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Altri autori (Persone)	ButinDan W (Dan Werna)
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Nota di contenuto	Cover -- Half Title -- Title Page -- Copyright Page -- Table of Contents -- Preface -- About the Contributors -- Part I: Defining and Contextualizing Social Foundations -- 1. Social Foundations, Teaching Standards, and the Future of Teacher Preparation -- 2. Is There a Social Foundation Canon? An Interview with Eric Bredo, Wendy Kohli, Joseph Newman, and Barbara Thayer-Bacon -- Part II: Models of Social Foundations Practice -- 3. Making Educational Research Real: Students as Researchers and Creators of Community-Based Oral Histories -- 4. Social Foundations as Pedagogies of Responsibility and Eco-Ethical Commitment -- 5. "To Live for Art": Teaching and Learning Aesthetic Education Within Foundations of Education -- Part III: Developing Teacher Educators with/in Social Foundations -- 6. Identity (Re) Construction and Student Resistance -- 7. Confronting the Paradox of Autonomy in a Social Foundations Classroom -- 8. Social Foundations Within Teacher Education -- 9. Reflections on a Social Foundations Approach to Teacher Education -- Part IV: Social Foundations and the Engagement of Contested Positions -- 10. Diversity, Democracy, and

Definitions: Contested Positions for the Future of the Social Foundations -- Appendix: Course Syllabi -- Social Foundation of Education Syllabus -- Teaching and Learning 101 Syllabus -- Sociocultural Studies in Education Syllabus -- SOFD 328-Schools in a Multicultural Society Syllabus -- Author Index -- Subject Index.

Sommario/riassunto

This book, the first comprehensive, critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education: *Articulates central questions in the field--such as "What is social foundations?"; "Is there a social foundations canon?"; "Is it possible to teach for social justice?"; "What is student resistance?"; *Explores the limits and possibilities of teaching social foundations of education; *Provides strong arguments for the continued relevance of the discipline for teacher education; *Features a variety of clearly presented, theoretically grounded models for teaching social foundations within teacher education programs--including aesthetic education, critical theory, and eco-justice perspectives, the use of community-based oral histories, and experiential learning activities; *Provides concrete examples, actual syllabi, and a host of additional resources to help faculty teach, publish, and do research; and *Proposes new directions for research and dialogue within the field. This volume is an ideal entrance into the field for graduate students, junior faculty, and professors from other areas of education who are teaching in the social foundations field for the first time.
