

1. Record Nr.	UNISA996472055603316
Titolo	How is global dialogue possible? : foundational research on values, conflicts, and intercultural thought / / edited by Johanna Seibt and Jesper Garsdal ; contributors, Maria Ines Arrizabalaga [and twenty four others]
Pubbl/distr/stampa	Berlin, [Germany] : , : De Gruyter, , 2015 ©2015
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Collana	Process Thought ; ; Volume 24
Classificazione	MK 1900
Disciplina	303.48201
Soggetti	Globalization - Philosophy Civilization - Philosophy Conflict management Dialogue - Religious aspects Electronic books.
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and indexes.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Notes on contributors -- General Introduction -- Part I: Dialogue and Intercultural Thought -- Introduction to Part I -- CHAPTER ONE. The Dialogue of Civilizations - a brief review / Shayegan, Daryush -- CHAPTER TWO. Is planetary civilization conceivable? / Shayegan, Daryush -- CHAPTER THREE. Intercultural thought, Bildung, and the onto- dialogical perspective / Garsdal, Jesper -- CHAPTER FOUR. Dialogue and epistemological humility / Lai, Karyn -- CHAPTER FIVE. Intercultural dialogue and the processing of significance: cognition as orientation / Seibt, Johanna -- Part II: Value Conflicts -- Introduction -- CHAPTER SIX. Attachments and the moral psychology of value conflicts / Rodogno, Raffaele -- CHAPTER SEVEN. Doing conflict research through a multimethod lens / Druckman, Daniel -- CHAPTER EIGHT. How cultural contestation frames escalation and mitigation in

ethnic conflict / Ross, Marc Howard -- CHAPTER NINE. Causing conflicts to continue / Mitchell, Christopher -- CHAPTER TEN. The human quest for peace, rights, and justice / Souillac, Geneviève / Fry, Douglas P. -- Part III: Intercivilizational dialogue -- Introduction -- CHAPTER ELEVEN. The philosophy and politics of dialogue / Köchler, Hans -- CHAPTER TWELVE. Dialogue community as a promising path to global justice / Dallmayr, Fred -- CHAPTER THIRTEEN. How to make a world / Zhao, Tingyang -- CHAPTER FOURTEEN. Struggle for democracy and pluralism in the Islamic world / Jahanbegloo, Ramin -- CHAPTER FIFTEEN. Religion and ideology / Shayegan, Daryush -- Part IV: Interreligious dialogue -- Introduction -- CHAPTER SIXTEEN. Does the claim of absoluteness lead into interreligious conflicts? / Bernhardt, Reinholt -- CHAPTER SEVENTEEN. Certainty and diversity: a systematic approach to interreligious learning / Schlenke, Dorothee -- CHAPTER EIGHTEEN. Back to the Future: Buber, Levinas and the original encounter / Lubling, Yoram / Jegstrup, Elsebet -- CHAPTER NINETEEN. Following two courses at the same time - on Chinese religious pluralism / Wang, Zhihe -- CHAPTER TWENTY. Conflict and religion - secularity as a standard for authentic religion / Shutte, Augustine -- Part V: Global dialogue in action -- Introduction -- CHAPTER TWENTY-ONE. The ecology of languages and education in an intercultural perspective / Reagan, Timothy -- CHAPTER TWENTY-TWO. Translation as a lesson in dialogue / Arrizabalaga, María Inés -- CHAPTER TWENTY-THREE. Four meanings of climate change / Hulme, Mike -- CHAPTER TWENTY-FOUR. Standing on Mount Lu: how economics has come to dominate our view of culture and sustainability; and why it shouldn't / Graupe, Silja -- CHAPTER TWENTY-FIVE. The Council for Research in Values and Philosophy: a brief review / McLean, George F. -- Afterthought - The problem of the many -- Name index -- Subject index

Sommario/riassunto

Intercultural dialogue is often invoked in vague reference to a method that can build cross-cultural understanding and facilitate global policy-making. This book clarifies the theoretical foundations of intercultural dialogue and demonstrates the practical significance of intercultural value inquiry, combining the perspectives of philosophy, conflict research, religious studies, and education.

2. Record Nr.	UNINA9910971362703321
Titolo	Adolescent literacies in a multicultural context / / edited by Alister Cumming
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Classificazione	EDU000000EDU020000EDU040000
Altri autori (Persone)	CummingAlister H
Disciplina	428.0071/2
Soggetti	Language arts (Secondary) - Social aspects - United States Literacy - Social aspects - United States Multicultural education - United States
Lingua di pubblicazione	Inglese
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Nota di contenuto	Cover; Adolescent Literacies in a Multicultural Context; Copyright; Contents; List of Figures; List of Tables; Preface and Acknowledgments; 1. Purpose and Approach; 2. Tutoring Adolescents in Literacy: A Thematic Synthesis of Published Research; 3. Pathways to Education and Its Accomplishments; 4. Students and Their Social Networks for Literacy; 5. Reading Practices and Achievement; 6. Writing Practices and Achievement; 7. Issues in Socialization, Literacy Learning, and Educational Processes; 8. Bridging Lexical Knowledge and Literacy; 9. Tutoring in the Zone of Proximal Development 10. Summary and RecommendationsAppendices Case Studies of Seven Focal Students; A. Angel: A Resistant, Multilingual Learner; B. Hassan: An Independent Learner with Future Goals; C. Jacob: An Introverted Learner, Needing English Vocabulary; D. K-9: A Creative Student Pursuing Vocational Education; E. MMFresh: A Goal-Oriented, Multilingual Student; F. Ning: A Recent Immigrant Student; G. Peter: An Affable, Distracted Lad; H. Score Summaries for Seven Case Study Students on Five Assessments; Contributors; References; Index

Sommario/riassunto

"This book presents results from a four-year project addressing the central question: What factors, challenges, and contexts contribute to and constrain literacy achievement among at-risk adolescent learners with culturally diverse backgrounds? Researchers consider the importance of several, interrelated factors that support the development of adolescents' literacies in multilingual contexts: support from educators, community groups, families, and peers; recognition of the multi-faceted complexity of literacy through multiple, complementary methods of research and assessment; approaches to pedagogy that engage learners' zones of proximal development in humanistic and purposeful ways; and promoting students' vocabulary knowledge, strategies for reading, writing, and learning, and orientations to engaging with epistemic purposes of literacy critically, through multiple media, and with self-confidence"-- Provided by publisher.
