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Altri autori (Persone)	PhillionJoAnn HeMing Fang ConnellyF. Michael
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Nota di contenuto	Cover; Contents; Preface; Chapter 1 - The Potential of Narrative and Experiential Approaches in Multicultural Inquiries; Unit I - Personal Narrative, Community Narrative, and the African American Experience; Chapter 2 - Examining School-Community Connections Through Stories; Chapter 3 - Black Women Writing Autobiography: Autobiography in Multicultural Education; Unit II - Latina/Latino Communities, Families, and Children; Chapter 4 - Being Educated in the Absence of Multiculturalism; Chapter 5 - Between the Telling and the Told: Latina Mothers Negotiating Education in New Borderlands Unit III - Social Justice, Equality, and the Education of Native AmericansChapter 6 - White Teachers, Native Students: Rethinking Culture-Based Education; Chapter 7 - Journey Toward Social Justice: Curriculum Change and Educational Equity in a Navajo Community; Unit IV - Multicultural Teacher Education in International Contexts; Chapter 8 - Teachers as Transformative Healers: Struggles With the Complexities of the Democratic Sphere; Chapter 9 - How Is Education Possible When There's a Body in the Middle of the Room?; Chapter 10 -

Multicultural Perspectives in Teacher Development

Unit V - Narrative Inquiry in Multicultural Education Chapter 11 - The World in My Text: A Quest for Pluralism; Chapter 12 - The Art of Narrative Inquiry: Embracing Emotion and Seeing Transformation; Unit VI - Democracy, School Life, and Community in Multicultural Societies; Chapter 13 - Narrative Inquiry Into Multicultural Life in an Inner-City Community School; Chapter 14 - Creating Communities of Cultural Imagination: Negotiating a Curriculum of Diversity; Chapter 15 - Narrative and Experiential Approaches to Multiculturalism in Education: Democracy and Education; Index; About the Editors
About the Contributors

Sommario/riassunto

Contributors explore the untapped potential that narrative & experiential approaches offer for understanding multicultural issues in education.
