

1. Record Nr.	UNINA9910483443603321
Titolo	Transforming Urban Education : Urban Teachers and Students Working Collaboratively // edited by Kenneth Tobin, Ashraf Shady
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2014
ISBN	9789462095632 9462095639
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (385 p.)
Collana	Bold Visions in Educational Research
Disciplina	370.19348
Soggetti	Education
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 at the end of each chapters.
Nota di contenuto	Preliminary Material / Kenneth Tobin and Ashraf Shady -- Becoming a Science Teacher / Eileen Perman Baker -- Globalization, Immigration and Identity Formation Reformation / Ashraf Shady -- Math, Science Whizzes: Second-Generation Asian Indian Students in the Context of Achievement, Schooling, Positive Stereotyping / Rupam Saran -- Singing a Different Tune: An Auto/Ethnographic Journey into and Out of the Land of Educational Technology / Tricia M. Kress -- Unraveling Technology Use in Urban Schools / Kate E. O'Hara -- Performatory Social Therapeutic Approaches to Internet-based Collaboration in Schools / Jaime E. Martinez -- Comic Books, Technology, and Dialogue: Alternative Tools for Measuring Achievement in a Special Education Community / Eydie Wilson -- Stigma, LD, and Privileged Habitus in an Urban Setting / Chris Hale -- Misinformation and Its Discontents: Critical Pedagogy and the Challenges of Islamophobia / Carolyne Ali-Khan -- Enactment of Chemistry Knowledge by a High School Student at a Summer Program / Line A. Saint-Hilaire -- Twenty Questions About Cogenerated Dialogues / Kenneth Tobin -- Twenty Questions About Coteaching / Kenneth Tobin -- Emotions as Mediators of Science Education in an Urban High School / Kenneth Tobin and Reynaldo Llana -- The Role of Cultural Alignment in Producing Success in Urban Science Education / Ashraf Shady -- Teaching in Contexts and Complexities: Using Cogenerated Dialogues as an Integrated Collaborative Approach / Wesley Pitts , Sharon Miller and Annabel D'

Souza -- Transforming a Teacher's and Students' Ontologies through Small-Group Collective and Collaborative Dialogic Actions in the Urban Science Classroom / Femi S. Otulaja and Michelle V. Thornton -- Exploring the Complexities of Learning to Teach / Christina Siry and Nicole Lowell -- Utilizing Insider Perspectives to Reflect Upon and Change Urban Science Education / Gillian Bayne -- Learning About and from Cogenerative Dialogues: The Initial Stages / Felicia Wharton -- Place and Identity: Growing up Bricoleur / Jennifer Adams -- Using Cogenerative Dialogues in an Informal Science Institution / Preeti Gupta , Jennifer Correa , Marcia Bueno and Jennifer Sharma -- Political Engagement as a Child: Rethinking, Reseeing and Reinvesting Youth in Political Participation / Christina Siry , Carolyne Ali-Khan and Dylan Siry.

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## Sommario/riassunto

Transformations in Urban Education: Urban Teachers and Students Working Collaboratively addresses pressing problems in urban education, contextualized in research in New York City and nearby school districts on the Northeast Coast of the United States. The schools and institutions involved in empirical studies range from elementary through college and include public and private schools, alternative schools for dropouts, and museums. Difference is regarded as a resource for learning and equity issues are examined in terms of race, ethnicity, language proficiency, designation as special education, and gender. The contexts for research on teaching and learning involve science, mathematics, uses of technology, literacy, and writing comic books. A dual focus addresses research on teaching and learning, and learning to teach in urban schools. Collaborative activities addressed explicitly are teachers and students enacting roles of researchers in their own classrooms, cogenerative dialogues as activities to allow teachers and students to learn about one another's cultures and express their perspectives on their experienced realities and negotiate shared recommendations for changes to enacted curricula. Coteaching is also examined as a means of learning to teach, teaching and learning, and undertaking research. The scholarship presented in the constituent chapters is diverse, reflecting multi-logicality within sociocultural frameworks that include cultural sociology, cultural historical activity theory, prosody, sense of place, and hermeneutic phenomenology. Methodologies employed in the research include narratology, interpretive, reflexive, and authentic inquiry, and multi-level inquiries of video resources combined with interpretive analyses of social artifacts selected from learning environments. This edited volume provides insights into research of places in which social life is enacted as if there were no research being undertaken. The research was intended to improve practice. Teachers and learners, as research participants, were primarily concerned with teaching and learning and, as a consequence, as we learned from research participants were made aware of what we learned—the purpose being to improve learning environments. Accordingly, research designs are contingent on what happens and emergent in that what we learned changed what happened and expanded possibilities to research and learn about transformation through heightening participants' awareness about possibilities for change and developing interventions to improve learning.

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