

Circle Works Transforming Eurocentric Consciousness

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and Indigenous Pedagogies Spirituality, Education & Society Doing Critical and Creative
Research in Adult Education Truth and Reconciliation Through Education Higher Education
Transformation in Africa Reconfiguring Citizenship Transforming Lives Development as
Social Transformation Anti-Colonialism and Education Transformative Learning Atlantis It's
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inspiring educators philosophers activists shamans artists and visionaries to take up the challenge of bringing alternative teaching possibilities and strategies to the educational experience this book creatively combines aboriginal teachings with feminist and antiracist theory and practice

the authors collected in *gendering global transformations gender culture race and identity* probe the effects of global and local forces in reshaping notions of gender race class identity human rights and community across africa and its diaspora the essays in this unique collection employ diverse interdisciplinary approaches drawing from subjects such as history sociology religion anthropology gender studies feminist studies in an effort to centralize gender as a category of analysis in developing critical perspectives in a globalizing world from this approach come a host of exciting insights and subtle analyses that serve to illuminate the effects of issues such as international migration globalization and cultural continuities among diaspora communities on the articulation of women s agency community organization and identity formation at the local and the global level bringing together the voices of scholars from africa europe and the united states *gendering global transformations gender culture race and identity* offers a multi national and wholly original perspective on the intricacies of life in a globalized era

contemporary studies in environmental and indigenous pedagogies a curricula of stories and place our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across north america contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and indigenous curriculum figures into the experiences of curricular theories and practices this work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as

they outline how metaphor plays a major role in human relationships with natural and reconstructed environments this book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an indigenous environmental studies and eco justice education frameworks this integrated collection of theory and practice of environmental and indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women s studies moreover this work documents methods of developing ways of implementing indigenous and environmental studies in classrooms and local communities through a framework that espouses an eco ethical consciousness the proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across north america who are actively teaching and researching in this burgeoning field

spirituality education and society an integrated approach argues the value of spirituality in education as a way to address the lived experiences and personal knowledge of students with the goal of creating a more holistic transformative educational process this edited volume has a wide array of viewpoints which all point to the importance of spirituality in the authors personal lives their communities and society at large spirituality is conceptualised as a base from which to challenge dominant forms of knowing while in the process being able to center and engage with an important aspect of the student that has been missing from current evaluations their spiritual selves within the diversity of this volume it becomes evident that spirituality cannot be confined to a singular definition and that educators must be willing to create spaces to foster

spiritual growth and exploration if we are to break away from the commoditized disempowering system that is so dominant today this edited collection is a valuable resource for students practitioners educators and administrators who wish to engage in transformational schooling its multidisciplinary approach engages ideas around critical pedagogy sociology of education and inclusive schooling there is an increasing need for exploring novel paradigms of studying education in the context of the dynamics that straddle social economic and technological processes that have come to characterize the world in recent years this book is a timely contribution in this respect as its focus transcends hitherto applied approaches that depend largely on western orientation the book breaks new grounds in studying education and society that find significant relevance in societies that are marginalized by the dominant western understanding the authors draw from the rich heritage of spirituality that is akin to the non western social paradigms to develop a rigorous but creative concept of schooling i am sure practitioners researchers and students of education will find it a valuable source of practical and theoretical information that would widen their horizon of understanding of sociology of education tom mongare ndege phd moi university kenya the editors have compiled a brilliant collection of essays each piece of scholarly work shows how spirituality is a paramount part of our everyday lives and is connected to teaching learning living and healing this is a timely and most relevant work that is sure to spur critical dialogue and discussion this collection shows that while the spirit may be wounded it can never be broken erica neeganagwedgin phd university of toronto

scholarship on adult education has fueled a high level of methodological creativity and innovation in order to tackle a diverse range of issues in a wide range of settings and locations in a critical and participatory manner adult education research is marked by the desire to do research differently and to conduct critical research with rather than about people which requires theoretical and methodological creativity this entails a particular approach to how we seek to know the world in collaboration with people to rupture hierarchical relations and to create new collaborative spaces of learning and research

that encompass the diversity of people's life experiences doing critical and creative research in adult education brings together both leading and emerging scholars in adult education research in order to capture the vitality and complexity of contemporary adult education research this includes contributions on biographical narrative embodied arts and media based and ethnographic methods alongside the critical use of quantitative and mixed methods this distinctive and rich methodological contribution has a general relevance and usefulness for all researchers and students in the social science and humanities which draws attention to the importance of critical and creative participatory learning processes in human life and learning

how educators can respond to the truth and reconciliation commission's calls to action educators have a special role in furthering truth and reconciliation in education but many struggle to understand exactly what that means and how to accomplish it there is no step by step guide to getting it right educators can only meaningfully accomplish truth and reconciliation in education by seeking out truth and reconciliation through education an ongoing process of amplifying indigenous voices and experiences allowing oneself to be changed by them and being guided by this learning both personally and professionally springing from an indigenous education master's certificate program at the university of calgary and written from an adult education perspective on transformative learning this book invites educators broadly defined into a conversation about truth and reconciliation through education section i contains useful chapters on program design and concepts while section ii presents a collection of inspirational and thought provoking personal reflections from indigenous and non indigenous educators who have taken deliberate active roles in responding to the trc's calls to action this is a resource written by educators for educators wishing to embark on their own journeys of truth and reconciliation join the reconciliatory education community in courageously teaching learning and acting just as the educators in this collected volume do

this book critically interrogates the notion of transformation in higher education focusing

on epistemological and structural issues in postcolonial and contemporary africa the book considers the multifaceted challenges facing higher education in the continent and uses the concept of transformation as a common thread weaving through a range of issues including epistemology identity relevance research collaboration and decoloniality arguing for a holistic approach towards progressive and innovative education systems the book calls for a fundamental transformation that expands access enhances quality and competitiveness addresses past injustices and improves the capacity to act together for a more sustainable and just future overall the book makes a powerful case for the power of transformation in higher education to shape the social economic and cultural fabric of society this book s critical evaluation of knowledge production in africa will be an important read for researchers and policymakers involved in africa s higher education sector

citizenship as a status assumes that all those encompassed by the term citizen are included albeit within the boundaries of the nation state yet citizenship practices can be both inclusionary and exclusionary with far reaching ramifications for both nationals and non nationals this volume explores the concept of citizenship and its practices within particular contexts and nation states to identify whether its claims to inclusivity are justified this will show whether the exclusionary dimensions experienced by some citizens and non citizens are linked to deficiencies in the concept country specific policies or how it is practised in different contexts the interrogation of citizenship is important in a globalising world where crossing borders raises issues of diversity and how citizenship status is framed this raises the issue of human rights and their protection within the nation state for people whose lifestyles differ from the prevailing ones besides highlighting the importance of human rights and social justice as integral to citizenship it affirms the role of the nation state in safeguarding these matters it does so by building on indigenous peoples insights about linking citizenship to connections to other people and the environment and arguing for the inalienability and portability of citizenship rights guaranteed collectively through international level agreements these

issues are of particular concern to social workers given that they must act in accordance with the principles of democracy equality and empowerment however citizenship issues are often inadequately articulated in social work theory and practice this book redresses this by providing social workers with insights knowledge values and skills about citizenship practices to enable them to work more effectively with those excluded from enjoying the full rights of citizenship in the nation states in which they reside

there is a rich intellectual history to the development of anti colonial thought and practice in discussing the politics of knowledge production this collection borrows from and builds upon this intellectual traditional to offer understandings of the macro political processes and structures of education delivery e g social organization of knowledge culture pedagogy and resistant politics the contributors raise key issues regarding the contestation of knowledge as well as the role of cultural and social values in understanding the way power shapes everyday relations of politics and subjectivity in reframing anti colonial thought and practice this book reclaims the power of critical oppositional discourse and theory for educational transformation anti colonialism and education the politics of resistance includes some the most current theorizing around anti colonial practice written specifically for this collection each of the essays extends the terrain of the discussion of what constitutes anti colonialism among the many discursive highlights is the interrogation of the politics of embodied knowing the theoretical distinctions and connections between anti colonial thought and post colonial theory and the identification of the particular lessons of anti colonial theory for critical educational practice essays explore such key issues as the challenge of articulating anti colonial thought as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness the conceptualization of power configurations embedded in ideas cultures and histories of marginalized communities the understanding of indigeneity as pedagogical practice and the pursuit of agency resistance and subjective politics through anti colonial learning the book is relevant for

students teachers community social workers and field practitioners interested in pursuit of education for social transformation it is a must read for students of sociology sociology of education anthropology political science and history this book provides new ways to think about education as an anti colonial project the essays offer powerful insights into the politics of colonialism anti colonialism as they are contested in education and society linda smith university of auckland new zealand every student parent and educator today has been marinated in eurocentric colonial thought and ideologies that continue to create multiple forms of domination and oppression the challenge of comprehending and remedying colonialism and racism and their destructive practices is the penetrating analysis of leading antiracist educator george dei his co editor arlo kempf and other contributors to this excellent collection these authors offer in anti colonialism and education the politics of resistance a brilliant contribution for resisting the ever present overarching force and practice in everyone s daily life and for inspiring multiple sites of anti colonial practice to create a more enriched society marie battiste mi kmaq educator and director aboriginal education research centre university of saskatchewan canada

with this powerful book edmund o sullivan aims to radically alter the role of education in building a sustainable future he addresses the reform of education in completely new terms where most contemporary reforms are about how to make education less expensive o sullivan focuses on how to make it more relevant personally and globally in the next millennium

exploring the ways in which individuals conceive of themselves in the face of contradictory conflicting and mediated identities this text shows the interrelatedness of the various factors in terms of their experiences related to identification

the international collection of essays contained in this volume offer a comprehensive look at how small groups are being employed in the field of education today and the purposes for which they are being used where teaching is concerned readers of this

volume come to know how teachers experience professional development in book clubs critical friends groups and teacher research groups and how action research has been used by teachers in a particular curriculum reform project where teacher education is concerned readers are afforded an insider view of what is happening in various cohorts and other small group configurations throughout the nation and the world particularly with respect to diversity finally readers catch a glimpse of what is occurring in higher education and how professors learn to be teacher educators contributing members of the academy and collaborative colleagues in their efforts to support and enhance student learning along the educational continuum

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