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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]
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Collana	Process Thought ; ; Volume 24
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Soggetti	Globalization - Philosophy Civilization - Philosophy Conflict management Dialogue - Religious aspects Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
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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, Reinhold -- 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

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#### 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.

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2. Record Nr.	UNINA9910971362703321
Titolo	Adolescent literacies in a multicultural context // edited by Alister Cumming
Pubbl/distr/stampa	New York, : Routledge, 2012
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Classificazione	EDU0000000EDU0200000EDU040000
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 Aff able, Distracted Lad; H. Score Summaries for Seven Case Study Students on Five Assessments; Contributors; References; Index

"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.

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