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Nota di contenuto	PART I: INTRODUCING -- Chapter 1. Thinking about the University Context and Socially Just Pedagogies; Melanie Walker & Merridy Wilson-Strydom -- PART II: CONCEPTUALIZING AND PRACTISING -- Chapter 2. Framing Pedagogic Justice; Melanie Walker -- Chapter 3. Sociological Knowledge and Transformation; Caroline Barnes, Monica McLean, Andrea Abbas & Paul Ashwin -- Chapter 4. Pedagogic Rights for Transformative Student Learning: What do Lecturers Say and Do?; Merridy Wilson-Strydom -- Chapter 5. Participatory Parity and Emerging Technologies; Vivienne Bozalek -- Chapter 6. Humanistic Education for Teaching in a Globalized World; Carolina Suransky -- Chapter 7. Fostering Cosmopolitan Dispositions; Veronica Crosbie -- Chapter 8. Designing Capability-Informed Pedagogy Using Participatory Student Research; Talita Calitz -- Chapter 9. Voice, Identity and Belonging: Making a Difference; June Pym -- Chapter 10. Transforming

the System from Within: Experiences of a Development Cooperation Masters; Alejandra Boni, Carola Calabuig & Victoria Pellicer -- PART III: SYNTHESIZING -- Chapter 11. Human Development as an Expansive Perspective on Socially Just Pedagogies and Quality; Merridy Wilson-Strydom & Melanie Walker. .

Sommario/riassunto

This book explores the idea that teaching and learning – pedagogy – at universities is a crucial space for students’ formation as ethical graduates, equipped with knowledge, skills and values to contribute to more equal societies. We know that universities across the globe do not stand apart from social and educational inequalities at multiple levels; they have the potential to reproduce or reduce social inequalities and therefore towards transformative ends. This book suggests how this could be achieved both via policy and practice around the globe.
