

1. Record Nr.	UNINA9910894473103321
Titolo	Christliches Kunstblatt für Kirche, Schule u. Haus
Pubbl/distr/stampa	Lahr, Baden, : Verl. für Volkskunst u. Volksbildung, 1858-1927 Stuttgart, : Ebner & Seubert, 1858-1873 Stuttgart, : Steinkopf, 1874-1907 München, : Callwey, 1908-1910 Stuttgart, : Verl. f. Volkskunst, 1908-1919
Descrizione fisica	Online-Ressource
Classificazione	9,10 500
Disciplina	700
Soggetti	Zeitschrift
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Periodico

2. Record Nr.	UNINA9910639880303321
Titolo	Discourses of Globalisation, Multiculturalism and Cultural Identity // edited by Joseph Zajda, Nitza Davidovitch, Suzanne Majhanovich
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783030926083 3030926087
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (209 pages)
Collana	Globalisation, Comparative Education and Policy Research, , 2543-0572 ; ; 29
Disciplina	929.374 303.482
Soggetti	Educational sociology Education and state Social justice International education Comparative education Education, Higher Sociology of Education Educational Policy and Politics Social Justice Education Policy International and Comparative Education Higher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Major Discourses of Cultural Identities (Joseph Zajda) -- Chapter 2. The Evolution of Canadian Identity as Reflected Through the Ontario Secondary School Curriculum (Suzanne Majhanovich) -- Chapter 3. The Globalization of Human Rights for a Global Citizenship: New Challenges (José Noronha Rodrigues) -- Chapter 4. Adult Studies as a Leisure Activity: From Exigency and Choice (Nitza Davidovitch et al.)- Chapter 5. The Discursive Construction of National Identity in

Prescribed History Textbooks (Joseph Zajda) -- Chapter 6. Canada's Response to the Syrian Refugee Crisis. Easing the Transition to Integration (Suzanne Majhanovich) -- Chapter 7. The Impact of Social Networks on Student Motivation and Achievement (Sharon Tzur, et al.) -- Chapter 8. Contributing Factors to Refugee Children's Education and Academic Performance (Nina Maadad, et al.) -- Chapter 9. Global Dialogues on Inclusive Education: A Retrospective and Comparative Analysis of the Salamanca Statement, Article 24, and General Comment #4 (Margaret Winzer and Kas Mazurek) -- Chapter 10. Research Trends in Discourses of Globalisation and Cultural Identity (Joseph Zajda). .

Sommario/riassunto

This book examines dominant discourses in multiculturalism and cultural identity globally. It critiques dominant discourses and debates pertaining to multiculturalism and cultural identity, set against the current backdrop of growing social stratification and unequal access to quality education. It addresses current discourses concerning globalisation, ideologies and the state, as well as approaches to constructing national, ethnic and religious identities in the global culture. It explores the ambivalent and problematic connections between the state, globalisation, and the construction of cultural identity. The book also explores conceptual frameworks and methodological approaches applicable to research on the state, globalisation, multiculturalism and identity politics. Drawing on diverse paradigms, ranging from critical theory to globalisation, the book, by focusing on globalisation, ideology and cultural identity, critically examines recent research dealing with cultural diversity and its impact of identity politics. Given the need for a multiple perspective approach, the authors, who have diverse backgrounds and hail from different countries and regions, offer a wealth of insights, contributing to a more holistic understanding of the nexus between multiculturalism and national identity. With contributions from key scholars worldwide, the book should be required reading for a broad spectrum of users, including policy-makers, academics, graduate students, education policy researchers, administrators, and practitioners.
