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| 1. Record Nr.           | UNINA9910768167803321   |
| Titolo                  | Inclusion, Equity, Diversity, and Social Justice in Education : A Critical Exploration of the Sustainable Development Goals // edited by Sara Weuffen, Jenene Burke, Margaret Plunkett, Anitra Goriss-Hunter, Susan Emmett  |
| Pubbl/distr/stampa      | Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023  |
| ISBN                    | 9789811950087<br>9811950083<br>9789811950070<br>9811950075  |
| Edizione                | [1st ed. 2023.]   |
| Descrizione fisica      | 1 online resource (295 pages) : illustrations (some colour)   |
| Collana                 | Sustainable Development Goals Series, , 2523-3092   |
| Disciplina              | 306.43  |
| Soggetti                | Educational sociology<br>Education and state<br>Inclusive education<br>Sociology of Education<br>Educational Policy and Politics<br>Inclusive Education   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Setting the scene -- Discourses, policy, and epistemic values in diversity and inclusion -- The wicked problem of social equity in higher education: Conflicting discourses and the impact of COVID-19 -- A systematic literature review of the discourse surrounding non-traditional students in higher education: Concerns and solutions -- A systematic literature review of the discourse surrounding non-traditional students in higher education: Concerns and solutions -- Illumination of the Education System in India and the Current Impact of COVID-19 on Child Rights -- The fallacy of cultural inclusion in mainstream education discourses. |
| Sommario/riassunto      | This book presents an edited collection of critical discourse situated in the fields of diversity and inclusion broadly, and more specifically,   |

within the discipline of education. Each chapter articulates the importance of educational diversity in achieving the United Nations Sustainable Development Goal 4. The edited collection presents a grounding narrative of equitable learning opportunities and experiences via interpretivist theoretical frameworks and student-centered methodologies. The combination of these approaches, combined within the strong and scholarly-informed social justice lens, reminds us, that the onus of education is to acknowledge, recognise, respect, and engage with the diverse student cohorts, learning needs, and multiple knowledges and cultures that exist in educational contexts. This edited collection creates a holistic discourse around the experiences, interrogations, and innovations occurring within education communities to foreground deeper and more holistic understanding of the intersectionality of diversity and inclusion existing within the contemporary educational settings. .

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