. At the first step. I don't like to introduce the textbook for students. Okay, because as I told you I believe students never study all chapters ... or materials of textbook.

It was apparent from participants AP, HN, and EY when they experimented with teaching, there is a genuine possibility of constructing new knowledge. On the other hand, mere interaction and cursory topical discussion in textbook and pre-designed teaching resources will

lead to issues, as Professor AP concurred that

I have found limitations [in] the textbooks today. They come with test bank, PowerPoints and I have experimented ... and I'll admit the PowerPoints made by the professionals are better than mine, but I found I can't lecture from them effectively because it's when I make my own PowerPoint when I design my own course when I make my own assignments I can speak to it. Yes, because I know why everything is the way it is and as soon as someone asks me a question[about assignment], I can explain why is it five-page assignment and not six but when I'm using everything from the textbook from the Pearson or whoever it may be then it's hard to understand why I'm doing it and my lectures are very artificial and I don't do it. So I do the harder road of making every thing myself. I don't use textbook resources at all, but it's easier in the delivery.

The issues of thought inconsistencies and varying degrees of vacillations from participants could also be seen when they commented about their true intentions of not using corporate teaching materials or assigned or prescribed textbooks in their courses. Participant PE concluded uniquely by stating that "although textbooks as a teaching and learning tool [make] a great part of education courses but they [textbooks] are underemployed ... and there is no immediate need to use them. Students [do not] like them [pre-designed materials] and [textbook] cost is a big issue that makes this tool redundant". Professor AP noted:

Like I said as a sessional instructor, there's time and financial limitations of how much I can invest in designing a course when I may never teach it again for another 9 years, you know, so those are really the collection of issues but as you can see as much as possible.

Similarly, Professor PE said,

I think textbooks can provide, you know, a fairly good survey of important topics in

whatever field as an introduction. I think that's a good thing, you know in the other issue too is, you know, we talked about textbooks. You know in general you don't want the questions you... know.

Textbooks Are not Necessarily Great Pieces of Literature

On the question of textbooks as good primers, participants expressed their dissatisfaction over the ways textbooks distort life stories and present them with slanted angles. This makes them lose their value as outdated, obsolete literary pieces as opposed to any classics. The information these textbooks carry changes so fast that almost all participants agreed to say that the topics are ephemeral and their value diminishes as the semester passes. Pedagogically, if educators depend on textbooks too much, they are not only out of the touch with modern teaching techniques but also they are off base with contemporaries.

Textbooks Are not Always a Genuine Educational Resource to Count on

The study participants appeared strongly disinclined towards using textbooks as a reliable source for teacher education programs not only for undergraduate programs but also for graduate programs; for undergraduate programs, they half-heartedly explicated the shelving of textbook policy in general, and for graduate programs, they overwhelmingly rejected textbooks in particular as a negative influencer. Their aversive sentiments can be observed from these words: "theoretically not deep," not a great piece of literature, and finally communicatively non-interactive and "dead bodies of knowledge." The respondents reply over using "other learning tools" also demonstrate a departure of faculty from theory to practice where ground realities are not given due attention, supplying students' armchair experiences at the cost of practice. The fluidity of textbooks as editions change "every other semester" also explains the pedagogical frustration, as Professor AP explained:

But I found I can't lecture from them [textbooks/corporate teaching materials] effectively because it's when ... I make my own PowerPoint ... when I design my own course when I make my own assignments ... I can speak to it. Yes, because ... I know why everything is the way it is and as [if] someone asked me a question, I can explain in details why is it five-page assignment and not six but when... to understand why I'm doing it and my lectures are very artificial and I don't do it...If I teach the same course for next 9 years, it stops me from thinking creatively and I become more and more over-reliant on these primers.

The critical comments of study subjects show as to how they were reluctant to recommend corporate teaching materials as an authentic piece of literature which could make an academic difference in higher education. Here participants explicated textbook structures, for instance, a cover page, topics of textbooks from different angles (communication perspective, marketing and educational perspectives). According to Participants EY, EY, AP, and HN, pedagogy can be more meaningful without using publishers' textbooks. Their pedagogical practices almost always rejected the role of "other voices" in the conduct of courses. Professor EY stated that "why count on a resource that is already in disarray." When asked why textbooks are "dead bodies of knowledge", participant EY shared that when students come to write their thesis, "I ask them to read old thesis available online and seek librarian help not frankly textbooks which are produced to provoke student interests." Professor HN explained how his dedicated teams of faculty is working toward OER for organizational management courses. He explained

So the textbook that we're writing all is OER ... for the moment ... is for leadership and management in the learning organization. You know... I can find textbooks that have a

business 101 kind of feel to them, principles of management, that sort of thing. I could even find ones that are specific to school administration.

Here it also appeared that textbooks can never be genuine sources if educators do not understand the concepts between binary and spectrum which further say that a textbook can be a good or bad if it is not evidenced either by theory or influenced by the practice.

Theme 3: Higher Education, Knowledge Production, Knowledge Control—Corporate Discrete Role in Intentionally or Unintentionally Forcing Educators to Adapt Pedagogies to Their Agendas

Another dominant theme that came out of data analysis is that corporate publishing houses control of knowledge production through their “profit-making model” in higher education. As a result, the knowledge production is “by default” in the hands of publishing houses such as Pearson, McGraw-Hill, Cengage, and Houghton Mifflin Harcourt who even drive what participant PE calls, “the major education impulses,” in higher education by introducing new courses. Giroux (2016a) questions who controls knowledge: is it textbooks, teachers, or publishers? Higher education, more specifically, the university and colleges sector, had been once the “engine of national economy” but as Professor EN commented,

The knowledge coming out of the ready-made materials is temporary as it get changed quite often. I would... agree with that[the textbooks have an agenda]. Yeah. All [textbooks] are like that [money-making endeavour], but there are a majority that it is about making-money. ... I think over-reliance on them [textbooks] is bad for society ... it [university] should be a place where we’re really helping kids think outside the box and explore concepts, but I think a textbook ties you too much to what they [corporate publishing houses] want you to think.

Professor EY expressed her unawareness over the issue of corporate knowledge control and their [exploitative] agenda to produce knowledge. She held that there might be a possibility that these corporates [publishing houses] manipulate what is to be taught in this way:

Yes. Yes, I think that is probably a significant point one that I probably haven't given enough thought too. But yeah, you can see an agenda I think with each text whether it's overt or an explicit or whether there's just it's sort of an unconscious bias there. So for history in particular, so for example in my field in music, when we teach the history of Western European art music that focuses on really just that genre but there's a lot of things happening at the same time all over the world that doesn't get a lot of attention or thinking about the way the history books capture or promotes sort of the gender issues.

Compromised Content Development

The participants voiced their concerns about the compromised content of textbooks or pre-designed teaching materials. These “sophisticated” pedagogical tools utilized to facilitate the process of learning and teaching are “not theoretically deep,” which every other participant reported. They “tweak, adjust, deploy new strategies to address students’ concerns and reject” altogether whatever is available in their “repertoire of teaching” for their “mature” learners such as principals, school administrators, and pre-service and in-service teachers. They are already well-equipped with digital tools and know how to construct knowledge for the key critical issues; for example, these mature learners know, as expressed by study participants IS, GR, DY and PE, “boyhood, manhood, women studies, philosophy of education, dominance of mainstream voices in education, missing feminist perspective in music studies, heavily Europeanized perspective in music studies, mental health, Asian or African music study, immigration, citizenship, indigenous studies, educational administration, and religious studies.” In this regard,

Professor EY said:

So for example in my field in music, when we teach the history [of] Western European art [and] music that focuses on ... just that genre but there's a lot of things happening at the same time all over the world that doesn't get a lot of attention or thinking about the way the history books capture or promotes sort of the gender issues along the way so you hear a lot about male composers in those textbooks, but if you wanted to promote the work ... of female composers [their] performance along the way you might not find that so explicitly in general textbooks because of way that field has been taught. [So] it means [they] place [textbooks] generation by generation. Obviously, there's not been really enough thought given I think critical thought given to the way [around] those things [textbooks, workbooks, digital media] are made or taught [in higher education].

The topics in textbook content were a crucial factor for almost all participants as they expressed their dissatisfaction not only with content itself but also production and its consumption. Professor EE displayed her reservation for the content of textbooks in this way: “so how I used the textbook in my course was because there had been concern” around the topics that were present in the textbooks. Absolute realization prevailed that textbooks are “somehow” misaligned with our [participants'] “agendas” which are, as Professor EY reiterated, “to invite students to be critical of what they're reading so that they understand that the chapter they are reading that week or whatever it is ... not to be taken as gospel truth.” Almost all the student participants mentioned that somehow textbooks need to be carefully chosen as they may carry compromised materials for teaching and learning.

Multi-Perspectivity, Critical Conversations, and Absence of Realities

The way this theme emerged from discussions of the interviewees shows notwithstanding

the presence of multiple perspectivity in classroom through the means of “critical conversations, ice-breakers, debates, presentations, and guest talks,” there is absence of realities in these textbook discussions which could be “an inspiring moment for education students” in any given course. This sudden departure from realities indicate that the academic atmosphere is not conducive to being open discussions as it just touches superficially upon socio-political topics. The issues are very complex and it lies solely within teacher’s ethincal pedagogical framework what to teach. Some controversial textbooks can become tools for examining bias and helping students to challenge materials that they read. However, what entails in teaching and learning is pedagogue’s selective behaviour ethically in their pedagogical choices and in the selection of not only pedagogical knowledge but also subject matter or content knowledge. This artificiality in the academic climate and classroom transactions promotes a gradual schism in relational analysis between the students and educators. The students postulate that the faculty is not ready to take on their responsibilities of teaching seriously... while faculty “blames on students’ behaviour”... towards their flippant learning attitudes. One of those challenges is getting students to see that practice is never outside of theory. The rift is indicated by Professor EY:

I think there is a growing trust deficit between student–professor dyad. They [students] feel badly disillusioned as the system did not respond properly to their knowledge concerns and intellectual needs whereas faculty which I completely believe with all their honesty teach students ... the crux of the issue is somewhere. It is neither the students’ fault nor our [professors’] fault. It is an intricate nature of academic transactions that is making the situation complex and awkward for both.

The same scenario was encapsulated by Professor EY:

Knowledge is available on the Internet ... students can go and Google it then why they

come to university is an interesting phenomenon. I can tell you [from my rich experiences] that students want to listen what they miss out on during their high school years. ... They [students] come to university to listen and experience mature conversations ... [which are] missing in their drawing rooms, overly protected classrooms. My point is these kids [university students] can not give a [right] vent to their unexpressed conversations ... you know what I mean. ... I say that ... you will feel overwhelmed [or] it might emotionally pinch you [participant laughs] ... as mature learners, they accept it and ... I ask them to indulge in these classroom grievous dialogues; otherwise, it will be difficult for you to move on. ... Life is hard ... but once I removed this factor from my class[es] it upends the originality of my class to a point ... where again boredom prevails in my class. ... So for mature learners ... I firmly believe [that] these tools will be meaningless until and unless compounded by some other means of communications.

The Process of De-Skilling Educators and Academic Hegemony

Professor EE surmised that these publishing houses have something “fishy”; they are systematically weakening pedagogies because product is not well-consulted or thought-out as previously Professor PE mentioned that these textbooks are “not theoretically deep and structurally unsophisticated.” Professor EE shares her journey of pedagogical transformation when her Dean asked her to be a copy editor and “take care of all the textbook” production cycle. She explained her experience curve when she actively partook in the “dynamic process” of textbook production at a faculty level for a language arts course for graduate students. While on the other hand, the same participant shared her elementary experience where she felt “left out of the production” loop as the market belongs to “those who capture “major impulses” of the

education industry “not us [teachers].” Interestingly the theme resonates with all participants who, although extensively rejected the idea of disowning textbooks from teacher education programs, still held that major publishing houses monopolize the education industry in so many ways; publishers lock the institutions of higher education to buy course packages, online access codes for textbook practice as they are “a money-making business” not a true educational endeavour where publishers are not sensitive to major educational trends in delivering pedagogy of mathematics, biology, chemistry, physics, sociology, psychology, history, organizational behaviour, and political science.

Professor AP took exception with the perspective and said that he is in favour of working in corporates as they are the epitome of hard work. He declared that

at the end of the day, right, we’re training children to be successful in their careers and their lives and the epitome of success is the corporate. We want our students to be able to ... think differently to start businesses to be wealthy.

Remarkably, the description of textbooks in the introductory paragraphs or forwards or preambles as an online learning tool, student-centric facilitator, supportive learning environment also contradicts what the study participants mentioned as “shallow tools ... they do not use ... since textbook-based pedagogy do not depend on ... research-sensitive tools... such as peer-reviewed journal articles, social media leads, popular media [a great source of learning].” Participants agreed that learning tools are “not holistically” well-aligned with the existing discipline-specific pedagogical content knowledge because “factors of interactivity are not present” in these primers. Moreover, publishers also claim that the enhanced informative capacity of textbooks diminishes the burden on teachers (Independent Teacher Workload Review

Group, 2016; Apple, 2016). In other words, publishers influence the data and other educational reports in their favour so as to display better educational goals through textbooks.

Theme 4: Education, Pedagogies, and Teaching Profession—Uncertainties, Otherness, and Distortion of Realities in Textbooks

Inherent in the participants' replies was their broken relationship with the state of education in higher education when they state that faculty is independent but when they design a course they have to depend on other voices which extend intuitively their expertise in instructional design. This is perhaps what Foucault (1977) says when he mentions the instrumentality of language while we exert power on others.

Tokenization of sessional faculty in university affairs was also voiced when Professor AP explained his theory about course planning; he says that

if I am involved in course design as tenure track or associate professors are, I would not perfunctorily design courses but rather allocate profound amount of time towards course design. However, I have a tool [textbook] that helps when I am given a last minute call to teach this course or that course.

Moreover, Professor EY also opened up her pent-up emotions after a long sigh of relief that “my academic otherness is complicated when I teach using textbook.”

Here, what they mean is that hegemonic discourses override their wishes when faculty intuitively transpose their intuitive course design wishes onto the newer faculty. Rather than actual and meaningful collaboration to take advantage of gaps, faculty work around to stop the leaky gaps of academic freedom in the institutions. The same pedagogical agony and uncertainty was revealed when Britzman (2009) maintains in her preface that “all of this confusion between good and bad, between help and authority, between the past and the present, and between words and things, I believe, belongs to the educator's dilemma, with the exception that the educational

setting, more often than not, becomes flummoxed by how free association unravels its memories of certainty” (p. xi). This increased otherness compounds the teaching as Professor EY adds that “teaching is based on pedagogy, and when pedagogy is not aligned to project my actual beliefs, values, attitudes, I feel abandoned, left out and hollow of substance.”

Here, what Professor EY in essence means is that deliberation is undoubtedly meager for educators who have no time to thoughtfully self-reflect on the pedagogical practices in this fast-paced world filled with neoliberal postmodern dilemmas. If we see the same situation from Britzman’s (2009) perspective, it is an “impossible profession” where the profession of education is as difficult for all who are engaged in teaching as it is cumbersome for their students. It is not only the students who are faced with dilemmas but also the educators. Britzman adds that educators

consciously accept the fact that the work of education is as difficult for us as it is for our students, that a great deal of what occurs in seminars and classrooms seems beyond conscious reach, that in the midst of unfolding pedagogy, more often than not, we become undone. Many accept the fact that we do not know what is going on. (p. viii)

These utter distortions of realities in teaching resources force educators to adapt to confirmatory biases of the outside world or external voices. As a result, this deceptive process of sticking adamantly to false realities makes the educators impersonate his or her looking glass self whereby the educator precipitates his or her own academic, professional, social, cultural, and political marginalization. This whole phenomenon was mentioned by Professor AP in a very contradictory manner:

I teach a course that’s part of a cluster ... the fellow that teaches it he’s one of the authors [full time associate professor] in the textbook. So we used his textbook which was fine ... happy to use it. ... But like then they want consistency. They [administration] want every single section to be the same. So... I have no say. ... You know, sometimes it makes

sense. Right? I start by looking at a previous ... syllabi and then see what ... was done before and then I will usually look to try to replace it with what's been done. Okay, because that's my style ... okay ... then like I said, sometimes that's futile.

Respondent EE said that teachers [school teachers] are being totally “othered” to a point where they do not have access to knowledge which is a big issue for her as an educator. She shares her frustration journey that publishers like Elsevier are making billions of dollars on their [professors'] work by blocking the same for the learners. She argued that educators are intentionally othered due to the reasons that they may create some fuss and incite students. She added:

At one point, I am a student when I am writing my research paper. I need required resource[s]. Ultimately ... I'm mostly ... afraid of ... losing my access to the university ... like [I] can not ... imagine ... I actually feel ... that's one of the most frightening things what if I no longer have access to the library resources. ... I got ... [I] don't know ... what I'll do. I've had people ask ... like friends of mine who've graduated and then not have been with an instant like[library resources] ... [they] ask for my login stuff and we share it because I'm not gonna deny you [access] the right either you get people to download articles for you where you share your stuff because it like nobody can afford that \$30 in article like that's terrible. Yeah. So anyway, yeah, I'm like I got to keep working at the university. So keep my knowledge access.

Textbooks, Pedagogical Alienation, and Academic Rationalism

Participants hinted that the whole phenomenon of using textbooks or other corporate publishing materials alienate them to an extent that their pedagogical creativities turn into their repetition compulsion where academic rationalism gets divorced by pedagogical expediency to meet the demands of unknown forces that control tacitly higher education. The factor of

alienation was very obvious when participants were asked if they would like to collaborate for knowledge creation. There was a convergence on thoughts in this regard thanks to faculty's multiple constraints. For this reason, participants EY, ET, EE, and AP said that it would be a great opportunity to share something creative with partners. Professor EE pointed her academic alienation out in this way:

I believe when you propose other people's agenda [through their lens], half the point of your pedagogical strategies and teaching is lost and half somewhere in books [textbooks]. [The construction of] critical academic discourse ... in my personal opinion lies in [free] interaction ... when I am lost [deeply engaged] in [my] teaching ... and so I believe at that point [pieces of] information of a teacher is more important than the textbook.

What Constitutes Right as Textbook Is One Way of Knowing Right

Participants unanimously agreed that what is right is left and miscommunicated in the textbooks and corporate teaching materials. They were of the strong views that the field of education is very delicate when it comes to deconstruction and analytical thinking of pedagogical materials. They said that critical discourse analysis not only gets twisted in the pages of textbooks but also becomes static and stagnant due to the cognitive load it requires from the participants. Here who is right is left to the justification of textbook writers who, even if analytically explained, can not justify his or her stance as to what is a valid piece of knowledge. For example, if the topic touches on LGBTQ's nuptial issues and the writers hold a little bit of a biased perspective on that matter, the whole issue is bent towards a unidirectional perspective. These concerns of textbooks being a sole constituency in the arena of pedagogical suites make teaching slanted towards again mainstream voices at the expense of the voiceless and excluded people. Here participants like PE and EN said they are forced to incorporate teaching materials known to include voices, for instance, human rights commission records, law manuals, legal

instruments, research-based case studies, and guest talks. This process will enhance not only their critical skills but also their emotional intelligence where they adapt to these alien behaviours. Professor EY held:

Well, I think I do my best to invite students to be critical of what they're reading so that they understand that the chapter they are reading that week or whatever it is... is not to be taken as gospel truth...but that it's important to be critical about it and maybe look at other approaches or other research that demonstrates something different and ... I think an important part of my job is to make sure I'm filtering the content of those textbooks through a lens that is critical and comprehensive and maybe taking into account other approaches or other understandings things. I'm trying to speak generally. I'm thinking of my different courses as we go.

Professor HN cautioned that textbooks are not the right place to consult when there are multi-perspective views in the student teacher classrooms. His views allude that comprehensive understanding may not take place in the wake of the textbooks and their uncritical inclusion in the course as they keep hidden nuances:

So I use Creswell for the easy stuff. Okay ... and let me be a little biased as well and I can say that Creswell is not I won't say he's completely balanced between quantitative and qualitative research ... [he is] a bit more qualitative in his focus these days and so if you are a quantitative researcher, you might see that is inconsistent with what you want to teach ... yeah, so there can be a kind of hidden curriculum inside a textbook. If you're not careful, you have to be really careful and that's why I say the only text book I use is Creswell because I be honest with you. I want students to be exposed to the world, social media. Is the opposite social media is forcing students to only get information that they agree with?

One could argue that university educators' total dependence on Creswell could also limit the scope of the research community where they, if not supplemented with free online resources, will again be faced with dilemma of presenting "legitimate knowledge" which Apple (2001) claimed the notion of tight control over [educational institutions] becomes crucial as a way to make certain that the appropriate values and knowledge are taught to everyone. Of course, their definition of "appropriate" is very different than say, an anti-racist perspective or one that assumes that knowledge is constructed through action. (p. xiv)

This was an indication where hermeneutic philosopher Jurgen Habermas comes who inculcate the praxis, inquiry-based student-centric learning process in the construction of knowledge. It does not merely promote static textbook-mediated theory but rather an inquiry-based praxis for the better understanding of both the educators and students (Schwandt, 2007). Finally, Professor HN said

I think sometimes it limits how you present your course. So you might say I have a textbook that covers. I don't know these ten topics and I want to cover 15 topics in my course, isn't it just as easier just to go with those tail. So you might find yourself being manipulated by a textbook organization rather than what you really think needs to be out of the course.

Here it is very important for educators to not fall into the binary but rather they must follow carefully controversial spectrums and provocative perspectives which may help learners gain knowledge in teacher candidates or any teaching education program.

Theme 5: Educational Materials—Freedom of Speech, Free Inquiry, and Risk of Losing Academic Individuality for Educators

The authenticity of teaching materials such as workbooks, "prescriptive" teaching manuals, and online resource toolkits was also a matter of great concern as thoughts of study

participants were in sync with each other as they did not trust to be a part of others' "narratives" or "agenda" in a field that needs "critical scholarships" and "critical inquiry" and that "is politically charged." The gamut of their pedagogical experiences demonstrates that their teaching is phenomenologically greater than what the pre-designed teaching materials could encompass "epistemologically" in university settings. Despite a unanimous consensus on the content of textbooks as a tool that "blocks vision, a 'cookie-cutter, theoretically [shallow] and academically [un]sophisticated." It also appeared that reliance on educational materials generate "unidirectional, non-creative, and linear thinking models that atomize human thinking [patterns where teachers/students] feel detached, isolated and othered" in the whole scheme of learning. Professor EE highlighted her views in this way:

Yes, and so as a teacher educator, that's like a huge message that I want to get across to new teachers about having to be aware that your textbook is just one resource, but it's also one way of knowing right. It's a very Western, you know, epistemologically it is just very Western and they need to go outside of [perspectives] that also acknowledge[s] that you know.

Participants used classroom discussions, online assignments, and presentations to evaluate in their classroom times theories from social constructivist perspective to Marxist to neo-liberals to Kantians, child psychopathology, child behaviour, Deweyan and Freirean, cognitivism to behaviourism and to transformative learning experiences. The issues of academic barriers, intellectual suffocation and inability to ventilate freely and openly embedded in using textbook utilization can be seen as to how Participants EN and EY displayed their dissatisfaction on the subtle intervention of corporate publishers in the process of teaching and learning as they shape teachers' attitudes and learning habits. Professor EN said:

We have to have autonomy and how you curate the learning experience for your students. It has to be authentic. It has to reflect sort of an ongoing pattern of learning. If it's prescribed by someone else, it's then we've lost our academic freedom.

The ideas of Professor EN were in agreement with Professor AP on the “subtle role” of corporate publishers who are “sneakily molding” classroom discussions and “localized” narratives to their globalized advantages. Informants talked about having to use pre-designed instructional materials not for sake of “healthy” dialectics but for the sake of class narratives that has no immediate relation to the higher education:

It is more subtle question because education affects who we are. Yes, and then we read certain things, certain history, certain narratives, certain ways of thinking then that influences how we think our values and then that's going to influence in some way the future of the society. So it's more [subtle]...like they're writing something in a textbook and that's influencing public policy. It's a more subtle process of the stories that were telling.

Professor IS spoke about what instructional techniques he employs to disengage himself from corporate pressures. He said that

When live discussions are “vibrant, engaged and spirited,” it is the students who control [the classrooms and] not me. I study their PowerPoint. Okay, and I try to support some... points okay for [students], Okay. But the students are able to control class and even we have a policy in this area is [that] other students give some marks...for presenters... and presenters give marks for audience. Okay, even for their professor here, for example, I asked questions that actually I am as a student [as they are]... try to control class and their behavior.

Professor NE states that using textbooks is also matter of felling overwhelmed with choices made by others through the frameworks unlikely to cause change in his mature students mindsets. It is a legitimate tug of war over free speech, academic choices and democratic values. “I lose both my individuality and teaching spaces when someone unknown sneaks into my class under the garb of corporate voice.” The identical change in teaching philosophies was apparent with Professor EE, who talked extensively about her classroom textbook selection in this way:

The [D]ean told me that I could have a textbook if I wanted... she's said that we could... and that's why then I created the syllabus with the different voices that kind of went with the content that people [university] were [wanting] talking about.

One informant EL remembers how her pedagogical narratives were suppressed both in [different]school board and university settings when she was a sessional instructor because “people from the top exerted their power” which hugely influenced her “teaching narratives”. Being a social constructivist who likes to take advantage of “multiple narratives” in classroom as a tool to balance students’ worldviews, she mentioned that she had no role [freedom] whatsoever in the selection of books [school systems or board] which shows how “biased the system is for her [teachers].” She added:

So in the elementary school, we don't as teachers have any choice [or voice] in what textbooks we use. I guess we have some [the participant think] leverage in terms of how we want to use them. But the board is the one that decides each grade for each class what textbooks they're going to pay for it and to use... so I guess as a new teacher especially I [totally] relied a lot on using the textbooks to provide the content for those courses. In the Bachelor of Education program that when I taught the first language arts course, we had a textbook...the program coordinator felt... that because... it's like a survey course you

have a lot of you know[to cover]...so she felt that we [program coordinator]... really needed to have like a cohesive textbook.

Professor AP mentioned, notwithstanding the value and necessity of the textbooks in foundational course or anyother teaching education program, how his personalization, angles and academic interests, research values and pedagogical contenk knowledge, knowledge management were emotionally impacted and intellectuallay compromised in the event of using survey foundational course textbooks:

I don't like...the cookie cutter [presumably survey textbooks] there is something about I hate to admit but this is confidential. I hate to admit there's something sort of you know, Psych 101. It's the same course here. It's probably the same course in 1976. Yes, and it's the same course at UBC and University of Wisconsin and it's just thousands of students go through it. They write the same exam. They read the same kind of stuff and there's something somewhat artificial about it? ...Yeah, but really that's not what I liked about going to ...university was...like having a professor that had their own interest and then they bring their own angle. Of course, you have your own interest. It could be citizenship. It could be immigration. It could be ethics. It could be...testing, assessment, child development, child psychopathology whatever...it is you [professor who] bring your own thing, but like everyone should be able to feast at that fountain...before you go to university the curriculum is often designed by the Ministry.

Textbook Customization and Live Classroom Discussions

Almost all study participants depicted the tendency of customizing their textbooks to adapt corporate teaching materials to their pedagogical needs and purpose. The proper use of textbooks and their usefulness as an important instructional tool concerning classroom discussion

emerged. The informant EL, PE and AN shared kindred experiences during the interviews as to how they re-designed their “course textbooks”. They appended “relevant peer-reviewed research articles” that have “impact” to bring some “consistency” to their respective lectures. They used supplemental materials not only to energize classroom discussion but also to add some “meaning” to class discussions in order to keep the “disengaged student” engaged. This was most obvious from Professor AP who reflected at length in this way “so I like to reconstruct them[textbooks] from the beginning... and for my earlier courses”. In other words, his reconstruction of textbooks means that the content that he has in his textbooks needs to be re-adjusted, modified, re-constituted for his undergraduate and graduate students. The fundamental reason behind this was absence of “genuine voices” that may spark questions of critical discussion “within classroom setting. Although textbooks do have an opportunity to posit a point of view but “the most critical voice is left out of...” the equation whereby it becomes what Blasi (2018) says a “ non-interactive tool of learning which only “consumes classroom time” and creates “time management issues” in all academic settings. As Professor AN stated “It's like... we got to spend more time on textbooks and less on meaningful teaching. I am unable to... focus on what to teach... it could be black people issues, it could be gay, it could be disabled, but what about my own perspective”.

Major issues, such as “women studies, immigration, citizenship”, school-to-prison pipeline, school resources officers, gender equality, gender socialization , LGBTQ, inclusivity, diversity, refugee status, community poverty and last but not least matter of equity where professors’ critical voice is desperately needed, were either expunged from textbook chapters or little attention was given to them. It was largely due to the design of books “whether that's a corporate impulse to sell more stuff or not, you know, it gets entangled that but yeah, it's there

[unknowingness] for sure”. As participants PE continued “so you don't have any real choice of what textbook enters your classroom [in the school context]”. To quote from Professor YE in the wake of university classroom discussion:

I just created a list it wasn't a topic for which I think there would be a textbook readily available and I really wanted it to be highly customized for the purposes of the course and ... for the weekly tweaks or breakdown. So there wouldn't have been anything that would have been relevant enough in terms of a curated body of readings and for examples that would have fit what I wanted to do. So there was no textbook at all for that course, for example, okay.

Textbook as a Potential Barrier to Learning

Textbooks can be an important tool for learning but it is not the only source of understanding any topics. Other learning materials and faculty instructors' instruction can at times, be in conflict with the the content of the textbook. As a result, textbooks could run counter or be a potential barrier to the learning. According to the participants, textbooks stifles creativity and did become a barrier to learning in class. Professor EN mentioned that “I think that's costly for kids. I think it's overreliance on it and university should be a place where we're really helping kids think outside the box and explore concepts, but I think a textbook ties you too much to what they want you to think”. Interestingly textbooks may create uniform thinking patterns in students who are less critical, and disposed to accepting the authority of the textbook in the course. Students employ a range of perspectives to using textbooks along a spectrum of critical to uncritical. In that instance, a controversial or biased textbook can be used as a constructive tool if it is taught critically and with the help of other sensitive pedagogical tools like guest lectures, social media, popular media and counter-narratives.

Corporate Educational Materials Do Not Cover the Entirety and Scope of Topics at Hand

Study participants mentioned that textbooks do not cover what they want to teach in the classrooms. They said that they have to go back and forth to find specific examples to deliver in law, cognition, and international comparative education courses and consequently their relevance leave the textbook consumers perturbed. Being professors, you are constantly in search of new tools which improve learning and teaching. This is what was meant by Professor HN when he said:

I think that you know again we stick with the Creswell's book for just a moment...there are some things he doesn't go into enough...[for example] mixed methods might be an example of that. It's just not as much case studies...the some of the specific examples. So you have to add to what you have in textbook because it's just not sufficient to cover your needs...and so you might end up with having additional readings beyond the textbook as a result of that which would be very common.

Professors were fully aware that these textbooks are not made on needs analysis basis where they fulfill the learning desires of consumers either student teachers or teacher educators. One could argue that if textbooks does not focus on the immediate needs and wants to educators in this age of massive access to online teaching materials, then why do educators still use these primers? This was answered well by when Professor EY elaborated on this thread in this way:

I think it probably happens all the time and you just adjust and adapt so you introduce things a different way or you see now what you read is one way to approach it. Here's another way so that if you're using the textbook whether it's totally foundational to your course or peripheral it's something you can sort of bounce off of at the very least.

Theme 6: Relation Between Textbooks and Survey Courses—Overdependence on Textbooks, Stepping Stone for Lexical Accumulation, and Future Knowledge Base

The participants commented extensively on the relation between textbook and survey courses in their one-on-one interviews. The key points to that they made clearly show that textbooks, pre-designed corporate materials “strips teachers or professors of their knowledge” base and keep them engaged in a pedagogy circular in nature; what Professor EY mentioned that “there are some textbooks that are such effective tools that I can't do a better job myself of “re-inventing the wheel.” The most interesting fact about the participants was that on the one hand, they outrightly rejected the idea of using corporate teaching material “owing to the fact that they engender “alien perspectives” and on the other hand, university instructors appeared to have been overdependent on them as Professor AP claimed “I think it [textbook] is good because you can see both sides of it... it's really advantageous...sometimes textbooks [are] really good and sometimes it serves certain practical and foundational needs. You don't need to use a textbook all the way... I like to say a community of learners ... is going to have the same values, traditions and lexicon”.

According to Apple (2016), he is not a theorist of reproduction but of contradictions where institution of higher education and critical scholar must create unique spaces for critical scholarships and social justice. In the context of teaching and learning through corporate teaching materials and digital tools for the delivery of student assignments, Professor PE stated and kept his positive attitude by saying that he is not skeptical of textbook industry; however, he is cautious in using someone else perspective in his gender studies course “through an unknown lens.” Using pre-fabricated teaching primer can only tick the clock but not help to solve the problems of higher education and “deep structures” hidden in “fractured society.” Professor HN

mentioned “the inconceivable social matters awkward to navigate” can not be solved or approached through traditional tools and means of education. In addition, Professor AP mentioned that basic survey courses must merely be good for some basic knowledge and a so-called convergence point ” for his students can find pieces of foundational information for that particular course:

Well, you know, I think you probably see... I don't think it's all doom and gloom[in terms of textbook] I think you know corporate publishers to my mind seemed to be trying best to respond to sort of the major impulses within you know, contemporary university context where...if you look at language arts textbooks in 20 years ago there is very little mention of gender from a critical perspective.

The study participants’ association with corporate publishers and their representatives appeared to be a major factor what Apple (2016) said in his “relational analysis and repositioning” that prevented the educators from developing a constructive educational bridge for their course design, material development and its constructive implementation. The ideas discussed by Participants YE, EN, EL, and IS show as to how textbooks simultaneously generate “kind of hierarchy” in the minds of learners but there is no deep learning involved in this whole process which may help 21st century educand in their academic endeavours. Informant EY related “a survey course[s] wide swath of information [to] a kind of water skiing where you get to a little taste like a buffet of a lot of things. I'm not a buffet eater either with food or with learning but I've come to see that it is essential that every discipline has its own lexicon such as sociology, and medicine.”

The Opportunity of Explaining the Textbook Content Lost or Found

The study participants openly expressed one factor as to how these learning tools such as

online course toolkit, passcodes to software, pupil workbooks, courseware and any assigned primers do not match what students want and where professor “wishes them to take or reach” in terms of students’ intellectual process. Moreover, limited scope of content creates more communication gaps and further de-contextualizes curriculum goal and its enabling objectives and terminal objectives. The study findings reveal that has the opportunity to explain textbooks been lost or found? This theme suggest that study professor EY, AP and EH were not satisfied with the level of content available in the textbooks that is why they frequently resorted to “outside means” for teaching materials and opportunities. Upon asking as to why to curtail topics from textbooks, Professor EY replied that the content entirety is not covered; topics are insufficient in the text whereby I have to go back to supplemental materials which enhances my teaching and I can deliver an informed lecture. Likewise, Professor AP also determined that his lecture trajectories will, “fly off the tangent’ if he did not put research articles from peer-reviewed journals” to explain highly controversial topics via articles where there is no filter between a reader and researcher. What participant AP means here is that sensitive topics , controversial knowledge and disputed national issues are openly researched amongst the academia which may lie hidden from student’s eyes for years. This was also supported by participant PE when he said that controversial issues can never be taught via textbooks when sophisticated tools are required to de-construct knowledge. Similarly, study participant EH appeared also discontent with the table of content from “corporate publishers” that selectively bowdlerize (Ravitch,2004) the nuts and bolts of any discipline which set the stage for the learners. Here it is of great value that unlike the above mentioned respondents, interviewee HN had a different response as he mentioned that pre-designed teaching resources such as PowerPoint presentations, students solution manuals and online mode diminished the role of

textbooks as most faculty used PowerPoint presentation and students only take advantage of these PowerPoint for their MCQ-based quizzes, assessment or exams. Although no participants reported the use of test bank and other pre-fabricated materials but interview replies demonstrate that there was a general accord that textbooks eat up a lot of time during class time. Professor HN said that

Explaining topics, I can say from my long experience [about textbooks] , is [comparatively] an easy task. Things are well organized...but then my topics put more [cognitive] pressure on my students who believe in textbooks [and take them] as a final verdict on any academic topic. They [students] do not understand... the key role of teaching materials or textbooks is to start a casual conversation around any topic... but unfortunately students tie their beliefs... and keep these pieces of information [as sacred cow] for their whole life. This is really deadly. What faculty can do in this case is to constantly remind these kids [young students] that incongruity of available knowledge in academic spaces can only be overcome by a real dialogue and critical conversation but not by outdated literature [which is heavily present in these texts].

Respondents were cognizant of a fact that education is a very fluid terrain. These volatile spaces of higher education need a sincere deconstruction for non-interactive learning tool that is constructed for corporate structures but not for the consumption of a target audience who is totally unaware of discreet phenomena impacting their lives in the longer run. According to Britzman (2009), “why the idea of education has been so scaled down that it can only refer to what has already happened to us and then what needs to happen to inexperienced others. By putting something one does not want into the past and projecting these anxieties into others, one maintains the false hope that what has already happened no longer has any force to hurt one

today” (p. 7). There is a lot of , what Apple (2016) says, “epistemological fog” around the pedagogical practices either a) here “to pass course” or b) form their learning attitudes on the fickle vagaries of unmatched terrains. Overall the research participants were perplexed that explanation of texts at hand is; this is what Britzman (2009) says when she employs her term “copycats.” She adds that “Our reading methods, or the theories we use to protect and project our own intelligibility, may initially foreclose this reading trauma” (p. 51). Furthermore, Apple’s(2016) epistemological fog can be considered as educators or students too much divorced from either theory or practice.

Resultantly, textbooks deliberately avoid complex socio-political issues, subtle “community matters” and national and international issues; they carry “alien voices and external extrapolation” from cultural perspective to social memory to indigenous pedagogy to racialized studies , sociology, history to any foreign language learning is what participant TY mentioned.

Use of Textbooks as a One-Stop-Shop Kind of a Book

According to the interviewees AP, EY, ET, and EE, they declared that “lack of time, class sizes, number of students in undergraduate classes and syllabus topics to be covered” in 15-week long semester that makes the textbooks ideal “all-size-fits-all” primer. Moreover, it makes “frankly the teaching a manageable endeavour” but at the expense of pedagogical innovation, creativity, and critical scholarships. On the contrary, interview participant AP acknowledged the teaching frustrations in this way “but the “meat [real content in lectures, classroom discussions, presentations and debates] is gone”... exacerbating the situation for innovation and “critically responsible pedagogy.” Professor AP argued, his sessional instruction job does not allow him to invest more time when he knows that he willnot be able to teach the same course for the next nine years. He elaborated “Like I said as a special instructor, there's time and financial

limitations of how much I can invest in designing a course when I may never teach it again for another nine years, you know, so those are really the collection of issues but as you can see as much as possible.” The analysis of data further revealed that study participants in general and professoriate in particular were academically time-constrained to “put [their] own thumbprint on everything such as pedagogical innovations, textbooks selection criteria at an institutional level, and schedule pressures. Here Professor EY opposed that is the case but she mentioned that PowerPoint slides, text banks, workbooks do serve the purpose as they are created by expert faculty but from other university. She expressed herself in this way:

Well, that was my first real experience with testbank, PowerPoint slides and not discussion questions, but those two things PowerPoints and testbanks which I then sort of modified, but it was a great template for course. That was a first-year survey course. It's widely taught across North America, you know a history course really? So in that case, you know, you're looking at material that is arguably you could teach it in lots of different ways.

Interestingly, the interviewees' indecisiveness towards corporate teaching materials can also be seen from the comments that it is a “one-stop-shop” kind of experience where participants used a lexicon and treated it in a manner similar to corporate business operations. Here one thing was also noticeable that how neoliberal dictation was fantasized to portray induction of educational materials in academic settings which is used for higher education pedagogy that must be otherwise impartial or neutral battlegrounds for all walks of life. This gradual extermination of business lexicon shows how corporate culture has infiltrated into our higher education narratives which frequently touch upon business parlance. Professor PE added:

You know... textbook is a one-stop-shop kind of book... it is for precarious faculty ... so they may be more likely to choose textbooks ... but they [university professors] are still not compelled in any way to adopt it [textbooks].

What Professor PE meant here is that from his experience at faculty of education showed that textbook might have negative effects on professors' pedagogy because textbooks are made by miscellaneous contributors. Moreover, these textbooks are derivatives of unknown authors for those who do not know truly knowledge structures. He mentioned that textbooks are not supported by particular faculty as they are tailored-made for higher education not for any one specific institution. What he further elaborated that "you don't see faculty being compelled in any way [either] shaped or forced to adopt any particular text... and I'd be surprised if anybody, you know, said that."

Theme 7: Academic Reciprocity and Intellectual Collaboration for Knowledge Creation for Higher Education

Intellectual Collaboration

Finally, the theme that stemmed from participants' replies was their willingness to create new pedagogical tools when they talked about their vision for 21st century's pedagogy in knowledge economy. Almost all respondents expressed his or her interest in reciprocity and intellectual collaboration to engage in knowledge creation for the greater good not only for the students but also for the upcoming faculty. They felt the need and told that they will be happy to collaborate with both the home institution faculty and also with other institutions which will indeed add to increasing experiences and precipitate knowledge creation in their specific field of interest. They were fully aware that an unfathomable gap has emerged from lack of faculty

interaction and subsequent pedagogical practices where collaboration is needed. Professor EN explained:

I would love to see more[academic collaboration] of that in research curriculum [and] in resource development. I find overall that teaching seems to be very insular you go and teach and then you leave. I have not a long time at a robust conversation about curriculum and resource development. I did it in one of my universities because it was I think there were two of us maybe three of us for sure that we're designing a course for a doctoral level... and that was probably the best collaboration of ever had about a course because it was taking their views together in the readings and it wasn't just me. It was two of us like designing the course.

Participants EE, EY, ET, and HN said that better pedagogical practices need reciprocity and frequent talks among the faculty members. They recognized the immediate need to extend the loop of discussions beyond home institution where access to knowledge could become easy. Professor EY expressed that to teach students critical organizational skills such as organizational connectivity, how organization harmoniously work and their business impact textbooks rather present superficial theories whereas real-time interactions and guest talks with their relevant organizational leaders and their top brass will indeed make a difference in students understanding and comprehension of how discrete parts of sophisticated business run in tandem with each other. Here, informants also brought out a different angle in their desire for collaborative efforts. Informant ET told we are a community of practice where we have a through check and balance in terms of 21st century pedagogical models, modern concepts, awareness, deficiencies, and best practices so much so that could make teaching to stick to

their uniform styles by respecting other people diversity. In this regard, Professor EY gave an example:

Yes. I think it's that independence ... it works most successfully when you understand what the context is when you understand what your colleagues are teaching (and) when you understand where your students are... coming from where they're going what your place is and what your course is and role is within the trajectory of that students development and within the larger curriculum picture absolutely that's essential.

Respondent EN wanted to experience collaboration in this way:

Whether it's that they [professors] are sitting together and discussing it which I think can be helpful and that certainly has been I've seen in my own career very helpful or whether that coordination in a larger faculty is directed more centrally by administration to understand where things are. I think it's critical. I think it would be very helpful.

Respondents explained collaboration as an opportunity to extend their knowledge and area of influence in a particular field. Professor IS said that it would be good for your research to present a model for Ontario where professor could converge their thoughts on topics of mutual interest. One participant told that through reciprocity, topics of controversial nature could be theoritacally and practically pedagogized for upcoming new faculty where they can easily tackle these topics and “come forward towards critical understanding.” It was clear that participants were of the positive views on the matter of not only faculty collaboration but also instructional collaboration. Upon question that would you like to be compensated for these activity, Professor PE mentioned that public intellectuals are payed enough and they have only one responsibility to be true to present and show the other side of coin. Participants expressed his or her discontent on the declining standards of pedagogical resources, practices, and faculty preparedness; for

example, Professor GE commented that “my area is gender studies and no textbook could touch upon the sensitive topics which I want to cover.” Despite open access to popular media, students still believe instantly in written material. ... I mean textbooks as they seem trustworthy tools for their academic success. Students come with a lot of ambivalent behaviour. Definitely their ongoing conflict in understanding higher education.”

This finding ties well with collaboration that faculty wants symbiotic relationship with their counterparts across the faculties of education where more interaction will be on the development of mutual interests. Here participants maintained that independence works better when they know the individual context. It characterizes the willingness, openness, restructuring, and reframing on the institutional policy where symbiotic relationship could take place. In addition, the faculty is not reluctant to join hands with other institutions to develop educational resources availability models where it may work for both “precarious faculty” and would also help students offset their increasing higher education cost. This means that there is a potential in tapping the idea of incorporating sessionals and part-timers to develop better curriculum. Professor PE’s comments on precarious faculty were meaningful in the complex relation of “precarious faculty” with system. He thoughtfully added

Well, no, I wouldn't say that I would not say it was against the interest of the student I mean that would have to be determined on a case-by-case okay basis, I think and you know understanding what the interests of the student is would be one of the first things you want to think about all [and what] I meant by precarious sessional instructors [is] that sometimes they are given a course they haven't taught before and they may have to teach it within you know next month. And so they're scrambling around to find resources, time

management...because they're managing their time well, but because the nature of labour within the university context.

Silo Effects

Study participants informed that teaching is a very insular profession and individual research sometimes produce limited results. Pedagogy needs to be open to discussions whereas instructional design can be fluid, easy to flow with different content styles. Their comments further reveal that academics are faced with multiple challenges during the intensive instructional times where teaching is most intensive and pressure-ridden which cost them their intellectual freedom and long-run research activities emanating from the instruction on various issues. They also related to strict administrative control and rigours vetting processes which sometimes make it harder to execute research, and instruction simultaneously. As Professor EN expressed, “I would love to see more of that in research curriculum in resource development. I find overall that teaching seems to be very insular you go and teach and then you leave.” There her comments reveal that teacher educators are forced to adopt “transported pedagogy” in teaching which further exacerbate their pedagogical worries in the midst of being alone and stand-offish.

CHAPTER 5

DISCUSSION

This study employed a qualitative case study model, through the theoretical lens of Giroux's (1985, 2014) transformative intellectuals. It explores educational corporatizations and commercialized teaching materials forced on the educators through corporate structures, and the resultant processes which have changed drastically their pedagogical practices. As a result, they are heavily dependent on pre-designed, pre-selected teaching resources and pedagogical materials from corporate publication houses. The data of study offer critical evaluation and understanding via open-ended interviews from university professors. Central to the themes in this study are textbook selection process, the role of professor academic agency in the creation of knowledge, hermeneutics of classroom transactions and meaning making of narratives and meta-narratives, and textbooks which are not necessarily great pieces of literature. They do not offer multiple-perspectivity, critical conversations in the absence of realities so much so that textbooks alienate and discourage academic freedom and rationalism.

Teachers as Transformative Intellectuals

Giroux (1985) theorizes about educators as transformative intellectuals on the grounds that on the one hand, they are central to the transformations of knowledge and on the other, they have been marginalized in educational institutes. They are reduced to technical intelligentsia; Giroux (1985) adds that we are at a very critical juncture on a critical debate on intellectuals who are crucial to the transformations of "social and historical structures" (p. 48). He sees educators as central to knowledge creation but with a condition that they stop being "subject to the rationalizing and specializing character of modern organizations. What Giroux (1985) implies

here is that educators must not be an active party to any camps but to the creation of knowledge which will definitely produce better results and better societies.

Textbook Selection Process and Usage

Production, consumption, and optimizations of textbooks were indeed a problematic for almost all participants when they were asked about textbook usage during interviews. Some showed concerns for soaring textbook prices, others expressed design was a problem, a few were concerned with the content, pages, references, and its usability. For example, participants EY and EE raised their deepening concerns about textbooks' production sites, their sporadic consumptions by students, and inappropriate optimization. These results match with what Giroux (2016b) says about textbooks and higher education. "For instance, it raises questions regarding who has control over the conditions for the production of knowledge. Is the production of knowledge and curricula in the hands of teachers, textbook companies, corporate interests, the elite, or other forces?" (pp. 2). Professor ET expressed that corporate communication structures such as marketing, media relation, advertisement, and event organizations are employed extensively in the production of textbooks. These structures play a vital role and become embedded in faculty pedagogy. It is then that they speak the language of power, elite structures; here being silent about corporate media power in making "attractive textbooks" is also to associate oneself with powerful voices, exploitative communication structures, and mainstream social policy where Professor AP articulated that "working in corporate is epitome in the career of students" who want to work for these corporates. Here respondents' intermittent references on textbook usage was interesting. However, participants held that students' consumption of textbooks is neither leveraged nor optimized as a result of their lack of indulgence in textbook activities and optimization. Some participants attached their support to corporatized teaching

resources by being ambivalent about increased dependence on textbooks but not their consumption. Data also indicate that faculty consumption is not in line with course learning outcomes meaning that sporadic and intermittent reference is a frequent site in classrooms where textbooks usage has been attached to invidious agenda. For example, Professor AP said that I use first two chapters and then move on to the chapter five and then nine and chapter sixteen.

Participants showed that there were neither any set rules for the textbook selection process nor did they have any institutional or faculty-wise directions in their selection of textbooks. For example, Professor IS said that he consults with his seniors in case he is handed over a new course that he has to teach given at last minute. Although faculty is free and independent in their pedagogical choices, there is not a proper coordination in the system at large which may help the sessionals , part-timers or any “precarious” faculty. Here Professor PE mentioned that if the teacher is a part-timer, these primers may be misused as they have a lack of experience. He added the topic and their relational aspect will be hard to find.

Here one more thing is highlighted that the whole process of teaching and learning appears to be intuitive where things are being transferred from one person to another. It may be conjectured here that teaching is a highly intuitive activity as there are no scientific methods connected to the selection and continuation process. These textbooks, as already studied by researchers (Boote, 2001; Weinstein et al., 2018) create dilemma of indoctrinations in not only teacher educators but also student teachers. It will not be really wise to the teacher education programs to use textbooks. Here Professor PE rightly mentioned about the textbooks. He added that it is not theoretically deep, not sophisticated enough to be included as it definitely lacked critical tools which he wanted to use in his education classes. These tools are not textbooks but peer-reviewed research journals, handbooks, encyclopedias, periodicals, research-orientated

books, and some popular media such as *The Financial Times* and *The Economist*. These tools definitely expose students to new knowledge avenues where more inquiry-based learning take place.

The distorted assumptions heavily present in textbooks made participants realize that textbooks are not right types to be maximized in the field of education. If we draw our attention to the enrollment of teacher education program, it enrolls a great deal of students who already have bachelor's degrees or even master's in their respective fields and using textbooks may cause some issues in student teachers' cognition. They may experience confirmatory biases which they had fought during their undergraduate course. It will be an injustice to them to use textbooks which are highly prescriptive. This is how participants YE, EE, and AP mentioned it. They uniformly expressed their dissatisfactions over narrow view of textbooks as they dubbed them as too Westernized, based on canons, White men's perspectives. Mostly participants rejected the textbooks in their courses but their cognitive dissonance showed if it is normal to use textbooks or it is a right decision for educators to employ textbooks in education courses which are definitely politically charged, socially deep, and educationally philosophical.

Time-Saver

Almost all respondents supported the textbooks overwhelmingly on a point that it drastically saves the faculty a great deal of time. For example, participants EE, YE, EN, PE, and HN reported time poverty in the profession of teaching being the reason to use textbooks as a safe option. As Professor EY said, "I guess one of the ... benefits of using textbooks [is] okay ...time... this textbook...can be a real tool that can save you time." Then, Professor EN said "a lot of time...textbook saves the instructor time for that which could be positive [or] negative just depending on what that is." Apple (2001) agrees and relates, that educators do not have realistic

timelines to meet the demands of intensive teaching and impractical deadlines in pedagogical assignments, to the hard-line educational policies proposed by the neo-conservatives and neo-liberals alike; he adds that “one of the reasons that conservative policies dominate is because teachers and others are not given realistic alternatives that actually work” (p. iv). Here I argue that in the age of massification and commodification, these textbooks are made wilfully by the powers that-be to promote antiacademic culture of adhocism by facilitating an interim arrangement to educational issues and thoughts as well.

There is very limited deep thinking involved in the construction of these corporate educational materials. It may be a strategy to save time that may be meant to meet temporary hikes in student enrollment or registration where creativity is being deliberately killed by filling the time gaps which may be used by professors to promote critical thinking and a dialogue during their own time. For example, what it means is either corporate structures are making teaching an endeavor easy enough to be mediated and uncritical enough for student teachers to be digested happily without emotional stir.

This finding matches with what Apple and Christian-Smith’s (1991) argument suggests that the dominated pedagogical approach is willingly acknowledged by educators as they become a mere “delivery systems of facts” (Apple, 1992, p. 4). It is height of nonchalance from the point of view of the university administrators to impose more and more pedagogical burden on university professors whose primary work is to promote research and development. Tenured and tenured track faculty may be forced to adjust their teaching styles and ultimately abandon the exercise of critical thinking, free discussion, serious medium of teach-ins as a thought-provoking form of pedagogy in favour of corporate demands by compromising on the supple side of the genuine pedagogy in the context of university labour.

Structure Knowledge

Respondents held that textbook does play a role in presenting structured information where they do not have to look here and there. For example, it is all-sizes-fits-all tool which disburdens pedagogy from the intellectual worries. Professor HN suggested that corporate teaching materials force educators to submit their free will to the education corporates who are facilitating a “culture of acceptance to mainstream knowledge circles where no criticism or oppositional stance is accepted in the dissemination of knowledge”. These hollow knowledge circles generate deliberately empty discussions or void time-fillers where both the faculty and students are at odds with each other. Participants TE, IS, and HN said that the best part of textbook is that it brings all resources together for the educators without giving much heed to the topic. This was expressed by Professor HN in this way:

It’s easy to require textbook rather than for instances to build a Blackboard site that would have a list of journal articles or book chapters or other resources for students to look through so it’s easy to use a textbook and I think that's one of the biggest controllers as to why faculty members still use textbooks.

Professor YE expressed “they [educators] think they can get through the course without thinking a lot about those materials and [they could] still have a strong ... outcome and [educators] who are engaged with those materials ... need some structure ... laid out for them.” Pinto (2007) elaborates on the pedagogical frustrations of educators when they sent her emails about the order and sequence of teaching materials. Here educators are so tied to the course and textbook developers that they digest materials even they take their guesses seriously. She added that some educators mimic incontrovertibly the pedagogical materials without proper heed as this

may cause “teachers may not be aware of, nor trained to facilitate and encourage, critical inquiry” (pp. 101–102).

Pinto (2007) notes that Solomon and Allen (2001) emphasized that teacher education program promotes conservative voices and “may be predisposed to reproducing social order rather than disrupting it” (p. 102). The findings of this study agree with what Pinto (2007) says that structure brings unquestioning uniformity; and if there is no disruption (Solomon & Allen, 2001) in education, it means it is uncritical, placid, obedient, and unthinking phenomenon to what Professor EY pointed out:

because some of the pre-designed teaching materials are very well developed and I couldn't do a better job, you know, there are people who have spent years developing this material looking at the formulation of it the trajectory of it the proof. What's the word? I'm looking for this little procession through information. That is so well done that I there's no point in me reinventing the wheel.

Europeanized Standpoint

Participants critically questioned the well-established leitmotif of superior Europeanized stance heavily available in these textbooks which textbook writers uncritically thematized into a full-blown phenomenon of European superiority. This could prompt educators to consciously or unconsciously wage a cultural war against their not-so-informed knowledge consumers in 21st century who rather rapidly believe in and digest uncritically the tweetable narratives and personalized information packages.

For example, participants said that textbooks present, patronize, and encourage Europeanized forms of knowledge in education. These sets of beliefs such as pro-Westernized education point of view, pro-occidental superior cultural values, superiority of educational

systems, superior forms of scientific knowledge, and inferior knowledge base of orientalist were strongly present in textbooks which participants said create friction and division in classroom discourses. For example, participants EE and AP replied that textbook-mediated knowledge promote and encourage uniformity, unidirectional thinking and mental models which are ineffable. These findings are consistent with what Apple (1992) questioned in his opinion article “what knowledge is of most worth and whose knowledge is of most worth” (p. 4).

Western modes of thinking, concepts, and behaviours have deliberately been widely normalized and conventionalized through textbooks and then subsequently through pedagogical practices and styles¹ mostly in English language which Hunter (1996) and Pennycook (2017) say that English is not an ends in itself but a means to an end to subdue its opponents and bend their thinking patterns. In addition, Smith (2012) proposed this as not only colonization of human minds through subtle research agenda but also every aspects of human life even subconscious. Apple holds teachers are not merely “delivery system of facts” but what Giroux (2016a) says There is no pedagogy if people do not identify themselves as contested; pedagogy must identify marginalized people so much so that they feel aligned with the systems and if there is an absence of this identity pedagogy might lose its true value and turns into a form of intellectual violence “pedagogy is always a deliberate attempt on the part of educators to influence how and what knowledge and subjectivities are produced within particular sets of social relations”(pp. 60–61).

Participants GR, EE, YE, and TE strongly confronted this phenomenon as deleterious to the education mindset which may bring more deterioration and decadence in student teachers’

¹ Pedagogical styles such as student-centric, teacher-centric mean teaching practices happening in Western world and their imposition on the minds of third world educators through the powerful machinery of neoliberal corporates. These corporates are also present in education to boot, for example, Pearson Education, Scholastic, McGraw-Hill Education, Cengage Learning, Houghton Mifflin Harcourt. Pearson Education’s recent move to invest huge amount of over US\$50 million in poor countries’ education systems shows how eventually narratives will change under the garb of education reform in these countries.

humane thinking patterns. One thing that was obvious from these interviews and discussion is that even the meta-narratives of the teacher educators need a paradigm shift where there can be more knowledge circles which may, as a result, illuminate and enrich student teachers' imaginations. If teacher educators wean themselves away from these Westernized modes of pedagogical behaviours, there could emerge more productive dialogues, critical conversations and open-ended controversial discourses. As a result, their spin-offs will eventually produce more job opportunities in the education sector. This phenomenon is conspicuous from the engineering, and medical field where university professors launch open debates on critical topics which are neither hard to be theorized, and implemented but rather simple enough to reach the students and they can relate them back to issues around them such as global warming, climate change, floods, and pollutions.

Knowledge Creation

Participants maintained that teacher educators must problematize textbooks in their classes for student teachers. For instance, participants EE, YE, IS, PE, and DY unanimously rejected textbook usage in their classrooms. What that means is that the dependence on and impact and influence of corporatized teaching materials, such as textbooks, workbooks, and online teaching materials on the teaching of university professor impede knowledge creation and discourage diametrically the intellectual processes, such as open-mindedness, libertarian attitudes, acceptance to participatory voices and respectful to othered participants in knowledge formation. This rejection of textbooks also indicated that university professors are consciously prepared to encounter these primers embedded in teaching and learning in corporate structures in corporate university. A significant amount of literature (Gupta et al., 2016; Gutstein, 2012; Pinto, 2007; Singh, 2015) reveals the involvement of corporate educational publishers

increasingly replacing the agency of educators into mere mouthpieces of neoliberal policy frameworks by pushing them to take a back seat in educational settings. Postman and Weingartner (1969) claims that the autonomy and independence that once dominated educational scene is no longer part and parcel of existing educational institutional lifecycle.

The study data also highlight that education-related discussions and transformative conversations in postmodern era have reached their saturation point which means that institutions have exhausted their narratives and knowledge monopoly role. Apple (2011) and Giroux (2011b) mention that educators' repositioning and teacher proof(ness) must be understood to fend off the governmentality from their uniform pedagogical practices. Powerful corporate structures embedded in so-called not-for-profit corporate universities have forced educators to adopt to alien philosophies whereby they have proletarianized their pedagogical practices and turned out to be passive proletarianized technicians(Safari, 2016). Data gathered in this study reveals that educators' academic agency can be vibrant as some are willing to take on multiple roles if only corporate university structures do not intervene through technologies of self and technologies of domination for their governmentality (Foucault,1997).

The transformation of social relations from a fundamental reliance on craft and mechanical knowledge, to knowledges, derived originally from traditional culture, that have become core scientific and ideological machinery for the reproduction of the prevailing order. (Aronowitz & Giroux, 1985, p. 48)

Knowledge Deconstruction Lost

In addition, participants were of the clear view that these textbooks do not offer substantial insights into the lessons that are being learned in the education classrooms where hegemonic discourses already prevail as universities predominantly enrolled White Caucasian

students of any spectrum. It leaves further knowledge dependence in the hands of invisible hands which are not known to both the student teachers and teacher educators. And neither the mind of student teachers nor teacher educators is David Hume's mind with disconnected ideas and container-like device. However, it is a Kantian conscious self that creates meaning and deconstructs critique if only it is consciously employed. It has self-conscious existence (Höffe & Farrier, 1994).

Participants AN, DY, and TE mentioned the same when they said that student teachers are very self-conscious if they are given any wrong information, they vehemently oppose it and try to create counter-narratives which is good. It is important to keep the self-conscious active and alive in the constructions of knowledge because these student teachers deal with children who are quite impressionable.

Furthermore, the analysis of data found good evidence that educators want to take the knowledge construction in their own hands rather than it be handed over or thrust onto them from atop as they have more responsibility; on the one hand, they wanted to make their students independent and critical thinkers with better self-evaluators of knowledge which textbooks do not provide, and on the other hand, they wanted to use research tools which are sophisticated, deep and analytical. The critical tools would truly impart student teachers deep analytical skills in the evaluation of curriculum, courses they teach and whatever fall during his or her pedagogical itineraries, for example sociology of education, politics of education, cognition and learning and educational administration and power dynamics in the field of education.

Knowledge Status Quo

Participants overwhelmingly claimed that the textbook industry regime creates knowledge status quo through outdated, stale, static, and out-of-context educational thoughts

which, as participants AP and EE maintained, is contrary to what these textbooks teach-consistency. Knowledge creates disputes², it is liquid, it is politically charged in education, it is to be sensitive, it procreates new spheres of learning by opposing ideological agendas; and textbook knowledge has “unidirectionality, uniformity” and status quo adherence. In this regard, Giroux (2007) ventures out his educational thoughts into a new terrain that educational ideologies are embedded in cultural and curriculum artifacts (such as textbooks); and points out “if textbooks tend to perpetuate ideologies (dominant or not), they are surely potential tools of indoctrination” (p. 104). This indoctrination could have bitter implications for the multicultural society like Canada; and it may bode ill for well-heeled teacher education programs and faculties across the board.

The student teachers will not be in the habit of listening minority voices³ and their grievances, political exclusions, and so-called policy-level⁴ inclusion would be followed by creating a comprehension gap in their cognitive architectures where othered voices would be further streamlined socially, culturally, and politically to be not politically integrated but rather assimilated. If a progressive society like Canada does not do constant revisions and reiterative re-definitions with its own mythomantic past that kept lies on First Nation, Black people and people of color and immigrants where truth could put an insurmountable burden on national conscious, knowledge status quo would definitely continue disseminating dominant forms of

² Here disputes mean that knowledge creation is based on argumentation, reason, inference, and dialectics which further roll out multiple perspectives. These perspectives may inculcate values, new belief systems, and attitudes as opposed to sheer indoctrination at the expense of true knowledge needed to support intellectual dynamics (see Pinto, 2007 for more views).

³ Morin Brandi (10 March, 2020). The Back Streeters and the White Boys: Racism in Rural Canada. Aljazeera. This article discusses existing racism in Canadian prairies where despite The Truth and Reconciliation Commission’s ban on racism, racial practices are at large.

⁴ Morin Brandi (17 March, 2020). Canada and First Nation: A history of broken promises. This article exposes Canada’s sacred, spiritual pacts with new European settlers which the Dominion Lands of 1872 offered at the expense of Indigenous tribes.

knowledge. For example, In 2017, Trudeau’s Government⁵ most recently offered an all-out apology, to the First Nation and called for a rejuvenation of indigenous studies in the wake of the Truth and Reconciliations Commission’s report to attempt to expose the excruciating realities hidden from the sights of Canadians.

Textbooks and Alienation

The factor of alienation is a dimension in this study that creates multiple more questions if the textbook is indeed a valid and reliable option for the overall curriculum development at intuitional level. Participants strongly rejected textbook as it weans the educators away from the real knowledge source. Professor HN said “It has no aesthetics which could not generate interest in teaching and learning where the educator and student dyad could benefit from the aesthetics. Moreover, there appeared a rift and strained relation between the educators, their pedagogy and consumers. For example, participants EY, GR, ET, EN, IS, and HN’s outright rejection to use textbooks was followed by their worries such as knowledge dependence, rote-learning, dearth of innovative ideas, reinventing the wheels, control on knowledge via invisible forces, discouragement of collaboration, silo effects on teaching and last but not least pedagogical expediency. Apple (1992) calls this “text and cultural politics” where multiple forces such as “neo-conservatives, neoliberal, authoritarian populists and professional and managerial” (pp. ii–iii) ideologues are actively engaged in robbing the professors of their cultural capital; that is, the autonomy and academic independence of the faculty to a point where educators could become alienated and consequently “self-censors” (p. iii). He adds that the cultural capital of these apathetic forces inimical to the academic independence is none but “anti-women, economic modernization, global capitalist markets, voucher plans, tax credit, Westernized tradition in

⁵ Honouring the Truth, Reconciling for the future. It is 535-pages long summary of the Final Report.

pedagogy, teacher-dominated high status knowledge, tighter control of knowledge, sacred text and sacred knowledge and competitively fierce managerialism” (Apple, 1992, pp. ii–iii).

Interestingly, we do not find these critical debates at length in these textbooks which could foster acceleration in the accumulation of academic knowledge. Pulliam (1974) called out university authorities and posited that “the form of alienation called self-estrangement causes a person to be isolated from himself. This occurs when the person is used by others or by the organization as an instrument. Teachers often are expected to play roles that conflict with their own self image” (p. 88). What that means is these textbooks create false images which ultimately evolve identity crises in the educators. They carry on with these false images to the extent that they adopt these academic behaviors.

Besides identity crises and alienation, textbooks promote a narrow version of knowledge where decision is in the hand of knowledge maker not the procreator(s). The knowledge procreators are left to the mercies of textbooks’ selective knowledge criterion where knowledge is not fundamental but a marketable consumer product that gets changed quite often or on the whimsical rules of what Apple (2001) called the “new hegemonic bloc” (p. ii). This hegemonic bloc is averse to all forms of new university-mediated knowledge emanating from academia and hates being dependent on the reasonable and rational frameworks of university professors.

Professor EE said this phenomenon in this:

Well because influenced by just what they've got they try to sell it. They put lots of money into selling whatever there is it's a case of marketing that you should be having this...you should be using this is going to promote XYZ with your students. I think sometimes the textbook industry is a mirror of what they think the education system should be... well, yeah, they're certainly dictating by what they're giving you but usually

they have educators or key people to come in to help them write it or help them whatever. It alienates me at least from my pedagogy. But again, it's... their view based on whatever [publishing companies]...they're teaching [you] know. It's there. It's their views, but I have to make sure that I'm being moral in choosing things that are going to affect my kids. Okay. So does it ... influence the system?

Academic Rationalism

Inferior form of knowledge mediated by textbooks causes a sudden divorce of educators from rationality where academics have to meet irrational pedagogical practices. This is what is meant by participants PE, AP, EN, and DY when they said that they do not recommended textbook in their courses because it is theoretically empty, does not cover what they want to teach, it does not curate my learning experience, it downplays learning and does not promote serious scholarships amongst the learners and community of practice. Professor AP gave an example of it in this way:

Whether you're [teaching] you know, whatever context you're teaching and you have to think about what is the purpose of a textbook. So even if a course has a textbook, it doesn't necessarily compel someone to use only that as a source. I mean the supplementary materials that one can bring in to deepen the topic of whatever they want to teach.

According to Kridel (2010), academic rationalists promote deep learning through the agency of the classics and well-established genres of academic literature. They are deeply-engaged community with the content and their styles. These rationalists ask as to “what knowledge is of most worth” (Kridel, 2010, p. 3). For these rationalists, the teaching and learning revolves around classical ideas that have lived through times and had been tested well by the

external and internal voices alike. These powerful pieces of literature or the classics are the brain child of the greatest minds of all times and consequently becomes the central policy in developing pedagogy and curriculum. To Professor GR, textbook was nothing more than a tool to be supplemented by other materials since textbook is not self-contained and self-sufficient in the provision of knowledge. He said the same things in this way:

You know, textbooks can be a simple tool whether you're teaching grade 8 or university, you know classroom teacher can just choose other materials that they think work well or they can use other materials to supplement the textbook. So it's a wide variety of textbooks available to a professors and what's the purpose of the textbook?

Now if academics do not find pertinence to their teaching materials and pedagogical practices, the learning will no longer depict an ideal picture of community of practice which Giroux (1980) calls as an flagrant assault on academic rationality where educators or professors are not being given full permission to teach whatever they want; he adds that “the functionalist dimension in the citizenship transmission model not only closes its ‘eyes’ to the falsehoods perpetuated in many social studies textbooks-falsehoods that present students with a view of society that is as saccharine as it is ideological” (p. 338).

Collaboration and Reciprocity

Participants’ willingness to cooperate, collaborate and assist each other in pedagogical issues suggests that some structural forces are impacting their teaching and learning processes. McLean (2015) quotes Giroux who says that neoliberal powers are waging their brutal war on restricting the academia in whatever way they deem fit. Neoliberals are colliding with university corporate structures to clip the wings of academia because these globalizers think that the pedagogy of higher education will inspire students to engage in critical thinking, thoughtful

reflexivity, and engaged citizenships. This pedagogy empowers both learners and educators to connect with each other with far more better accountability. It will spark imaginations to bring change and break the status quo. This pedagogy will facilitate new realization amongst academia to regain their lost foothold. McLean (2015) again refers to Giroux who elaborates that it is high time for educators to engage in political debates through their transformative pedagogies. These pedagogies must energize agencies of the learners in a responsible way who can then challenge normalized neoliberal social order. The imaginations of this type of pedagogies is long-lasting and would extinguish students and educators knowledge hunger alike.

Here the participants were fully aware that the assault on their pedagogy is well-calculated because as Professor EE said:

So these are just my opinions right now, so I don't really know but I think they [neoliberals] feed into the government's agenda because our curriculum is set in terms of what it is that we want our students to know⁶. It's one specific set of knowledge. It's told from one person's perspective one group of people's perspectives so if you can develop a resource a textbook that supports that government agenda, then you're more likely to have that book accepted.

Similarly, Professors EY, TE, AP, GR, IS, and HN were of the clear views that faculty collaboration will definitely bear positive fruits in terms of developing collaborative pedagogical tools where not only will these pedagogical tools help assistant professors and associate professors but also sessional instructors, part-timers and visiting faculty. It would truly develop a

⁶ See: McNinch, J., & Spooner, M. (2018). *Dissident knowledge in higher education*. University of Regina Press. Postman, P. N., & Weingartner, C. (1969). *Teaching as a subversive activity*. Delta.

culture of reciprocity. This ties well with Professor HN's apt remarks when he mentioned his work on Open Educational Resources:

Well, we'll get to this one of your questions perhaps but I'm actually in the process of writing an online textbook so-called OER and for a Management and Leadership Course, we teach in the minor in Organizational Teaching and Learning because what I found in that course is might the prior instructor did ask for a textbook and I looked at the textbook and I actually used one of the chapters out of the textbook that you can do that right and that but then I looked for the literature to replace the textbook.

Here these findings suggest that faculty is also invested in the development of resources which might help both the educators and students alike at the expense of publishing houses but there were no such traces where data consistency, uniformity and total collaborative efforts would be seen among the study participants. For example, every participant suggested that teaching is going more and more online but no one was sure how these sources could come together to help the faculty.

In this regard, Professor PE said:

I think instructional materials...my own thinking is you're probably wise to choose a wide range of materials. So that could include use of technology and online stuff and you know, journal articles or things in the popular media or so forth and so on. So using a wide range of materials. I think it appeals to students up today. So that like, you know, I believe that we should also use popular media. We can do it is a great source of learning.

Here again participants were of the view that theory can never be downplayed even though practice does play a role but with strong foundation of theory, practice is just a false

flag. What this means in teaching education program is that teacher candidate must have strong theoretical foundation or praxis in order to challenge existing normative behaviour.

Pedagogical Tools

On a pedagogical side, the findings showed that educators were interested in using peer-reviewed research articles, more online resources, popular media, discussion circles, inviting guest speakers, feminist perspectives, LGBTQ issues, civic issues, immigration, refugee issues, local forms of knowledge and students-mediated knowledge by defying corporate publishers so as to help continue the ongoing learning process through least possible or expensive ways whereby the agency of student teachers be motivated and attracted towards the process of teaching and learning. This finding was central for the educational programs and their pedagogy because the most interview respondents from the faculty either rejected or half-heartedly surmised about the optimization of textbooks in student teachers' classrooms where more mature students come to join the profession of teaching. According to Professor EY, she said that student come to the these classes to listen something new which is not part of their living room discussions. They want to indulge in mature parlance to learn more of the world around them.

Here it means that these intellectually stimulating discussions will lead the discussion participants or student teachers to engage more in emotional intelligence whereby they will be bold enough to face critical issues at their teachings sites and during their pedagogical encounters which are full of uncertainties and have unpredictable behaviour from the students' parts. At least this is what Giroux (1989) argued when he suggested that diminishing teachers' role in preparing curriculum is precipitated by powerful technocratic instruments. Moreover, it sits well again with Giroux's (1989) and Apple's (1992) oppositional stance on educational sites as, these critical scholar suggested in their discussions about the formidable march of neoliberals into

higher education territory. According to Macgilchrist (2017), textbooks are solid tools in cultural politics to convert perceptions of readers. They blur the intellect and human perceiving facilities to an extent where readers generate myopic visions to blindly support the one way or the other. Macgilchrist (2017) foretold that “cultural politics of education and of knowledge production do not [use] textbooks as materials for facilitating learning” (p. 525). He added that textbooks are employed heavily to inculcate into the pliant minds of young scholars as to how the work should work and who is superior in this whole process.

The beauty of higher education is as Postman and Weingartner (1969) brought forth that defenestrate the textbook and return to interrogative mode for teaching and learning. Moreover, this finding ties well with critical pedagogy where Apple (1992) and Giroux (1989) said that it is an endless task on the part of pedagogue to excavate self-reflectively critical sites hidden from their eyes layered with man-made ideologies. It is a constant battle for educators to exhume legitimate sources of knowledge on a daily basis. Here what this finding showed is that educators must align themselves to student interests in order to not only look out for legitimate knowledge but also for why is this knowledge genuine? Whose knowledge is legitimate? In addition, using open resources and free access would ease the burden on educators’ moral consciousness since students encounter professor-mediated textbook with suspicions and allude it to the so-called agenda. Professor PE had this to say:

I suppose the best way I could think of answering that [pedagogical tools] is whatever helps increase student learning what materials you choose to bring in the classroom. Does that help develop students understandings of what you want from the course, their analytical skills or analytical tools.

The same tone was adopted by respondent EE who maintained that “I liked creating a syllabus with the research articles, my own blogs, internet and reading.” Similarly informant EN proposed as her pedagogical tools:

Well, we definitely had to teach people that the internet is the number one go-to when people wants to find anything Wikipedia, or whatever [free learning and teaching materials] we have to teach them to be really discriminate in what they're learning and what is considered to be evidence-based what's considered to be true? What's fake news all that kind of stuff.

Then, respondent HN told that how he envisions his pedagogy in this way since “textbook becomes useless” for him when we teach higher education course:

I think we need to use material that's going to help them[students] acquire and use information in the future. So after you leave university, where do you are you really looking for a textbook I don't think so. You might be you might read an article. You might read take in a YouTube video. You might go to Wikipedia.

It is obvious from all participants that textbooks are dead and extensive educational projects are going online. Finally respondent EY concluded her reply on this way:

Well, I have a feeling and even from my own work that more and more is going online or more teaching resources and tools I'm assigning from online I think students are gathering their knowledge from Google searches... but in terms of instructional materials, you're saying yeah, I think more and more of it has to be electronic.

Velocity of Agenda Via Textbooks

Textbook mediated pedagogy can be related to dissemination of subtle agenda where teachers are deliberately left or forced to speak on behalf of mainstream voices at the expense of

marginalized groups. These pedagogical discourses present marginalized people as voicelessly passive and educators to be dependent on the contents of interpretations of a given scenario. Apple (1992) states textbook must carry controversial knowledge to intervene on behalf of those who are marginalized or who are not included in the curriculum development. There meaning-making in knowledge economy is relegated and hit hard. Not only does pedagogical knowledge seriously suffer interpretative dilemmas on their behalf, but also their knowledge of specific discipline gets entangled, become limited, get standardized and gets undermined. This is what study participants meant when they said that textbook do carry agenda if not properly understood. Here Professor EN said a very interesting point and indicated that “Yes, and I would agree[textbooks have specific agenda]. Yes. The textbooks do have a specific agenda of different than my own. That's why I'm not using them [textbooks].” Similarly, Professor AP added the issue of textbook agenda to colonizers in this way:

Well, I mean on Kant’s issues of race...he was recycling ideas that were common in the 19th century like Adam Smith talks about the Savage Nations. Yes, which he means Aboriginal people. Yeah, and it was common for the colonizers which were the Western Europeans like the Dutch the British to consider themselves to have a superior culture as Superior people and then on the basis of it they went around, you know with their [textbook writers] colonial and imperialist agenda and they could justify it because they'd say, well, you know, there was expression in Africa. It was called a White Man's Burden. Yeah, they had the burden to christianize and civilize people. It's just the people being civilized like my ancestors like we didn't like it so because we don't like it. We don't consider ourselves like [my] civilization is great civilization. And what they've produced is really in many ways quite inferior like in terms of literature poetry like or Urdu poetry

I mean, how can you compare romantic poetry from England to Urdu poetry there is no comparison... Yeah.

Professor HN took a long pause and expressed that

Yes. Yes. [Long pause] And I speak to you as a teacher but also as a student and I can tell you that there have been many many times when I felt that the textbooks' hidden curriculum was is not within the scope of the course syllabus. But I don't know if that's an unintended. I think some professors are intended.

These instances where specific agenda is ridden in textbooks mean that student teachers might forget to carry forward the voices of their students whereupon their agenda-ridden pedagogy will be treated with half-heartedness from the students. More specifically, these agenda-filled pedagogies might not meet course learning outcomes. Apple (2001) said that it is "a curriculum of facts" (p. xv) whereas Giroux (1985) concluded the pedagogy of educators as agenda becomes instrumental in carrying out predetermined content and instructional procedures. This is how Professor EN touched on the question of agenda:

So I would say yes, it's happened...and that's why as my early years of teaching when I over-relied on textbooks and that's what made me think. Why am I doing this? I'm cramming something that is not fitting to what I want the outcomes to be so I just don't use them [textbooks] I'll get by and then got to the point where it was used as having the textbooks became more of a paper holder or dust collector in my classes.

Critical Thinking

Another example of how teacher educators can influence student teachers is when they engage student teachers in critical conversation dialogic in nature as final part of their class at the expense of testbanks and textbooks. Almost all participants (EE, IS, GR, DY, AN, EN, YE,

TE, and AP) were against using testbanks as not a valid option and may not inspire critical thinking in students because multiple choice questions are static learning medium and consequently will promote rote-memorization and rote-learning patterns. It may offer timely solution but students' critical thinking is hit hard in the longer run. As Professor EN pointed out,

Typically my topics [belong to] student well-being. I...do not promote a testbank okay, we promote different associations and their work which is usually new research that's come out in terms of stress management. Let's say and how we can help students move through for that. So we don't we've never looked for a textbook but we do look for resources. We look for resources that are credible source that are research-based that are evidence-based so that we're able to give kids the up-to-minute and the most up-to-date. what's out there?

Professor YE attached testbank to not enhancing critical thinking because they are individual question and pieces of information where students' deep thinking and deep learning may get relegated to lower thinking order. She aided her stance in this way:

There's only one experience I've had with the testbank does it enhance critical thinking probably not because in this case it was there were multiple choice questions. So really it would be a review of their acquisition of information really open, right and then I would add a section myself like in this case would be a listing component which wasn't included in the testbank. But yeah, does it enhance critical thinking. I think student thinking skills suffer more from these instructional choices.

Similarly, upon the question of textbook, Professor EN told that one of the reason she has never used the testbank and textbook is textbooks do not offer critical thinking and her apt reply opens more discussions as textbooks and testbanks as not a valid instructional option.

Yeah, but what I find with the textbook is when I get decisions from a human rights case or I get decisions from a different case has been tried or whatever that interpretation sometimes gets lost in the book because it's not dated or whatever so...where am I going with this? ... there are certain skinny things in education very precise things that we teach at the University and then some of them are very broad. Here asking final questions from testbank will not reasonable both from students' perspectives and educators' perspective.

CHAPTER 6

IMPLICATIONS AND CONCLUSIONS

This thesis may offer more contextually balanced, emotionally grounded, experientially rich, and meta-cognitively stable, though not generalizable data on perspectives on corporatized teaching materials and pedagogy from the front-line university professors who not only teach student teachers and other education programs but also help faculties to know the dynamics of pedagogy across university campus such as Faculty of Arts, Humanities, and Social Sciences, Faculty of Human Kinetics, Faculty of Engineering, Odette School of Business, Faculty of Law, Faculty of Nursing, Faculty of Science. The participant professors assist, in some way or the other, these faculties across the university campus, in envisioning new programs, developing program outcomes, curriculum mapping, course preparation, planning, implementing and assessment strategies as well.

Implications

The critical voices of study participants may be crucial and transformative in shaping university future textbook policy where university's teaching enclave depend heavily on textbooks at the expense of free external sources such as creative commons CCs and open educational resources OERs while university has its own ingeniously resourceful and able professors. This is what the study participants indicated overwhelmingly when they rejected textbooks to improve his or her pedagogy by favoring pedagogical collaboration, professor-mediated knowledge, ministry-issued legal manuals, peer-reviewed journal article, online free teaching resources, discussion circles, popular media such as YouTube, *The Financial Times*, and *The Economist*. Study participants' resources were not only listening to other global media outlets, Open Educational Resources, Free learning management systems, but also academic reciprocity by sharing their own research and guest lectures.

This finding supports that university has a chance to level academic playing field in the dissemination of knowledge, if it eliminates strict regime of corporatized teaching materials for the pedagogical practices at university's teacher education program and the likes, for example, business, sciences, political science, sociology, engineering, economics, finance courses. Furthermore, textbooks promote particular point of view or de-construct knowledge in favor of neo-liberal forces at expense of other educational spectrums, for instance, disregarding social democratic educational policy. In addition, this juggernaut of textbook regime stagnates thought processes, and impede knowledge creation when study participants indicated that their knowledge as a participatory and collaborative resource is sufficient to counter hegemonic discourses.

Moreover, if university carries out a cost-benefit analysis of replacing textbooks by internal resources, it may help university to generate hefty revenues where pedagogy knows its academic velocity and its matrices may offer more knowledge creation. This chain reaction will assist university administrators to attract more students by advertising the university as a comprehensive research-based university that offers other options in addition to textbooks. This model of using a range of materials could place more of the knowledge in the hands of learners and educators not in the hands of corporates whose main purpose is to make money. However, what type and content of textbooks to be used or taught in a classroom is a deeply personal question of ethical consideration for educators. Increasing the availability of different or diverse range of materials opens up the circle of scrutiny of learning materials and offers multiple perspectives to students to compare and contrast ideas and content being taught.

This diverse teaching and learning model may address students' growing concern on the rising cost of textbooks and its usability in the age of available online resources and open access to a range of data; for instance, Open Educational Resources. Study participants showed their

deep concern on the exorbitant textbook prices which, to many, was a bone of contention in the conducive learning atmosphere. It may also help converge students free of worries and financial pressures which is indeed a heated issue for the education policy-makers, educators, parents, and students alike.

Furthermore, this textbook-free model could contain neoliberal sway on the construction of knowledge and its impact and influence coming out of corporate textbooks which dictate prescriptively university professors and their pedagogy; whose responsibility is the production of knowledge for the future producers of knowledge. When academics foster the culture of critical discussion in their sphere of dominance, it creates extraordinary knowledge either it be against neoliberal, anti conservative, Christians, Jews, pro-Muslim, anti-Muslims, other religious groups, LGBTQ, people of colour or politically correct last but not least corporate entities. It is not in favour of anyone but for the better understanding of the sociology of education and new knowledge hierarchies generative of more knowledge circles.

I argue that one of the most subtle sites that drastically hinder the smooth flow of higher education's independent and critical pedagogy is higher education textbook regime which help neoliberal social order to comply with simulacra of social structures and mould centripetally pedagogical practices in favour of corporates-mediated social policy employed to bend the collective memory of university or higher education. We live in false realities under the undue influence of neoliberal social order where powerful social structures, such as governmental institutions, city's economic and commercial bodies, university's corporate policy making bodies, ministries and corporate mandates on social policy, connect social policy to provincial and then to the federal bandwagons that are in bed with educational corporates.

I argue that textbook only impedes learning processes, hinders academic collaboration

and consequently withhold knowledge formation which will, otherwise, exponentially grow if professor take charge of his or her pedagogical tools in conjunction with the counterparts.

Conclusions

This thesis explores the impact of textbook on university professors in the age of globalization. The critical perspectives of the study participants may become far more important on the topics, for example, corporatized teaching materials, the crucial role of knowledge workers, knowledge delivery methods, avalanche of knowledge availability in the age of big data, importance of textbook in knowledge-creating pedagogy versus knowledge-limiting pedagogy.

Participants' critical views may also be helpful in showing how to create new forms of knowledge, loss of academic individuality, learning barriers, legitimate knowledge, knowledge control, academic alienation, academic collaboration, and textbook as not a legitimate source of who owns, creates, and takes advantage of textbooks. Participants' experiential meta-data on critical questions, mentioned below, were addressed:

1. How do university instructors select and use textbooks in their courses assigned by their particular faculty?
2. What are the advantages and disadvantages of using assigned textbooks?
3. What are the effects or influence of the corporatization of educational materials on the ways that university instructors teach in an age of globalization?
4. What are the implications for faculty of education and teacher development programs?

This case study answers the above-mentioned questions in details where university professors showed his or her resistance to the textbook regime and its prevailing dominant culture in higher education by favouring more online resources, peer-reviewed journal articles,

popular media, open-ended conversations dialogic in nature to nurture creativity, independent thinking by opening up spaces for knowledge circles. What Apple (1992) called a counter-hegemonic discourse must prevail in the sphere of learning and producer of knowledge must shoulder the responsibility of well-grounded and informed intellectual conversations and dialogue in the classrooms in what he concludes as “what knowledge is of most worth? and whose knowledge is of most worth” (p. 4). If the metanarratives of academics do not promote sufficiently critical scholarships as mentioned by Apple (1992), the absence of true metadata will create intellectual vacuum where distorted realities, perverted educational stance, misbegotten ideologies will be exploited to dissemble under corporate pressures where structures will perpetually challenge the agency of both the professors and students so much so that the educators would be turned into technicians (Gray, 2007) and teaching would be conservative (Solomon and Allen, 2001). This misdirection of falsified knowledge will make the young scholars unaware of the leitmotif of critical educational scholarships, sociological trends, true educational discussions on burning topics, hot political debates, municipal issues, provincial disagreements with federalism, federal pressure politics of promoting centrist ideologies, and finally national interest in developing international linkages for the better understanding of national politics.

Pedagogical Orientation

To Giroux (1985), transformative intellectual is a powerful force that empowers not only her or his students but also herself and himself by opposing the pre-dominant ideologies (Apple, 1992), cultural politics, and mainstream voices and his or her cultural capital is truth, steadfastness, veracity, and honesty. This highlights as to how the language of textbook could limit role of educators in the true sense of knowledge creation in an age when knowledge is

more available, accessible (Love, 2008), approachable, liquid and fluid. As for the selection of textbooks, the faculty appears to have been dependent on intuitive but collaborative mode where professors are free to choose whatever may deem fit and appropriate. According to Au (2018), “the powerful have worked hard through textbooks and the media to construct a common-sense understanding that capitalism is a normal, if not progressive, manifestation of natural human relations—an inevitable outcome of human evolution” (p. 7). It further illuminates centrality of pedagogues is far more important as an authority to counter-narratives whereupon instructors could pedagogically challenge master narratives by applying collaborative instructional design tools and online technology to further improve their pedagogical orientations which participants suggest by adhering to following points in terms of suggested pedagogical practices in an age of globalization. Pedagogy should:

1. Provide reciprocity and collaboration in selection of pedagogical materials not only of practices but also of teaching.
2. Supply deep structural cognizance which may affect pedagogy if remains unaddressed.
3. Focus more open and free online resources critical in nature and steeped in theory.
4. Be evolutionarily evaluative and more student-centric.
5. Offer knowledge creation phenomenon instead of knowledge-limiting characteristics.
6. Be egalitarian in pedagogical practices and utilitarian in teaching conduct.
7. De-colonize intellectual perspectives.
8. Be crucially engaged with critical scholarships.
9. Be sophisticated analytically and deep theoretically in creating knowledge circles.
10. Have non-complacent spirit in implementation of true agenda.

Here if pedagogues may stick their pedagogy to above set of advice from university professors in an age of globalization, they may oppose ideologies, counter hegemonic voices in an age of free online data being at large that sits unconstructed. It offers educators a huge opportunity to tap into this wealth of information. In addition, pedagogically speaking Canada needs to decolonize universities and academic atmosphere, and university collective memory to reach its full potential. Pedagogy must mobilize human conscience to act as an agent of change (Freire, 2000). In this case, rational prevarication, knitted around corporate textbooks, of public intellectuals could be deadly if it does not conscientize the consumers (Freire, 2000). Moreover, insular discursive analysis, moral panicking in the name of academic integrity, prolonged concealment of truth in complacent classrooms could impede opportunities in developing knowledge.

Challenge the Neoliberal Normative Behaviour

These pedagogical interventions mediated by corporate publishing houses in the forms of textbooks, workbooks, highly prescriptive teaching manuals, coursewares, e-learning tools, and educational softwares presage none but a real pedagogical deterioration where pedagogy and instructional design takes a back seat; and it is where educators forget to care more about the client than pedagogy than education. Apple (2001) notes that this culture of avoidance and non-jeopardizing mainstream voices and “dumbing down provocative material” (p. xiv) has made the knowledge illegitimate where compromise prevails on the part of dominant groups to not tip the balance in anyone favour but for the profit-making and self-interest corporates (Ravitch, 2004).

This is a real paradox where more and more educators depend on the silent dictation of unaccounted apologists and knowledge-consuming students who hold the institution of pedagogy

answerable under the pretence of accountability, audit, and mysterious culture of standardization whereupon they want to tweak educator's pedagogy to their unclear course of actions than to educator's ingenious resourcefulness. The biggest problem might be what Giroux says the nature of academic labour is forcibly aligned to neoliberal impulses. We have to strategize institution of pedagogy or more inclusion of Center for teaching and learning in creating teaching materials like UC Berkeley, Harvard, University of Toronto, University of British Columbia, and McGill, they all have well-established Open Educational Policy.

Here one of the issues of textbook or educational resources is from appropriations or expenditures. As participants cautiously mentioned what I mean here is we can offset the cost of educational resources or textbooks through university appropriations or expenditures. It will create more opportunities for graduate students and better student-faculty collaboration.

This study may also explore how education material used by corporate media houses produce knowledge that might have little to no direct or indirect impact on students lives once they are passed out of the four walls of the institutions. This study tries to narrow down on the roles of teachers as transformative agents (Giroux, 1985, 1992) who have ability and potential to change the course of action. They have required skills and exponential knowledge which can help them question structural inequalities. It is pedagogy of action which address issues such as legitimate knowledge and power politics in education.

It is also noteworthy that media houses are going through their existential threats due to confounding mass market demands with that of educational industry demands while the former focuses on the need "to revolutionize their own business (Hansen, 2018) and the latter talks optimistically about student's success, access, financial needs and research that must come out of texts and books.

This study may also reveal as to how corporate media houses are caught between two diametrically opposite terms academic globalization in the age of technology and neoliberal corporatization in the age of digital globalization and globalism. This study may also be important for the educators who feel as to how corporatization of education materials can impede the growth of young minds as they read and accumulate the unexplored and negotiated information which has no direct practical impact outside the four walls of the classrooms.

It may help corporate publishing houses to know the significance of the incorporation of critical voices that they have left out in the development of curriculum (Pinto, 2007). It also provides a chance to perspective teachers' candidates to become aware of most of the recent research studies that have focused on the perspectives of corporates and their neoliberal agenda in pushing the education policy on the backburner by launching their own public policy debates on higher education. Such knowledge of teacher resources and materials could lead to including teachers or their feedback on critical issues in the field of education such as curriculum development, teacher-student textbook interaction and engaged teaching.

This study also highlights teacher's perspectives on their diminishing roles as independent thinkers in the classrooms. Moreover, this research study also speaks specifically to the reasons and need as to why teachers are forced to use pre-designed teaching material in the age of globalization.

The work of academic is to understand deeper structures and to create deeper learning structures in the minds of budding scholars. However, textbook may be a good option for teachers if only it helps teachers visualize broader institutional objectives and curriculum connection and unfortunately the case is opposite because professors now choose it for sake of their ease and time poverty since it lessens the planning part of course from too busy shoulders.

These textbooks are in no way either student centred nor teacher-centred; they have structural problems. From student point of view, they are dense and confusingly material-rich but from professors' point of view they are like panacea for all academic cycle such as planning, teaching and assessments which needs to be addressed.

Furthermore, educators have to come out of the binaries so that students and educators can understand the role of textbooks as not a pedagogical tool but a tool to educate in its truest sense. Here this process will help consumers of corporate educational resources teach the educational materials not to the content but to the theories around them which are indeed important in teachers' education program since theory can never be separated from practice. Students who believe that it is only practice that can help them set apart from their counterparts do nothing but an immense injustice to their careers as educators in its fullest and truest sense.

REFERENCES

- Agar, M. H. (1996). *The professional stranger: An informal introduction to ethnography* (2nd ed.). Academic Press.
- Allen, A. M. (1997). Creating space for discussions about social justice and equity in an elementary classroom. *Language Arts*, 74(7), 518–524. <https://tinyurl.com/yat5bqkr>
- Ansary, T. (2004, November 10). A textbook example of what's wrong with education. *Edutopia*. <https://www.edutopia.org/textbook-publishing-controversy>
- Apple, M. W. (1988). *Teachers and texts: A political economy of class and gender relations in education*. Routledge.
- Apple, M. W. (1992). The text and cultural politics. *Educational Researcher*, 21(7), 4–19. <https://doi.org/10.3102/0013189X021007004>
- Apple, M. W. (1995). *Education and power*. Routledge.
- Apple, M. W. (2001). Educational and curricular restructuring and the neo-liberal and neo-conservative agendas: Interview with Michael Apple. *Currículo sem Fronteiras*, 1(1), i–xxvi. <https://tinyurl.com/yxm6geh9>
- Apple, M. W. (2013). *Teachers and texts: A political economy of class and gender relations in education*. Routledge.
- Apple, M. W., & Christian-Smith, L. K. (1991). The politics of the textbook. In M. W. Apple & L. K. Christian-Smith (Eds.), *The politics of the textbook* (pp. 1–21). Routledge.
- Apple, M. W. (2010). *The tasks of the critical scholar/activist in education. Methods at the Margins*, New York: Palgrave.

- Apple, M. W. (2011). *The Tasks of the Critical Scholar/Activist in Education: the Contribution of José Gimeno Sacristán Las tareas del académico y activista crítico en educación: la contribución de José Gimeno Sacristán*. *Revista de Educación*, 356, 235-250.
- Apple, M. W. (2016). Challenging the epistemological fog: The roles of the scholar/activist in education. *European Educational Research Journal*, 15(5), 505-515.
- Arnové, R. (1997). Neoliberal education policies in Latin America: Arguments in favor and against. In C. A. Torres & A. Puiggrós (Eds.), *Latin American education: Comparative perspectives* (pp. 79–100). Westview Press.
- Aronowitz, S., & Giroux, H. (1985). Radical education and transformative intellectuals. *Canadian Journal of Political and Social Theory*, 9(3), 48–63.
<https://journals.uvic.ca/index.php/ctheory/article/view/14055>
- Astiz, M., Wiseman, A., & Baker, D. (2002). Slouching towards decentralization: Consequences of globalization for curricular control in national education systems. *Comparative Education Review*, 46(1), 66–88. <https://doi.org/10.1086/324050>
- Attick, D., & Boyles, D. (2016, Spring-Summer). Pearson Learning and the ongoing corporatization of public education. *Journal of Thought*, 50(1–2), 5–19.
- Au, W. (2018). *A Marxist education: Learning to change the world*. Haymarket.
- Baltodano, M. (2012). Neoliberalism and the demise of public education: The corporatization of schools of education. *International Journal of Qualitative Studies in Education*, 25(4), 487–507. <https://doi.org/10.1080/09518398.2012.673025>
- Baxter, K., Courage, C., & Caine, K. (2015). *Understanding your users: A practical guide to user research methods*. Morgan Kaufmann.

- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
<https://nsuworks.nova.edu/tqr/vol13/iss4/2/>
- Bennett, W. P. (2019, April 22). Pearson’s 2025 plan to transform teaching: What’s the education international critique missing? *Educhatter*. <https://tinyurl.com/y8464x55>
- Berg, M., & Seeber, B. (2016). *The slow professor: Challenging the culture of speed in the academy*. University of Toronto Press.
- Bernstein, B. (2003). *Class, codes and control: Applied studies towards a sociology of language* (Vol. 2). Psychology Press.
- Birch, K. (2017). *A research agenda for neoliberalism*. Edward Elgar.
- Blum, D., & Ullman, C. (2012). The globalization and corporatization of education: The limits and liminality of the market mantra. *International Journal of Qualitative Studies in Education*, 25(4), 367–373. <https://doi.org/10.1080/09518398.2012.673031>
- Boote, D. N. (2001). An “indoctrination dilemma” in teacher education? *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 35(1), 61–82
<https://doi.org/10.11575/jet.v35i1.52712>
- Bouma, G., Wilkinson, L., & Ling, R. (2012). *The research process* (2nd ed.). Oxford University Press.
- Bourn, D. (2016). Teachers as agents of social change. *International Journal of Development Education and Global Learning*, 7(3), 63–77.
<https://files.eric.ed.gov/fulltext/EJ1167813.pdf>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27.

- Braedley, S., & Luxton, M. (Eds.). (2010). *Neoliberalism and everyday life*. McGill-Queen's University Press.
- Braverman, H. (1998). *Labor and monopoly capital: The degradation of work in the twentieth century* (25th ann. ed.). Monthly Review Press.
- Britzman, D. P. (2009). *The very thought of education: Psychoanalysis and the impossible professions*. State University of New York Press.
- Chiu, C., Gries, P., Torelli, C., & Cheng, S. (2011). Toward a social psychology of globalization. *Journal of Social Issues*, 67(4), 663–676. <https://doi.org/10.1111/j.1540-4560.2011.01721.x>
- Chomsky, N. (2017). *The responsibility of intellectuals*. The New Press.
- Cohen, D. K., & Spillane, J. P. (1992). Policy and practice: The relations between governance and instruction. In L. Darling-Hammond (Ed.), *Review of research in education* (Vol. 18, pp. 3–49). American Educational Research Association.
- Cole, K. (2003). Globalization: understanding complexity. *Progress in Development Studies*, 3(4), 323-338.
- Collins, D. (2000). *Organizational change: Sociological perspectives*. Routledge.
- Coloma, R. S. (2015). “Students are once again ‘numbers’ instead of actual human beings”: Teacher performance assessment and the governing of curriculum and teacher education. *Journal of the Canadian Association for Curriculum Studies*, 13(1), 5–35. <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40247>
- Colvard, N. B., Watson, C. E., & Park, H. (2018). The impact of open educational resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education*, 30(2), 262–276. <https://eric.ed.gov/?id=EJ1184998>

- Connell, R. (2013). *Education, change and society* (3rd ed.). Oxford University Press.
- Connell, R., & Dados, N. (2014). Where in the world does neoliberalism come from? *Theory and Society*, 43(2), 117–138. <https://doi.org/10.1007/s11186-014-9212-9>
- Compton, M., & Weiner, L. (2008). The Global Assault on Teachers, Teaching, and their Unions. In *The global assault on teaching, teachers, and their unions stories for resistance* (pp. 3-9). Palgrave Macmillan, New York.
- Cooper, C., & Travers, C. (2012). *Teachers under pressure: Stress in the teaching profession*. Routledge.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.
- Davidson, C. (2015). The university corporatization shift: A longitudinal analysis of university admission handbooks, 1980 to 2010. *Canadian Journal of Higher Education*, 45(2), 193–213. <https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/184441>
- Davies, B., & Bansel, P. (2007). Neoliberalism and education. *International Journal of Qualitative Studies in Education*, 20(3), 247–259. <https://doi.org/10.1080/09518390701281751>
- De Fruyt, F., Wille, B., & John, O. P. (2015). Employability in the 21st century: Complex (interactive) problem solving and other essential skills. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 8(2), 276–281. <https://doi.org/10.1017/iop.2015.33>

- DeMarrias, K. B., & LeCompte, M. D. (1995). *The way schools work: A sociological analysis of education* (2nd ed.). Longman.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Sage.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Sage.
- Department of International Development. (2000). *Eliminating world poverty: Making globalization work for the poor. White paper on international development*.
<https://dera.ioe.ac.uk/4613/>
- Depaepe, M. 2012. Between Educationalization and Appropriation. Selected Writings on the History of Modern Educational Systems. Leuven: Leuven University Press.
- Diyer, O., Achtaich, N., & Najib, K. (2020, March). Artificial intelligence in learning skills assessment: A pedagogical innovation. *Proceedings of the 3rd International Conference on Networking, Information Systems & Security*, Art. 8, 1–5.
<https://doi.org/10.1145/3386723.3387901>
- Doucet, A., Evers, J., Guerra, E., Lopez, N., Soskil, M., & Timmers, K. (2018). *Teaching in the fourth industrial revolution: Standing at the precipice*. Routledge.
- Doyle, W. (1992). *Curriculum and pedagogy*. *Handbook of research on curriculum*, 5, 486-516.
- Fischer, C. T. (2009). Bracketing in qualitative research: Conceptual and practical matters. *Psychotherapy Research*, 19(4–5), 583–590.
<https://doi.org/10.1080/10503300902798375>

Fitzgerald, J. (2017). Pre-planning civic action: An analysis of civic leaders' problem solving strategies. *Journal of International Social Studies*, 6(2), 58-83.

Flanagan, J. L. (2008). *Technology: The positive and negative effects on student achievement* [Master's thesis, State University of New York College at Brockport]. Digital Commons @Brockport. <https://tinyurl.com/ycyu4j3a>

Flick, U. (2014). *The Sage handbook of qualitative data analysis*. Sage.
<https://dx.doi.org/10.4135/9781446282243>

Flick, U. (2018). *The Sage handbook of qualitative data collection*. Sage.
<https://dx.doi.org/10.4135/9781526416070>

Flowerdew, J., & Richardson, J. E. (Eds.). (2018). *The Routledge handbook of critical discourse studies*. Routledge.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219–245. <https://doi.org/10.1177/1077800405284363>

Freire, P. (2000). *Pedagogy of the oppressed* (30th ann. ed.). Continuum.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Pantheon.

Foucault, M. 1979. "Governmentality." *Ideology and Consciousness* 6 (Autumn): 5–21.

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings 1972–1977* (C. Gordon, Ed.). Harvester.

Fuchs, E., & Bock, A. (Eds.). (2018). *The Palgrave handbook of textbook studies*. Palgrave Macmillan.

Gidney, R. D. (1999). *From Hope to Harris: The reshaping of Ontario's schools*. University of Toronto Press.

- Giroux, H. A. (1980). Critical theory and rationality in citizenship education. *Curriculum Inquiry*, 10(4), 329–366. <https://doi.org/10.1080/03626784.1980.11075229>
- Giroux, H. A. (1983). *Theory and resistance in education: A pedagogy for the opposition*. Bergin & Garvey.
- Giroux, H. A. (1985). Intellectual labor and pedagogical work: Rethinking the role of teacher as intellectual. *Phenomenology + Pedagogy*, 3(1), 20–32.
<https://doi.org/10.29173/pandp14967>
- Giroux, H. A. (1989). *Schooling for democracy: Critical pedagogy in the modern age*. Routledge.
- Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Paradigm.
- Giroux, H. A. 2011. *On critical pedagogy*. New York:Continuum.
- Giroux, H. A. (2012). *Education and the crisis of public values: Challenging the assault on teachers, students, & public education*. Peter Lang.
- Giroux, H. A. (2013). *America's education deficit and the war on youth*. Monthly Review Press.
- Giroux, H. A. (2014). *Neoliberalism's war on higher education*. Haymarket.
- Giroux, H. A. (2015, September 24). *Where is the outrage? Critical pedagogy in dark times* [Video]. Presentation at the Distinguished Scholar Speaker Series in Critical Pedagogy, Montreal, QC. <https://www.youtube.com/watch?v=CAxj87RRtsc>
- Giroux, H. A. (2016a). Beyond pedagogies of repression. *Monthly Review*, 67(10), 57–71.
https://doi.org/10.14452/MR-067-10-2016-03_6

- Giroux H. A. (2016b). Critical higher education: Rethinking higher education as a democratic public sphere. In J. Shin & P. Teixeira (Eds.), *Encyclopedia of international higher education systems and institutions*. Springer. <https://doi.org/10.1007/978-94-017-9553-1>
- Gramsci, A. (1971). *Selections from the prison notebooks*, edited and translated by Quintin Hoare and Geoffrey Nowell Smith.
- Goya, F. (1799). *Dream/sleep of reason produces monsters* [Aquatint].
<http://www.19thcenturyart-facos.com/artwork/dreamsleep-reason-produces-monsters>
- Gozali, C., Claassen Thrush, E., Soto-Peña, M., Whang, C., & Luschei, T. F. (2017). Teacher voice in global conversations around education access, equity, and quality. *Forum for International Research in Education*, 4(1), Art. 2
<https://doi.org/10.18275/fire201704011107>
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house.” *Administrative Issues Journal*, 4(2), 12–26. <https://eric.ed.gov/?id=EJ1058505>
- Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11(1). <https://eric.ed.gov/?id=EJ1103654>
- Gray, S. (2007). Teacher as technician: Semi-professionalism after the 1988 Education Reform Act and its effect on conceptions of pupil identity. *Policy Futures in Education*, 5(2), 194–203. <https://doi.org/10.2304/pfie.2007.5.2.194>
- Groenke, S. L., & Hatch, J. A. (Eds.). (2009). *Critical pedagogy and teacher education in the neoliberal era: Small openings* (Vol. 6). Springer.

- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries, *Educational Communication and Technology Journal*, 29 (2), 75-91.
- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *ECTJ*, 30(4), 233–252. <https://doi.org/10.1007/BF02765185>
- Gupta, S., Habjan, J., & Tutek, H. (Eds.). (2016). *Academic labour, unemployment and global higher education: Neoliberal policies of funding and management*. Palgrave. <https://doi.org/10.1057/978-1-137-49324-8>
- Gür, B. S. (2014). Deskillling of teachers: The case of Turkey. *Educational Sciences: Theory and Practice*, 14(3), 887–904. <https://eric.ed.gov/?id=EJ1034034>
- Gutstein, D. (2012, June 30). *Pearson's plan to control education: Report to the BC Teachers' Federation*. <https://tinyurl.com/ybbua5q3>
- Hansen, D. (2011). *The teacher and the world: A study of cosmopolitanism as education*. Routledge.
- Hansen, E. M. (2018, March 27). Higher education needs dusting off for the 21st century. *World Economic Forum*. <https://www.weforum.org/agenda/2018/03/make-higher-education-skills-relevant-for-students/>
- Haratyan, F. (2011, October). Halliday's SFL and social meaning. In *2nd International Conference on Humanities, Historical and Social Sciences* (Vol. 17, pp. 260-264).
- Harvey, D. (2005). *A brief history of neoliberalism*. Oxford University Press.
- Harvie, D. (2006). Value production and struggle in the classroom: Teachers within, against and beyond capital. *Capital & Class*, 30(1), 1–32. <https://doi.org/10.1177/030981680608800102>

- Hickman, H., & Porfilio, B. J. (Eds.). (2012). *The new politics of the textbook: Critical analysis in the core content areas* (Vol. 2). Springer.
- Hill, P. W., & Barber, M. (2014). *Preparing for a renaissance in assessment*. Pearson.
- Hinchliffe, G. (2000). Education or pedagogy? *Journal of Philosophy of Education*, 35(1), 31–45. <https://doi.org/10.1111/1467-9752.00208>
- Höffe, O., & Farrier, M. (1994). *Immanuel Kant*. State University of New York Press.
- Hovik, S., Naustdalslid, J., Reitan, M., & Muthanna, T. (2011, August 24–27). *Adaptation to climate change in the water sector in Norway—Local capabilities for proactive strategies in a changing institutional framework* [Paper presentation]. Panel on Adaptation to Climate Change on National, Regional and Local Levels, ECPR General Conference, Reykjavik, Iceland. <https://tinyurl.com/y7t4l4wv>
- Humble, N., & Mozelius, P. (2019, October 31–November 1). Artificial intelligence in education—A promise, a threat or a hype? In *Proceedings of the European Conference on the Impact of Artificial Intelligence and Robotics* (pp. 149–156). Academic Conferences and Publishing International Limited. <https://tinyurl.com/yadj53lp>
- Hunter, I. (1996). Is English an emancipatory discipline. *Australian Humanities Review*, 1, 1-3.
- Ingersoll, R. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Harvard University Press.
- Independent Teacher Workload Review Group (2016). *Eliminating Unnecessary Workload around Marking*. London: Department for Education.
- Johnson, J. A. (2001). Principles of effective change: Curriculum revision that works. *Journal of Research for Educational Leaders*, 1(1), 5–18. <https://tinyurl.com/yamhk5uo>

- Jones, A. H. (2010). The marginalization of teacher education: Who we are, how we got here, how we fit in the big picture, and what we might do about it. *Teacher Education Quarterly*, 37(1), 7–14. <https://eric.ed.gov/?id=EJ872646>
- Kincheloe, J. L. (2008). *Critical pedagogy primer* (Vol. 1). Peter Lang.
- Knight, B. (2015). Teachers' use of textbooks in the digital age. *Cogent Education*, 2(1), n/a. <https://doi.org/10.1080/2331186X.2015.1015812>
- Kridel, C. (2010). *Encyclopedia of curriculum studies*. Sage.
- Leslie, H. J. (2019). Trifecta of student engagement: A framework for an online teaching professional development course for faculty in higher education. *Journal of Research in Innovative Teaching & Learning*. <https://doi.org/10.1108/JRIT-10-2018-0024>
- Lammi, W. (1997). The hermeneutics of ideological indoctrination. *Perspectives on Political Science*, 26(1), 10-14.
- Lilly, N. (2012). *Why teachers should be included in education policy-making*. Impatient Optimists: Bill and Melinda Gates Foundation.
- Lin, Y. J. (2014). Teacher involvement in school decision making. *Journal of Studies in Education*, 4(3), 50–58. <https://doi.org/10.5296/jse.v4i3.6179>
- Love, K. (2008). Higher education, pedagogy and the “customerisation” of teaching and learning. *Journal of Philosophy of Education*, 42(1), 15–34. <https://doi.org/10.1111/j.1467-9752.2008.00600.x>
- Lyons, N. (1990). Dilemmas of knowing: Ethical and epistemological dimensions of teachers' work and development. *Harvard Educational Review*, 60(2), 159–181. <https://doi.org/10.17763/haer.60.2.v71123u7768r47w6>

- Lytovchenko, I. (2015). Origins and formation of corporate education in the USA. *Comparative Professional Pedagogy*, 5(3), 53–57. <https://tinyurl.com/yaoenpfb>
- Macgilchrist, F. (2017). Textbooks. In J. Flowerdew & J. E. Richardson (Eds.), *The Routledge handbook of critical discourse studies* (pp. 525–539). Routledge.
- McLaren, P. (1999). Introduction: Traumatizing capital: Oppositional pedagogies in the age of consent. In M. Castells, R. Flecha, P. Freire, H. A. Giroux, D. Macedo, & P. Willis, *Critical education in the new information age* (pp. 1–36). Rowman & Littlefield.
- McLean, H. (2015). Neoliberalism and the attack on education: An interview with Henry A. Giroux. *Alternate Routes: A Journal of Critical Social Research*, 26. <http://www.alternateroutes.ca/index.php/ar/article/view/22322>
- McIlrath, L., & MacLabhrainn, I. (Eds.). (2007). *Higher education and civic engagement: International perspectives*. Ashgate Publishing, Ltd.
- Morse, J., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 13–22. <https://doi.org/10.1177/160940690200100202>
- Moulton, J. (1994). *How do teachers use textbooks and other print materials: A review of the literature*. <https://www.pitt.edu/~ginie/ieq/pdf/textbook.pdf>
- O’Leary, Z. (2014). *The essential guide to doing your research project* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Olson, P. (2018, August 29). Building brains: How Pearson plans to automate education with AI. *Forbes*. <https://tinyurl.com/y8flcbaj>
- Pennycook, A. (2017). *The cultural politics of English as an international language*. Longman.

- Pinto, L. E. (2007). Textbook publishing, textbooks, and democracy: A case study. *Journal of Thought*, 42(1–2), 99–121. <https://tinyurl.com/y97bmbme>
- Pithers, R., & Soden, R. (2010). Critical thinking in education: a review. *Educational Research (Windsor)*, 42(3), 237–249. <https://doi.org/10.1080/001318800440579>
- Postman, P. N., & Weingartner, C. (1969). *Teaching as a subversive activity*. Delta.
- Preston, D. (2001). Managerialism and the post-enlightenment crisis of the British university. *Educational Philosophy and Theory*, 33(3–4), 343–363. <https://doi.org/10.1111/j.1469-5812.2001.tb00275.x>
- Probst, T. M. (2005). Countering the negative effects of job insecurity through participative decision making: Lessons from the demand-control model. *Journal of Occupational Health Psychology*, 10(4), 320–329. <https://doi.org/10.1037/1076-8998.10.4.320>
- Provenzo, E. F., Jr., Shaver, A., & Bello, M. (Eds.). (2011). *The textbook as discourse: Sociocultural dimensions of American schoolbooks*. Routledge.
- Pulliam, J. D. (1974). Alienation and the college professor. *Journal of Thought*, 9(2), 84–90.
- Ravitch, D. (2004). *The language police: How pressure groups restrict what students learn*. Vintage.
- Ravitch, D. (2016). *The death and life of the great American school system: How testing and choice are undermining education*. Basic Books.
- Reichenberg, M. (2016). Explaining teachers' use of textbooks. *Journal of Educational Memory, Media, and Society*, 8(2), 145–159. <https://doi.org/10.3167/jemms.2016.080208>
- Reimers, F., Carnoy, M., Brunner, J. J., Panneflek, A., Marchesi, A., Namo de Mello, G., & Machado, A. L. (Eds.). (2005, July). Teachers involvement in educational change. *PRELAC Journal*, 1. <https://tinyurl.com/yb3e4cmu>

Reingold, J. (2015, January 21). Everybody hates Pearson. *Fortune*.

<http://fortune.com/2015/01/21/everybody-hates-pearson/>

Robinson, J. W., Jr., & Green, G. P. (Eds.). (2011). *Introduction to community development: Theory, practice, and service-learning*. Sage.

Ross, F. T. (2015, March 6). The death of textbooks? *The Atlantic*.

<https://www.theatlantic.com/education/archive/2015/03/the-death-of-textbooks/387055/>

Safari, P. (2017). Proletarianization of English Language Teaching: Iranian EFL teachers and their alternative role as transformative intellectuals. *Policy Futures in Education*, 15(1), 74–99. <https://doi.org/10.1177/1478210316681203>

Schwab, K. (2017). The Fourth Industrial Revolution: its meaning and how to respond.

Logistics and Transport Focus, 19(2). <http://search.proquest.com/docview/1869871777/>

Schwandt, T. (Ed.). (2007). *The Sage dictionary of qualitative inquiry* (3rd ed.). Sage.

Sears, A. (2003). *Retooling the mind factory: Education in a lean state*. Garamond Press.

Silver H. (1994). Social exclusion and social solidarity: Three paradigms. *International Labour Review*, 133(5–6), 531–578. <https://tinyurl.com/yb8wfnfq>

Singh, P. (2015). Performativity and pedagogising knowledge: globalising educational policy formation, dissemination and enactment. *Journal of Education Policy: Governing by Numbers*, 30(3), 363–384. <https://doi.org/10.1080/02680939.2014.961968>

Smith, L. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). Zed Books.

Solomon, R. P., & Allen, A. M. A. (2001). The struggle for equity, diversity, and social justice in teacher education. In J. P. Portelli & R. P. Solomon (Eds.), *The erosion of democracy in education: From critique to possibilities* (pp. 217–244). Detselig Enterprises.

- Spring, J. H. (2006). *Pedagogies of globalization: The rise of the educational security state*. Psychology Press.
- Stake, R. (1995). *The art of case study research*. Sage.
- Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 435–453). Sage.
- Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An International Journal for Critical Geographies*, 6(3), 374–385. <https://tinyurl.com/ya94p9ta>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147–158. <https://tinyurl.com/y87wls8o>
- Toowoomba Catholic Education. (2006). *Social justice statement*.
http://www.tsjc.org/uploads/media/Social_Justice_Statement_2011-2012.pdf
- Tregubov, V. (2020). Using voice assistants for improving academic English. *International Journal of Open Information Technologies*, 8(6), 62–72.
<http://injoit.org/index.php/j1/article/view/912>
- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80–96. <https://doi.org/10.1177%2F1473325010368316>
- Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal*, 44(3), 519–558.
<https://doi.org/10.3102%2F0002831207306859>
- Walker, J., & von Bergmann, H. (2013). Teacher education policy in Canada: Beyond professionalization and deregulation. *Canadian Journal of Education*, 36(4), 65–92.
<https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1386>

Yee, J., & Bremner, C. (2011). Methodological bricolage: What does it tell us about design?.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Sage.

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.

Weinstein, Y., Sumeracki, M., & Caviglioli, O. (2018). *Understanding how we learn: A visual guide*. Routledge.

Weis, L., McCarthy, C., & Dimitriadis, G. (Eds.). (2006). *Ideology, curriculum, and the new sociology of education: Revisiting the work of Michael Apple*. Taylor & Francis.

Zuidhof, P. (2014). Thinking like an economist: The neoliberal politics of the economics textbook. *Review of Social Economy*, 72(2), 157–185.

<https://doi.org/10.1080/00346764.2013.872952>

APPENDIX A

OPEN-ENDED/SEMI-STRUCTURED INTERVIEW QUESTIONS

1. How long have you been teaching? What kinds of experiences have you had in teaching?
2. Do you use textbooks in your courses? If yes, how do you use them? If no, why do not you use textbooks? What do you do instead?
3. How are textbooks selected or chosen in your courses?
4. How much of a say do you have in choosing a textbook for your course(s)? Do you have a choice in selecting your own textbooks? If not, how are textbooks chosen for you?
5. What do you look for in a textbook? How do you use the support materials like instructor manuals and test banks, discussion questions, etc.
6. What do you use self-prepared teaching materials or pre-designed teaching materials, your own or both? Tell us why?
7. What are the benefits of using textbooks?
8. How do you use textbooks in your courses?
9. Are you aware of any hidden or unintended curriculum in textbooks in general?
10. How do you balance, if any, any difference between your intended curriculum with that of the textbook?
11. Have you ever had instances where you felt that the textbook might have had a specific agenda that was different from yours?
12. How do you deal with aspects of the textbook that might not match what you want to teach? Have you ever had that happen to you? Tell us more about it?
13. Are there any drawbacks to using textbooks?
14. How much control do you think that instructors have in using textbooks in their courses?
15. How much control do you think that the publishers or editors, authors, faculty heads, Deans, etc. might have in selecting textbooks?
16. Have you published any textbooks yourself? What was that process like?
17. What are your feelings on how corporate publishing houses influence the educational system through textbooks?
18. How is the textbook industry influencing the education system or what influence does the publishers have over educational materials and education itself?
19. In what ways are publishers influencing educational decision-making?

20. What is your opinion of faculty as key stakeholders in curriculum and resources development?
21. What kind of instructional materials do you think will be needed of today's students or in the future?
22. What is your vision of using instructional materials?
23. How can educators take steps to balance corporate social responsibility in the field of higher education?

APPENDIX B

CONSENT TO PARTICIPATE IN RESEARCH

The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization.

You are asked to participate in a research study conducted by Syed Zaidi, an MEd student from the Faculty of Education at the University of Windsor. The results of this study will contribute to a better understanding of the role of textbooks in educational setup in the age of globalization. If you have any questions or concerns about the research, please feel to contact the researcher, Syed Zaidi or by email zaidi118@uwindsor.ca Conversely you can also contact the Faculty Supervisor Dr. Andrew Allen at 519-253-3000 Ext. ****or by email aallen@uwindsor.ca

PURPOSE OF THE STUDY

The purpose of this study is to explore how university professors/instructors use textbooks in their courses assigned by their particular faculty. I am also interested in how and why they select or choose to use particular textbooks.

PROCEDURES

If you volunteer to participate in this study, you will be asked to:

Participate in individual semi-structured interviews. You have the option to withdraw, or to decline to be interviewed. You will be asked to participate in an interview session, approximately 45 Minutes to one hour.

POTENTIAL RISKS AND DISCOMFORTS

There is minimal risk related to confidentiality of responses during the interviews. For this purpose, all participants will be asked to respect and maintain the confidentiality of all other participants.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Study will be fruitful for the scholarly community as it will explore the possible impact of corporatized educational materials in the age of globalization. The study will allow the teaching community to take informed decision in regard to selection of educational materials.

COMPENSATION FOR PARTICIPATION

5-dollar Tim Horton card will be provided for your participation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

To uphold confidentiality in both the recording and reporting of data, participants will be given pseudonyms.

PARTICIPATION AND WITHDRAWAL

You have the right to withdraw from the study up to the point of analysis July 25th, 2019

At any time, you may request that an interview be discontinued without any consequences to you.

In the event the participant requests to withdraw, the audio recording of the interview will be erased, any transcript stored will be destroyed, all data relating to your participation will be destroyed.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

You will receive post-study feedback individually after the study is completed. The researcher will also e-mail a reader friendly summary of the research results to participants once the study is complete.

Copies of the full thesis report will be made available through the University of Windsor Leddy Library archive.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study [**The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization**] as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

APPENDIX C

LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization.

You are asked to participate in a research study conducted by Syed Zaidi, an MEd student from the Faculty of Education at the University of Windsor. The results of this study will contribute to a better understanding of the role of textbooks in educational setup in the age of globalization. If you have any questions or concerns about the research, please feel to contact the researcher, Syed Zaidi or by email zaidi118@uwindsor.ca Conversely you can also contact the Faculty Supervisor Dr. Andrew Allen a 519-253-3000 Ext. **** or by email allen@uwindsor.ca

PURPOSE OF THE STUDY

The purpose of this study is to explore how university professors/instructors use textbooks in their courses assigned by their particular faculty. I am also interested in how and why they select or choose to use particular textbooks.

PROCEDURES

If you volunteer to participate in this study, you will be asked to:

Participate in individual semi-structured interviews. You have the option to withdraw, or to decline to be interviewed. You will be asked to participate in an interview session, approximately 45 minutes to one hour.

POTENTIAL RISKS AND DISCOMFORTS

There is minimal risk related to confidentiality of responses during the interviews. For this purpose, all participants will be asked to respect and maintain the confidentiality of all other participants.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Study will be fruitful for the scholarly community as it will explore the possible impact of corporatized educational materials in the age of globalization. The study will allow the teaching community to take informed decision in regard to selection of educational materials.

COMPENSATION FOR PARTICIPATION

5-dollar Tim Horton card will be provided for your participation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

To uphold confidentiality in both the recording and reporting of data, participants will be given pseudonyms.

PARTICIPATION AND WITHDRAWAL

You have the right to withdraw from the study up to the point of analysis July 25th, 2019

At any time, you may request that an interview be discontinued without any consequences to you.

In the event the participant requests to withdraw, the audio recording of the interview will be erased, any transcript stored will be destroyed, all data relating to your participation will be destroyed.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

You will receive post-study feedback individually after the study is completed. The researcher will also e-mail a reader friendly summary of the research results to participants once the study is complete.

Copies of the full thesis report will be made available through the University of Windsor Leddy Library archive.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study [**The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization**] as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

APPENDIX D
CONSENT FOR AUDIO-TAPING

The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization.

This study involves audio tapping of interviews with the researcher. I understand that neither my name nor any other identifying information will be associated with the audio recording or the transcript resulting from the interviews. After the tapping is complete the tapes will be stored in locked cabinets. The recorded information will be listened to by the researcher who will also be responsible for transcriptions and writing the results of this study. Once the researcher has satisfactorily completed transcribing the information the tapes will be erased.

I am aware and I understand that participating in this research is voluntary and that I am free to withdraw at any time by requesting that the taping be stopped. I understand that confidentiality will be respected and that the audio tape will be for professional use only.

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study (The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization)as described herein. My questions have been answered to my satisfaction, and I agree to audio tapping as part of my participating in this study.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will use audio recordings.

Signature of Investigator

Date

APPENDIX E

RECRUITMENT LETTER

Dear Professors,

My name is Syed Zaidi and I am doing MEd thesis in the Faculty of Education at the University of Windsor, Ontario Canada.

I am interested in conducting a research study “exploring the Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an age of Globalization”. I am looking for the faculty members (Faculty of Education) who will take part in a face-to-face interview for 45 to 1 hour interview session. The interview will consist of open-ended and semi-structure questions. It is at your volition to skip any questions.

The purpose of this study is to explore how university professors/instructors use textbooks in their courses assigned by their particular faculty. I am also interested in how and why they select or choose to use particular textbooks.

The main research questions are;

- a) How do university instructors select and use textbooks in their courses assigned by their particular faculty?
- b) What are the advantages and disadvantages of using assigned textbooks?
- c) What are the effects or influence of the corporatization of educational materials on the ways that university instructors teach in an age of globalization?
- d) What are the implications for faculty education and teacher development programs?

Participants are encouraged to ask any questions they have about this study in order to make sure that the researcher has explained their involvement clearly, and that they fully understand the content of the study before volunteering. However, if they choose to participate, they are free to withdraw from the study at any point (up until July 25th, 2019 at the end of data collection and analysis, at this time it will no longer be possible to withdraw) as identifiers will be removed. Pseudonyms will be used throughout the study to maintain confidentiality of all participants. All data will be stored in a safe place. Only my supervisor, Dr. Allen or myself will have access to the data.

The study will be conducted in a safe place or in a library or education building lounge.

This study has been cleared by the University of Windsor Research Ethics Board.

If you are interested to participate you can email me at zaidi118@uwindsor.ca

APPENDIX F

TCPS 2: CORE

PANEL ON
RESEARCH ETHICS

Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

Syed AliNasir Zaidi

*has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)*

Date of Issue: **19 May, 2017**

APPENDIX G

RECRUITMENT FLYER



University
of Windsor

Research Participants needed On the Study of



Principal Investigator: Syed Zaidi
Supervisor: Dr. Andrew Alan
University: University of Windsor
Faculty of Education
(Research Clearance)
University of Windsor REB

“The Corporatization of Educational Materials and its Effects or Influence on the ways that University Instructors Teach in an Age of Globalization”

Eligibility:

- Must be a Faculty
- 3 to 5 years teaching experience at Dept of Education, U Windsor.
- Have taught courses at Dept of Education U Windsor.

If you are interested in finding out more about this study, please contact



zaidi118@uwindsor.ca or Tel: +

Compensation

Participants will be compensated for their time by Tim Horton gift card.

VITA AUCTORIS

Syed Zaidi lives in Windsor, Ontario and works as an instructor for St. Clair College for Applied Arts and Technology. His educational curriculum vitae includes Bachelor of Arts in Political Science and Economics and Master of Arts in English Literature. Not only does he have an extensive teaching background in multiple international locations, but also he has proclivity for writing, reading and listening educational podcasts. He has also Master's degree in Education (Second Language Acquisition) from University of Windsor, Canada. Currently he is involved in a school project from the scratch in Windsor. He also listens songs and watches movies mostly on social justice, human cognition and human psychology. His favourite movie is Good Will Hunting.