

1. Record Nr.	UNINA9911003592903321
Titolo	Critical Race Structuralism, Equity, and Inclusion in Education // edited by Greg Wiggan, Annette Teasdell, Marcia J. Watson-Vandiver
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2025
ISBN	3-031-83615-4
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (XIX, 269 p. 22 illus.)
Disciplina	306.43
Soggetti	Educational sociology Education - Curricula Social justice Sociology, Urban Teachers - Training of Teaching Sociology of Education Curriculum Studies Social Justice Urban Sociology Teaching and Teacher Education Pedagogy Educació inclusiva Justícia social Igualtat d'oportunitats educatives Desigualtat social Racisme Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1: Introduction -- 2: Examining STEM Violence Against Students of Color: Leveraging Science as a Mechanism for Greater Inclusion -- 3: The Mortality of Hope in Healthcare and STEM Careers -- 4: Examining

Covid-19's Impact on the Reading Levels of America's Black and Brown Children Through a Critical Race Structuralism Lens -- 5: Unbleaching Education: CRS and English Language Learners -- 6: "Lifting As We Climb: African American Educators' Experience with Service-Learning in US Schools -- 7: Critical Perspectives from an African American School Leader -- 8: Many Rivers to Cross: Perceptions of Honors Through the Lens of Critical Race Structuralism -- 9: Sonia Sanchez: Poet and Master Teacher -- 10: The Looking Glass: An Examination of the Literature and Framework of bell hooks' Engaged Pedagogy and Its Intersectional Impact on Education and Black Girlhood.

Sommario/riassunto

This volume presents Critical Race Structuralism as a framework for analyzing, explaining, and mitigating social and educational inequities. The book explores structural and systemic issues in schools with the aim of promoting greater DEI in education and beyond. With a focus on diversity and inclusion, it also addresses issues such as school policy, teacher pedagogy, curriculum design, and school leadership. The volume provides in-depth analyses of educational challenges to offer deeper conceptual understandings regarding how education can be used to heal and transcend inequities in schools, society, and beyond. Greg Wiggan is Professor of Urban Education, Adjunct Professor of Sociology, and affiliate faculty of Africana Studies at the University of North Carolina at Charlotte, USA. He is an international scholar, researcher, public speaker, and education consultant with over 100 publications and 30 education books. His research examines the intersections between diversity, equity, inclusion (DEI), and school effects that promote high achievement in urban and other minoritized students. Annette Teasdell is an education consultant, scholar, and author. Her research addresses culturally responsive pedagogy, multicultural curriculum, and teacher preparation. She is currently Assistant Professor of Curriculum and Instruction at Clark Atlanta University, USA. Marcia Watson-Vandiver is Associate Professor of Elementary Education at Towson University, USA. Her research interests and explores various intersections of Black education, including: resistance pedagogy, historical and contemporary issues in urban education, critical multiculturalism, and transformative/emancipatory learning. She has published books and many articles on these topics.
