Freire Teaching And Learning Culture Circles Across Contexts Counterpoints Studies In The Postmodern Theory Of Education

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website http://aatchome.org/ and can be found on the Journal tab at http://aatchome.org/about-ctd-journal/.

The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum, beginning in the early 20th century, served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The Encyclopedia of Curriculum Studies serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose, implementation, and evaluation Contemporary issues, e.g., standards, tests, and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes, mass media, workplaces, organizations, and relationships Impact of race, class, gender, health, belief, appearance, place, ethnicity, language Relationships of curriculum and poverty, wealth, and related factors Modes of curriculum inquiry and research Curriculum as cultural studies, exploring the formation of identities and possibilities Corporate, state, church, and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations, journals, and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

Contemporary researchers have analysed dialogue primarily in terms of instruction, conversation or inquiry. There is an irreducible tension when the terms ‘dialogue’ and ‘instruction’ are brought together, because the former implies an emergent process of give-and-take, whereas the latter implies a sequence of predetermined moves. It is argued that effective teachers have learned how to perform in this contradictory space to both follow and lead, to be both responsive and directive, to require both independence and receptiveness from learners. Instructional dialogue, therefore, is an artful performance rather than a prescribed technique. Dialogues also may be structured as conversations which function to build consensus, conformity to everyday ritualistic practices, and a sense of community. The dark side of the dialogic ‘we’ and the community formed around ‘our’ and ‘us’ is the inevitable boundary that excludes ‘them’ and ‘theirs’. When dialogues are structured to build consensus and community, critical reflection on the bases of that consensus is required and
vigilance to ensure that difference and diversity are not being excluded or assimilated (see Renshaw, 2002). Again it is argued that there is an irreducible tension here because understanding and appreciating diversity can be achieved only through engagement and living together in communities. Teachers who work to create such communities in their classrooms need to balance the need for common practices with the space to be different, resistant or challenging – again an artful performance that is difficult to articulate in terms of specific teaching techniques.

This volume is the fourth, and last, volume in the series entitled Educating About Social Issues in the 20th and 21st Centuries: An Annotated Bibliography. Volumes I and Volume 2 focused on (1) the lives and work of notable scholars dedicated to addressing why and how social issues should become an integral component of the public school curriculum, and (2) various topics/approaches vis-à-vis addressing social issues in the classroom. Volume 3 addressed approaches to incorporating social issues into the extant curricula that were not addressed in the first two volumes. This volume, Volume Four, focuses solely on critical pedagogy: both the lives and work of major critical pedagogues and the different strains of critical pedagogy the latter pursued (e.g., critical theory in education, critical feminism in education, critical race theory).

"Contributes to a radical formulation of pedagogy through its revitalization of language, utopianism, and revolutionary message. . . . The book enlarges our vision with each reading, until the meanings become our own." Harvard Educational Review " Constitutes the voice of a great teacher who has managed to replace the melancholic and despairing discourse of the post-modern Left with possibility and human compassion." Educational Theory "An affirmation of Freire's prodigiously activist approach to popular education and its capacity for securing transformative change." Contemporary Sociology

Provides a critical introduction to the work of Paulo Freire, paying particular attention to later texts. The author explores Freire's philosophy, pedagogy, and theory of literacy. Criticisms of Freire's modernism are discussed and evaluated and a new interpretation of conscientization is advanced.

Paulo Freire is one of the most influential thinkers in education. This text is a thoughtful and thorough introduction to Freire's work, situating this in the context of his life, intellectual journey and the reception of his thinking around the world. Daniel Schugurensky's text offers a coherent and accessible account of Freire's educational thought, looking at its contribution to educational theory and practice and exploring the legacy of Freire for contemporary education and the relevance of his thought for today's students.

" I expect that this book will equip and inspire students to engage first-hand with the texts of these creative and influential educational writers."-David Aldridge, Programme Lead: Professional Education, Oxford Brookes University If you’re training to teach or studying education a clear understanding of major educational theories and the thinkers behind them is essential in order to appreciate how different practices impact on learning. This textbook gives you a clear overview of the most influential twentieth and twenty-first century thinkers on education, including established names (including Vygotsky, Bruner, Dewey), more recent writers (such as Freire, Kolb, Claxton) and many other important theorists whose writings have helped shaped our views on teaching and learning. Each chapter includes: Practical examples showing how theories can be used to inform classroom teaching Critiques of each theorist exploring opposing viewpoints and the strengths and weaknesses of different ideas Reflective tasks inviting you to apply what you’ve read to your own educational experiences Did you know about the exciting new companion title? Take students to the next level in learning theories - take a look at companion title Understanding and Using Challenging Educational Theories

What is distinctive about art and design as a subject in secondary schools? What
contribution does it make to the wider curriculum? How can art and design develop the agency of young people? Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom. It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs. Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School, which offers pragmatic approaches for trainee and newly-qualified teachers, this book suggests ways in which art and design teachers can engage reflexively with their continuing practice. Experts in the field explore: The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education. Understanding Art Education will be of interest to all students and practising teachers, particularly those studying at M Level, as well as teacher educators, and researchers who wish to reflect on their identity as an artist and teacher, and the ways in which the subject can inform and contribute to education and society more widely.

This last work from internationally respected educator Paulo Freire makes his ideas on education and social reform accessible to a broad audience of teachers, students, and parents. Freire shows how a teacher's success depends on observing individual students' approaches to learning and by the teacher's adapting teaching methods to students' learning methods.

Rethinking Early Literacies honors the identities of young children as they read, write, speak, and play across various spaces, in and out of pre/school. Despite narrow curricular mandates and policies, the book highlights the language resources and tools that children cultivate from families, communities, and peers. The chapters feature children’s linguistic flexibility with multiple languages, creative appropriation of popular culture, participation in community literacy practices, and social negotiation in the context of play. Throughout the book, the authors critically reframe what it means to be literate in contemporary society, specifically discussing the role of educators in theorizing and rethinking language ideologies for practice. Issues influencing early childhood education in trans/national contexts are foregrounded (e.g. racism, immigration rights, readiness) throughout the book, with a call to support and sustain communities of color.

In this book, Paulo Freire's culture circles cross linguistic, cultural, and socioeconomic borders to work across contexts in the U.S. (early education, pre-service and in-service teacher education) and in Brazil (adult education). Freire, Teaching, and Learning makes culture circles accessible to those seeking to embrace equity and democracy through everyday educational practices.

Editorial: Critical Praxis as Socialization of Teachers: Paulo Freire’s
The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from leading scholars, researchers, and experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood.
education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

This volume describes a Participatory Action Research (PAR) project involving educators from Belize and the U.S. to illustrate the critical role of shared dialogue in transnational teacher education. First identifying issues which inhibited the success of formerly didactic training delivered to Belizean teachers by U.S. educators, this volume documents the transformational impact of a shift to collaborative training approaches and uses first-person accounts from Belizean and U.S. stakeholders to illustrate their successes. Chapters powerfully illustrate that by engaging in Freirean-like dialogue and building relationships based on a mutual understanding of the cultural and historical context, as well as the identity of educators involved, partners are better able to engage in effective transnational pedagogical collaboration. Particular attention is paid to the importance of acknowledging the post-colonial setting and unique positionality of teachers in Belize. This text will benefit researchers, academics, and educators with an interest in action research and teacher research, multicultural education, and continued professional development in particular. Those interested in teacher training, education research, and international and comparative education will also benefit from this book.

The SAGE Encyclopedia of Out-of-School Learning documents what the best research has revealed about out-of-school learning: what facilitates or hampers it; where it takes place most effectively; how we can encourage it to develop talents and strengthen communities; and why it matters. Key features include:

- Approximately 260 articles organized A-to-Z in 2 volumes available in a choice of electronic or print formats. Signed articles, specially commissioned for this work and authored by key figures in the field, conclude with Cross References and Further Readings to guide students to the next step in a research journey.
- Reader’s Guide groups related articles within broad, thematic areas to make it easy for readers to spot additional relevant articles at a glance. Detailed Index, the Reader’s Guide, and Cross References combine for search-and-browse in the electronic version. Resource Guide points to classic books, journals, and web sites, including those of key associations.

Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach students of diverse cultural, racial, and linguistic backgrounds, examples are included throughout to illustrate real-life dilemmas about diversity that teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. Designed for upper-undergraduate and graduate-level
students and professional development courses, each chapter includes critical questions, classroom activities, and community activities suggesting projects beyond the classroom context. Language, Culture, and Teaching • explores how language and culture are connected to teaching and learning in educational settings; • examines the sociocultural and sociopolitical contexts of language and culture to understand how these contexts may affect student learning and achievement; • analyzes the implications of linguistic and cultural diversity for classroom practices, school reform, and educational equity; • encourages practicing and preservice teachers to reflect critically on their classroom practices, as well as on larger institutional policies related to linguistic and cultural diversity based on the above understandings; and • motivates teachers to understand their ethical and political responsibilities to work, together with their students, colleagues, and families, for more socially just classrooms, schools, and society.

Changes in the Third Edition: This edition includes new and updated chapters, section introductions, critical questions, classroom and community activities, and resources, bringing it up-to-date in terms of recent educational policy issues and demographic changes in the U.S. and beyond. The new chapters reflect Nieto's current thinking about the profession and society, especially about changes in the teaching profession, both positive and negative, since the publication of the second edition of this text.

Curriculum in Early Childhood Education: Reexamined, Rediscovered, Renewed provides a critical examination of the sources, aims, and features of early childhood curricula. Providing a theoretical and philosophical foundation for examining teaching and learning, this book will provoke discussion and analysis among all readers. How has theory been used to understand, develop, and critique curriculum? Whose perspectives are dominant and whose are ignored? How is diversity addressed? What values are explicit and implicit? The book first contextualizes the historical and research base of early childhood curriculum, and then turns to discussions of various schools of theory and philosophy that have served to support curriculum development in early childhood education. An examination of current curriculum frameworks is offered, both from the US and abroad, including discussion of the Project Approach, Creative Curriculum, Te Whāriki, and Reggio Emilia. Finally, the book closes with chapters that enlarge the topic to curriculum-being-enacted through play and that summarize key issues while pointing out future directions for the field. Offering a broad foundation for examining curriculum in early childhood, readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development.

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This is a book for teachers, especially new and soon-to-be teachers. It’s a book from one teacher to other teachers who care deeply about what goes on in schools, who see teaching as a calling, who want to make their time in
classrooms life changing for the students they are lucky enough to teach. This book is meant to inspire as much as instruct. The lessons that make up the body of this book are organized around five questions that every teacher needs to consider: (1) What can I do to be sure I realize my dream of making a positive difference in the lives of my students? (2) How can I make my teaching effective by building on vital human connections with my students? (3) How can I make my classroom management effective, while encouraging my students to become self-regulating agents of their own behavior? (4) What are instructional approaches that will engage my students in shaping their own development and learning? (5) What can I do to ensure my successful initiation into the teaching profession and avoid burnout in the future? Four lessons are included in each of the five parts defined by these questions. This book celebrates the passion, commitment and intelligence that teachers bring to their profession. Bright, caring individuals are called to teaching because they feel a powerful drive to touch the lives of young people and to make a difference in the world. The approaches advocated in these pages seek to take advantage of the commitment, drive, and brainpower teachers bring to their avocation. The lessons explored foreground the humanity of teaching and highlight ways teachers can experience the satisfaction of sharing meaningful, learning-filled connections with their students.

Effective community development means that many different stakeholders have to work together: governments, development organizations and NGOs, and most importantly, the people they serve. Knowledge Partnering for Community Development teaches community development professionals how to mediate community needs and development agendas to make community-based solutions for development challenges. Based on the newest research in community and global development, Eversole shows readers a strong research and theoretically based framework for understanding local development processes, and gives them the skills to turn this into cutting-edge practice. Each chapter features global case studies of innovative community-state partnerships, and practical application exercises and strategies for professionals looking to bring new approaches to their research. Knowledge Partnering for Community Development is essential for community workers and students of community development looking to bridge the gap between research insight and best practice between community actors.

This edited text recaptures many of Joe L. Kincheloe’s national and international influences. An advocate and a scholar in the social, historical, and philosophical foundations of education, he dedicated his professional life to his vision of critical pedagogy. The authors in this volume found mentorship, as well as kinship, in Joe and express the many ways in which he and his work made profound differences in their work and lives. Joe’s research always pushed the limits of what critically reflective and informed teaching entailed, never diluting the import of comprehending the complexity of sociopolitical, cultural, economic, and educational discourses and practices. Dedicated to a praxis of social and political
activism rooted in students' development as citizens and workers, the labor of teachers as action researchers, cultural workers, and social mediators is always at the heart of all he achieved. We who were so influenced directly and indirectly by him knew his genius and relished the generosity with which he shared his ideas, advice, encouragement, and art. The world is better because of Joe L. Kincheloe scholarship—inevitably related to "critical" critical thinking and enactment of education that tenaciously interrupts complacency, mediocrity, always responding thoughtfully to particular educational contexts.

In Disturbing Pleasures Henry Giroux demonstrates how his well-known theories of education, critical pedagogy and popular culture can be put to use in the classroom and in other cultural settings. Adding an entirely new dimension to his thinking about the cultural sites at which pedagogical practice takes place, Giroux illustrates how professors, school teachers and other cultural workers can appropriate what he refers to as a "pedagogy of cultural studies."

Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world. Terms such as global learning, global citizenship and global education can be seen within national education policies and international initiatives led by the UN, UNESCO, European Commission and OECD. The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates, provides analysis of policies, and suggests new directions for research in these areas. Written by internationally renowned scholars from Brazil, Canada, Finland, Germany, Ireland, Italy, Japan, Pakistan, Poland, South Africa, Spain, Sweden, Taiwan, UK and the USA, the handbook offers a much needed resource for academics, researchers, policy-makers and practitioners who need a clear picture of global learning.

In Critical Literacy Eugene F. Provenzo Jr. challenges E. D. Hirsch's assumptions about culture and education. Calling for a broader and more democratic vision than Hirsch, Provenzo critiques Hirsch's legacy up through the current conservative educational agenda for education which, he argues, denies, not only the United States' diversity, but its democratic traditions of democratic participation. His book shows why critical faculties and skills of students are essential not only to the success of individual students but to their participation in a healthy democracy. Provenzo offers a list of 5,000 things every educated American ought to know-- none of them the same items as those included on Hirsch's list in Cultural Literacy. Critical Literacy is essential reading for those concerned with our schools and the future of our children.

Contested Spaces of Teaching and Learning examines the educational experiences of adults as cultural practice. These practices take place in diverse settings from formal educational contexts to institutionally interstitial realms to fluid and explicitly contested everyday spaces. This edited collection includes twelve richly rendered ethnographic case studies written from the perspective of practitioner-ethnographers who straddle the roles of educator and ethnographic
researcher. Drawing on distinct theoretical framings, these contributors illuminate the ways in which adults engaged in teaching and learning participate in cultural practices that intersect with other dimensions of social life, such as work, recreation, community engagement, personal development, or political action. By juxtaposing ethnographic inquiries of formal and informal learning spaces, as well as intentional and unintended challenges to mainstream adult teaching and learning, this collection provides new understandings and critical insights into the complexities of adults’ educational experiences.

Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the center of the book are findings from a four-year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose. The solutions and insights they derived from their experiences of working across linguistic, cultural, and racial differences will be extremely valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to apply the insights they gain to their own teaching and learning contexts: * Each chapter includes four components: an excerpt from the ethnographic study; an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines (including interactionist sociolinguistics, language minority education, English as a Second Language education, critical literacy, anti-racist education, and critical teacher education); a pedagogical discussion; and suggestions for further reflection and discussion. * The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural/multilingual schools. The author’s play Hong Kong, Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters. * Although it is organized around two different kinds of schooling dilemmas--dilemmas of speech and silence, and dilemmas of discrimination--everyday dilemmas of curriculum and assessment are also discussed throughout the book. * A methodological discussion of the choices the author made while designing, conducting, and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses. * A set of strategies and activities is provided for helping students develop English oral presentation skills.

Published by Routledge for the American Association of Colleges for Teacher Education This volume addresses the pressing reality in teacher education that all teachers need to be prepared to work effectively with linguistically and culturally diverse student populations. Every classroom in the country is already, or will soon be, deeply affected by the changing demographics of America’s
students. Marilyn Cochran-Smith’s Foreword and Donaldo Macedo’s Introductory Essay set the context with respect to teacher education and student demographics, followed by a series of chapters presented in three sections: knowledge, practice, and policy. The literature on language education has typically been discussed in relation to preparing ESL or bilingual teachers. Typically, needs of culturally and linguistically diverse students, including immigrants, refugees, language minority populations, African Americans, and deaf students, have been addressed separately. This volume emphasizes that these children have both common educational needs and needs that are culturally and linguistically specific. It is directed to the preparation of ALL teachers who work with culturally and linguistically diverse students. It not only focuses on how teachers need to change but how faculty and curriculum need to be transformed, and how to better train teacher education candidates to understand and work efficaciously with the communities in which culturally and linguistically diverse students tend to be predominant. The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and related organizations. Our mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. For more information on our publications, visit our website at: www.aacte.org. Confronting Racism in Teacher Education aims to transform systematic and persistent racism through in-depth analyses of racial justice struggles and strategies in teacher education. By bringing together counternarratives of critical teacher educators, the editors of this volume present key insights from both individual and collective experiences of advancing racial justice. Written for teacher educators, higher education administrators, policy makers, and others concerned with issues of race, the book is comprised of four parts that each represent a distinct perspective on the struggle for racial justice: contributors reflect on their experiences working as educators of Color to transform the culture of predominately White institutions, navigating the challenges of whiteness within teacher education, building transformational bridges within classrooms, and training current and inservice teachers through concrete models of racial justice. By bringing together these often individualized experiences, Confronting Racism in Teacher Education reveals larger patterns that emerge of institutional racism in teacher education, and the strategies that can inspire resistance. Freire, Teaching, and LearningCulture Circles Across ContextsPeter Lang The famous Brazilian educator Paulo Freire has influenced educators, teachers and students in a broad tapestry of contexts and countries, as he challenged conventional thinking on how teachers ought to teach and learners ought to learn. By making his ideas accessible and relevant, this insightful and thought-provoking text draws out the relevance and topicality of Freire’s work and applies this to a wide range of educational settings, from adult education, through
schools, to early years settings. Themes covered include: the lasting impact of illiteracy; the benefits and potential in becoming literate; literacy, language and power; the differences between banking and dialogic education; the social and political nature of learning. What kind of teaching and learning do we want? Using a variety of practical examples and case studies, Introducing Freire is an essential guide to the work of one of the most significant figures in education in the last century. Fascinating and accessible, this book is for anyone interested in teaching and learning, poverty and affluence, power and powerlessness, and society and change.

Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece, Pedagogy of the Oppressed, this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire. Written by the most premier exponents and experts of Freirean scholarship, it explores the currency of Freire’s contribution to social theory, educational reform, and democratic education. It also analyzes the intersections of Freire’s theories with other crucial social theorists such as Gramsci, Gandhi, Habermas, Dewey, Sen, etc. The Wiley Handbook of Paulo Freire studies the history and context of the man as a global public intellectual, moving from Brazil to the rest of the world and back. Each section offers insights on the epistemology of the global south initiated by Freire with his work in Latin America; the connections between class, gender, race, religion, the state and eco-pedagogy in the work of Freire; and the contributions he made to democratic education and educational reform. Presents original theory and analysis of Freire’s life and work. Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents. Provides a complete historical study of Freire’s contributions to education. Systematically analyzes the impact of Freire in teachers training, higher education, and lifelong learning. The Wiley Handbook of Paulo Freire is an ideal book for courses on international and comparative education, pedagogy, education policy, international development, and Latin America studies.

This book is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University. Empirically, it reports on different approaches to teaching and learning of culture, including a student-centered task-based problem-based learning (PBL) approach, a digital technology-supported approach and more. It also reports on how, when teaching and learning culture, teachers’ professional identity and the informal teaching and learning environment impact the teaching and learning of culture in different educational settings from primary school to university. A central theme in the book is the power of context. The studies illustrate in multiple ways, and from different angles, that “culture is not taught in a vacuum or learned in isolation”, but may be influenced by many factors both inside and outside the classroom; at the
same time, culture also influences the context of the learning. The context may be “invisible” and hide itself as tacit knowledge or embedded values, or it may be very visible and present itself as a fixed curriculum or an established tradition. No matter what forms and shapes the context takes, the studies in this book strongly indicate that it is essential to be aware of the power of context in teaching and learning culture in order to understand it and negotiate it. This book suggests that teachers should not try to limit or avoid contextual influences, but instead, should explore how the context may be integrated into and used constructively in the teaching and learning of culture. This allowance of context in the classroom will allow for teachers, students, subjects and contexts to enter into a dialogue and negotiation of meaning that will enrich each other and achieve the established goal – acquisition of cultural awareness and intercultural understanding.

Mandates to implement practices that are antithetical to what we embrace as supportive of young children’s literacy learning are pervasive. Teachers of young children are asked to teach-to-the test in ways that take away opportunities for holistic, thoughtful, play-oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children. Perspectives and Provocations in Early Childhood Education is a publication of the ECEA. The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities. All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood teachers to participate in conferences and professional development events.

Two world renowned educators, Paulo Freire and Ira Shor, speak passionately about the role of education in various cultural and political arenas. They demonstrate the effectiveness of dialogue in action as a practical means by which teachers and students can become active participants in the learning process. In a lively exchange, the authors illuminate the problems of the educational system in relation to those of the larger society and argue for the pressing need to transform the classroom in both Third and First World contexts. Shor and Freire illustrate the possibilities of transformation by describing their own experiences in liberating the classroom from its traditional constraints. They demonstrate how vital the teacher’s role is in empowering students to think critically about themselves and their relation, not only to the classroom, but to society. For those readers seeking a liberatory approach to education, these dialogues will be a revelation and a unique summary. For all those convinced of the need for transformation, this book shows the way.

This book will explore how language & culture are connected to teaching &
learning, and examine the sociocultural & sociopolitical contexts of language & culture to understand how these contexts affect student learning & achievement. Culture, Learning, and Technology: Research and Practice provides readers with an overview of the research on culture, learning, and technology (CLT) and introduces the concept of culture-related theoretical frameworks. In 13 chapters, the book explores the theoretical and philosophical views of CLT, presents research studies that examine various aspects of CLT, and showcases projects that employ best practices in CLT. Written for researchers and students in the fields of Educational Technology, Instructional Design, and the Learning Sciences, this volume represents a broad conceptualization of CLT and encompasses a variety of settings. As the first significant collection of research in this emerging field of study, Culture, Learning, and Technology overflows with new insights into the increasing role of technology use across all levels of education.

Through expert analysis, this text proves that John Dewey’s views on efficiency in education are as relevant as ever. By exploring Deweyan theories of teaching and learning, the volume illustrates how they can aid educators in navigating the theoretical and practical implications of accountability, standardization, and assessment. The Contemporary Relevance of John Dewey’s Theories on Teaching and Learning deconstructs issues regarding accountability mechanisms, uniform assessment systems, and standardization processes through a Deweyan lens. Connecting the zeitgeist of the era from which Dewey’s ideas emerged and current global political, social, and economic contexts, the book emphasizes the importance of resilient systems in reconciling the tension between standardized assessments and individual student development. Contributors provide insights from a range of settings across Pre-K, primary, secondary, and higher education and address topics including teacher agency, voice, leadership, and democracy. The volume will be of interest to scholars, researchers, and academics with an interest in philosophy of education, education policy and the impact of neoliberal agendas, as well as teaching and learning more broadly.

This volume offers a remarkable collection of theoretically and practically grounded conversations with internationally recognized scholars, who share their perspectives on Global Citizenship Education (GCE) in relation to university research, teaching, and learning. Conversations on Global Citizenship Education brings together the narratives of a diverse array of educators who share their unique experiences of navigating GCE in the modern university. Conversations focus on why and how educators’ theoretical and empirical perspectives on GCE are essential for achieving an all-embracing GCE curriculum which underpins global peace. Drawing on the Freirean concept of "conscientization", GCE is presented as an educational imperative to combat growing inequality, seeping nationalism, and post-truth politics. This timely volume will be of interest to educators who are seeking to develop their theoretical understanding of GCE into
teaching practice, researchers and students who are new to GCE and who seek dynamic starting points for their research, and general audience who are interested in learning more about the history, philosophy, and practice of GCE. If teachers want to create positive change in the lives of their students, then they must first be able to create positive change in their own lives. This book describes a powerful professional development approach that merges the scholarship of critical pedagogy with the Theatre of the Oppressed. Participants "act up" in order to explore real-life scenarios and rehearse difficult conversations they are likely to have with colleagues, students, administrators, and parents. The authors have practiced the theatrical strategies presented here with pre- and in-service teachers in numerous contexts, including college courses, professional development seminars, and PreK–12 classrooms. They include step-by-step instructions with vivid photographs to help readers use these revolutionary theatre strategies in their own contexts for a truly unique learning experience. 

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