

1. Record Nr.	UNINA9910961797403321
Titolo	Learning, teaching, and community : contributions of situated and participatory approaches to educational innovation // edited by Lucinda Pease-Alvarez, Sandra R. Schecter
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum, 2005
ISBN	1-135-61531-4 1-135-61532-2 1-283-88257-4 1-282-37518-0 9786612375187 1-4106-1319-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (321 p.)
Altri autori (Persone)	Pease-AlvarezLucinda SchecterSandra R
Disciplina	370.117
Soggetti	Multicultural education - United States Multicultural education - Canada Community and school - United States Community and school - Canada Educational innovations - United States Educational innovations - Canada
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 indexes.
Nota di contenuto	Cover; LEARNING, TEACHING, AND COMMUNITY; Title Page; Copyright Page; Table of Contents; List of Contributors; Foreword; Preface; Acknowledgments; PART I: LINKING PEDAGOGY TO COMMUNITIES; 1 ""It's Our Kuleana"": A Critical Participatory Approach to Language-Minority Education; 2 ""I Would Sing Every Day"": Skepticism and the Imagination; 3 It's All About Relationships: Growing a Community of College-Oriented Migrant Youth; 4 Writing in the Margins of Classroom Life: A Teacher/Researcher Partnership Using Dialogue Journals 5 Toward a Pedagogy of the Land: The Indigenous Knowledge Instructors' ProgramPART II: PROFESSIONAL LEARNING FOR DIVERSITY;

6 Teacher Research, Professional Growth, and School Reform; 7 Working Through Dilemmas About Homework in an After-School Program: Integrating Theory, Research, and Practice; 8 Teachers, Mentors, Friends?: Undergraduates' Engagements With Latino Children in an After-School Program; 9 From an Ethic of Altruism to Possibilities of Transformation in Teacher Candidates' Community Involvement; 10 Critical Dialogue: Transforming the Discourses of Educational Reform
PART III: LEARNING IN COMMUNITY (AND COMMUNITY IN LEARNING)11
Constructing Aspirations: The Significance of Community in the Schooling Lives of Children of Immigrants; 12 Lengua Latina: Latina Canadians (Re)constructing Identity Through a Community of Practice; 13 Veronica's Story: Reflections on the Limitations of "Support Systems"; 14 Who's Got the Norm?: Community and the New Work Order; Author Index; Subject Index

Sommario/riassunto

This volume brings together established and new scholarly voices to explore how participatory and situated approaches to learning can contribute to educational innovation. The contributors' critical examinations of educational programming and engagements provide insights into how educators, youth, families, and community members understand and enact their commitments to diversity and equitable access. Collectively, these essays complicate notions of community, alerting readers to ways in which community can be constructed other than in geographical and ethnoracial terms--as alliances and colla
