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Autore	MALISARDI, Francesco
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Autore	Welsh Mahmood Mara
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Nota di contenuto	Chapter 1. Introductions: University-Community Links & Core Commitments for Transformative Education -- Chapter 2. Transforming Systems of Activity Through Expansive Learning: A Journey of Renewal -- Chapter 3. Putting Culture, Language, and Power in the Middle: Dual-Language Participatory Arts for Building Community and Making Change -- Chapter 4. Heart of Language: Teamwork as Sociogenesis -- Chapter 5. Critical Digital Literacies Among Youth: From Food Eating Contests to Societal Transformation -- Chapter 6. Nurturing Connection Through Joyful, Creative, Play: A Heart-driven Approach to Educator Preparation -- Chapter 7. Co- designing Science Lessons in Spanish: Connecting Science, Home Language, and Community for Undergraduates -- Chapter 8. Math

CEO: A Mutually Beneficial Partnership between College Mentors and Latinx Youths -- Chapter 9. Making Connections: Pandemic era Lessons from a Maker-centered University-Community Partnership -- Chapter 10. Rising with the Tides of Change through Community Based Literacies -- Chapter 11. Transforming Learning: First-person Reflections from UC Links Participants -- Chapter 12. Transforming Lives: First-person Reflections from UC Links Participants -- Chapter 13. University-Community Partnerships as “Hybrid Contexts of Activity”: Learnings from Two Projects with Roma Children in Spain -- Chapter 14. Learning with the City: Establishing a Culturally Sustaining School-University-City Partnership -- Chapter 15. Forming Authentic Civic Partnerships while Creating Joyful, Equitable Cities -- Chapter 16. La Mia Scuola è Differente, an After-School Program with an Intercultural Focus: The Challenges and Opportunities of Program Development -- Chapter 17. Educational inclusion in Uruguay: Creating Collaborative Narratives with Migrant Children During the Pandemic -- Chapter 18. Educación Inclusiva en Uruguay: Creando narrativas colaborativas con niños migrantes durante la pandemia -- Chapter 19. The Wellbeing Club-Uganda: Facilitating Positive Wellbeing and Leadership Among Adolescents in Kampala, Uganda -- Chapter 20. Concluding Thoughts: Reflections on Resistance, Renewal, and the Future of Transformative Education.

Sommario/riassunto

This open access edited volume reports on a unique network of university-community partnerships (UC Links) that connect university faculty and students with young people in diverse communities around the world. Chapters describe programs in California, Utah, Germany, Italy, Spain, Uganda, and Uruguay. We craft stories of transformative models of education and show what is possible when we bridge educational research and practice. Drawing on our collective and local histories, we offer strategies for re-imagining education by co-creating learning environments that are innovative, collaborative, democratic, equity-oriented, and fun. Mara Welsh Mahmood is Executive Director of University-Community Links (UC Links) in the Berkeley School of Education at the University of California, Berkeley, USA and has been involved with UC Links since its inception in 1996. Marjorie Elaine (formerly Marjorie Elaine Faulstich Orellana) is Professor in the School of Education and Information Studies at the University of California, Los Angeles, USA and has studied the learning of children and undergraduates in UC Links programs since 2009. John Cano is Associate Director of University-Community Links (UC Links) in the Berkeley School of Education at the University of California, Berkeley. He studies student engagement; online education; digital citizenship; intercultural education; and informal learning in-school and in after-school settings.
