

1.	Record Nr.	UNISA990001862620203316
	Autore	ROSMINI SERBATI, Antonio
	Titolo	Introduzione alla filosofia / Antonio Rosmini ; a cura di Ugo Redano
	Pubbl/distr/stampa	Roma : Anonima romana editoriale, 1934
	Descrizione fisica	XL, 402 p. ; 25 cm.
	Collocazione	II.1.D. 808/2(IV A 695/2)
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910993888203321
	Titolo	Race, equity, and the learning environment : the global relevance of critical and inclusive pedagogies in higher education // edited by Frank Tuitt, Chayla Haynes, and Saran Stewart ; foreword by Lori D. Patton
	Pubbl/distr/stampa	New York : , : Routledge, an imprint of the Taylor & Francis Group, , 2023 ©2016
	ISBN	9781003446637 1003446639 9781000976403 1000976408 9781620363416 1620363410 9781000981582 1000981584
	Edizione	[First edition.]
	Descrizione fisica	1 online resource (xi, 241 pages) : illustrations
	Disciplina	370.11/5
	Soggetti	Critical pedagogy Multicultural education Education, Higher - Social aspects Minorities - Education (Higher) Educational equalization

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"First published 2016 by Stylus Publishing, LLC."--Title page verso.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Critical and Inclusive Pedagogy : Why the Classroom Is All it's Cracked Up to Be / Chayla Haynes -- Advancing a Critical and Inclusive Praxis : Pedagogical and Curriculum Innovations for Social Change in the Caribbean / Saran Stewart -- Pursuing Equity Through Diversity : Perspectives and Propositions for Teaching and Learning in Higher Education / Liza Ann Bolitzer, Milagros Castillo-Montoya, and Leslie A. Williams -- A Democratic Pedagogy for a Democratic Society : Education for Social and Political Change (T-128) / Eileen de los Reyes, Hal Smith, Tarajeon Yazzie, Yamila Hussien, and Frank Tuitt; with contributions by Jose´ Moreno, Anthony De Jesus, Dianne Morales, and Sarah Napier -- Radical Honesty : Truth-Telling as Pedagogy for Working Through Shame in Academic Spaces / Bianca C. Williams -- Using the Barnga Card Game Simulation to Develop Cross-Cultural Thinking and Empathy / David S. Goldstein -- Campus Racial Climate and Experiences of Students of Color in a Midwestern College / Kako Koshino -- Humanizing Pedagogy for Examinations of Race and Culture in Teacher Education / Dorinda J. Carter Andrews and Bernadette Castillo -- Dehumanizing and Humanizing Pedagogies : Lessons From U.S. Latin@ and Undocumented Youth Through the P-16 Pipeline / Lisa Martinez, Maria Salazar, and Debora Ortega -- De-Racializing Japaneseness : A Collaborative Approach to Shifting Interpretation and Representation of "Culture" at a University in Japan / Ioannis Gaitanidis and Satoko Shao-Kobayashi -- Unsung Heroes : Impact of Diverse Administrators on the Creation of the Transformative, Affirming, and Equitable Learning Environments / Stella L. Smith -- Critical Pedagogy and Intersectional Sexuality : Exploring Our Oppressions and Privileges Through Reflexivity, Responsibility, and Resistance / Haneen Ghabra, Sergio Juarez, Shanna Kattari, Miranda Olzman, and Bernadette Calafell -- Conclusion : Inclusive Pedagogy 2.0 : Implications for Race, Equity, and Higher Education in a Global Context / Frank Tuitt.</p>
Sommario/riassunto	<p>At a time of impending demographic shifts, faculty and administrators in higher education around the world are becoming aware of the need to address the systemic practices and barriers that contribute to inequitable educational outcomes of racially and ethnically diverse students. Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among all students, but especially racially minoritized students. The examples in this book illustrate the importance of recognizing the detrimental impact of dominant ideologies, of evaluating who is being included in and excluded from the learning process, and paying attention to when teaching fails to consider students' varying social, psychological, physical and/or emotional needs. This edited volume brings CIP into the realm of comparative education by gathering scholars from across academic disciplines and countries to explore how these pedagogies not only promote deep learning among students, but also better equip instructors to attend to the needs of diverse students by prioritizing their intellectual and social development; creating identity affirming learning environments that foster high expectations; recognizing the</p>

value of the cultural and national differences that learners bring to the educational experience; and engaging the "whole" student in the teaching and learning process.
