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Nota di contenuto	Foreword -- 1. Pedagogical Responsiveness in Complex Contexts -- 2. Pedagogical Responsiveness and Claims of Democratic Citizenship Education in Africa -- 3. State-less, Identity-less and Miseducated: The Experience of Students in Higher Education in South Africa. 4. Learning with Low Tech: Challenges of Moving to Remote Learning in a Time of Disruption -- 5. Pedagogical Responsiveness to Every Student in

Singapore – Can Artificial Intelligence for Education be a Solution to Embrace the Complexity in Teaching and Learning? 6. Considering Knotworking as a Theoretical Tool to Enable Pedagogical Responsiveness in Complex Systems -- 7. Teacher Choices in Action: An Emergent Pedagogical Response and Intervention -- 8. Teaching and Learning to Support Pedagogical Responsiveness to Complex Educational Contexts: A Case of Pre-Service Teachers -- 9. Teaching to Inform, Form and Transform: Pedagogical Responses of An(other) Way of Knowing – The Almajiranci System of Northern Nigeria -- 10. A Comparative Account of Decolonising Political Theory in the Global South and North: The Case of Wits and SOAS -- 11. Conclusion: Pedagogical Responsiveness for Global Futures -- Index.

Sommario/riassunto

This book reflects a range of pedagogical responses to increasingly complex educational contexts. It finds this complexity in the interplay of a number of factors, including the diverse histories and identities of educational actors; institutional and systemic demands and constraints; competing conceptions of valued knowledge; and technological change. The chapters show the demand for pedagogical response to unexpected and unprecedented events (like COVID-19) and the importance of addressing barriers to access that become sedimented into institutional cultures. The authors, mostly from Global South contexts, are concerned with enabling educational access and inclusion in the face of competing global and local demands. They present new knowledge about pedagogical approaches that are relevant and effective in uncertain times and challenging places. Together, the contributors offer accounts of hope-full and innovative practice and conceptually rigorous engagement with fundamental issues of learning and teaching.
