

1. Record Nr.	UNINA990005458790403321
Titolo	HISTOIRE vécue du peuple chrétien / sous la direction de Jean Delumeau
Pubbl/distr/stampa	Toulouse : Editions Privat, c1979
ISBN	2-7089-2373-0
Descrizione fisica	2 v., tav. : ill. ; 24 cm
Disciplina	248.4
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910337746903321
Titolo	Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy : Theory, Research, and Practice / / edited by Suniti Sharma, Althier M. Lazar
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030022518 303002251X
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (248 pages)
Collana	Education, Equity, Economy, , 2364-8368 ; ; 7
Disciplina	378 379
Soggetti	Education and state Educational sociology Educational Policy and Politics Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Foreword: Rethinking and Enacting 21st Century Diversity in Hard Times; Ming Fang He -- 21st Century Diversity, Educational Equity and Transformative Change; Suniti Sharma & Althier Lazar -- Part I: Theoretical Discourses on Neoliberalism, Coloniality, and Decolonization of Knowledge in Education -- Not Everyone Gets a Seat at the Table: The Language Games of Diversity and How to Subvert Them; Nicole Capriel Ferry & Jonathan Mark Torres -- A Political Ontological Approach to Decolonization of Ethnographic Research in Education; Jairo I. Fúnez-Flores & JoAnn Phillion -- Embracing the Otherness of Others: An Approach for Teacher Educators to Assuage Social and Political Tribalism; Sonja Varbelow -- Counter-Narratives of Two Native Women in Education; Angela Jaime & Taylar Stagner -- Part II: Critical Research on Teacher Preparation, K-12 Classrooms, and Educational Change -- How Preservice Teachers Transform Pedagogical Discomfort into Multicultural Knowledge for Disrupting the School-to-Prison Pipeline; Suniti Sharma -- Bridging the Gap Between African Refugee Parents and K-12 Teachers: Expanding the Meaning of School Diversity; Wangari Gichiru -- The Song-Hunting Project: Fostering Diversity in Music Education; Antía González Ben -- Phenomenology as a Path to English as a Second Language (ESL) Praxis, Curriculum and Theory-Making; Weena Gaulin -- Part III: Transformative Practice for Teaching and Learning in the 21st Century -- Getting Comfortable with the Uncomfortable: Conversations about Race, Culture, and Transformative Pedagogy in an Urban-Based Professional Learning Community; Althier Lazar & Danielle Nicolino -- Teachers' Storied Cultural Tensions of Curriculum as a Standardizing Practice; Candace Schlein, Christa Wenger & Sara Crump -- Repositioning Art Education within Educational Equity in K-12 Urban Schools: A Partnership between Philadelphia Public Schools and the Barnes Foundation; Carolyn L. Berenato -- Engaging Difference in the Digital Age: Learning with/from Three Somali-Canadian, Muslim, Female YouTubers; Diane Watt, Kayf Abdulqadir, Fartousa Siyad & Hodan Hujaleh. .

Sommario/riassunto

This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U.S., global movements, and changes in the world political order that have long-lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning. The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives, theoretical approaches, and research methodologies for educational inquiry responsive to diversity. Driven by changes in classroom diversity this book offers educators, researchers and policy makers a language for articulating complex differences in educational reform, policy and practice.