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Autore	Li Guofang <1972->
Titolo	Culturally contested pedagogy : battles of literacy and schooling between mainstream teachers and Asian immigrant parents // Guofang Li ; with a foreword by Lee Gunderson
Pubbl/distr/stampa	Albany, : State University of New York Press, c2006
ISBN	9780791482544 0791482545 9781423747895 1423747895
Edizione	[1st ed.]
Descrizione fisica	1 online resource (282 p.)
Collana	SUNY series, power, social identity, and education
Disciplina	371.829/95/073
Soggetti	Asian Americans - Education Asians - Education - Canada Children of immigrants - Education - United States Children of immigrants - Education - Canada Literacy - Social aspects - United States Literacy - Social aspects - Canada Parent-teacher relationships - United States Parent-teacher relationships - Canada
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 233-253) and index.
Nota di contenuto	Literacy instruction and cross-cultural discourses -- The city, the school, and the families -- Literacy and culture battles: teacher beliefs and parent perspectives -- Beginning forays in the battles: Sandy, Anthony, Kevin, and Alana -- Living through the battles: Billy, Andy, Jake, and Tina -- Understanding the battles of literacy and culture: conflicts and -- Complexities -- Learning from the battles: toward a pedagogy of cultural reciprocity.
Sommario/riassunto	Winner of the 2006 Edward Fry Book Award presented by the National Reading ConferenceThe voices of teachers, parents, and students create a compelling ethnographic study that examines the debate between traditional and progressive pedagogies in literacy education

and the mismatch of cross-cultural discourses between mainstream schools and Asian families. This book focuses on a Vancouver suburb where the Chinese population has surpassed the white community numerically and socioeconomically, but not politically, and where the author uncovers disturbing cultural conflicts, educational dissensions, and "silent" power struggles between school and home. What Guofang Li reveals illustrates the challenges of teaching and learning in an increasingly complex educational landscape in which literacy, culture, race, and social class intertwine. Advocating for a greater cultural understanding of minority beliefs in literacy education and a more critical examination of mainstream instructional practices, Li offers a new theoretical framework and critical recommendations for teachers, schools, and parents.
