

1. Record Nr.	UNINA9910461184003321
Autore	Daly Ann <1959->
Titolo	Done into dance [[electronic resource]] : Isadora Duncan in America // Ann Daly
Pubbl/distr/stampa	Middletown, Conn., : Wesleyan University Press, 2002
ISBN	1-283-10966-2 9786613109668 0-8195-7096-6
Edizione	[Wesleyan ed.]
Descrizione fisica	1 online resource (289 p.)
Disciplina	792.8/028/092 B
Soggetti	Dancers - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: Bloomington : Indiana University Press, c1995.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Isadora Duncan In America
Sommario/riassunto	The larger-than-life story of an American dance icon.

2. Record Nr.	UNINA9910468227803321
Autore	Heggart Keith
Titolo	Activist Citizenship Education : A Framework for Creating Justice Citizens // by Keith Heggart
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2020
ISBN	9789813346949 9813346949
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XIX, 243 p. 15 illus.)
Disciplina	370.115
Soggetti	Educational sociology Education - Curricula Education - Philosophy Political sociology Sociology of Education Curriculum Studies Educational Philosophy Political Sociology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction -- 1 A resurgence of civil action -- 2 Apatehtic or activist? Young people, citizenship and the public sphere -- 3 The organizing potential of networks and social media: Challenges and opportunities -- 4 The 'failures' of democracy and democratic education in Australia -- 5 A new understanding of civic participation: Citizens in action or citizens in waiting -- 6 Justice Citizens as a model of civics and citizenship education -- 7 Using complexity theory to navigate roadblocks in critical pedagogy -- 8 Justice pedagogy: A framework for active citizen education -- Conclusion.
Sommario/riassunto	This book explores alternative models of civics and citizenship education. Specifically, it uses Justice Citizens, a participatory research and film-making project, as a tool to examine young people's ideas about active citizenship and participation in public spaces. It introduces a framework that seeks to explore the diverse and apparently

contradictory nature of young people's active citizenship. The framework draws on complexity theory combined with critical pedagogy and democratic education to formulate an approach to developing active citizenship among young people. This approach extends theories of both critical pedagogy and education for citizenship, and by doing so seeks to explain the variegated nature of young people's engagement with civil society. This book contains a valuable repository of ideas and resources for application for teachers to use in schools and classrooms. Academics engaged in initial teacher education, at both primary and secondary levels, will find the framework of use when describing the importance and new approaches to civics and citizenship education within the current school and policy environments. .
