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Sommario/riassunto

This book argues for renewed understandings of academic activism, understandings that conceive of the ideas, arguments and scholarship of the academe as embedded within the practices of what the academy does. It examines why and how a renewed notion of academic activism informs a philosophy of higher education specifically in relation to teaching and learning. The book focuses on the theories and practices of teaching and learning, in particular how such pedagogical actions are guided by social, political and cultural influences outside of the university as a higher education institution. The authors advocate for a living philosophy of higher education that is commensurate with real actions and imaginary fictions of what constitutes higher education and what remains in becoming for the discourse. With a focus on South African social justice education, the book imagines pathways for academic activism to manifest in revolutionised pedagogical actions or actions that bring into contestation what already exists with the possibility for the cultivation of renewal. .
