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Pedagogy / Indra Mani Rai (Yamphu) -- Envisioning Creative Learning in Science Teacher Education / Siti Shamsiah Sani -- Sustaining Transformative Pedagogies -- Returning Home / Yuli Rahmawati -- Transcending Boundaries / Nalini Chitanand -- Viewing Curriculum as Possibilities for Freedom / Emilia Afonso Nhalevilo -- Back Matter -- Name Index -- Subject Index.

Sommario/riassunto

In a rapidly globalizing world, the pressing challenge for science and mathematics educators is to develop their transdisciplinary capabilities for countering the neo-colonial hegemony of the Western modern worldview that has been embedded historically, like a Trojan Horse, in the international education export industry. Research as Transformative Learning for Sustainable Futures introduces the world to next-generation multi-worldview research that empowers prospective educational leaders with a vision and voice for designing 21st century educational policies and practices that foster sustainable development of the diverse cultural capital of their multicultural societies. At the heart of this research are the principles of equity, inclusiveness and social justice. The book starts with accounts of the editors' extensive experience of engaging culturally diverse educators in postgraduate research as transformative learning. A unique aspect of their work is combining Eastern and Western wisdom traditions. In turn, the chapter authors – teacher educators from universities across Asia, Southern Africa, the Middle East, and the Pacific – share their experience of research that transformed their philosophies of professional practice. They illustrate the following aspects of their engagement in research as transformative learning for sustainable futures: excavating auto|ethnographically their lifeworld experiences of learning and teaching; developing empowering scholarly perspectives for analysing critically and reflexively the complex cultural framings of their professional practices; re-visioning their cultural and professional identities; articulating transformative philosophies of professional practice; and enacting transformative agency on return to their educational institutions. Contributors are: Naif Mastoor Alsulami, Shashidhar Belbase, Nalini Chitanand, Alberto Felisberto Cupane, Suresh Gautam, Bal Chandra Luitel, Neni Mariana, Milton Norman Medina, Doris Pilirani Mtemang'ombe, Emilia Afonso Nhalevilo, Hisashi Otsuji, Binod Prasad Pant, Sadruddin Bahadur Qutoshi, Yuli Rahmawati, Indra Mani Rai (Yamphu), Siti Shamsiah Sani, Indra Mani Shrestha, Mangaratua M. Simanjorang, and Peter Charles Taylor.
