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Nota di contenuto	Introduction -- Theme 1: "Re-Centering" Schools -- 1: Encouraging Emotional and Social Development among a Diverse Student Body in a Secondary School in Southwest France; Meg Johnsen Ducom -- 2: Bringing SEL to Life: First Step in Cairo Schools; Alia Shalaby and Kate Montgomery -- 3: "Preparing for a Messy World". How the Ability to Make the Right Choices and Learn from Them Will Help Adolescents Prepare for a Meaningful Life; Koen Schaap -- 4: Education of Adolescents with Difficulties; Ismail Madani Alaoui and Mostafa Aboutayeb -- 5: Away from Corporal Punishment in the Classroom: Practical Experience from the Field in Tanzania; Ngulinzi Ntigwiyahuligwa and Kate Montgomery -- Theme 2: Redesigning

Curriculum -- 6: The Social Construction of Identities and Knowledge in Art Education in Brazil; José Gustavo Sampaio Garcia -- 7: Diverse Education Within the Arts; Miguel Rosa Castejón, David Muñoz Villaraviz and Fernanda Durán Romero -- 8: Project-based Teaching and Learning, An Adaptive and Different Approach; Marie-Anne Cazenave -- 9: Malagasy Teenager's Current Social and Emotional Life (Case of Antananarivo Region); Hantanirina Rasamimanana, Tolotra Randrianirina, Lovatiana Ramanantsoa, Tia Rabemanantsoa, Mihaja Raelison, Saotra Rakotonomenjanahary and Njaratiana Raharinirainy -- Theme 3: Re-Envisioning Schools -- 10: Rethinking the Adolescent Mind in U.S. Schools; Seth A. Walker and Devin G. Thornburg -- 11: Growing Up at "#22" Boedo – City of Buenos Aires – Argentina; Graciela Isabel Ostroski - English translation by Fernando Luis Checo Fernández -- 12: Calling Children Back to School; Rukhsana Ayyub -- 13: El Museo de la Nada: An Art Practice of Walking and Drawing Outside the Classroom; Andrea Avenado -- Conclusion: Global Visions of Adolescence.

Sommario/riassunto

This book addresses what teachers and school leaders from a dozen countries see as the social and emotional strengths, interests and needs of adolescents in their schools and communities; how they innovate their programs and practices to respond to their students' lives. The book also describes how educators themselves benefit from social and emotional supports to be responsive. Rather than assume that there are universal themes in adolescents' lives, the book is intended to illuminate the local, contextual, and powerful insights of educators daily working with students. In many intentional respects, each serves as an action research study with an effort to better the process and outcomes of their students' growth and learning as well as to enrich the classroom. The chapters are organized by themes, ranging from challenges adolescents face in that particular locale to curriculum work that is project-based, transdisciplinary, and tied to the communities where the adolescents live. 'The voices of adolescents, particularly with regard to their social and emotional development have been neglected in the literature. Thus, we know very little about their feelings and personal experiences as they progress through their schooling. A book such as this will be beneficial in terms of providing a contribution to this field, thereby increasing our understanding of the issues faced by adolescents across countries and cultures.' Peggy L. Anderson, Ph.D., Metropolitan State University of Denver 'The outstanding strength of this book is quite precisely its international scope: here is an anthology that lives up to the claims made by its title. Anyone interested in either adolescent development or Social and Emotional Learning in real world as opposed to abstract settings will appreciate the breadth of experience described.' Mokhtar El Maouhal, Laboratoire de Recherche sur les Langues et la Communication.
