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Titolo	Perspectives on participation and inclusion [[electronic resource] ] : engaging education / / edited by Suanne Gibson and Joanna Haynes
Pubbl/distr/stampa	London ; ; New York, : Continuum, c2009
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Descrizione fisica	1 online resource (184 p.)
Altri autori (Persone)	GibsonSuanne HaynesJoanna <1953->
Disciplina	371.9/0460941
Soggetti	Inclusive education - Great Britain Mainstreaming in education - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Contributors; Acknowledgements; Introduction; PART ONE: THE VOICE OF THE LEARNER; 1 Inclusion Versus Neo-liberalism: Empowering the 'Other'; 2 Listening to the Voice of the Child in Education; PART TWO: CRITICAL AND ALTERNATIVE PERSPECTIVES ON PARTICIPATION AND INCLUSION; 3 Education and After-education: Exploring Learning as a Relational Process; 4 Including Deaf Culture: Deaf Young People and Participation; 5 Freedom, Inclusion and Education; 6 Wellbeing and Education; 7 Where should Pupils who Experience Social, Emotional and Behavioural Difficulties (SEBD) be Educated? PART THREE: APPROACHES TO PARTICIPATION8 Informal Learning Outdoors; 9 'E's of Access: e-Learning and Widening Participation in Education; 10 Widening Participation in Adult Education; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W
Sommario/riassunto	Perspectives on Participation and Inclusion draws on the research and scholarship of academics working in the field of Education Studies. The writers are concerned with enduring yet contemporary themes: making education engaging and vital for both learners and educators, and achieving wider participation and more effective and meaningful

inclusion for all. · The book draws on philosophical ideas and educational theories, practical examples and case studies in a wide variety of educational settings and styles. · Through the medium of brief 'edu-autobiography', each chapter is situated in the co

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