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Nota di contenuto	1. Globalisation, values education and teaching democracy -- 2. Finnish teacher collaboration: behaviors, structures, and learning outcomes -- 3. Discourses of "deficit" and practices of "othering": The problematic relationship between the neoliberal school reform agenda and social justice education -- 4. Education for social justice: A

Canadian perspective -- 5. Internationalization of higher education during the COVID-19 Pandemic: A case study of the Japanese digital native generation and social media use -- 6. Persistence in adult education in Utah: Factors and frameworks to foster success -- 7. A socio-cultural and activity theory analysis of pre-service teachers' empowerment to conduct action research -- 8. The teacher's image and status: A comparative view between past and present -- 9. Emergency financial management: purposes and effects of State takeovers of local school districts in Michigan, 2009-2018 -- 10. Intercultural communication education beyond 'Western' democracy-talk: Zhongyong as a way of decentring democracy-based teaching -- 11. Principal trust: Factors that influence faculty trust in the principal -- 12. Children's book banning, censorship and human rights -- 13. Globalisation, values education and teaching democracy: Research trends.

Sommario/riassunto

This book critiques dominant discourses and debates pertaining to values education, cultural identity and teaching democracy, set against the backdrop of growing social stratification and unequal access to quality education. It addresses discourses concerning globalisation, ideologies and the state, as well as approaches to values education and teaching democracy in schools. The book explores the ambivalent and problematic connections between the state, globalisation, values education and teaching democracy. It also explores conceptual frameworks and methodological approaches applicable to research on values education, multiculturalism and identity politics. Drawing on diverse paradigms, ranging from critical theory to globalisation, and by focusing on globalisation, ideology and values education, the book critically examines research dealing with cultural diversity and its impact of identity politics. Given the need for a multiple perspective approach, the authors have diverse backgrounds and hail from different countries and regions, offer a wealth of insights, contributing to a more holistic understanding of the nexus between values education, multiculturalism and national identity. With contributions from key scholars worldwide, the book should be required reading for a broad spectrum of users, including policy-makers, academics, graduate students, education policy researchers, administrators and practitioners.
