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Nota di contenuto	Chapter 1: Introduction - Weinstein et al -- Chapter 2: Linking Science to Justice: The Case for Critical Realism - Ralph Levinson -- Chapter 3:

Notes from an Engaged Science Researcher: Citizen Struggles for a Better Air Quality OR Stories of struggles and research - Chantal Pouliot -- Chapter 4: Promoting Critical & Altruistic Citizenship Through Science Education: A Contemporaneous Retrospective - Larry Bencze -- Chapter 5: Agency in contemporary educational contexts - Isabel Martins -- Chapter 6: Towards a Science/Education Praxis in the Trumpocene - Matthew Weinstein -- Chapter 7: Ethics, Globality and Science Education: Towards Decolonial Curriculum and Pedagogies - Lyn Carter -- Chapter 7: Summary & Conclusions - Weinstein et al.

Sommario/riassunto

This book consists of stories of struggles in science education presented by a network of science educators working in Australia, Brazil, Canada, Britain, and the United States. The common goal of these educators is to produce more socially/ecologically just models and practices of science education. The book considers and reworks the key-terms of current social justice: agency, realism, justice, and power. Its first section explores re-inhabiting science in the quest for more just worlds including reterritorializing science within emergent theories of critical realism, engaging citizens activists with corporate science, and challenging neoliberalism and the forces that organize (structure) knowledge. The second section redefines praxis of science education itself through nuanced explorations of agency, decolonialism, and justice in ways that emphasize complexity, hybridity, ambivalence, and contradiction. The stories of this international group capture individual and collective efforts, motivated by a persistent sense that science and science education matter for questions of justice.
