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Nota di contenuto	Section I. General Critical Perspectives on Education -- Chapter 1. Notes Toward a Critical Theory of Education -- Chapter 2. On Schooling and Education: Towards a Critical Convergence for Social Transformation -- Chapter 3. Critical Social Foundations of Education: Advancing Social Justice and Democracy in Teacher Preparation for the Common Good -- Chapter 4. The politics of politicizing education: Toward telling the truth about the world and about the classroom --

Chapter 5. Bringing a critical approach to educational leadership in higher education: Embracing the power of epistemological diversity and conflict -- Section II. Critical Perspectives on Communities of Practice-Engaged Learning -- Chapter 6. University Students and Meaningful Work -- Chapter 7. Critical Community-Engaged Learning in South Africa -- Chapter 8. Students with Disabilities in British Columbia's K to 12 Education: A critical disability and intersectional perspectives -- Chapter 9. Critical Library and Information Studies: Ethos and Ethics -- Section III. Critical Perspectives on Science and Mathematics Education -- Chapter 10. Critical Pedagogy in Language and STEM Education: Science, Technology, Engineering, and Mathematics Education -- Chapter 11. Decolonizing Science Education in Africa: Curriculum and Pedagogy -- Chapter 12. Centering Race, Racism, and Black Learners in Critical Examinations of Mathematics Education: Forging Ahead to Achieve Liberation -- Chapter 13. Mobility of Syrian students and continuity of math education: A comparative curriculum mapping approach -- Section IV. Critical Perspectives on Comparative and International Education -- Chapter 14. Teaching Social Difference: Planned and Enacted Curricula in Canada, Bangladesh, and México -- Chapter 15. Inclusion of internationally educated Teachers (IETs) in teacher education: Diversifying schools with global and indigenous knowledges -- Chapter 16. The Winner Takes It All? Digitalization and the Brave New World of Education Science -- Chapter 17. Environmental Sustainability: Necessity of teaching through critical, Ecopedagogical lenses -- Section V. Critical Perspectives on Global Citizenship -- Chapter 18. What Do You Do When You Meet a Global Citizen? -- Chapter 19. Transcending internationalization at home: Local imperatives and intersectional anti-oppressive praxis for citizenship education -- Chapter 20. Global Citizenship Education and Stratification in a Regional Context: The Case of South Korea -- Chapter 21. Should Not Democracy Be Diverse? The Indigenization democracy and Citizenship Education in China -- Section VI. Critical Perspectives on International Higher Education -- Chapter 22. Understanding Canadian Exceptionalism in the Internationalization of Canadian Higher Education -- Chapter 23. Indigenous Epistemologies and Decolonizing Higher Education in Africa, Edward Shizha, Wilfrid Laurier University -- Chapter 24. Phenomenology and Critical Higher Education Policy: Intersections of Indigenization and internationalization -- Section VII. Critical Southern Methodologies and Education -- Chapter 25. Decolonizing postcolonial philosophies of education: Reconstructionist critical analysis -- Chapter 26. Interrupting the domination of western epistemologies: examining the struggle -- Chapter 27. Revisiting Francophone Sub-Saharan Africa's Eurocentric Education System through a Decolonial Feminist's Lens -- Chapter 28. Land Ontologies and Anticolonial Social Movement Learning in the Neo/colonies -- Chapter 29. Southern/Indigenous epistemologies for education: Promises and challenges of Shinto for Japanese education and beyond -- Chapter 30. Towards a post-colonial teacher education research: Views from Asia as method and southern theory -- Section VIII. Critical Theories of Education: Special Topics -- Chapter 31. The Politics of Emotional Virtues in Education -- Chapter 32. Peace Education: Critical Perspectives -- Chapter 33. Critical Education, Socialist Education, Marxist Education under Threat.

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## Sommario/riassunto

This handbook brings together a range of global perspectives in the field of critical studies in education to illuminate multiple ways of knowing, learning, and teaching for social wellbeing, justice, and sustainability. The handbook covers areas such as critical thought

systems of education, critical race (and racialization) theories of education, critical international/global citizenship education, and critical studies in education and literacy studies. In each section, the chapter authors illuminate the current state of the field and probe more inclusive ways to achieve multicentric knowledge and learning possibilities. Ali A. Abdi is Professor in the Department of Educational Studies at the University of British Columbia, Canada. Greg William Misiaszek is Associate Professor in the Institute of Education Theories at Beijing Normal University, China. He is also the Associate Director of the Paulo Freire Institute at University of California, Los Angeles, USA. Janna M. Popoff is a sessional instructor in the Faculty of Education at Thompson Rivers University, Canada.

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