Contesting the Global Development of Sustainable and Inclusive Education - Antonio Teodoro - 2020-03-25
Documenting the outcomes from three decades of transnational research conducted under the leadership of António Teodoro, this volume offers a robust scaffolding of the social and political context in which global education is being challenged by the contradictions of neoliberalism, globalization, deregulation, governance, and democracy. Contesting the Global Development of Sustainable and Inclusive Education presents outcomes from transnational studies conducted in response to global policies advocating the development of sustainable and inclusive education for all. Chapters map the impacts of globalization on education policy and consider how international organizations are shaping national education reforms. Focusing on questions of social justice, the volume asks how the neoliberal strategies enacted by national governments are affecting the work of teachers as well as curriculum, teacher training, and assessment. Finally, the text asks whether there are alternatives to financially-driven, competition-based reforms that might better position education as an action project for social justice. This volume will be of interest to postgraduate students, scholars, researchers and policymakers in the fields of global education, comparative education, and education policy.
insights extend discussions about student transitions in the current education, comparative education, and education policy.

**Research in Education** - 1972

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**Education Policy and Social Class** - Stephen J. Ball - 2006
This book brings together in one place Stephen Ball's key writings. Drawing on over 20 years' work, Professor Ball has selected his most seminal work - from education policy and sociology to his work on education and social class.

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**Enhancing Student Education Transitions and Employability** - Thanh Pham - 2021-04-09
This book explores student education transition and employability negotiation experiences in various contexts. It explores determinants of student transitions at three levels including macro, meso and micro but focuses on exploring affordances, constraints and strategies at the micro level. The framework underpinning the explorations at the micro level covers a range of different forms of capital including human, culture, social, identity, psychological and agentic. The book is unique in three ways. First, it consists of chapters about critical discussion, empirical research and practical guidance about student transition experiences. The critical discussion and empirical research chapters explore and obtain insights about the complexity of student transitions and develop conceptual frameworks that guide the development of applicable practices. The book is, therefore, a useful resource for policy makers, institutions, academics, professionals and students. Second, it provides insights about how student transitions are determined by a range of factors at different levels. These insights extend discussions about student transitions in the current literature which have mainly explored impacts of policies, institutional programmes and human capital. Finally, it is international in focus because it draws on research with different cohorts of students and graduates in different contexts. Insights provided in the book are, therefore, rich, diverse and comparative.

**Handbook of Research on Higher Education in the MENA Region: Policy and Practice** - Baporikar, Neeta - 2014-06-30
"This book examines the need for a paradigm shift in the area of post-secondary education and innovation in the emerging, yet relatively understudied, MENA region"--Provided by publisher.
Different areas of inquiry have addressed the tragedy of school shootings and their deeply disruptive impacts upon school culture, classrooms, and student learning in this contemporary moment. Therefore, it is important to bring together interdisciplinary research on the long-term impacts of these events on students, teachers, and communities. In an age where arming classroom teachers is a serious policy initiative, there is a question of how a culture of fear manifests itself in those involved in school systems. There is a need to study these effects and implications in a time where violence and school shootings appear to have become more common than ever before. Hence, there is a need for diverse perspectives in this area of complex and urgent inquiry. Impact of School Shootings on Classroom Culture, Curriculum, and Learning explores the manifestations of the threat of school shootings and the aftermath of such tragic events through an interdisciplinary approach including but not limited to inquiries from educational psychology, sociology, educational philosophy, school leadership, and school culture with a view towards understanding the enduring and obscured effects of school shootings beyond the prevailing emphasis on facility safety and security. While chapters highlight topics such as resilience and recovery, school culture, sociology of schools, leadership and school regulation, and many more areas of interest, this book is ideal for educational leaders and administrators, classroom teachers, counselors, therapists, psychologists, school division trustees, law enforcement, policymakers, researchers, academicians, and students looking for the impacts and aftermath of school shootings on all aspects of education.

Consultation Theory and Practice - Christine Anlauf Sabatino - 2014-03-28
School social workers engage in different forms of consultation on a daily basis, yet they rarely think about or describe this work as 'consultation.' Further, school social work practice research finds that consultation is among the most frequently performed practice tasks, yet consultation is rarely defined in school social work literature or research. This book adapts the consultation theory and practice framework put forward by June Gallessich (1982) that defines consultation in specific terms and proposes...
on a school-wide, class-wide, or individual level. The overarching goal of the consultation, program consultation, education and training consultation, mental health consultation, behavioral consultation, and clinical case consultation. The models are differentiated according to their problem focus, outcome goal, intervention methods, change processes, power base, and value system. School social work consultation services are an important pathway to help school systems fulfill their educational mission and to help school personnel become more effective in their professional work. It is consistent with current trends in educational policy that call upon school social workers to take a multisystem approach to addressing school needs on a school-wide, class-wide, or individual level. The overarching goal of the book is to provide school social workers with the knowledge, skill, and confidence to implement consultation services. Consultation is a powerful method to ‘realize the promise of the whole-school approach’ and to help homes, schools, and communities foster school success and student well-being.

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**The Sociology of Educational Ideas** - Julia Evetts - 2017-05-08

This study, first published in 1973, examines the principles that lie behind educational dilemmas, and helps to clarify the difficulties of explanation, justification and practical action in the educational system. The author explores various key concepts in the education process, such as Intelligence, Equal Opportunity, Knowledge and Selection. She shows that different and often contrasting interpretations of these concepts imply certain assumptions about the nature of man, the genesis and knowledge, the education process and its relation to society. This title will be of interest to students of sociology and education.


Since the dawn of the digital era, the transfer of knowledge has shifted from analog to digital, local to global, and individual to social. Complex networked communities are a fundamental part of these new information-based societies. Emerging Pedagogies in the Networked Knowledge Society:
Since the dawn of the digital era, the transfer of knowledge has shifted from analog to digital, local to global, and individual to social. Complex networked communities are a fundamental part of these new information-based societies. Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization examines the production, dissemination, and consumption of knowledge within networked communities in the wider global context of pervasive Web 2.0 and social media services. This book will offer insight for business stakeholders, researchers, scholars, and administrators by highlighting the important concepts and ideas of information- and knowledge-based economies.

Narrative Life - Neil Hooley - 2009-04-29
Indigenous education is one of the great challenges facing humanity in the historic quest for a democratic and peaceful future. The 370 million Indigenous peoples of the world demand that the racist and colonial wrongs of the past be rectified and that they stand as equals in confronting the social, political and cultural problems that surround us all. Education offers a way forward, whether concerned with the public good, schooling for all citizens including universal primary education and expanding secondary education, the education of women regardless of background, the inclusion of local cultures, literacy and numeracy for all as a democratic right and the provision of comprehensive education that enables both personal aspiration, cultural satisfaction and economic pathways. What this means is that all children no matter where they live, no matter what their background or the colour of their skin should have access to education of the highest quality. This does not impose a particular style of education for local communities but respects that educational directions must be decided independently by countries themselves. Within this general context, there is also something most profound about Indigenous knowing, of appreciating Indigenous perspectives and applying these across all knowledge, across all subjects of a curriculum. Rather than accepting the one often highly conservative and dominant view of knowledge, teaching and learning for all schools, Indigenous perspectives offer other insights and means of analysis, reflection and critique. These can open up elds of creative and critical learning for all children, including the dispossessed, marginalised and disenfranchised.
Lads And Ladettes In School - Jackson, Carolyn - 2006-06-01
FIRST PRIZE WINNER of the SOCIETY FOR EDUCATIONAL STUDIES book award 2006 "As a practising youth worker and researcher, I found this book a fascinating and engaging read. It provides a useful analysis and exploration of the classed and gendered 'anti-school' ethic in place presently within many schools, and it will provide a meaningful analysis for academics, policymakers and practitioners and anyone with an interest in gender, education and young people." Fin Cullen, Goldsmiths College, Review in Gender and Education

I would [therefore] urge everyone concerned with what is happening in schools to read this book, with its fascinating data and nuanced arguments." Heather Mendick, London Metropolitan University - Review in British Journal of Educational Studies This innovative book looks at how and why girls and boys adopt 'laddish' behaviours in schools. It examines the ways in which students negotiate pressures to be popular and 'cool' in school alongside pressures to perform academically. It also deals with the fears of academic and social failure that influence pupils' school lives and experiences. Drawing extensively on the voices of students in secondary schools, it explores key questions about laddish behaviours, such as: Are girls becoming more laddish - and if so, which girls? Do boys and girls have distinctive versions of laddishness? What motivates laddish behaviours? What are the consequences of laddish behaviours for pupils? What are the implications for teachers and schools? The author weaves together key contemporary theories and research on masculinities and femininities with social psychological theories and research on academic motives and goals, in order to understand the complexities of girls' and boys' behaviours. This topical book is key reading for students, academics and researchers in education, sociology and psychology, as well as school teachers and education policy makers.

The Ethical Dimensions of School Leadership - P.T. Begley - 2006-04-11
This book about valuation processes in educational administration has a particular focus on the notions community and professionalism. The topic is addressed comprehensively bringing together the work of some of the best-known and most respected philosophers, theorists and researchers working in this field. It will be of interest to university faculty, graduate students and educational administrators.
Multiculturalism in Education and Teaching - Carl A. Grant - 2014-11-13
In the World Library of Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Carl A. Grant has spent the last 35 years researching, teaching, thinking and writing about some of the key enduring issues in multicultural education. He has contributed to a multitude of books and articles, and is former President of the National Association for Multicultural Education. In his selected works, Carl Grant brings together 14 of his key writings in one place. Starting with a specially written Introduction, which gives an overview of his career and contextualises his selection within the development of the field, the book is divided into three parts: - Race and Educational Equity - Theorizing Multicultural Education - Multicultural Teacher Education. This book not only shows how Carl Grant’s thinking developed during his long and distinguished career, it also gives an insight into the development of the fields to which he contributed.

Proceedings - Association of secondary schools of the upper Ohio valley and colleges and normal schools - 1918

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Public Health Service Publication - -

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Making Modern Lives - Julie McLeod - 2012-02-01
Examines the effects of schooling on young people’s values, choices, and identities.

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Undemocratic Schooling - Richard Teese - 2003
- Half the boys living in working-class suburbs to the west and north of Melbourne fail mathematics. Why? - Why are so many young people leaving school early, when there are no jobs for them to go to? - Are boys disadvantaged at school in comparison with girls? - What makes good schools work? - Is the best university one that attracts the top students,
promising perspectives on issues from jobs to discrimination -students' destinations in
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together a unique range of information on who our students are, what they
want from school, how well they think their schools work, what subjects
they study, how well they succeed, and where they end up. It also reveals
their larger views on matters such as jobs, careers, marriage and family, the
political system and social justice. In its imaginative presentation of the
findings of this massive survey, this book sheds new light on inequalities in
our education system. It reveals significant new information on: -students' achievements in relation to their attitudes and values -students'
perspectives on issues from jobs to discrimination -students' destinations in relation to their backgrounds. The authors offer valuable angles on such
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Promoting Child and Adolescent Mental Health - Carl I. Fertman -
2013-05-01
A Focus on Child and Adolescent Mental Health Promoting Child and
Adolescent Mental Health is written for health education students with a
keen focus on how to build sustainable support systems across the
community, classroom, schools and families to adequately promote positive
behavior and mental health for both children and adolescents. The text
addresses a wide range of learning challenges and mental health issues and
outlines the support needed to provide communities and schools with the
proper guidance to create an adaptable system which promotes child and
adolescent mental health allowing them to flourish. The text presents
mental health as a community-based challenge. By focusing on children and
adolescents, it allows undergraduate and graduate students to concentrate
across a variety of disciplines and encourages students to develop
connections across communities and systems to promote child and
adolescent mental health. Key Features Text and resources draw from real-
world experience of professionals who work in schools Features course
material currently used in school curricula An emphasis on developing
individual responsibility through active involvement with diverse
communities Evidence-based methods A focus on practical application and
simple, clear, relatable language Real-life vignettes that launch each
chapter and inspire discussion and further thought Content that is easily
adaptable for both undergraduate students and experienced human services
professionals Extensive instructor resources, including chapter outlines,
text-linked teaching tips, test bank and answer key, and chapter-specific
PowerPoint presentations Action-based tips for promoting child and
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human services professionals to develop a larger framework of support for
Promoting Child and Adolescent Mental Health - Carl I. Fertman - 2013-05-01
A Focus on Child and Adolescent Mental Health Promoting Child and Adolescent Mental Health is written for health education students with a keen focus on how to build sustainable support systems across the community, classroom, schools and families to adequately promote positive behavior and mental health for both children and adolescents. The text addresses a wide range of learning challenges and mental health issues and outlines the support needed to provide communities and schools with the proper guidance to create an adaptable system which promotes child and adolescent mental health allowing them to flourish. The text presents mental health as a community-based challenge. By focusing on children and adolescents, it allows undergraduate and graduate students to concentrate on specific populations while acquiring skills that are applicable to a broad spectrum of diverse communities. This innovative text models teamwork across a variety of disciplines and encourages students to develop connections across communities and systems to promote child and adolescent mental health. Key Features Text and resources draw from real-world experience of professionals who work in schools Features course material currently used in school curricula An emphasis on developing individual responsibility through active involvement with diverse communities Evidence-based methods A focus on practical application and simple, clear, relatable language Real-life vignettes that launch each chapter and inspire discussion and further thought Content that is easily adaptable for both undergraduate students and experienced human services professionals Extensive instructor resources, including chapter outlines, text-linked teaching tips, test bank and answer key, and chapter-specific PowerPoint presentations Action-based tips for promoting child and adolescent mental health Extensive information on networking with other human services professionals to develop a larger framework of support for children and adolescents Information on referrals, teams, partnerships, and collaborations

In this unique two-volume work, expert scholars and practitioners examine race and racism in public education, tackling controversial educational issues such as the school-to-prison pipeline, charter schools, school funding, affirmative action, and racialized curricula. • Provides essays that are subjective and passionate yet grounded in scholarship and practical experience • Challenges assumptions about the roles race and racism play in educational policy and decision making • Offers ideas, strategies, and solutions aimed at decreasing racial inequality in public education • Addresses concerns related to a variety of historically marginalized student populations, including teen mothers, students with special needs, and immigrant populations • Examines global concerns associated with race, racism, and anti-racist pedagogy

The Art of Effective Facilitation - Lisa M. Landreman - 2013-10-01
How can I apply learning and social justice theory to become a better facilitator? Should I prepare differently for workshops around specific identities? How do I effectively respond when things aren’t going as planned? This book is intended for the increasing number of faculty and student affairs administrators - at whatever their level of experience -- who
and cultural causes of inequity, and provide students with the knowledge to live successfully within, and contribute to, an equitable multicultural society. It will enable facilitators to create programs that go beyond superficial discussion of the issues to fundamentally address the structural and cultural causes of inequity, and provide students with the knowledge and skills to work for a more just society. Beyond theory, design, techniques and advice on practice, the book concludes with a section on supporting student social action. The authors illuminate the art and complexity of facilitation, describe multiple approaches, and discuss the necessary and ongoing reflection process. What sets this book apart is how the authors illustrate these practices through personal narratives of challenges encountered, and by admitting to their struggles and mistakes. They emphasize the need to prepare by taking into account such considerations as the developmental readiness of the participants, and the particular issues and historical context of the campus, before designing and facilitating a social justice training or selecting specific exercises. They pay particular attention to the struggle to teach the goals of social justice education in a language that can be embraced by the general public, and to connect its structural and contextual analyses to real issues inside and outside the classroom. The book is informed by the recognition that “the magic is almost never in the exercise or the handout but, instead, is in the facilitation”; and by the authors’ commitment to help educators identify and analyze dehumanizing processes on their campuses and in society at large, reflect on their own socialization, and engage in proactive strategies to dismantle oppression.

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The SAGE Sourcebook of Service-Learning and Civic Engagement - Omobolade Delano-Oriaran - 2015-03-23
Service-Learning and Civic Engagement: A Sourcebook focuses on historical, philosophical, social foundations, practices and models of service-learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work. Key Features Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work 58 signed chapters are organized into thematic parts, such as Concepts & Theoretical Approaches, Historical & Social Foundations, The Role of Service-Learning in Higher Education, The Role of the Community, Lessons Learned & Future Directions, etc. Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service-learning. Glossary (key terms commonly used in discussions and research on service-learning and civic engagement) Bibliography of sources consulted in production of the volume This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical, philosophical social foundations, practices and models of service-learning and civic engagement.

This book explores how the concepts of social justice, diversity, equity and inclusion can be understood within the context of higher education. While terms such as these are often in common use in universities, they are not always used with clarity and precision. The editors and contributors offer a serious and detailed examination of pressing contemporary concerns around ‘social justice’ across politics, practice and pedagogy in order to encourage hard thinking and practical agenda setting for social-justice oriented research, teaching and community engagement. Drawing upon new theoretical work, research projects and innovative university teaching, this book offers both useful theoretical insights and practical possibilities for action. This collective and collaborative volume will be of interest and value to all those interested in promoting social justice, in particular how it can be promoted within the university setting.

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Develop and cultivate social-emotional learning to create a new school climate! As research on the positive outcomes of Social Emotional Learning (SEL) are emerging, schools and districts across the country are adopting the practices and processes to improve student outcomes and teacher capacity. The real-world experiences and evidence-based strategies outlined in this book will guide implementation of a practical and sustainable social emotional learning program. In addition to an integrated workbook readers will find: recommendations for steps with each strategy in an implementation rubric reflection questions to promote deeper thinking on SEL resources to explore at the end of each chapter

Making Sense of School Choice - Joel A. Windle - 2015-08-19
Why is choosing a school an urgent and self-defining task for some, and virtually meaningless for others? How is it possible that most parents contemplate only a single educational option in even the world's most marketized education system? Making Sense of School Choice provides an original analysis of the global rise of neoliberal education reform, focussing on the curriculum as the site for tensions both in the mass expansion of secondary education, and in attempts to contain these through a return to socially restrictive schooling. The investigation provides fresh insights into the ways families from diverse cultural and linguistic backgrounds understand and engage with school choice, as well as efforts by schools to manage their market position. Windle casts new light on the transnational networks through which political and corporate players, the media, and elite educational institutions dictate terms to socially exposed sites - those schools catering to minority and disadvantaged student populations.

Facing Social Class - Susan T. Fiske - 2012-03-05
Many Americans, holding fast to the American Dream and the promise of equal opportunity, claim that social class doesn’t matter. Yet the ways we talk and dress, our interactions with authority figures, the degree of trust we place in strangers, our religious beliefs, our achievements, our senses of morality and of ourselves—all are marked by social class, a powerful factor affecting every domain of life. In Facing Social Class, social psychologists Susan Fiske and Hazel Rose Markus, and a team of sociologists, anthropologists, linguists, and legal scholars, examine the many ways we communicate our class position to others and how social class shapes our daily, face-to-face interactions—from casual exchanges to interactions at school, work, and home. Facing Social Class exposes the contradiction
communicate our class position to others and how social class shapes our growing inequality, and it shows how this tension is reflected in cultural ideas and values, institutional practices, everyday social interactions, and psychological tendencies. Contributor Joan Williams examines cultural differences between middle- and working-class people and shows how the cultural gap between social class groups can influence everything from voting practices and political beliefs to work habits, home life, and social behaviors. In a similar vein, Annette Lareau and Jessica McCrory Calarco analyze the cultural advantages or disadvantages exhibited by different classes in institutional settings, such as those between parents and teachers. They find that middle-class parents are better able to advocate effectively for their children in school than are working-class parents, who are less likely to challenge a teacher's authority. Michael Kraus, Michelle Rheinschmidt, and Paul Piff explore the subtle ways we signal class status in social situations. Conversational style and how close one person stands to another, for example, can influence the balance of power in a business interaction. Diana Sanchez and Julie Garcia even demonstrate that markers of low socioeconomic status such as incarceration or unemployment can influence whether individuals are categorized as white or black—a finding that underscores how race and class may work in tandem to shape advantage or disadvantage in social interactions. The United States has one of the highest levels of income inequality and one of the lowest levels of social mobility among industrialized nations, yet many Americans continue to buy into the myth that theirs is a classless society. Facing Social Class faces the reality of how social class operates in our daily lives, why it is so pervasive, and what can be done to alleviate its effects.

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**Resources in Education** - - 1998

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**Understanding Curriculum** - Scott Webster - 2014-06-18

Understanding Curriculum: An Australian Context encourages readers to
understanding stratification requires: first, that we know what stratification provides a critical introduction to contemporary curriculum theory and practice, outlining both traditional and progressive approaches in order to reconceptualise curriculum. Drawing on a range of perspectives, including behaviourism, constructivism and critical theory, it considers questions of curriculum ownership and culture. It explores technology, gender, equity and diversity, and Indigenous issues in depth. Key principles and debates are brought to life in each chapter through reflective questions and vignettes. Every day, teachers make countless judgements and decisions about the best learning experiences for their students. The authors show how understanding curriculum through different lenses can uncover habits and prejudices that may inhibit good teaching, and can enhance the value of the learning experiences offered to students.

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**The Shape of Social Inequality** - David Bills - 2005-08-24
This volume brings together former students, colleagues, and others influenced by the sociological scholarship of Archibald O. Haller to celebrate Haller's many contributions to theory and research on social stratification and mobility. All of the chapters respond to Haller's programmatic agenda for stratification research: "A full program aimed at understanding stratification requires: first, that we know what stratification structures consist of and how they may vary; second, that we identify the individual and collective consequences of the different states and rates of change of such structures; and third, seeing that some degree of stratification seems to be present everywhere, that we identify the factors that make stratification structures change." The contributors to this Festschrift address such topics as the changing nature of stratification regimes, the enduring significance of class analysis, the stratifying dimensions of race, ethnicity, and gender, and the interplay between educational systems and labor market outcomes. Many of the chapters adopt an explicitly cross-societal comparative perspective on processes and consequences of social stratification. The volume offers both conceptually and empirically important new analyses of the shape of social stratification.

**Navigating Model Minority Stereotypes** - Rupam Saran - 2015-08-11
Though Asian Indians are typically thought of as a "model minority", not structures consist of and how they may vary; second, that we identify the individual and collective consequences of the different states and rates of change of such structures; and third, seeing that some degree of stratification seems to be present everywhere, that we identify the factors that make stratification structures change." The contributors to this Festschrift address such topics as the changing nature of stratification regimes, the enduring significance of class analysis, the stratifying dimensions of race, ethnicity, and gender, and the interplay between educational systems and labor market outcomes. Many of the chapters adopt an explicitly cross-societal comparative perspective on processes and consequences of social stratification. The volume offers both conceptually and empirically important new analyses of the shape of social stratification.
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.

The Palgrave International Handbook of Education for Citizenship and Social Justice - Andrew Peterson - 2016-10-20

This state-of-the-art, comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale. Various educational policies and practices are predicated on notions of social justice, yet each of these are explicitly or implicitly shaped by, and in turn themselves shape, particular notions of citizenship/education for citizenship. Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars, this Handbook seeks to examine the philosophical, psychological, social, political, and cultural backgrounds, factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues. Split into two sections, the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of Education, Sociology, Social Policy, Citizenship Studies and Political Science.

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Social Perception and Social Reality - Lee Jussim - 2012-04-06
Social Perception and Social Reality contests the received wisdom in the field of social psychology that suggests that social perception and judgment are generally flawed, biased, and powerfully self-fulfilling. Jussim reviews a wealth of real world, survey, and experimental data collected over the last century to show that in fact, social psychological research consistently demonstrates that biases and self-fulfilling prophecies are generally weak, fragile, and fleeting. Furthermore, research in the social sciences has shown stereotypes to be accurate. Jussim overturns the received wisdom concerning social perception in several ways. He critically reviews studies that are highly cited darlings of the bias conclusion and shows how these studies demonstrate far more accuracy than bias, or are not replicable in subsequent research. Studies of equal or higher quality, which have been replicated consistently, are shown to demonstrate high accuracy, low bias, or both. The book is peppered with discussions suggesting that theoretical and political blinders have led to an odd state of affairs in which the flawed or misinterpreted bias studies receive a great deal of attention, while stronger and more replicable accuracy studies receive relatively little attention.

Activist and Socially Critical School and Community Renewal - John Smyth - 2009-01-01
Activist and Socially Critical School and Community Renewal comes about at an incredibly important point in history, and it offers a genuinely new paradigm. This book attempts what few others have tried—to bring together knowledge and literature around school reform and community renewal through authentic ethnographic stories of real schools and communities.

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Inclusive Education isn't Dead, it Just Smells Funny - Roger Slee - 2018-05-15
Positing inclusive education as a cornerstone of democracy, social equality and effective education, this unique book offers a timely response to the recent conservative backlash which has dismissed inclusive education as a field of research and practice which has become outdated and unfit for purpose. With profound insight and clarity, Slee delves deep into the architecture of modern-day schooling to show how inclusive education has been misappropriated and subverted, manifesting itself in a culture of ableism, an ethic of competitive individualism and the illusion of special educational needs. A unique book in both form and content, the author draws on music and art theory, on real-life observations and global experience, contemporary education policy and practice to reject calls for a return to segregated schooling, and put forward a compelling counterargument for schooling which models the kind of world we want our children to live in - a world of authentic, rather than divided communities. A timely response to a modern-day debate with global relevance, Inclusive Education isn't Dead, it Just Smells Funny will be of interest to researchers and educators, policy makers, parents and practitioners with an interest in inclusive education.

Moral Markets - Nico Stehr - 2015-12-03
Nothing affects modern society more than the decisions made in the marketplace, especially (but not only) the judgments of consumers. Stehr's designation of a new stage in modern societies with the term "moral markets" signals a further development in the social evolution of markets. Market theories still widely in use today emerged in a society that no longer exists. Consumers were hardly in evidence at all in early theories of the market. Today, growing affluence, greater knowledge, and high-speed communication among consumers builds into the marketplace notions of fairness, solidarity, environment, health, and political considerations imbued with a long-term perspective that can disrupt short-term pursuits of the best buy. Importantly, such social goals, individual apprehensions, and modes of consumer conduct become inscribed today in products and services offered in the marketplace, as well as in the rules and regulations that govern market relations. Stehr uses examples to illustrate these trends and build new theory fitting today's changing consumerism.
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Knowledge, Content, Curriculum and Didaktik - Zongyi Deng - 2020-03-26
Bringing to bear a wealth of literature from curriculum theory, Didaktik, philosophy of education and teacher education, this book broadens and enriches the conversation initiated by Michael Young and his colleagues on 'bringing knowledge back in' (Young, 2007). Knowledge, Content, Curriculum and Didaktik is distinctive in providing a comprehensive and multifaceted analysis of the role of knowledge, and in particular curriculum content, in relation to curriculum policy, curriculum planning and classroom teaching. It makes a case for linking knowledge and content to the development of human powers or capabilities needed for the 21st century and unpacks the challenges for curriculum policy, curriculum planning and classroom teaching. The book discusses, among other issues: Educational aims and theories of knowledge School subjects and academic disciplines: differences and relationships School subjects and theories of content Understanding the content for teaching The book will be relevant for scholars, researchers, policy makers and curriculum developers who seek a more sophisticated, more balanced and philosophically better grounded understanding of the role of knowledge and content in education and curriculum.

Using ESL Students’ First Language to Promote College Success - Andrea Parmegiani - 2019-01-15
Emerging from a critical analysis of the glocal power of English and how it relates to academic literacy and culturally responsive pedagogy, this book presents translanguage strategies for using ESL students' mother tongue as a resource for academic literacy acquisition and college success. Parmegiani offers a strong counterpoint to the "English-only" movement in the United States. Grounded in a case study of a learning community linking Spanish and English academic writing courses, he demonstrates that a mother tongue-based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success.

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Masculinities in Higher Education - Jason A. Laker - 2011-07-15

Masculinities in Higher Education provides empirical evidence, theoretical support, and developmental interventions for educators working with college men both in and out of the classroom. The critical philosophical perspective of the text challenges the status-quo and offers theoretically sound educational strategies to successfully promote men’s learning and development. Contesting dominant discourses about men and masculinities and binary notions of privilege and oppression, the contributors examine the development and identity of men in higher education today. This edited collection analyzes the nuances of lived identities, intersections between identities, ways in which individuals participate in co-constructing identities, and in turn how these identities influence culture. Masculinities in Higher Education is a unique resource for graduate students and professional post-secondary educators looking for strategies to effectively promote college men’s learning and development.

Masculinities in Higher Education

Refugees, Immigrants, and Education in the Global South - Lesley Bartlett - 2013-07-04

The unprecedented human mobility the world is now experiencing poses new and unparalleled challenges regarding the provision of social and educational services throughout the global South. This volume examines the role played by schooling in immigrant incorporation or exclusion, using case studies of Thailand, India, Nepal, Hong Kong/PRC, the Philippines, the United Arab Emirates, Jordan, Kenya, Egypt, South Africa, Senegal, Sudan, Mexico, and the Dominican Republic. Drawing on key concepts in anthropology, the authors offer timely sociocultural analyses of how governments manage increasing diversity and how immigrants strategize to maximize their educational investments. The findings have significant implications for global efforts to expand educational inclusion and equity.

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