

Interrogating Critical Pedagogy The Voices Of Educators Of Color In The Movement Routledge Research In Education

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My School Lesley Scanlon 2014-12-17 Education issues feature almost daily in print media, online, on the radio and on television, much of which focuses on the perceived deficits of students and teachers. Singled out for special attention are low socio-economic status (SES) schools which are frequently characterised by teachers and students with little investment in learning and teaching. Yet within this plethora of educational discussion there is no contemporary, longitudinal study of what it means to learn and teach in a disadvantaged school within the policy context of the 'education revolution' in Australia. Drawing on 500 interviews conducted over a four period with the Principal, parents, teachers and students at a regional low SES school, this book challenges the profile of one school as represented on the 'My School' website which publishes the results of National Assessment Program in Literacy and Numeracy (NAPLAN). Chapters situate the original research within an international and national educational context, before exploring topics including leadership and management, student behaviour, constructs of the 'good teacher', the involvement of parents in school and the 'digital revolution'. The book closes with an appraisal of the major themes that emerged from the multiple perspectives of the study. This is the first book to provide a longitudinal ethnographic study of a school in Australia, which examines the impact of the 'education revolution' on the Principal, parents, teachers and students. It comprehensively challenges the official 'My School' representation of a low SES school and will appeal to researchers in education, as well as those involved in postgraduate teacher education and sociology courses, both from Australia and internationally.

Critical Pedagogy and Predatory Culture Peter McLaren 2002-03-11 This book is a principled, accessible and highly stimulating discussion of a politics of resistance for today. Ranging widely over issues of identity, representation, culture and schooling, it will be required reading for students of radical pedagogy, sociology and political science. *The Hidden Role of Software in Educational Research* Tom Liam Lynch 2015-05-22 Educational research often discounts the uniqueness and ubiquity of software and the hidden political, economic and epistemological ways it impacts teaching and learning in K-12 settings. Drawing on theories and methodologies from English education, critical discourse analysis, multimodal semiotics and digital humanities, this volume exposes the problems of technology in schools and refocuses the conversation on software. This shifting of focus invites more nuanced questions concerning the role of software in school reform and classroom instruction, and takes a critical stance on software's role in education. This volume explores the ontology of software and the ways it is construed within educational policy discussions. It is beneficial to schools, companies, policy makers and practitioners seeking a more theoretical framework for technology in education.

Education, Nature, and Society Stephen Gough 2014-11-20 Environmental issues continue to divide opinion, sometimes in extreme ways. Almost everyone agrees that education has a role to play in ensuring the future of humanity on Earth. Some think we should all learn to leave a minimal environmental footprint; others argue that education should promote economic growth, because only growth can generate the capital needed to develop solutions to environmental problems. Advocates on each side often find the views of their opponents simply incredible, giving rise to accusations of bad faith or poor science. This book explores the foundations of the debate by examining human interrelations with Nature. It takes an educational perspective, but also draws on evidence from anthropology, economics, ecology, policy sciences and natural history. The case presented is that any coherent view of the purposes and potential of education requires a theory of human society in the natural world. For such a theory, education (and, more broadly, learning) must be more than an instrument for the achievement of personal or policy goals. Rather, it is an integral, continuing and necessary component of personal and policy development. On this basis, a novel approach to curriculum design and implementation is outlined.

Feminisms and Critical Pedagogy Carmen Luke 2014-02-04 First Published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

Evidence-based Practice in Education Tone Kvernbekk 2015-07-30 Much educational debate today is dominated by a "what works" vocabulary, intimately associated with evidence-based practice (EBP). The vocabulary consists of concepts and ideas such as accountability, competency, effectiveness, employability, learning outcomes, predictability, qualifications, and testing. As schooling and education are considered successful when predetermined outcomes have been achieved, education is often believed to require assessment, measurement and documentation. In this book, Tone Kvernbekk leaves the political, ethical and professional dimensions on the sidelines and focuses instead on further unpacking the core of EBP. Chapters concentrate on several fundamental issues ignored by current literature, including: the character of the evidence that plays a central role in EBP in both practical reasoning and acting under uncertainty; the notion of causality presupposed by discussion of the production of desired effects and played out in the basic structure of interventions a system-theoretical look at why interventions might not work. By considering these key points, Kvernbekk articulates both the legitimate uses and the illegitimate, philosophically problematic misuses of EBP in educational thinking and practice. The book will be of key value for academics and postgraduate students in the fields of educational research and practice, philosophy of education and educational theory, especially those concerned with research methodology, professionalism, and discussions regarding evidence-based practice.

Collaboration and the Future of Education Gordon Andrews 2015-10-08 Current educational reforms have given rise to various types of "educational Taylorism," which encourage the creation of efficiency models in pursuit of a unified way to teach. In history education curricula, this has been introduced through scripted textbook-based programs such as Teacher Curriculum Institute's History Alive! and completely online curricula. They include the jargon of authentic methods, such as primary sources, cooperative learning, differentiated instruction, and access to technology; yet the craft of teaching is removed, and an experience that should be marked by discovery and reflection is replaced with comparatively empty processes. This volume provides systematic models and examples of ways that history teachers can compete with and effectively halt this transformation. The alternatives the authors present are based on collaborative models that address the art of teaching for pre-service and practicing secondary history teachers as well as collegiate history educators. Relying on original research, and a maturing body of secondary literature on historical thinking, this book illuminates how collaboration can create real historical learning.

English Language Teacher Education in Chile Malba Barahona 2015-07-15 Over the last two decades, Chile has been driven by an economic imperative to build the capability of citizens to be competent in the English language, resulting in a high demand for teachers of English. As a consequence, teacher education programs have modified their curricula to meet the challenges of educating teachers of English as a global language. This book explores EFL teacher education in order to further understand the nature of teacher learning in second language education environments, examining the varying motives, actions and mediating tools that shaped how a cohort of pre-service teachers learnt to teach EFL in Chile. Framed by a cultural historical activity theory (CHAT) perspective, chapters use key qualitative research to determine how specific factors can help and hinder the effective preparation of teachers, illuminating contradictory dynamics between local and national policies, teacher education programs, and pre-service views and classroom realities. The book makes an important contribution to the growing debate surrounding the design of EFL teacher education policy, curriculum and learning strategies, emphasising the importance of engaging pre-service teachers in learning to teach EFL, and the interrelated factors that shape this learning. English Language Teacher Education in Chile will be of key interest to academics, researchers and postgraduate students in the fields of teacher education, curriculum studies, and English language teaching (ESL/EFL), as well as policy makers, TESOL organisations, and those interested in applying a CHAT perspective to language teaching and learning.

School Health Education in Changing Times Deana Leahy 2015-09-16 This book explores the complex nexus of discourses, principles and practices within which educators mobilise school-based health education. Through an interrogation of the ideas informing particular models and approaches to health education, the authors provide critical insights into the principles and practices underpinning approaches to health education policy, curriculum, pedagogy and assessment. Drawing on extensive literature and research, the book explores and considers what health education can and should do. Chapters examine the extent to which health education, past and present, has attended to the needs and interests of young people in school environments, as well as assess common pedagogical approaches and whether the outcomes tally with expectations. By considering the problems in teaching health education, curriculum making, health education pedagogies and porous classrooms, the book offers a knowledge base from which educators can consider how theories and models can sit together to shape curriculum and influence practice. School Health Education in Changing Times will be of key interest to postgraduate students, researchers and academics in the field of health education. It will also be a valuable resource for teacher educators, current teachers, and those on professional development courses who want to navigate the moral minefield surrounding health education.

Theorizing Pedagogical Interaction Hansun Zhang Waring 2015-11-06 Pedagogical interaction can be observed through many different landscapes, such as the graduate seminar, the writing skills center, the after-school literacy program, adult ESL classrooms, and post-observation conferences. By viewing these settings through the lens of conversation analysis, this volume lays the groundwork for three principles of pedagogical interaction: competence, complexity, and contingency. The author explores these principles and how they inform what makes a good teacher, how people learn, and why certain pedagogical encounters are more enlightening than others. Drawn from the author's original research in various pedagogical settings, this volume collects empirical insights from conversation analysis and contributes to theory building. Theorizing Pedagogical Interaction will appeal to students and scholars in applied linguistics, educational linguistics, and communication studies who are interested in the discourse of teaching and learning.

Navigating Model Minority Stereotypes Rupam Saran 2015-08-11 Though Asian Indians are typically thought of as a "model minority", not much is known about the school experiences of their children. Positive stereotyping of these immigrants and their children often masks educational needs and issues, creates class divides within the Indian-American community, and triggers stress for many Asian Indian students. This volume examines second generation (America-born) and 1.5 generation (foreign-born) Asian Indians as they try to balance peer culture, home life and academics. It explores how, through the acculturation process, these children either take advantage of this positive stereotype or refute their stereotyped ethnic image and move to downward mobility. Focusing on migrant experiences of the Indian diasporas in the United States, this volume brings attention to highly motivated Asian Indian students who are overlooked because of their cultural dispositions and outlooks on schooling, and those students who are more likely to underachieve. It highlights the assimilation of Asian Indian students in mainstream society and their understandings of Americanization, social inequality, diversity and multiculturalism.

A Critical Black Pedagogy Reader Abul Pitre 2019-10-15 A Critical Black Pedagogy Reader: The Brothers Speak entails essays and speeches from leading Black men who offered critiques of Black education. This volume demonstrates that Black men have clapped back at the educational structures that have attempted to domesticate Black peoples.

A New Vision of Liberal Education Alistair Miller 2015-07-24 'This is an extremely important book. Wonderfully well researched and written, it develops a powerful argument about how we should conceive of the aims of education and design curricula. It should define the field for a very considerable period of time.' - Professor Michael J Reiss, Institute of Education, University of London, UK Many philosophers of education believe that the main aim of education is to endow students with personal autonomy, producing citizens who are reflective, make rational choices, and submit their values and beliefs to critical scrutiny. This book argues that the 'good life' need not be the life of the philosopher, politician or critical thinker, but that an ordinary 'unexamined' life is also worth living. Central to this ethical life is the engagement in worthwhile activities or 'practices', and the best way to prepare pupils for their engagement in these practices is to cultivate a range of moral and intellectual virtues. In this book, Alistair Miller brings together a range of philosophical and historical perspectives to argue for a new vision of liberal education: liberal in the sense that it forms a moral and cultural inheritance, new in the sense that it would enable all pupils to lead flourishing lives. Divided into two sections, the first part of the book seeks to establish the justified aims of education in a liberal democratic society; the second part explores the nature of the school curriculum that might realise these aims. A New Vision of Liberal Education will appeal to researchers, academics and postgraduate students in the fields of philosophy of education, moral and values education, liberal education, and curriculum studies.

Capitalism, Pedagogy, and the Politics of Being Noah De Lissovoy 2022-03-24 Reframing central categories in Western critical thought, this book investigates the relationship between capitalism and coloniality in society and education, and reconceptualizes emancipatory theory and pedagogy in response. De Lissovoy exposes a logic of violation at the heart of capitalist accumulation and argues that we need to attend to ontological and epistemological orders of domination within which subjectivity takes shape. Systematically bridging the theoretical traditions of Marxism, Latin American decolonial thought, and critical pedagogy, De Lissovoy shows how a new critical imaginary can reorder curriculum in schools and other educational spaces, organize a form of learning beyond the capitalist imperatives of imposition and exploitation, and reconstruct pedagogical relationships in the mode of a decolonial and democratic commons.

The Myth of the Saving Power of Education Hannah Adams Ingram 2021-05-20 In the United States, young people are bombarded with messages that they must go to college in order to secure their place in the middle class. Those who are most disadvantaged in society are the most frequent recipients of this rhetoric because people believe that education is the one ticket that can save them from poverty. Like the belief that there is only one avenue for salvation from hell to heaven, the notion of salvific education presents a single answer to the problem of inequality--if you want to be saved from poverty and oppression, you must go to college. In this book, Hannah Adams Ingram interrogates the presumed promise of education and argues that the myth itself perpetuates, rather than alleviates, social inequality. The Myth of the Saving Power of Education asks educators to reclaim the liberative potential of education and asks Christians to repent of judging individual worth based on the same merits as the secular market system.

Encyclopedia of Diversity in Education James A. Banks 2012-05-24 With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

Quality Teaching and the Capability Approach Alison Buckler 2015-04-24 This book provides an analytical exploration of the condition of teachers working in expanding school systems across the world, with a particular focus on the lives of women teachers in rural Sub-Saharan Africa. Drawing from award-winning research, it looks beyond the official portrayals of teachers' lives in order to better understand the reality of the contexts in which teachers live and work. Positioning Amartya Sen's capability approach at the heart of the study, each chapter considers documentary evidence alongside ethnographic research from rural, remote and under-resourced schools in Ghana, Nigeria, Kenya, South Africa and Sudan. Interweaving rich narratives from teachers in a variety of contexts, the book proposes a concept of professional capability and examines female teachers' agency to pursue and achieve this in their classrooms. This key examination challenges existing notions of 'quality education' and reveals insights into the broader purpose of schooling for rural communities. Quality Teaching and the Capability Approach will be of value to researchers, academics and postgraduate students in education, particularly those concerned with gender, development and teaching, as well as educationalists and policy makers concerned with education and development.

Education, Leadership and Islam Saeeda Shah 2015-07-03 Educational institutions are undergoing complex and sensitive changes in the context of immigration, international mobility, globalisation, and shifting economic scenarios, making highly challenging demands on educational leaders. Leadership is increasingly being perceived and theorised as pivotal to students' achievement and institutional performance. In this book, Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings, and the resulting conceptualisations and interpretations. While educational leadership literature and research have flourished in recent years, this is predominantly informed by Western ideologies, concepts, theories and practices. Education, Leadership and Islam focuses on contemporary educational settings and practices, drawing on research and empirical evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks, particularly in relation to the growing Muslim population in the West. Chapters also discuss gender in Islam, educational expectations and Islamic faith schools to comprehensively explore education in relation to Islamism. Situating Muslims within contemporary societies, this book extends debates regarding educational philosophy and leadership, endorsing diversity and plurality through an appreciation of difference. Education, Leadership and Islam will appeal to education researchers as well as social and political scientists attempting to understand Muslim educational issues in contemporary life, both in the east and in the west. This book offers critical insight into educational theory and practice, and as such will be key reading for policy makers and educational leaders.

The Jewish Struggle in the 21st Century Daniel Ian Rubin 2021-04-12 The Jewish Struggle in the 21st Century: Conflict, Positionality, and Multiculturalism is about the needs of the Jewish community in the United States, and it addresses the lack of representation in the diversity and multicultural education classroom at the university level.

Transforming the Canadian History Classroom Samantha Cutrara 2020-10-01 We are all our history. Yet in Canadian classrooms, students are often left questioning how they can study a past that does not reflect their present. Discourses of nationhood often separate "us" from "them," and despite curricular revisions, the mainstream narrative that shapes the way we teach students about the Canadian nation can be divisive. Responding to the evolving demographics of an ethnically and culturally diverse population, Transforming the Canadian History Classroom advocates for a radically innovative practice that places students – the stories they carry and the histories they want to be part of – at the centre of history education.

Landscapes of Specific Literacies in Contemporary Society Vicky Duckworth 2014-11-27 This volume makes a timely contribution to our understanding of literacy as a multi-faceted, complexly situated activity. Each chapter provides the reader with a fresh perspective into a different site for literate behaviour, approaches, design and relationships, and offers an exploration into the use of literacy theories to inform policy and practice, particularly in regard to curriculum. Bringing together international experts in the field, the contributing authors represent a wide variety of theoretical and research perspectives which cover literacy in various forms, including: • transformative literacy • survey literacy • academic literacies • information literacy in the workplace • digital literacy. Landscapes of Specific Literacies in Contemporary Society suggests that literacy curriculum needs to evolve from its current perspective if it is to cater for the demands of the 21st century contemporary globalised society. The book will be of key interest to researchers and academics in the fields of education, curriculum studies and the sociology of education, as well as to policy makers and literacy specialists.

Producing Inclusive Feminist Knowledge Akosua Adomako Ampofo 2021-09-17 In the global South there is potential for politics to marginalize the diverse perspectives of subaltern communities. Exploring ongoing and new feminist dialogues in the global South, this book examines the ways in which dominant epistemologies are challenged, unique identities formed, and the implications for the global feminist agenda.

Preparing Teachers of Color to Teach C. Gist 2014-11-27 A rich, comparative case study systematically exploring two program approaches for preparing teachers of color, Gist's work explores culturally responsive pedagogy as a strategy for organizing teacher education.

The SAGE Handbook of Critical Pedagogies Shirley R. Steinberg 2020-03-06 This extensive Handbook will bring together different aspects of critical pedagogy with the aim of opening up a clear international conversation on the subject, as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives. Bringing together a group of contributing authors from around the globe, the chapters will provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating both philosophical and social common themes. The chapters will be organised across three volumes and twelve core thematic sections. The SAGE Handbook of Critical Pedagogies is planned to be an essential benchmark publication for advanced students, researchers and practitioners across a wide range of disciplines including education, health, sociology, anthropology and development studies

Interrogating Critical Pedagogy Pierre Wilbert Orelus 2014-11-13 Educators, teacher practitioners, and social activists have successfully used critical pedagogy as a tool to help marginalized students develop awareness and seek alternative solutions to their poor educational and socioeconomic situations. However, this theory is often criticized as being mostly dominated by privileged white males, bringing issues of race and gender to the forefront. This volume provides insight on how critical pedagogy can be helpful to scholars and teachers alike in their analysis of racial, gender, linguistic and political problems. It features a wide range of respected scholars who examine the way and the degree to which critical pedagogy can be used to improve education for students of color, women and other marginalized groups. *Educating Adolescent Girls Around the Globe* Sandra L. Stacki 2015-04-10 While many initial education benchmarks are being met, new and continuing challenges exist for adolescent girls in the developing world. Discrimination, violence, marginalization, and health-related issues prevail, making proper education at the middle school level crucial during this unique development time. As we continue to see the expectations for girls grow, education for girls must also find a new place within the evolving norms of political, economic, cultural and social life. This volume takes a global look at the obstacles and enablers in girls' education that can have lasting institutional, psychological and social consequences. It looks at many complex issues affecting education for adolescent girls around the world, including the underlying global demands for women in the formal workforce and the universal impact of gender-based violence, and provides a critical framework through which researchers may explore and critique these complexities.

Handbook of Urban Educational Leadership Rene O. Guillaume 2021-10-15 This book seeks to center positive education discourses of urban education and leadership.

Interrogating Critical Pedagogy Pierre Wilbert Orelus 2014-11-13 Educators, teacher practitioners, and social activists have successfully used critical pedagogy as a tool to help marginalized students develop awareness and seek alternative solutions to their poor educational and socioeconomic situations. However, this theory is often criticized as being mostly dominated by privileged white males, bringing issues of race and gender to the forefront. This volume provides insight on how critical pedagogy can be helpful to scholars and teachers alike in their analysis of racial, gender, linguistic and political problems. It features a wide range of respected scholars who examine the way and the degree to which critical pedagogy can be used to improve education for students of color, women and other marginalized groups. **Black Women's Liberatory Pedagogies** Olivia N. Perlow 2017-11-27 This interdisciplinary anthology sheds light on the frameworks and lived experiences of Black women educators. Contributors for this anthology submitted works from an array of academic disciplines and learning environments, inviting readers to bear witness to black women faculty's classroom experiences, as well as their pedagogical approaches both inside and outside of the higher education classroom that have fostered transformative teaching-learning environments. Through this multidimensional lens, the editors and contributors view instruction and learning as a political endeavor aimed at changing the way we think about teaching, learning, and praxis.

American Educational History Journal Shirley Marie McCarther 2019-08-01 The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history. AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at: www.edhistorians.org.

The Education of Radical Democracy Sarah S. Amsler 2015-04-10 The Education of Radical Democracy explores why radical democracy is so necessary, difficult, and possible and why it is important to understand it as an educative activity . The book draws on critical social theory and critical pedagogy to explain what enables and sustains work for radical democratization, and considers how we can begin such work in neoliberal societies today. Exploring examples of projects from the nineteenth century to the present day, the book sheds light on a wealth of critical tools, research studies, theoretical concepts and practical methods. It offers a critical reading of the 'crisis of hope' in neoliberal capitalist societies, focusing on the problem of the 'contraction of possibilities' for democratic agency, resistance to domination, and practices of freedom. It argues that radically democratic thinking, practice, and forms of social organization are vital for countering and overcoming systemic hegemonies and that these can be learned and cultivated. This book will be of interest to academics, practitioners, researchers, and students in education and critical theory, and to those interested in the sociology, philosophy and politics of hope. It also invites new dialogues between theorists of neoliberal power and political possibility, those engaged in projects for radical democratization, and teachers in formal and informal educational settings.

Transatlantic Reflections on the Practice-Based PhD in Fine Art Jessica Schwarzenbach 2015-08-11 Once the US was the only country in the world to offer a doctorate for studio artists, however the PhD in fine art disappeared after pressures established the MFA as the terminal degree for visual artists. Subsequently, the PhD in fine art emerged in the UK and is now offered by approximately 40 universities. Today the doctorate is offered in most English-speaking nations, much of the EU, and countries such as China and Brazil. Using historical, political, and social frameworks, this book investigates the evolution of the fine art doctorate in the UK, what the concept of a PhD means to practicing artists from the US, and why this degree disappeared in the US when it is so vigorously embraced in the UK and other countries. Data collected through in-depth interviews examine the perspectives of professional artists in the US who teach graduate level fine art. These interviews disclose conflicting attitudes toward this advanced degree and reveal the possibilities and challenges of developing a potential doctorate in studio art in the US.

Mainstreams, Margins and the Spaces In-between Karen Trimmer 2014-11-20 This book explores the complexities of investigating minorities, majorities, boundaries and borders, and the experiences of researchers who choose to work in these spaces. It engages with issues of ethics, disclosure and representation, and contends with and seeks to contribute to emerging debates around power and the positioning of researchers and participants. Chapters examine epistemologies that shape researchers' beliefs about the forms of research that are valued in educational research and theory, and consider the importance of research that genuinely seeks to explore voice, culture, story, authenticity and identity. Resisting the backdrop of standardisation, performativity and accountability agendas pervading governments and organisations, the book attends to the stories of real people, to understand regional and rural landscapes, to examine culture and the human condition and to give voice to those at the fringes of society who remain largely neglected and unheard. Drawing largely on studies from Australia, the book provides an overview of the many types of research being engaged in, revealing the value of different kinds of research, and gaining insight into how meaning and findings are disseminated in research and educational sectors and back into the contexts where research takes place. *Mainstreams, Margins and the Spaces In-between* will be of key interest to early career researchers and academics internationally, as well as postgraduate students completing research methods courses in the field of education, and the wider social sciences.

Progressive Sexuality Education Mary Lou Rasmussen 2015-10-05 This book engages contemporary debates about the notion of secularism outside of the field of education in order to consider how secularism shapes the formation of progressive sexuality education. Focusing on the US, Canada, Ireland, Aotearoa-New Zealand and Australia, this text considers the affinities, prejudices, and attachments of scholars who advocate secular worldviews in the context of sexuality education, and some of the consequences that ensue from these ways of seeing. This study identifies and interrogates how secularism infuses progressive sexuality education. It asks readers to consider their own investments in particular ways of thinking and researching in the field of sexuality education, and to think about how these investments have developed and how they shape existing discourses within the field of sexuality education. It hones in on how progressive sexuality education has come to develop in the way that it has, and how this relates to conceits of secularism. This book prompts a consideration of how "progressive" scholarship and practice might get in the way of meaningful conversations with students, teachers, and peers who think differently about the field of sexuality education.

Performing Kamishibai Tara McGowan 2015-04-10 Kamishibai (paper-theater), a Japanese picture-storytelling medium, is gaining global interest as we move from a text-based culture to one that emphasizes multiple semiotic systems and performance. This is the first volume to explore the potential of kamishibai as a dynamic "new" interactive medium for teaching multimodal communication and shows how synchronizing oral, visual and gestural modes develops students' awareness of all modes of communication as potential resources in their learning. By examining the multiple modes involved in kamishibai through actual student performances over several venues, this volume overturns commonly held expectations about literacy in the classroom and provides a critical perspective on assumptions about other media. It offers much-needed information about a medium that is attracting interest from educators, academics and artists worldwide.

Learning Technologies and the Body Victor R. Lee 2014-11-27 This volume explores how technology-supported learning environments can incorporate physical activity and interactive experiences in formal education. It presents cutting-edge research and design work on a new generation of "body-centric" technologies such as wearable body sensors, GPS tracking devices, interactive display surfaces, video game controller devices, and humanlike avatars. Contributors discuss how and why each of these technologies can be used in service of learning within K-12 classrooms and at home, in museums and online. Citing examples of empirical evidence and specific implementation, this timely and critical volume examines how body responsive technologies are being used within the educational community to advance the next generation of educational technology.

Aristotelian Character Education Kristján Kristjánsson 2015-04-17 This book provides a reconstruction of Aristotelian character education, shedding new light on what moral character really is, and how it can be highlighted, measured,

nurtured and taught in current schooling. Arguing that many recent approaches to character education understand character in exclusively amoral, instrumentalist terms, Kristjánsson proposes a coherent, plausible and up-to-date concept, retaining the overall structure of Aristotelian character education. After discussing and debunking popular myths about Aristotelian character education, subsequent chapters focus on the practical ramifications and methodologies of character education. These include measuring virtue and morality, asking whether Aristotelian character education can salvage the effects of bad upbringing, and considering implications for teacher training and classroom practice. The book rejuvenates time-honoured principles of the development of virtues in young people, at a time when 'character' features prominently in educational agendas and parental concerns over school education systems. Offering an interdisciplinary perspective which draws from the disciplines of education, psychology, philosophy and sociology, this book will appeal to researchers, academics and students wanting a greater insight into character education.

Education, Identity and Women Religious, 1800-1950 Deirdre Raftery 2015-10-08 This book brings together the work of eleven leading international scholars to map the contribution of teaching Sisters, who provided schooling to hundreds of thousands of children, globally, from 1800 to 1950. The volume represents research that draws on several theoretical approaches and methodologies. It engages with feminist discourses, social history, oral history, visual culture, post-colonial studies and the concept of transnationalism, to provide new insights into the work of Sisters in education. Making a unique contribution to the field, chapters offer an interrogation of historical sources as well as fresh interpretations of findings, challenging assumptions. Compelling narratives from the USA, Canada, New Zealand, Africa, Australia, South East Asia, France, the UK, Italy and Ireland contribute to what is a most important exploration of the contribution of the women religious by mapping and contextualizing their work. *Education, Identity and Women Religious, 1800-1950*: Convents, classrooms and colleges will appeal to academics, researchers and postgraduate students in the fields of social history, women's history, the history of education, Catholic education, gender studies and international education.

Service-Learning in Higher Education D. Butin 2005-07-14 Advocates have positioned service-learning as a real-world, real-time opportunity for students to encounter academic knowledge in a meaningful and relevant manner. Service-learning in higher education settings offers a powerful alternative to traditional models of teaching and learning. Students are encouraged to develop links to local institutions, volunteer their time, and create a special bond between the university and the community in which they live. Service-learning has become a very popular alternative to standard courses in higher education and is gaining significant popularity. This book takes a serious look at the unintended consequences and alternative conceptualizations of this mode of learning and explores what it could offer us in the future.

Using Narrative Inquiry for Educational Research in the Asia Pacific Sheila Trahar 2015-04-10 Narrative inquiry is being used more widely in the UK, the USA, Canada, Australia, New Zealand and Northern European countries to conduct research across a range of disciplines. It is gaining popularity in Hong Kong, Macao and Mainland China, but research in these contexts continues to be dominated by quantitative and more traditional qualitative approaches. Narrative inquirers in these areas can, therefore, find it problematic to have the value of their work acknowledged. This book demonstrates creatively, accessibly and rigorously the ways in which narrative inquiry as a methodological approach, already more firmly established in Australia and New Zealand, is gaining a foothold in other parts of the Asia Pacific region. Contributors to the book write about their use of narrative inquiry in, for example, the Confucian heritage cultures (CHC) of Hong Kong, Mainland China, Singapore, Macao and the Anglo-Celtic cultures of Australia and New Zealand. Chapters in the book include: Creative Non-Fiction Across Cultures in Asia Pacific Contexts Riding the Wave of Education Reform: Using a Reflecting Team to Explore the Professional Identities of School Counsellors in Hong Kong Is the Silent Mode On? Re-searching Teachers' Voices in Macao through Narrative Research Narrative Inquiry and the Exploration of Culture for Improving Teacher Education This book will appeal to researchers across all sectors of education, in particular those who are exploring, the use of qualitative research methods in their context. Those interested in comparative education and cross-cultural studies will also find this book valuable.