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| Soggetti                | Student-centered learning - Europe<br>Immigrants - Education - Europe   |
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| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Copyright page / Editors: Maria N. Gravani and Bonnie Slade -- Foreword / Author: Peter Mayo -- Acknowledgements / Editors: Maria N. Gravani and Bonnie Slade -- Notes on Contributors / Editors: Maria N. Gravani and Bonnie Slade -- Part 1 Conceptualisation / Editors: Maria N. Gravani and Bonnie Slade -- Chapter 1 Setting the Context for a Comparative Exploration of Learner-Centred Education ( LCE ) in Programmes for Adult Migrants in Europe / Authors: Maria N. Gravani and Bonnie Slade -- Chapter 2 Learner-Centred Education / Authors: Maria N. Gravani and Pavlos Hatzopoulos -- Part 2 Contextualisation / Editors: Maria N. Gravani and Bonnie Slade -- Chapter 3 Comparative Cartography of Adult Education for Migrants in Cyprus, Estonia, Malta and Scotland / Authors: Maria Brown , Maria N. Gravani , Bonnie Slade , and Larissa Jogi -- Chapter 4 Learner-Centred Education and Adult Education for Migrants in Estonia / Authors: Larissa Jogi and Katrin Karu -- Chapter 5 Learner-Centred Education and Adult Education for Migrants in Glasgow / Authors: Bonnie Slade and Nicola Dickson -- Chapter 6 Learner-Centred Education and Adult Education for Migrants in Malta / Author: Maria Brown -- Chapter 7 Learner-Centred Education and Adult Education for Migrants in Cyprus / Authors: Maria N. Gravani , Pavlos Hatzopoulos , and Eleni Papaioannou -- Part 3 Comparative Analysis & Reflections / Editors: Maria N. Gravani and Bonnie Slade -- Chapter 8 Learner-Centred Education and Adult Education for |

Migrants / Authors: Pavlos Hatzopoulos , Maria N. Gravani , Bonnie Slade , Larissa Jogi , and Maria Brown -- Chapter 9 Reading the Migrants' World through Emancipatory Learner-Centred Education / Author: Carmel Borg -- Index / Editors: Maria N. Gravani and Bonnie Slade.

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## Sommario/riassunto

Learner-Centred Education for Adult Migrants in Europe: A Critical Comparative Analysis contributes to the field of Adult Education by investigating the ways in which Learner-Centred Education (LCE) is being enacted, implemented or neglected in specific settings. The book addresses the lack of research on how LCE is used in adult education as a tool for social change across different national contexts. This comparative approach is crucial for exploring the complex global, regional, national and local dynamics that account for varying implementations (or non-implementations) of LCE in different settings, for appreciating the thin or wide differences in practices of implementation, and for assessing the successes, failures and needs for improvement of diverse LCE programmes. The book's primary focus on migration as a social process, and migrants as active citizens is useful in unravelling the convergences and divergences of different national and urban settings where migrant adult learners live as citizens, or as non-citizens, and how this intersects with their experiences as learners. This research is contextualised in a larger political context. What emerges from the parting reflection is a European scenario marked by ambivalent and contradictory relations with migrants, and an educational intervention that is located somewhere between the assimilationist-integrationist dialectic. The four cases presented (Estonia, Malta, Scotland and Cyprus) generally respond to the learners' needs on the ground while rarely problematising the ideological stance of the state in relation to the educational plight of migrants. The final chapter introduces and elaborates on a new concept, Emancipatory LCE, to help generate a deeper analysis.

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| 2. Record Nr.           | UNINA9910971934903321   |
| Autore                  | King Richard <1966->  |
| Titolo                  | Orientalism and religion : post-colonial theory, India and 'the mystic East' // Richard King  |
| Pubbl/distr/stampa      | London ; New York, : Routledge, 1999  |
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| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (291 p.)  |
| Disciplina              | 200/.7  |
| Soggetti                | Religions - Study and teaching<br>Philosophy, Indic - Study and teaching<br>India Religion Study and teaching   |
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| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references (p. [259]-276) and index.   |
| Nota di contenuto       | Cover; Orientalism and Religion; Title Page; Copyright Page; Table of Contents; Acknowledgements; Introduction: changing the subject; 1 The power of definitions: a genealogy of the idea of 'the mystical'; The problem with definitions; Origins of the term 'mysticism'; Medieval notions of the mystical; Modern definitions of mysticism; The 'mystical' versus the 'rational'; 'Mysticism' and the construction of modern philosophy; Silencing the Orient: the absence of 'the mystical' in histories of philosophy; 2 Disciplining religion; Christian theology and the category of 'religion'<br>Secularism and the 'iatrogenic' effect of studying religionThe Enlightenment roots of religious studies; Modelling religious studies: |

theology or 'cultural studies'; 3 Sacred texts, hermeneutics and world religions; Textualism and the modern concept of 'world religions'; Gadamer and hermeneutics: exploding the myth of objectivity; Hermeneutics and cultural isolationism; Self-reflexivity and ideology; 4 Orientalism and Indian religions; Orientalism and the quest for a postcolonial discourse; Orientalism and Indology; The inevitability of 'Orientalism'?; 5 The modern myth of 'Hinduism' The myth of homogeneity and the modern myth of 'Hinduism' Christianity, textualism and the construction of 'Hinduism'; The status of the term 'Hinduism'; The relevance of feminism to the Orientalist debate; 6 'Mystic Hinduism': Vedanta and the politics of representation; The 'discovery' of Vedanta as the central theology of Hinduism; Romanticism and the debate about pantheism; Orientalist interest in Vedanta; Neo-Vedanta and the perennial philosophy; 7 Orientalism and the discovery of 'Buddhism'; The European discovery of 'Buddhism'; Intercultural mimesis and the local production of meaning 8 The politics of privatization: Indian religion and the study of mysticism The comparative study of mysticism; The constructivist response to perennialism; The social location of social constructivism; Indian constructivisms: the epistemology of enlightenment; 9 Beyond Orientalism? Religion and comparativism in a postcolonial era; Postcolonialism and the 'Subaltern Studies' project; Mimesis, hybridity and the ambivalence of colonial discourse; The mutual imbrication of religion, culture and power; Notes; Bibliography; Index

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## Sommario/riassunto

Orientalism and Religion offers us a timely discussion of the implications of contemporary post-colonial theory for the study of religion. Richard King examines the way in which notions such as mysticism, religion, Hinduism and Buddhism are taken for granted. He shows us how religion needs to be reinterpreted along the lines of cultural studies. Drawing on a variety of post-structuralist and post-colonial thinkers, such as Foucault, Gadamer, Said, and Spivak, King provides us with a challenging series of reflections on the nature of Religious Studies and Indology.

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