

1. Record Nr.	UNINA9910465578703321
Titolo	Teacher education for social justice [[electronic resource] ] : perspectives and lessons learned / / [edited by] Luciana C. de Oliveira
Pubbl/distr/stampa	Charlotte, N.C., : Information Age Pub., 2013
ISBN	1-62396-110-6
Descrizione fisica	1 online resource (163 p.)
Altri autori (Persone)	De OliveiraLuciana C MillerGalina
Disciplina	370.11/5
Soggetti	Critical pedagogy Social justice - Study and teaching 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.
Nota di contenuto	Perspectives and lessons learned about teacher education for social justice / Luciana C. de Oliveira -- Socially just teaching through the eyes of Russian immigrants / Galina Miller and Lyubov Sylayeva -- Teacher education for immigrant students: the educational issues of immigrant students in the United States and Japan / Thu Ya Aung, Shaivi Divatia, and Reiko Akiyama -- Chocolate-covered Twinkies: social justice and superficial aims in teacher education / Jubin Rahatzad, Jason Ware, and Mark Haugen -- Beyond dominant discourse on Islam: proposal for disruptions through teacher education programs for democratic engagement and social justice / Amina Shareef and Adrien Chauvet -- Identity and social justice development of preservice teachers / Maricela Alvarado and Amy Carey -- A social justice curriculum for Appalachia / Ryan Angus and Joshua Iddings -- Al otro lado del Puente: fostering partnerships between academia and Latino communities / Zaira R. Arvelo-Alicea and Ileana Cortes Santiago -- Preparing mathematics teachers for culturally and linguistically diverse students: what's language got to do with social justice? / David Norris and Luciana C. de Oliveira -- Mathematics + social justice = a new take on mathematics teacher preparation / Caitlyn Holleran and Kadriye El-Atwani -- The unintended consequences of No Child Left Behind on an Indiana school corporation: implications for English language learners'

