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Nota di contenuto	Introduction -- 1. Sociocultural perspectives on youth ethical consumerism: An introduction, Giuliano Reis (University of Ottawa), Michael Mueller (University of Alaska), Rachel Gisewhite (Trezevant High School) -- 2. Finding ways to fill the void: A study of science preservice teachers' self-positioning as consumers, Jenny Martin and Lyn Carter (Australian Catholic University) -- 3. Redefining what it means to be technologically literate, Christina M. Nash (Green Mountain College) -- 4. The role of curriculum documents in youth's ideological upbringing: Consuming or loving the world? Snežana Ratkovi (Brock University),

Dragana Martinovic (University of Windsor) and Trevor Norris (Brock University).- YOUTH: Between the price of consumption and the value of commitment, Luiz Siveres (Catholic University of Brasilia) -- 6. Youth uses of Actor Network Theory for undermining societal consumerism, John Lawrence Benzce (OISE, University of Toronto), Lyn Carter (Australian Catholic University, Melbourne) and Mirjan Krstovic (Peel District School Board -- 7. Exploring ethical relations to self and new ontologies, Jesse Bazzul (University of Regina) and Shakhnoza Kayumova (University of Massachusetts Dartmouth).- Altering the ideology of consumerism: Caring for land and people through school science, Sara Tolbert (University of Arizona) and Alexandra Schindel (SUNY at Buffalo) -- 9. Teaching about sustainable production and consumption, Kopnina (Leiden University and The Hague University of Applied Science) -- 10. Challenging speciesism: Youth repositioning of identities as ethical adults, Carolina Castano Rodriguez (Australian Catholic University) -- 11. Promoting mindfulness in education: The "SURE" approach, Nathan Hensley (Bowling Green State University) -- 12. Towards ethical youth consumerism in Alaska: The transformation of Alaskan education and a viable transition off fossil fuels and the consumer pipeline, Princess Daazhrai Johnson (University of Alaska Anchorage) -- 13. Consuming school (science) education: A family-based perspective, Giuliano Reis (University of Ottawa) -- 14. Commodification of health, disease, and body in science texts: Promoting meanings of consumerism in the classroom, Sophia (Sun Kyung) Jeong (University of Georgia), Sun Young Jeong (Medical College of Wisconsin), Mutlu Sen (University of Georgia) and Deborah J. Tippins (University of Georgia) -- 15. Youth consumerism: A cultural-historical approach, Wolff-Michael Roth (University of Victoria).

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## Sommario/riassunto

This exciting new book advances current practice-based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education. It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically-oriented consumerist habits. More specifically, this book studies how youth's participation in the global consumer market intersects with media technologies, new literacies, as well as science and the environment from sociocultural perspectives. In addition, it considers how school science has mediated youth participation in hyper-consumerism, from food and technology to shelter and transportation. This important and timely book is a must-read for those interested in topics such as critical youth studies, critical media literacy, STEM, arts-based research, STSE education, citizenship education, cultural studies, policy studies, curriculum studies, socio-scientific issues, technology, sustainability, food studies, social justice, poverty, and consumer behaviour. A wide range of science, technology and environmental educators from Australia, Brazil, Canada, Netherlands and the United States have combined their perspectives to produce this exciting, innovative, timely and important book. It should be essential reading for all teachers, teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially, culturally, ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action. Derek Hodson, Emeritus Professor of Science Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Professor of Science Education at The University of Auckland (New Zealand), and Founding Editor of the Canadian Journal of Science, Mathematics and Technology Education (CJSMTE). The authors in the

book deconstruct and analyse intricate economic, sociopolitical and affective networks that are behind the cycles of production, distribution and consumption of objects that are present in youngsters' daily lives and their attitudes towards them. Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic, the book connects with pedagogical approaches that value critical perspectives on the nature of the relationship between science, technology, society and environment. It is a must-read for both researchers and practitioners interested in issues related to sustainability and citizenship education. Isabel Martins, Professor of Science Education, Universidade Federal do Rio de Janeiro/ Federal University of Rio de Janeiro (UFRJ). .

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