

1. Record Nr.	UNINA9910488725903321
Titolo	The personal, place, and context in pedagogy : an activist stance for our uncertain educational future // edited by John M. Fischer and Grzegorz Mazurkiewicz
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2021] ©2021
ISBN	3-030-71423-3
Descrizione fisica	1 online resource (386 pages)
Collana	Palgrave Studies in Educational Futures
Disciplina	370.1
Soggetti	Education - Philosophy Education and state Educational change Filosofia de l'educació Reforma de l'educació Política educativa Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Foreword: A way of being in the world -- Acknowledgments -- Praise for The Personal, Place, And Context In Pedagogy -- Contents -- Notes on Contributors -- List of Figures -- List of Tables -- 1 Introduction: Weaving the Pedagogical Fabric of Place, Context, and the Personal -- 1.1 Introduction -- 1.2 Our Context -- 1.3 Place -- 1.4 The Personal -- 1.5 A Theoretical Framework -- 1.6 What Do Projects and Efforts Look like? -- 1.7 Our Uncertain Educational Future -- 1.8 Conclusion -- References -- Part I Introduction to Part One: Voice and Communication in Contextual, Authentic, and Democratic Educational Practices -- 2 Lived Citizenship and Democracy in Times of Retreat and Resistance -- 2.1 Entering the Terrain: A Sense of Place -- 2.1.1 Acknowledgement of Country -- 2.2 So, Who Do We Think We Are? -- 2.3 Theories and Applications -- 2.3.1 Upon Whom Do We Draw? -- 2.4 Living in Times of Democratic Retreat and Resistance -- 2.5 Citizenship: The New Normal? -- 2.6 "Citizen Lisa" and "Citizen

Marc" -- 2.7 In Conclusion -- References -- 3 Learning from Experience and Moments of Madness: Rethinking Our School System Through the Experience of Mental Illness -- 3.1 Introduction -- 3.2 Overview of My International Professional Experiences: Bright -- 3.2.1 Experiences Abroad During My Time at Secondary School -- 3.2.2 Experiences Abroad During My Undergraduate Studies -- 3.2.3 Experiences Abroad at Bowling Green State University, During My Graduate Studies -- 3.2.4 Traveling -- 3.2.5 My Experiences as a Teacher in Germany -- 3.3 Experiencing Mental Illness Within Educational Systems-DARK -- 3.3.1 First Major Episode: Being a Mentally Ill Student in Germany in 1999 -- 3.3.2 Second Major Episode: Being a Mentally Ill International Student in the United States in 2011. 3.3.3 Third Major Episode: Being a Mentally Ill Teacher at a Vocational School in Germany in 2018/2019 -- 3.4 Manic Reflections on the School System -- References -- 4 The Personal Is Pedagogy -- 4.1 Introduction -- 4.2 Contextualizing and Disrupting Multicultural Courses in Higher Education -- 4.3 Terminology -- 4.4 Guiding Framework -- 4.5 Intersectionality and Immigration -- 4.6 "Say It Openly and Honestly": Centering Community Counterstories -- 4.7 Car-Ride Counterstories -- 4.8 Final Thoughts: Personalizing Pedagogy -- References -- 5 Community Schools: A Comprehensive and Human-Centric Approach to School Reform -- 5.1 Introduction -- 5.2 Relevant Literature -- 5.2.1 Global Refugee Crisis and Education -- 5.2.2 Community Schools as Comprehensive School Reform (CSR) -- 5.3 Context of the Study -- 5.4 Methods -- 5.4.1 Sampling and Samples -- 5.4.2 Qualitative Samples -- 5.4.3 Quantitative Samples -- 5.5 Data Sources -- 5.5.1 Qualitative Interviews -- 5.5.2 Quantitative Parent Surveys -- 5.5.3 Quantitative Student Measures -- 5.6 Data Analysis -- 5.6.1 Qualitative -- 5.6.2 Quantitative -- 5.7 Results -- 5.7.1 Qualitative Findings -- Opportunities for Rebuilding -- Rebuilding with Purpose -- 5.7.2 Quantitative Findings -- Parent Survey Results -- Student Academic and Non-academic Outcomes -- 5.8 Discussion: Meta-Inferences -- 5.8.1 Enhancing Dimensions of Social Capital -- 5.8.2 Human-Centric Approach to Schooling -- 5.9 Concluding Thoughts -- References -- 6 Confronting Privilege with Community Awareness: How Art Walks Contradict or Support Current Ideologies -- 6.1 Positionality -- 6.2 Researcher Positionality -- 6.3 Background -- 6.4 Critical White Studies -- 6.5 Initial Attitudes -- 6.6 The Walk -- 6.7 Implications for Teacher Education -- References -- Part II Introduction to Part Two: Building an Activist Stance. 7 Why Global Competence Matters -- References -- 8 Second Language Acquisition and Shifting Identities -- 8.1 Introduction -- 8.2 My Background -- 8.3 Theoretical Framework -- 8.4 Gender Role Differentiation -- 8.5 Space Distance -- 8.6 Individualism Versus Collectivism -- 8.7 Tight Versus Loose Cultures -- 8.8 Power Distance -- 8.9 Discussion -- 8.10 Conclusion -- References -- 9 Seeing the Whole Person: An Integrated Social Studies Approach to Intercultural Understanding and Civic Deliberation -- 9.1 Introduction -- 9.2 Motivation -- 9.3 Why Geography? -- 9.4 Why Economics? -- 9.5 Why History? -- 9.6 Why Civics? -- 9.7 Conclusions -- Appendix -- References -- 10 How to Use Experience in Teaching Adults -- 10.1 Introduction -- 10.2 Is Adult Learning Different from Young People Learning? -- 10.2.1 Estimating Resources -- 10.2.2 Acquiring New Competencies -- 10.2.3 Practicing Skills and Their Use -- 10.3 What Is the Role of Previous Experience in Adult Learning? -- 10.4 How Can You Use the Experience Adults Have? -- 10.5 How to Organize Learning Through Experience in Working with Adults? --

10.6 Do You Need the Same Skills to Work with Adults as You Need to Work with Youth? -- 10.7 What Conditions Must Be Met for Adults to Learn from Experience? -- 10.8 What Difficulties Are Involved in Adults Who Are Learning Through Experience? -- 10.9 Post Script -- 10.10 What Important Principles in Remote Adult Learning Can and Should Be Kept in Mind? -- References -- 11 Twenty-First-Century Skills in the Social Studies Classroom -- 11.1 Introduction -- 11.2 Twenty-First-Century Skills -- 11.3 The Impact of Social Media -- 11.4 The Flipped Classroom -- 11.5 Discussion -- References -- 12 From Listening and Speaking to Taking Action: Expeditionary Learning Profiles of the Craft of Council and the UPstander Project. 12.1 Craft of Council in Theory and Practice: Speaking and Listening from the Heart -- 12.2 The UPstander Project in Theory and Practice: Bearing Witness and Taking Action -- 12.3 Conclusion -- References -- Part III Introduction to Part Three: Experience Intersects with Place, Context and the Personal -- 13 Expedition Inside Culture: Putting Pedagogy into Action -- 13.1 Introduction: Building Toward Experience -- 13.2 Experiential Education Is Meaningful Learning -- 13.3 Expeditionary Learning -- 13.4 Expedition Inside Culture -- 13.5 Objectives of EIC -- 13.6 The Steps of Expedition Inside Culture -- 13.7 Developing Cultural Competence: Identity, Diversity, Equity -- 13.8 Building and Navigating the Learning Environment -- 13.9 Setting Challenges for the Future, Implementation, and Sustaining Efforts -- 13.10 Inspiring and Facilitating Deliberation and Reflection -- 13.11 Supporting and Motivating Experiences and Learning -- 13.12 Working to Put into Practice a Pedagogy of Context, Place, and the Personal -- References -- 14 Leading and Learning: How Becoming Better People Fosters Reimagined Roles of Leaders -- 14.1 Introduction -- 14.2 Conceptual Framework of Expeditionary Learning -- 14.3 Leaders' Experience: A Narrative Inquiry -- 14.4 Results and Interpretation -- 14.4.1 Democratic Values -- 14.4.2 Growth of Leaders -- 14.4.3 Role of Leaders -- 14.4.4 Interactions -- 14.5 Discussion -- 14.6 Conclusions -- References -- 15 Winter Is Coming, Yet Students Are Building the Walls of Human Rights -- References -- 16 Human Library: 'How a Dialogue Might Cause Understanding' -- 16.1 Introduction -- 16.2 A Short History and the Goal of the Method -- 16.3 How Does It Work? -- 16.4 The Backstage of the Human Library -- 16.5 A Human Library in Zabrze -- 16.6 Positive Effects of Our Work? -- 16.7 Conclusion -- References. 17 EIC and the Role of Informal Education: A Personal Account -- 18 My Expedition Inside Culture Souvenirs -- 18.1 Now, Add 5 Years to My Story... -- 18.2 Now Add 5 More Years to My Story -- 19 Impact of Art Within a Community -- 19.1 Pride in Art -- 19.2 Involvement Expectations -- 19.3 Leadership Values: Expectations from Leaders -- 19.4 Performance Demands -- 19.5 Community Perception -- 19.6 Community Foundation -- References -- 20 A Democratic Approach to Leadership Opportunity -- References -- 21 Teach Your Students to Think Like a Gambler, Not Like a Fan: How I Use EIC to Prepare My Students for the Future -- 21.1 Introduction -- 21.2 Our Students Are Fans: We Should Be Turning Them into Gamblers -- References -- 22 Conclusion: Leadership as Activism. What Do You Do When Tomorrow Looks so Dark? -- 22.1 Where Are We? -- 22.2 Building a Dialogic Future -- 22.3 Where Are We Going? -- 22.4 How Will We Move and Change? -- 22.5 Conclusion -- References -- Index.

---