

1. Record Nr.	UNINA9910461261103321
Titolo	Power, privilege, and education [[electronic resource]] : pedagogy, curriculum, and student outcomes / / Greg Wiggan, editor
Pubbl/distr/stampa	New York, : Nova Science Publishers, c2011
ISBN	1-61942-246-8
Descrizione fisica	1 online resource (212 p.)
Collana	Education in a competitive and globalizing world
Altri autori (Persone)	WigganGreg A. <1976->
Disciplina	370.1170973
Soggetti	Multicultural education - United States Educational equalization - United States Academic achievement - United States Education - Curricula - Social aspects - United States Critical pedagogy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""POWER, PRIVILEGE AND EDUCATION PEDAGOGY, CURRICULUM AND STUDENT OUTCOMES ""; ""POWER, PRIVILEGE AND EDUCATION PEDAGOGY, CURRICULUM AND STUDENT OUTCOMES "", ""CONTENTS "", ""ACKNOWLEDGMENTS ""; ""POWER, PRIVILEGE AND THE SOCIO-CULTURAL DIMENSIONS OF EDUCATION ""; ""SOCIAL SEGREGATION AND THE OTHER ""; ""POWER AND GROUP MARGINALIZATION ""; ""SOCIAL PRIVILEGE AND ENTITLEMENT ""; ""THE BOOK ""; ""REFERENCES ""; ""TREATISES INTO THE LIFE OF PAULO FREIRE: CRITICAL PEDAGOGY FOR THE OPPRESSED ""; ""BIOGRAPHICAL SKETCH OF FREIRE ""; ""CRITICAL DIALOGUE IN TEACHER PEDAGOGY "" ""PROBLEM-POSING EDUCATION """"FREIRIAN CURRICULUM ""; ""TEACHER EDUCATION""; ""FREIREa€?S IMPLICATIONS FOR PRACTICE ""; ""REFERENCES ""; ""STARTING WITH YOUNG LEARNERS: USING CRITICAL LITERACY TO CONTEST POWER AND PRIVILEGE IN EDUCATIONAL SETTINGS ""; ""POWER AND PRIVILEGE IN SOCIETY ""; ""POWER AND PRIVILEGE IN EDUCATION ""; ""Politics and Education ""; ""Historical Implications ""; ""Academic Inadequacies ""; ""USING CRITICAL LITERACY TO CONTEST POWER AND PRIVILEGE IN EDUCATION ""; ""Critical Literacy

""; ""Teacher Resistance to using Critical Literacy with Young Children ""
""Strategies for using Critical Literacy with Young Children in Poverty
""SUMMARY ""; ""REFERENCES ""; ""OUTSIDERS IN THE MIDDLE:
AFRICAN AMERICAN STUDENTS AND CULTURALLY RESPONSIVE MIDDLE
SCHOOLS ""; ""THE MAKING OF THE OUTSIDERS ""; ""Relevance "";
""Rigor ""; ""Relationships ""; ""MIDDLE SCHOOLS IN LIGHT OF A
CRITICAL RACE THEORY OF EDUCATION ""; ""MIDDLE SCHOOL
PHILOSOPHY ""; ""CULTURALLY RESPONSIVE EDUCATION ""; ""SHARED
PRINCIPLES OF MIDDLE SCHOOL PHILOSOPHY AND CULTURALLY
RESPONSIVE EDUCATION RELEVANCE ""; ""Relevance ""; ""Relationships
""; ""Rigor ""
""SPOTLIGHT: SCHOOLS TO WATCH """"REFERENCES""; ""APPENDIX A "";
""Major Goals of Middle Level Educators ""; ""Essential Attributes "";
""Characteristics ""; ""MAPPING SOCIAL RELATIONS IN SPECIAL
EDUCATION CLASSROOMS: POWER, PEDAGOGY, AND RULING
RELATIONS ""; ""FIELD SITE ""; ""METHOD ""; ""RULING RELATIONS "";
""Student Placement ""; ""Curriculum ""; ""Hidden Curriculum "";
""Teachers€? Work ""; ""IMPLICATIONS ""; ""ACKNOWLEDGMENTS "";
""REFERENCES ""; ""SUCCESSFUL CHARTER SCHOOLS: A PATHWAY TO
CLOSING THE STUDENT TREATMENT GAP PERPETUATED BY
TRADITIONAL SCHOOL FAILURES ""
""TRANSITION FROM SLAVERY TO FREEDOM: SEARCHING FOR SOCIAL
ACCEPTANCE, POLITICAL POWER AND EQUITABLE EDUCATIONAL
OPPORTUNITIES """"TRADITIONAL SCHOOL FAILURES AFFECTS AFRICAN
AMERICAN STUDENTS ""; ""CHARTER SCHOOLS ""; ""SUCCESSFUL
CULTURALLY RESPONSIVE PEDAGOGICAL STRATEGIES ""; ""CONCLUSION
""; ""REFERENCES ""; ""PREPARING TOMORROWa€?S TEACHERS: THE
COMPONENTS OF A CULTURALLY RESPONSIVE EDUCATIONAL
APPROACH ""; ""CULTURE AND EDUCATION ""; ""CURRICULUM AND
MULTICULTURALISM ""; ""CRITICAL REFLECTION ""; ""PRACTICAL
EXPERIENCE ""; ""Culturally Responsive Supervision ""
""Critical Supervision ""
