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| Nota di contenuto | Intro -- Foreword -- The Story of COVID-19 and Education in the Global North: Storytelling and Alternative Pedagogies -- Contents -- Notes on Contributors -- List of Figures -- List of Tables -- Introduction -- References -- Reimagining Education in a Pandemic: Children and Young People as Powerful Educators -- Introduction -- Recovering from Disaster: Power Shifts and the Importance of Pedagogy -- Theory Matters: Praxis and Thinking Relationally -- The Virtual Social Action Makerspace, New York City: Lou Lahana -- Background and Context -- The Framework: Positive Youth Development -- Implementation -- A Menu of Choices -- Momentum Builds -- Reflections -- The Harkaway Primary School Bushfire Safety Committee, Naarm, (Melbourne): Briony Towers and Leigh Johnson -- Background and Context -- The Framework: Critical Pedagogy of Place -- Implementation -- Bushfire Education for Kids: A Manifesto from Harkaway Primary School -- Reflections -- Conclusion -- References -- Silver Linings? Teachers' Reappraisals of Children's |

Education in England During the First COVID-19 Pandemic Lockdown -- Introduction -- COVID-19 and Education in England -- Education in England Before and During COVID-19 -- Methods -- Research Design -- Sampling and Participants -- Data Collection -- Data Analysis -- Research Ethics -- Findings -- Improved Learning Behaviours -- Innovative Teaching and Learning -- Extra Support -- Holistic Approach -- Discussion -- Conclusion -- References -- Holes, Patches and Multiple Hats: The Experiences of Parents of Students with Special Education Needs Navigating At-Home Learning During COVID-19 -- Method -- Participants -- Data Collection -- Analyses -- Findings -- Holes and Patches in Support Nets -- School and Teachers: What Do We Want? What Can They Offer? -- Choosing Pandemic Priorities -- I Was a Parent. Now I'm a Teacher and a Parent. Stress and Hardship: This Is Just. So. Hard -- Discussion -- Perceived Support and Parent Efficacy -- Parents' Mental Health -- Parent Involvement -- Conclusion -- References -- Opening the World During Lockdown: Multilingual and Multicultural Experiences for Learners in Wales Through Mentoring -- Introduction -- Context -- A Global Challenge to Education -- Education in Wales Before and During COVID-19 -- Languages Education in Wales -- Teacher Views on COVID-19 and Language Learning in Wales -- Implementation and Impact of the Post-16 Languages Recovery Project -- Research Design -- Multilingual and Multicultural Experiences -- Near-Peer and Discussion-Based Learning -- Curiosity-Driven Learning -- Aspiration -- Confidence -- Conclusion -- References -- The Lessons of COVID for Climate Pedagogy with Young People: Learning to Navigate Urgency -- COVID, Climate and Crisis Pedagogies -- Crisis Response and the Curriculum -- Generating Paradigms of Climate Education -- Four Paradigms of Climate Education and the Lessons of COVID-19 -- Do Your Bit -- Apocalypse Soon -- Manifestos and Microcosms -- Emotionally Reflexive Pedagogies -- Conclusion: Stories and Active Hope -- References -- Emergency Children's Literature: Rapidly Representing COVID-19 in Digital Texts for Young People in the United Kingdom -- Introduction -- Conceptualising COVID-19 and Childhood: Theoretical and International Contexts -- Methodology -- Critical Content Analysis -- Mainstream Titles -- Organisational and Charity Titles -- Self-Published Titles -- Discussion -- Conclusion -- References -- Bibliography of Emergency Children's Literature About COVID-19 -- Index.
