Non Western Educational Traditions Indigenous Approaches To Educational Thought And Practice Sociocultural Political And Historical Studies In Education

Political Agendas for Education
Foundations and Change in Early Childhood Education
Planning Programs for Adult Learners
Non-Western Educational Traditions
The Critical Turn in Language and Intercultural Communication
Pedagogy Indigenous Educational Models for Contemporary Practice
Non-Western Educational Traditions
Minority Status, Oppositional Culture, & Schooling
EDUCATIONAL STUDIES
Culture Across the Curriculum
Economization of Education
Critical Pedagogies of Consumption
Invisible Children in the Society and Its Schools
The Palgrave Handbook of African Education and Indigenous Knowledge
Communication and Engagement with Science and Technology
Deculturalization and the Struggle for Equality
Western Structures Meet Native Traditions
Educating Health Professionals in Low-Resource Countries
Indigenous Philosophies of Education Around the World
Non-Western Perspectives on Learning and Knowing
Sacred Natural Sites
Transformative Eco-Education for Human and Planetary Survival
Teaching across Cultures
Learning in Contemporary Culture
A Critical Examination of STEM
Globalization of Education
Charities in the Non-Western World
Power, Voice and the Public Good
Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3,
Biographies, visual history, index
American Education
Social Issues in Contemporary Native America
Urban High Schools
Measuring and Analyzing Informal Learning in the Digital Age
Contemporary Voices From The Margin
The Politics of American Education
Reclaiming Education for Democracy
Non-Western Educational Traditions
Encyclopedia of Educational Theory and Philosophy
Place- and Community-Based Education in Schools
Learning in Adulthood
Sidebars - designed to extend students' understanding of the themes of the text
Enrichment Activities - can be used either as in class or as out of class projects
For Further Reading and Professional Development Resources - provide resources for learning more about a particular topic
Self-Assessment - designed to help you assess students' learning from the chapter
Informative and mind-opening, this text uniquely provides a comprehensive overview of a range of non-western approaches to educational thought and practice. Its premise is that understanding the ways that other people educate their children—as well as what counts for them as "education"—may help readers to think more clearly about some of their own assumptions and values, and to become more open to alternative viewpoints about important educational matters. The approach is deliberately and profoundly pedagogical, based in the author's own teaching practice. Designed to be used in pre-service and in-service teacher education courses where substantial critical discussion and debate are encouraged, the text is enhanced by Questions for Discussion and Reflection in each chapter. Updates and Features of the Fourth Edition - NEW! Chapter 2 exploring key features of the 'western educational tradition', and information about the contemporary educational systems in different countries - NEW! Chapter 10 on traditional educational thought and practice in Oceania, with special focus on the Maori in New Zealand, the Hawai‘ians, and the Australian Aboriginal peoples - Updated chapter on Africa includes fuller explanation of the diversity within the indigenous African experience, as well as several contemporary cases of state education in Africa - Updated Chapter 4 is designed to help non-Muslims to understand the Muslim educational heritage and the growing issue of Islamophobia - Exploration of Chinese education now includes a special emphasis on the thought of Confucius, the role of the imperial examination system, and the impact of political and economic changes in the 20th century - Updated analysis of contemporary educational practices in Hindu and Buddhist educational thought and practice and brief discussions of Jainism and Sikhism. Traditionally, American educators and communities have looked to Europe and Asia for ideas for rethinking and reforming education.
education for America’s diverse children. This book, Contemporary Voices from the Margin: African Educators on African and American Education, brings together new voices of diverse African-born teacher educators and Africanist scholars who share personal experiences as well as research-based perspectives about education in Africa and America that will be valuable to rethinking and reforming education for America’s struggling schools. The book is a comprehensive work of experienced educators and scholars in the field of teacher education and African Studies. The editors of the book invited a diverse group of African-born teacher educators and scholars from different countries of Africa who teach in the U.S. The contributors share a common African experience, but they are geographically diverse in countries of origin and research. Their knowledge about African communal living as well as colonial powers and imperialism as they operated in various African countries enables them to compare and contrast various educational models and practices, including traditional ones. They are also diverse in their fields of specialization but have expertise in multicultural education, urban education, and culturally responsive pedagogy that have become the focus of U.S. discourses in public education and teacher preparation programs. Given that these scholars were born or socialized, and educated in, as well as, taught schools and colleges in their respective African countries before settling in the United States, they bring a wealth of experience and insights into what it means to successfully educate children and youth. The book is divided into three parts. Part 1 examines African processes and practices of education, both formal and informal, as contributing authors share perspectives about African indigenous education including cultural socialization and formal western-type education and organization of schools. Part 2 focuses on patterns and structures of formal, western-type education in selected African countries. Part 3 explores cross-cultural perspectives on American education. The contributors provide chapters of stimulating and rich perspectives that will engage the discourse on rethinking and reforming education and schooling for America’s diverse students. As Western educational practices have become global, the cultural aspects and the problems associated with them have become more apparent as they are contrasted with local ways of learning and knowing in the widely diverse societies around the world. The Western world has tended to assume that its concepts of progress and development should be universally welcomed, especially in countries that are struggling economically. Most cultures tend to feel a similar preference for their own world views. However, the West has had a history of not only ethnocentrism, but colonialism, in which it has forcibly attempted to reshape the cultures, societies, politics, and economics of conquered territories in its own likeness. Though some of the more overt, political colonialist practices have been abandoned, colonial ways of thinking, thinking about thinking, and training in how to think, are still practiced, and these in turn, through the education of each nation-state’s children, affect every aspect of economics, politics, and social development in the global village that our world has become. It is critical to examine the basic assumptions of Western education in order to trace their effects on local ways of knowing in many areas which may not share these assumptions, and which may be threatened and destroyed by them as global interaction in politics, economics, and education increases. The argument that education is primarily a moral endeavor may have been forced into the background for a time by rationalism and secularism, but it is reappearing as an important consideration in education once again. The question remains, however; whose morality should be institutionalized by compulsory educational programs—that of the individual, the family, the professional, the elite, the state, or the nation? And if the rules of science are no longer the single authority in identifying truth and reality, who decides the authorities we should rely on? In the twenty-first century, learning—and the definition of education—is changing. New digital, online, and social tools have the ability to transform the classroom and engage learners like never before. In the midst of this technological revolution, it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings. Measuring and Analyzing Informal Learning in the Digital Age addresses the need for educators, administrators, and professionals across industries to be more attentive to the learning process outside of a traditional
classroom setting. As online learning, and MOOCs in particular, become more mainstream, tracking informal learning becomes difficult despite the necessity of feedback and measurement in non-formal learning environments. Investigating some of the primary technologies being used in educational settings and how a less structured and more open learning environment can effectively motivate students and non-traditional learners, this premier reference is a crucial source of information for educators, administrators, theorists, and other professionals in the field of education. Bringing up-to-date Joel Spring’s ongoing documentation and analysis of political agendas for education in the US, the fourth edition of Political Agendas for Education focuses on the Republican and Democratic parties in the 2008 national election and post-2008 election era, considered within the context of the evolution of the Republican and Democratic education agendas. Focuses on such themes as - attention to the definitional and theoretical underpinnings of globalization; the ubiquitous nature and topical display of globalization; and, the possibilities of understanding, redefining and rethinking aspects of globalization with the backdrop of issues that relate to education, and the pursuit of public good. Reclaiming Education for Democracy subjects the prophets and doctrines of educational neoliberalism to scrutiny in order to provide a rationale and vision for public education beyond the limits of No Child Left Behind. The authors combine a history of recent education policy with an in-depth analysis of the origins of such policy and its impact on professional educators. The public face of these policies is separated from motives rooted in politics, profit, and ideology. The book also searches for new insights in understanding the neoliberal and managerialist assault on education by examining the psychology of advocates who demonstrate a special animus toward universal public education. The manipulation of public education by No Child Left Behind is a case study in the general approach to public institutions taken by the politicians and theorists in these camps. K-12 education has been subjected to deceptive descriptive analyses, marginalization of its professional leadership, manipulation of its goals, the imposition of illegitimate quality markers, a grab on its resources by corporate profiteers, and a demoralization of its rank and file. This book helps us think beyond this new commonsense of education. Recipient: 2009 AERA Division K Award for Exemplary Research in Teaching and Teacher Education This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems—Indigenous, Islamic, and Western education models—and how African societies have maintained and changed their approaches to education within and across these systems. African education continues to find itself at once preserving its knowledge, while integrating Islamic and Western aspects in order to compete within this global reality. Contributors take up issues and themes of the positioning, resistance, accommodation, and transformations of indigenous education in relationship to the introduction of Islamic and later Western education. Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society. This text provides a brief yet comprehensive overview of a number of non-Western approaches to educational thought and practice. Its premise is that understanding the ways that other people educate their children—as well as what counts for them as "education"—may help us think more clearly about some of our own assumptions and values, and to become more open to alternative viewpoints about important educational matters. The value of this informative, mind-opening text for preservice and in-service teacher education courses is enhanced by "Questions for Discussion and Reflection" and "Recommended Further Readings" included in each chapter. New in the Third Edition: *Chapter 2, "Conceptualizing Culture:" 'I, We, and The Other,' is new to this edition. It is a response to feedback about the problems inherent in our general discourse about "culture," and in addition provides an example of a culture that is near to us but nevertheless alien—the culture of the Deaf-World. *Chapter 9—which deals with Islam and traditional Muslim education—has been substantially revised. *The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational
Thought and Practice, reflecting not so much a change in the emphases found in the book, but rather, a recognition of the growing scholarly interest in indigenous peoples, their languages, cultures, and histories. *Various points throughout the text have been expanded and clarified, and chapters have been updated as needed. This book is the definitive and final presentation of John Ogbu's cultural ecological model and the many debates that his work has sparked during the past decade. The theory and empirical foundation of Ogbo’s scholarship, which some have mistakenly reduced to the "acting white hypothesis," is fully presented and re-visited in this posthumous collection of his new writings plus the works of over 20 scholars. Ogbu’s own chapters present how his ideas about minority education and culture developed. Readers will find in these chapters the theoretical roots of his cultural ecological model. The book is organized as a dialogue between John Ogbu and the scholarly community, including his most ardent critics; Ogbu’s own work can be read at the same time as his critics have their say. Minority Status, Oppositional Culture, and Schooling examines content, methodological, and policy issues framing the debate on academic achievement, school engagement, and oppositional culture. It brings together in one volume, for the first time, some of the most critical works on these issues as well as examples of programs aimed at re-engagement. In addition to African Americans, it also looks at school engagement among Native American and Latino students. This book is essential reading for anyone interested in the study of the academic achievement gap. The growth of the church around the world has led to an increased need for qualified theological educators, both locally and from the global community. Yet teaching cross-culturally is fraught with overlooked challenges, and lack of cultural sensitivity can undermine educators’ credibility, distort their message, and threaten the fruit of their ministry. Teaching across Cultures is a deeply practical guidebook for teaching theology beyond one’s own cultural context. The first section of the book provides a rich theoretical framework for cross-cultural engagement, exploring the intersections of theology, anthropology, and pedagogy. It is followed by over thirty country-specific reflections as local contributors provide practical guidelines for living, teaching, and ministering within their contexts. The only resource of its kind, this book is straightforward and easy-to-use while providing a powerful reminder that transformative teaching has humility and careful listening at its core. It is a must-read for anyone embarking on the joyful journey of cross-cultural ministry. This text provides a brief yet comprehensive overview of a number of non-Western approaches to educational thought and practice. Its premise is that understanding the ways that other people educate their children—as well as what counts for them as "education"—may help us think more clearly about some of our own assumptions and values, and to become more open to alternative viewpoints about important educational matters. The value of this informative, mind-opening text for preservice and in-service teacher education courses is enhanced by "Questions for Discussion and Reflection" and "Recommended Further Readings" included in each chapter. New in the Third Edition: *Chapter 2, "Conceptualizing Culture: ‘I, We, and The Other,’ is new to this edition. It is a response to feedback about the problems inherent in our general discourse about "culture," and in addition provides an example of a culture that is near to us but nevertheless alien-the culture of the Deaf-World. *Chapter 9—which deals with Islam and traditional Muslim education—has been substantially revised. *The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice, reflecting not so much a change in the emphases found in the book, but rather, a recognition of the growing scholarly interest in indigenous peoples, their languages, cultures, and histories. *Various points throughout the text have been expanded and clarified, and chapters have been updated as needed. Place- and community-based education—an approach to teaching and learning that starts with the local—addresses two critical gaps in the experience of many children now growing up in the United States: contact with the natural world and contact with community. It offers a way to extend young people’s attention beyond the classroom to the world as it actually is, and to engage them in the process of devising solutions to the social and environmental problems they will confront as adults. This approach can increase students’ engagement
with learning and enhance their academic achievement. Envisioned as a primer and guide for educators and members of the public interested in incorporating the local into schools in their own communities, this book explains the purpose and nature of place- and community-based education and provides multiple examples of its practice. The detailed descriptions of learning experiences set both within and beyond the classroom will help readers begin the process of advocating for or incorporating local content and experiences into their schools.

Strengthen your adult education program planning with this essential guide Planning Programs for Adult Learners: A Practical Guide, 4th Edition is an interactive, practical, and essential guide for anyone involved with planning programs for adult learners. Containing extensive updates, refinements, and revisions to this celebrated book, this edition prepares those charged with planning programs for adult learners across a wide variety of settings. Spanning a variety of crucial subjects, this book will teach readers how to: Plan, organize, and complete other administrative tasks with helpful templates and practical guides Focus on challenges of displacement, climate change, economic dislocation, and inequality Plan programs using current and emerging digital delivery tools and techniques including virtual and augmented reality Planning Programs for Adult Learners provides an international perspective and includes globally relevant examples and research that will inform and transform your program planning process. Perfect for adult educators and participants in continuing education programs for adults, the book will also be illuminating for graduate students in fields including education, nursing, human resource development, and more.

Joel Spring’s history of school policies imposed on dominated groups in the United States examines the concept of deculturalization—the use of schools to strip away family languages and cultures and replace them with those of the dominant group. The focus is on the education of dominated groups forced to become citizens in territories conquered by the U.S., including Native Americans, Enslaved Africans, Chinese, Mexicans, Puerto Ricans, and Hawaiians. In 7 concise, thought-provoking chapters, this analysis and documentation of how education is used to change or eliminate linguistic and cultural traditions in the U.S. looks at the educational, legal, and social construction of race and racism in the United States, emphasizing the various meanings of "equality" that have existed from colonial America to the present. Providing a broader perspective for understanding the denial of cultural and linguistic rights in the United States, issues of language, culture, and deculturalization are placed in a global context. The major change in the 8th Edition is a new chapter, "Global Corporate Culture and Separate But Equal," describing how current efforts at deculturalization involve replacing family and personal cultures with a corporate culture to increase worker efficiency. Substantive updates and revisions are made throughout all other chapters.

In this timely, cogent analysis of trends and powerful forces shaping global educational policy today, Joel Spring focuses on how economization is making economic growth and increased productivity the main goals of schools, and the ways these goals are achieved—including measuring educational policies by their costs and economic benefits, shaping family life to ensure productive workers and high-achieving students, introducing entrepreneurship education into curricula from preschool through higher education, and increasing the involvement of economists in educational policy analysis. Close attention is given to the Organization for Economic Cooperation and Development (OECD), the World Bank, the World Economic Forum, and multinational corporations, which, as advocates of economization, want schools to focus on teaching hard and soft skills needed by the global labor market. Economization raises questions about the effects of economically driven agendas for schools: Will education policies advocated by global organizations and multinational businesses corporatize and standardize human personalities and families? What type of global worker is being sought by global organizations and multinational corporations? What education programs are supported to educate the ideal global worker? What is the ideal family life for economic growth and development? Detailing and analyzing the politics and motivations driving economization, the book concludes with an assessment of the impacts of the confluence of business interests, economic theories, governments, and educators.

Sacred Natural Sites are the world's oldest protected places.
This book focuses on a wide spread of both iconic and lesser known examples such as sacred groves of the Western Ghats (India), Sagarmatha /Chomolongma (Mt Everest, Nepal, Tibet - and China), the Golden Mountains of Altai (Russia), Holy Island of Lindisfarne (UK) and the sacred lakes of the Niger Delta (Nigeria). The book illustrates that sacred natural sites, although often under threat, exist within and outside formally recognised protected areas, heritage sites. Sacred natural sites may well be some of the last strongholds for building resilient networks of connected landscapes. They also form important nodes for maintaining a dynamic socio-cultural fabric in the face of global change. The diverse authors bridge the gap between approaches to the conservation of cultural and biological diversity by taking into account cultural and spiritual values together with the socio-economic interests of the custodian communities and other relevant stakeholders.

This book provides an accessible undergraduate-level introduction to the central educational concepts of learning and culture. In examining these themes it addresses key issues including: what is meant by 'culture'; characteristics commonly associated with contemporary culture; relationships between culture and learning; changing understandings of how, what, where and when we learn; the relationship between learning, national identity and citizenship; and the impact of all these on our way of life today. These ideas are approached from historical, philosophical, sociological, political and psychological perspectives: the traditional disciplines of Education Studies.

Provides background content and teaching ideas to support the integration of culture in a wide range of psychology courses. Transformative eco-education is environmental education that is literally needed to transform and save our planet, especially during the global ecological crises of our present century. Such education demands inner transformation of many deeply rooted ideas, such as the following: the Earth exists merely to provide for human comfort; the extinction or reduction of other species does not matter; we are free to consume or destroy natural resources at will but are safe from destruction ourselves; and the Earth will continue to sustain us, even if we do not sustain the Earth. Unless these concepts are changed, we will increase global warming and add to the ruin of much of the Earth. This book presents powerful ideas for transformative eco-education. At this time of ever-increasing ecological crisis, such education is needed more than ever before. We urge readers to use the ideas and activities in this book with your students, develop them further, and create new conceptions to share with other educators and students.

The chapters in this book provide key principles, of which the following are just a few. First, educators can and should prepare students for natural disasters. Second, stories, case studies, the arts, and hands-on environmental experience, all enriched by reflection and discussion, can offer profound learning about ecology. Third, education at all levels can benefit from a true ecological emphasis. Fourth, teachers must receive preparation in how to employ transformative eco-education. Fifth, Indigenous wisdom can offer important, holistic, spiritual paths to understanding and caring for nature, and other spiritual traditions also provide valid ways of comprehending humans as part of the universal web of existence. Sixth, transformative eco-education can be an antidote to not only environmental breakdown, but also to materialistic overconsumption and moral confusion. Seventh, we can only heal the Earth by also healing ourselves. If we heed these principles, together we can make transformative eco-education a blazing torch to light the path for the current century and beyond.

"Utopian in theme and implication, this book shows how the practices of critical, interpretive inquiry can help change the world in positive ways. This is the promise, the hope, and the agenda that is offered."--Norman K. Denzin, From the Foreword "It's focus on learning, education and pedagogy gives this book a particular relevance and significance in contemporary cultural studies. Its impressive authors, thoughtful structuring, wide range of perspectives, attention to matters of educational policy and practice, and suggestions for transformative pedagogy all provide for a compelling and significant volume."--H. Svi Shapiro, University of North Carolina–Greensboro

Distinguished international scholars from a wide range of disciplines (including curriculum studies, foundations of education, adult education, higher education, and consumer education)
come together in this book to explore consumption and its relation to learning, identity development, and education. Readers will learn about a variety of ways in which learning and education intersect with consumption. This volume is unique within the literature of education in its examination of educational sites – both formal and informal – where learners and teachers are resisting consumerism and enacting a critical pedagogy of consumption. Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader’s Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader’s Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory. This volume explores conceptualizations of indigeneity and the ways that indigenous philosophies can and should inform educational policy and practice. Beginning with questions and philosophies of indigeneity itself, the volume then covers the indigenous philosophies and practices of a range of communities—including Sami, Maori, Walpiri, Navajo and Kokama peoples. Chapter authors examine how these different ideals can inform and create meaningful educational experiences for communities that reflect indigenous ways of life. By applying them in informing a philosophy of education that is particular and relevant to a given indigenous community, this study aims to help policy makers and educational practitioners create meaningful educational experiences. In this updated landmark book, the authors have gathered the seminal work and most current thinking on adult learning into one volume. Learning in Adulthood addresses a wide range of topics including: Who are adult learners? How do adults learn? Why are adults involved in learning activities? How does the social context shape the learning that adults are engaged in? How does aging affect learning ability? This book looks at the operation of indigenous charities at a regional, localised and global level. Chapters focus on the adaptation, accountability and operation of charities across a wide range of jurisdictions from China to Indonesia, Thailand, Iran, South Africa, Sri Lanka, Lebanon and Turkey. It examines the ownership, participation and accountability of charities in a regional, localised and international context, and draws on the experiences and operation of charities. By presenting a cross-disciplinary exploration of the operation of charities, the book offers an interesting insight into the functioning and identification of the influencing factors impacting the operation of charities. The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity, strengths, and vulnerabilities are largely unseen in the society and its schools. These “invisible children” are socially devalued in the sense that alleviating the difficult conditions of their lives is not a priority—children who are subjected to derogatory stereotypes, who are educationally neglected in schools that respond inadequately if at all to their needs, and who receive relatively little attention from scholars in the field of education or writers in the popular press. The chapter authors, some of the most passionate and insightful scholars in the field of education today, detail oversights and assaults, visible and invisible, but also affirm the capacity of many of these
young people to survive, flourish, and often educate others, despite the painful and even
desperate circumstances of their lives. By sharing their voices, providing basic information
about them, and offering thoughtful analysis of their social situation, this volume combines
education and advocacy in an accessible volume responsive to some of the most pressing
issues of our time. Although their research methodologies differ, all of the contributors aim
to get the facts straight and to set them in a meaningful context. New in the Third Edition:
Chapters retained from the previous edition have been thoroughly revised and updated,
and five totally new chapters have been added on the topics of: *young people pushed
into the "school-to-prison" pipeline; *the "environmental landscape" of two out-of-school
Mexican migrant teens in the rural Midwest; *the perceptions and practices, in and outside
schools, that construct African American boys as school failures; *negative portrayals of
blackness in the context of understanding the “collateral damage of continued white
privilege”; and *working-class pregnant and parenting teens’ efforts to create positive
identities for themselves. Of interest to a broad range of researchers, students, and
practitioners across the field of education, this compelling book is accessible to all readers.
It is particularly appropriate as a text for courses that address the social context of
education, cultural and political change, and public policy, including social foundations of
education, sociology of education, multicultural education, curriculum studies, and
educational policy.Hilary Weaver has drawn together leading Native American social
workers, researchers, and academics to provide current information on a variety of social
issues related to Native American children, families, and reservations both in the USA and
in Canada. Divided into four major sections, each containing an introduction, this book
places the historical foundations of Native American social work in context in order to fully
provide the reader with a comprehensive survey on various aspects of working with Native
American families; community health and wellness; and community revitalization and
decolonization. This groundbreaking volume should be read by both educators and
students in social work and other helping professions in the USA and Canada as well as all
human service professionals working with Native Americans.This edited research volume
explores the development of what can be described as the ‘critical turn’ in intercultural
communication pedagogy, with a particular focus on modern/foreign language education.
The main aim is to trace the realisations of this critical turn against a background of
unequal power relations, and to illuminate the role that radical culture educators can play
in the making of a more democratic and egalitarian social order. The volume takes as a
starting point the idea that criticality draws on a number of intellectual traditions, which do
not always focus on social and political critique, and argues that because ideological
hegemony impacts on the meanings that people create and share, intercultural
communication pedagogy ought to locate itself within wider socio-political contexts. With
reference points drawn from critical and transnational social theory, critical pedagogy and
intercultural theory, contributors to this volume provide readers with powerful ways that
show how this can be achieved, and together assess the impact that their understanding
of criticality can make on modern/foreign language education. The volume is divided into
three major parts, namely: ‘theorising critically’, ‘researching critically’ and ‘teaching
critically’. The book challenges teachers, researchers, educational leaders, and community
stakeholders to build dynamic learning environments through which indigenous learners
can be "Boldly Indigenous in a Global World!" Three days of focused dialogue at the 2005
World Indigenous Peoples Conference on Education (WIPCE) led to the charge to create
Volume II of Indigenous Educational Models for Contemporary Practice: In Our Mother’s
Voice. Building on the first volume, Volume II examines these topics: Regenerating and
transforming language and culture pedagogy that reminds us that what is "Contemporary
is Native" Living indigenous leadership that engages and ensures the presence, readiness,
and civic work of our next generation of leaders Indigenizing assessment and
accountability that makes certain that native values and strengths lead this important
work Highlighting the power of partnerships that begin with the child-elder, which is then
nurtured in community and institutions to cross boundaries of cultural difference, physical
geography, native and non-native institutions and communities Indigenous Educational
Models for Contemporary Practice: In Our Mother’s Voice, Volume II honors the wisdom of our ancestors, highlights the diversity of our indigenous stories, and illuminates the passion of forward-looking scholars. The shortage of adequately prepared health professionals is the most significant threat to world health that we face. This book, a co-publication with The Carter Center, focuses on the training of health professional educators--both teachers and practitioners--in low--resource countries at different levels of technological and material sophistication. This comprehensive book trains health educators and practitioners to improve their pedagogical skills and to increase the quality and numbers of health workers. It also assists physicians, nurses, health officers, medical lab technicians, and environmental technicians to work with different cultures and linguistic groups in any one country. For the growing number of health educators and practitioners in developed countries who teach, research, and practice within the international context, it is an essential resource.

Key Features:
- Preface by former US President Jimmy Carter
- Offers teaching and learning methods evaluated and field tested through The Carter Center's Ethiopia Public Health Training Initiative with positive results in over 500 health care centers
- Provides both teaching and learning strategies for countries and cultures at different levels of technological and material development
- Presents research-based theories, evidence-based models, and critical thinking skills through active teaching and learning strategies
- Highlights faculty leadership in developing interdisciplinary teams and educational outcomes

This multidisciplinary overview introduces readers to the historical, sociological, anthropological, and political foundations of urban public secondary schooling and to possibilities for reform. Focused on critical and problematic elements, the text provides a comprehensive description and analyses of urban public high schooling through different yet intertwined disciplinary lenses. Students and researchers seeking to inform their work with urban high schools from social, cultural, and political perspectives will find the theoretical frameworks and practical applications useful in their own studies of, or initiatives related to, urban public high schools. Each chapter includes concept boxes with synopses of key ideas, summations, and discussion questions.

Joel Spring's American Education introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward and concise approach to describing complex issues, Spring illuminates events and topics and that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. In this edition he looks closely at the global context of education in the U.S. Featuring current information and challenging perspectives—with scholarship that is often cited as a primary source, students will come away from this clear, authoritative text informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping the American educational system. Changes in the 17th Edition include new and updated material and statistics on economic theories related to "skills" education and employability the conflict between a skills approach and cultural diversity political differences regarding education among the Republican, Democratic, Libertarian and Green parties social mobility and equality of opportunity as related to schooling global migration and student diversity in US schools charter schools and home schooling

The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources. Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play. Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks. Thought-provoking, lucid, original in its conceptual framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling U.S. public schools. It is the text of choice for any course that
covers or addresses the politics of American education. Companion Website: The
interactive Companion Website accompanying this text includes relevant data, public
domain documents, YouTube links, and links to websites representing political
organizations and interest groups involved in education.
Introduces systems of knowing and learning different from the Western educational tradition. This book contains chapters
on Native American Indigenous Knowledge, Confucianism, Hinduism, Islam, Buddhism,
Māori, Latin American Perspectives and African Indigenous Knowledge, which acquaint
readers with alternative understandings of learning.
Science communication seeks to engage individuals and groups with evidence-based information about the nature,
outcomes, and social consequences of science and technology. This text provides an
overview of this burgeoning field—the issues with which it deals, important influences that
affect it, the challenges that it faces. It introduces readers to the research-based literature
about science communication and shows how it relates to actual or potential practice. A
"Further Exploration” section provides suggestions for activities that readers might do to
explore the issues raised. Organized around five themes, each chapter addresses a
different aspect of science communication: • Models of science communication – theory
into practice • Challenges in communicating science • Major themes in science
communication • Informal learning • Communication of contemporary issues in science
and society Relevant for all those interested in and concerned about current issues and
developments in science communication, this volume is an ideal text for courses and a
must-have resource for faculty, students, and professionals in this field.
Continuing Joel Spring’s reportage and analysis of the intersection of global forces and education, this text
offers a comprehensive overview and synthesis of current research, theories, and models
related to the topic. Written in his signature clear, narrative style, Spring introduces the
processes, institutions, and forces by which schooling has been globalized and examines
the impact of these forces on schooling in local contexts. Significant conceptual
frameworks are added to this Second Edition, specifically the “economization of
education,” “corporatization of education” and the “audit state.” These concepts are
embedded in the global educational plans of major organizations such as the World Bank,
the Organization for Economic Development and Cooperation (OECD), World Economic
new and updated information on • The World Bank • OECD and the United Nations • The
World Trade Organization and the Global Culture of Higher Education • Corporatization of
Global Education • Religious and Indigenous Education Models • The Global Workforce:
Migration and the Talent Auction • Globalization and Complex Thought
This critical examination of STEM discourses highlights the imperative to think about educational
reforms within the diverse cultural contexts of ongoing environmental and technologically
driven changes. Chet Bowers illuminates how the dominant myths of Western science
promote false promises of what science can achieve. Examples demonstrate how the
various science disciplines and their shared ideology largely fail to address the ways
metaphorically layered language influences taken-for-granted patterns of thinking and the
role this plays in colonizing other cultures, thus maintaining the myth that scientific inquiry
is objective and free of cultural influences. Guidelines and questions are included to
engage STEM students in becoming explicitly aware of these issues and the challenges
they pose.

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