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Non-Western Educational Traditions Local Approaches to Thought and Practice

Taylor & Francis Informative and mind-opening, this text uniquely provides a comprehensive overview of a range of non-western approaches to educational thought and practice. Its premise is that understanding the ways that other people educate their children--as well as what counts for them as "education"--may help readers to think more clearly about some of their own assumptions and values, and to become more open to alternative viewpoints about important educational matters. The approach is deliberately and profoundly pedagogical, based in the author's own teaching practice. Designed to be used in pre-service and in-service teacher education courses where substantial critical discussion and debate are encouraged, the text is enhanced by Questions for Discussion and Reflection in each chapter. Updates and Features of the Fourth Edition - NEW! Chapter 2 exploring key features of the 'western educational tradition', and information about the contemporary educational systems in different countries - NEW! Chapter 10 on traditional educational thought and practice in Oceania, with special focus on the Maori in New Zealand, the Hawai'ians, and the Australian Aboriginal peoples - Updated chapter on Africa includes fuller explanation of the diversity within the indigenous African experience, as well as several contemporary cases of state education in Africa - Updated Chapter 4 is designed to help non-Muslims to understand the Muslim educational heritage and the growing issue of Islamophobia - Exploration of Chinese education now includes a special emphasis on the thought of Confucius, the role of the imperial examination system, and the impact of political and economic changes in the 20th century - Updated analysis of contemporary educational practices in Hindu and Buddhist educational thought and practice and brief discussions of Jainism and Sikhism

Non-Western Educational Traditions Alternative Approaches to Educational Thought and Practice

Routledge This text provides a brief yet comprehensive overview of a number of non-Western approaches to educational thought and practice. Its premise is that understanding the ways that other people educate their children--as well as what counts for them as "education"--may help us think more clearly about some of our own assumptions and values, and to become more open to alternative viewpoints about important educational matters. The value of this informative, mind-opening text for preservice and in-service teacher education courses is enhanced by "Questions for Discussion and Reflection" and "Recommended Further Readings" included in each chapter. New in the Third Edition: *Chapter 2, "Conceptualizing Culture: 'I, We, and The Other,'" is new to this edition. It is a response to feedback about the problems inherent in our general discourse about "culture," and in addition provides an example of a culture that is near to us but nevertheless alien--the culture of the Deaf-World. *Chapter 9--which deals with Islam and traditional Muslim education--has been substantially revised. *The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice, reflecting not so much a change in the emphases found in the book, but rather, a recognition of the growing scholarly interest in indigenous peoples, their languages, cultures, and histories. *Various points throughout the text have been expanded and clarified, and chapters have been updated as

needed.

Non-Western Educational Traditions

Alternative Approaches to Educational Thought and Practice

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Ecological Education in Action

On Weaving Education, Culture, and the Environment

SUNY Press Celebrates the work of educators who explore ecological issues in school and non-school settings. Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency, mutual support, and community.

Non-Western Perspectives on Learning and Knowing

Introduces systems of knowing and learning different from the Western educational tradition. This book contains chapters on Native American Indigenous Knowledge, Confucianism, Hinduism, Islam, Buddhism, Maori, Latin American Perspectives and African Indigenous Knowledge, which acquaint readers with alternative understandings of learning.

The Oxford Handbook of Environmental Political Theory

Oxford University Press Set at the intersection of political theory and environmental politics, yet with broad engagement across the environmental social sciences and humanities, *The Oxford Handbook of Environmental Political Theory*, defines, illustrates, and challenges the field of environmental political theory (EPT). Featuring contributions from distinguished political scientists working in this field, this volume addresses canonical theorists and contemporary environmental problems with a diversity of theoretical approaches. The initial volume focuses on EPT as a field of inquiry, engaging both traditions of political thought and the academy. In the second section, the handbook explores conceptualizations of nature and the environment, as well as the nature of political subjects, communities, and boundaries within our environments. A third section addresses the values that motivate environmental theorists—including justice, responsibility, rights, limits, and flourishing—and the potential conflicts that can emerge within, between, and against these ideals. The final section examines the primary structures that constrain or enable the achievement of environmental ends, as well as theorizations of environmental movements, citizenship, and the potential for on-going environmental action and change.

Challenging Tradition

Innovation in Advanced Theological Education

Langham Publishing The surge of theological education in the rapidly growing church of the Majority World has highlighted the inadequacy of traditional Western methods of thinking and learning to fully accomplish the task at hand. The limitations of current theological education are embodied in the formation and assessment of the master's or doctoral dissertation; processes that follow a linear-empiricist tradition developed in the West and exported to the Majority World. *Challenging Tradition: Innovation in Advanced Theological Studies* highlights the need for these traditions to be reconsidered in every context throughout the world. Drs Shaw and Dharamraj, with their team of contributors, present innovations in research and documentation that demonstrate how we may better prepare

theological leadership through means that are contextually relevant and locally meaningful.

Decolonizing Methodologies

Research and Indigenous Peoples

Bloomsbury Publishing 'A landmark in the process of decolonizing imperial Western knowledge.' Walter Mignolo, Duke University To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being. Now in its eagerly awaited second edition, this bestselling book has been substantially revised, with new case-studies and examples and important additions on new indigenous literature, the role of research in indigenous struggles for social justice, which brings this essential volume urgently up-to-date.

The Challenge of Indigenous Education

Practice and Perspectives

UNESCO Includes many case studies

Indigenous Philosophies of Education Around the World

Routledge This volume explores conceptualizations of indigeneity and the ways that indigenous philosophies can and should inform educational policy and practice. Beginning with questions and philosophies of indigeneity itself, the volume then covers the indigenous philosophies and practices of a range of communities—including Sami, Maori, Walpiri, Navajo and Kokama peoples. Chapter authors examine how these different ideals can inform and create meaningful educational experiences for communities that reflect indigenous ways of life. By applying them in informing a philosophy of education that is particular and relevant to a given indigenous community, this study aims to help policy makers and educational practitioners create meaningful educational experiences.

The Jossey-Bass Reader on Contemporary Issues in Adult Education

John Wiley & Sons THE JOSSEY-BASS READER ON Contemporary Issues in Adult Education With contributions from leading experts in the field, The Jossey-Bass Reader on Contemporary Issues in Adult Education collects in one volume the best previously published literature on the issues and trends affecting adult education today. The volume includes influential pieces from foundational authors in the profession such as Eduard C. Lindeman, Alain Locke, and Paulo Freire, as well as current work from authors around the world, including Laura L. Bierema, John M. Dirkx, Cecilia Amaluisa Fiallos, Peter Jarvis, Michael Newman, and Shirley Walters. In five sections, the book's thirty chapters delve into a wide range of compelling topics including: social justice, democracy, and activism diversity and marginalization human resource development lifelong learning ethical issues the meaning and role of emotions globalization and non-Western perspectives the role of mass media, popular culture, and "social learning" technology health, welfare, and environment Each piece is framed within its larger context by the editors, and each section is accompanied by helpful reflection and discussion questions.

Learning in Contemporary Culture

Learning Matters This book provides an accessible undergraduate-level introduction to the central educational concepts of learning and culture. In examining these themes it addresses key issues including: what is meant by 'culture'; characteristics commonly associated with contemporary culture; relationships between culture and learning; changing understandings of how, what, where and when we learn; the relationship between learning, national identity and citizenship; and the impact of all these on our way of life today. These ideas are approached from historical, philosophical, sociological, political and psychological perspectives: the traditional disciplines of Education Studies.

Planning Programs for Adult Learners

A Practical Guide

John Wiley & Sons Strengthen your adult education program planning with this essential guide **Planning Programs for Adult Learners: A Practical Guide, 4th Edition** is an interactive, practical, and essential guide for anyone involved with

planning programs for adult learners. Containing extensive updates, refinements, and revisions to this celebrated book, this edition prepares those charged with planning programs for adult learners across a wide variety of settings. Spanning a variety of crucial subjects, this book will teach readers how to: Plan, organize, and complete other administrative tasks with helpful templates and practical guides Focus on challenges of displacement, climate change, economic dislocation, and inequality Plan programs using current and emerging digital delivery tools and techniques including virtual and augmented reality Planning Programs for Adult Learners provides an international perspective and includes globally relevant examples and research that will inform and transform your program planning process. Perfect for adult educators and participants in continuing education programs for adults, the book will also be illuminating for graduate students in fields including education, nursing, human resource development, and more.

Innovations and Challenges in Applied Linguistics from the Global South

Routledge *Innovations and Challenges in Applied Linguistics from the Global South* provides an original appraisal of the latest innovations and challenges in applied linguistics from the perspective of the Global South. Global South perspectives are encapsulated in struggles for basic, economic, political and social transformation in an inequitable world, and are not confined to the geographical South. Taking a critical perspective on Southern theories, demonstrating why it is important to view the world from Southern perspectives and why such positions must be open to critical investigation, this book: charts the impacts of these theories on approaches to multilingualism, language learning, language in education, literacy and diversity, language rights and language policy; provides broad historical and geographical understandings of the movement towards a Southern perspective and draws on Indigenous and Southern ways of thinking that challenge mainstream viewpoints; seeks to develop alternative understandings of applied linguistics, expand the intellectual repertoires of the discipline, and challenge the complicities between applied linguistics, colonialism, and capitalism. Written by two renowned scholars in the field, *Innovations and Challenges in Applied Linguistics from the Global South* is key reading for advanced students and researchers of applied linguistics, multilingualism, language and education, language policy and planning, and language and identity.

Teaching Educational Leadership in Muslim Countries

Theoretical, Historical and Cultural Foundations

Springer This book explores the Islamic tradition and Muslim contexts for educational administration and leadership. It addresses the teaching of educational administration and leadership from an Islamic perspective by raising issues of globalised educational administration and leadership teaching as it applies in Muslim contexts that vary by culture and social institutions. The book proposes alternative approaches and demonstrates that Islamic traditions have a strong foundation upon which to build in the field and are compatible with many aspects of Western theory and practices, provided that sufficient modifications and adaptations are made. The book focuses on postgraduate curricula and pedagogy, drawing on a range of theoretical foundations and approaches that are culturally and jurisdictionally appropriate in a number of Muslim countries. As such, it contributes to an emerging specialisation in international and comparative educational administration and leadership that is oriented towards a broader and more diverse set of perspectives, particularly from the non-Western world.

Handbook of African Educational Theories and Practices: A Generative Teacher Education Curriculum

HDRC

Indigenous Knowledges in Global Contexts

Multiple Readings of Our World

University of Toronto Press Indigenous knowledges are the commonsense ideas and cultural knowledges of local peoples concerning the everyday realities of living. This collection of essays discusses indigenous knowledges and their implication for academic decolonization.

The Production of Educational Knowledge in the Global Era

BRILL This book contributes to critical thinking about globalization and educational knowledge and, at the same time, opens our spirits to the theoretical opportunities and educational enrichment that the globalization era offers.

Power, Voice and the Public Good

Schooling and Education in Global Societies

Emerald Group Publishing Focuses on such themes as - attention to the definitional and theoretical underpinnings of globalization; the ubiquitous nature and topical display of globalization; and, the possibilities of understanding, redefining and rethinking aspects of globalization with the backdrop of issues that relate to education, and the pursuit of public good.

Social Issues in Contemporary Native America

Reflections from Turtle Island

Routledge Hilary Weaver has drawn together leading Native American social workers, researchers, and academics to provide current information on a variety of social issues related to Native American children, families, and reservations both in the USA and in Canada. Divided into four major sections, each containing an introduction, this book places the historical foundations of Native American social work in context in order to fully provide the reader with a comprehensive survey on various aspects of working with Native American families; community health and wellness; and community revitalization and decolonization. This groundbreaking volume should be read by both educators and students in social work and other helping professions in the USA and Canada as well as all human service professionals working with Native Americans.

Handbook of Indigenous Education

Springer This book is a state-of-the-art reference work that defines and frames the state of thinking, research and practice in indigenous education. The book provides an authoritative overview of the subject in one text. The work sits within the context of The UN Declaration of the Rights of Indigenous Peoples that states "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education" (Article 14.1). Twenty-five years ago a book of this nature would have been largely written by non-Indigenous researchers about Indigenous people and education. Today Indigenous researchers can write this work about and for themselves and others. The book is comprehensive in its coverage. Authors are drawn from various individual jurisdictions that have significant indigenous populations where the issues include language, culture and identity, and indigenous people's participation in society. It brings together multiple streams of research by 'new' indigenous voices. The book also brings together a wide range of educational topics including early childhood education, educational governance, teacher education, curriculum, pedagogy, educational psychology, etc. The focus of one body of work on Indigenous education is a welcome enhancement to the pursuit of the field of Indigenous educational aspirations and development.

How Educational Ideologies Are Shaping Global Society

Intergovernmental Organizations, NGOs, and the Decline of the Nation-State

Routledge In this book **Joel Spring** explores three major international educational ideologies that are shaping global society: neo-liberal educational ideology, human rights education, and environmentalism. Neo-liberal ideology reflects a rethinking of nationalist forms of education as the nation-state slowly erodes under the power of a growing global civil society. Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state, whereas the goal of neo-liberal educational ideology is to change nationalist education to serve the needs of the global economy. These changes are fueling a clash between the ideas of free-market and consumer-based neo-liberals and those of human rights and environmental educators. Human rights education is concerned with creating activist global citizens. It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people. Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought, including capitalism and communism. Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society. In the concluding section, he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations. **How Educational Ideologies Are Shaping Global Society: Intergovernmental Organizations, NGOs, and the Decline of the Nation-State** features: *a critical exploration of the transition of schooling from a function of the nation-state to a globalized economic and political system; *a discussion of the major organizations and trading blocs shaping the future globalization of educational policies; *an analysis of the major competing global ideologies of education--including national and corporate models that emphasize training workers for a competitive global free market; the worldwide network of human rights and

peace educators who are teaching a global set of ethics; and the environmental movement's efforts to create a common set of educational standards for sustainable development and sustainable consumption; and *an exploration of the possible future of global educational policy and school organizations. By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society, Spring raises important questions for researchers, professionals, and students in history and philosophy of education, educational policy, educational studies, comparative education, multicultural education, curriculum studies, critical media studies, global studies, human rights education, and related areas.

Culture Across the Curriculum

A Psychology Teacher's Handbook

Cambridge University Press Provides background content and teaching ideas to support the integration of culture in a wide range of psychology courses.

Indigenous Education

Language, Culture and Identity

Springer Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance with indigenous education—language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence indigenous education, including policy debates, the media, the united nations, formal and informal education systems, and higher education.

Multicultural Andragogy for Transformative Learning

IGI Global As individuals progress through each stage of life, they continue to learn and grow intellectually. However, what may be a conducive learning environment for a child may not be as effective for an adult, creating a need to understand how to aid adults in being successful learners in their later life. Multicultural Andragogy for Transformative Learning provides a diverse collection of positions related to adult learning. The book touches on a variety of topics including autonomous learning as a transformative experience, mixing cultures through intercultural methodology, and integrating cultural perspectives into organizational learning. As a publication with a focus on andragogy, this proves a useful resource for academicians, higher education administrators, and educators who teach both traditional and non-traditional students in higher education.

Research Anthology on Adult Education and the Development of Lifelong Learners

IGI Global Whether it is earning a GED, a particular skill, or technical topic for a career, taking classes of interest, or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies, and techniques for providing adult education along with understanding lifelong learners' choices, developments, and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services, and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

African Youth in Contemporary Literature and Popular

Culture

Identity Quest

Routledge This book explores how African youth are depicted in contemporary literature and popular culture, and discusses the different ways by which they attempt to construct personal and cultural identities through popular culture and social media outlets. The contributors approach the subject from an interdisciplinary perspective, looking at images in children's and adolescent literature from Africa, and the African diaspora, from Nollywood and Hollywood movies, from popular magazines, and from youth cultures encountered directly through field experiences. The findings reveal that there are many stereotypes about Africa, African youth and black cultures, and that African youth are aware of these. Since they juggle multiple identities shaped by their ethnicities, race and religion, it is often a challenge for them to define themselves. As they also share a global youth culture that transcends these cultural markers, some take advantage of media outlets to voice their concerns and participate in political struggles. Others simply use these to promote their personal interests. Contributors ponder the challenges involved in constructing unique identities, offering ideas on how African youth are doing so successfully or not in different parts of the continent and the African diaspora, and thus offer new possibilities for youth studies.

Pedagogies of Globalization

The Rise of the Educational Security State

Psychology Press In this ground-breaking book, Joel Spring examines globalization and its worldwide effects on education. A central thesis is that industrial-consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states. In the twenty-first century, national school systems have similar grades and promotion plans, instructional methods, curriculum organization, and linkages between secondary and higher education. Although there are local variations, the most striking feature is the sameness of educational systems. How did this happen? How was education globalized? Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations. Central themes include: *the elements of the educational security state and the industrial-consumer paradigm in relationship to classical forms of education such as Confucianism, Islam, and Christianity, and their concerns with creating a just and ethical society; *the role of the 'other' in the globalization of educational structures as international military and economic rivalries spark competition between educational systems; *the transition from the Confucian village school to Western forms of education as exemplified in the lives of Ho Chi Minh and Mao Zedong; *the effect of the cultural and economic rivalry between the Soviet Union and the United States and its impact on schooling in both countries; *the rise of the educational security state in China, the Soviet Union, and the United States as these countries focus their educational efforts on military and economic development; *the evolution of progressive education as it appeared in revolutionary movements in South America, Cuba, Nicaragua, and El Salvador; *the transition from traditional to Westernized forms of Islamic education against the background of European imperialism, Arab nationalism and wars of liberation, and the uneasy tension between Western educational ideals and Islamic religious values; *socialist education in the Democratic People's Republic of Korea; *current developments in educational security states such as China, Japan, the United States, the new Russia, and the European Union; and *the consequences of English as the global language and the global spread of the industrial-consumer paradigm. Readership for this book includes scholars and students in comparative, international, and multicultural education; educational policy and politics; historical, social, and philosophical foundations of education; and curriculum studies. It is a particularly timely, informative, engaging text for courses in all of these areas.

Invisible Children in the Society and Its Schools

Routledge The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity, strengths, and vulnerabilities are largely unseen in the society and its schools. These "invisible children" are socially devalued in the sense that alleviating the difficult conditions of their lives is not a priority—children who are subjected to derogatory stereotypes, who are educationally neglected in schools that respond inadequately if at all to their needs, and who receive relatively little attention from scholars in the field of education or writers in the popular press. The chapter authors, some of the most passionate and insightful scholars in the field of education today, detail oversights and assaults, visible and invisible, but also affirm the capacity of many of these young people to survive, flourish, and often educate others, despite the painful and even desperate circumstances of their lives. By sharing their voices, providing basic information about them, and offering thoughtful analysis of their social situation, this volume combines education and advocacy in an accessible volume responsive to some of the most pressing issues of our time. Although their research methodologies differ, all of the contributors aim to get the facts straight and to set them in a meaningful context. New in the Third Edition: Chapters retained from the previous edition have been thoroughly revised and updated, and five totally new chapters have been added on the topics of: *young people pushed into the "school-to-prison" pipeline; *the "environmental landscape" of two out-of-school Mexican migrant teens in the rural Midwest; *the perceptions and

practices, in and outside schools, that construct African American boys as school failures; *negative portrayals of blackness in the context of understanding the “collateral damage of continued white privilege”; and *working-class pregnant and parenting teens’ efforts to create positive identities for themselves. Of interest to a broad range of researchers, students, and practitioners across the field of education, this compelling book is accessible to all readers. It is particularly appropriate as a text for courses that address the social context of education, cultural and political change, and public policy, including social foundations of education, sociology of education, multicultural education, curriculum studies, and educational policy.

Sacred Natural Sites

Conserving Nature and Culture

Routledge Sacred Natural Sites are the world's oldest protected places. This book focuses on a wide spread of both iconic and lesser known examples such as sacred groves of the Western Ghats (India), Sagarmatha /Chomolongma (Mt Everest, Nepal, Tibet - and China), the Golden Mountains of Altai (Russia), Holy Island of Lindisfarne (UK) and the sacred lakes of the Niger Delta (Nigeria). The book illustrates that sacred natural sites, although often under threat, exist within and outside formally recognised protected areas, heritage sites. Sacred natural sites may well be some of the last strongholds for building resilient networks of connected landscapes. They also form important nodes for maintaining a dynamic socio-cultural fabric in the face of global change. The diverse authors bridge the gap between approaches to the conservation of cultural and biological diversity by taking into account cultural and spiritual values together with the socio-economic interests of the custodian communities and other relevant stakeholders.

Critical Social Issues in American Education

Democracy and Meaning in a Globalizing World

Routledge This text-reader brings together powerful readings that critically situate issues of education in the context of the major cultural, moral, political, economic, ecological, and spiritual crises that confront us as a nation and a global community. It provides a focus and a conceptual framework for thinking about education in light of these issues. Readers are exposed to the thinking of some of the best and most insightful social and educational commentators. *Critical Social Issues in American Education: Democracy and Meaning in a Globalizing World, Third Edition*, is intended to work on two levels. First, it helps readers to develop an awareness of how education is connected to the wider social structures of cultural, political, and economic life. Second, it encourages not only a critical examination of our present social reality but also a serious discussion of alternatives--of what a transformed society and educational process might look like. The editors' goal is to deliberately engage readers in connecting the work of teachers to an ethically committed, politically charged pedagogy. The assumption on which they base the text is that educators must see their work as inextricably linked to the broader conflicts, stresses, and crises of the social world--it is not otherwise possible to make sense of what is happening educationally. What happens in school, or as part of the educational experience, reflects, expresses, and mediates profound questions about the direction and nature of the society we inhabit. The text is organized thematically into five sections, which address, respectively, social justice and democracy; consumerism, culture, and public education; marginality and difference; moral and spiritual perspectives on education; and globalization and education. Each section is preceded by a brief essay that introduces the readings. This Third Edition includes many new readings and addresses issues that have more recently emerged as especially significant--such as concerns about the implications of globalization and the post 9/11 world, commercialism, violence, and the ever-increasing influence of high stakes testing. This compelling text is relevant for a wide range of courses in educational foundations, educational policy, curriculum studies, and multicultural education that address the social context of education, cultural and political change, and public policy.

Wheels in the Head

Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights

Routledge In this popular text Joel Spring provocatively analyzes the ideas of traditional and non-traditional philosophies from Confucianism to human rights regarding the contribution of education to the creation of a democratic society. The goal is to explore how governments use education to control and manage their populations, and to examine forms of education that claim to free people from authoritarian control. *Wheels in the Head*, a critically original work now in its third edition, is widely used as a text for courses on philosophical, social, political, and historical foundations of education, and critical issues in education. Reflecting its global relevance, a Chinese translation of the second edition was published in 2005. **NEW TO THIS EDITION:** Expanded analysis of the use of education by authoritarian states Revisions to more clearly relate educational ideas to the theme of "wheels in the head" - a phrase coined by philosopher Max Stirner to describe the use of schools by modern governments to control

their citizens. New sections on liberation education and on human rights education

Teaching for EcoJustice

Toward Diverse, Democratic, and Sustainable Communities

Taylor & Francis This text offers a powerful model for cultural ecological analysis and pedagogy of responsibility, providing educators with information and classroom practices they need to educate future citizens for diverse, democratic, and sustainable communities.

Reclaiming Education for Democracy

Thinking Beyond No Child Left Behind

Routledge Reclaiming Education for Democracy subjects the prophets and doctrines of educational neoliberalism to scrutiny in order to provide a rationale and vision for public education beyond the limits of No Child Left Behind. The authors combine a history of recent education policy with an in-depth analysis of the origins of such policy and its impact on professional educators. The public face of these policies is separated from motives rooted in politics, profit, and ideology. The book also searches for new insights in understanding the neoliberal and managerialist assault on education by examining the psychology of advocates who demonstrate a special animus toward universal public education. The manipulation of public education by No Child Left Behind is a case study in the general approach to public institutions taken by the politicians and theorists in these camps. K-12 education has been subjected to deceptive descriptive analyses, marginalization of its professional leadership, manipulation of its goals, the imposition of illegitimate quality markers, a grab on its resources by corporate profiteers, and a demoralization of its rank and file. This book helps us think beyond this new commonsense of education. Recipient: 2009 AERA Division K Award for Exemplary Research in Teaching and Teacher Education

Look to the Mountain

An Ecology of Indigenous Education

Transformative Eco-Education for Human and Planetary Survival

IAP Transformative eco-education is environmental education that is literally needed to transform and save our planet, especially during the global ecological crises of our present century. Such education demands inner transformation of many deeply rooted ideas, such as the following: the Earth exists merely to provide for human comfort; the extinction or reduction of other species does not matter; we are free to consume or destroy natural resources at will but are safe from destruction ourselves; and the Earth will continue to sustain us, even if we do not sustain the Earth. Unless these concepts are changed, we will increase global warming and add to the ruin of much of the Earth. This book presents powerful ideas for transformative eco-education. At this time of ever-increasing ecological crisis, such education is needed more than ever before. We urge readers to use the ideas and activities in this book with your students, develop them further, and create new conceptions to share with other educators and students. The chapters in this book provide key principles, of which the following are just a few. First, educators can and should prepare students for natural disasters. Second, stories, case studies, the arts, and hands-on environmental experience, all enriched by reflection and discussion, can offer profound learning about ecology. Third, education at all levels can benefit from a true ecological emphasis. Fourth, teachers must receive preparation in how to employ transformative eco-education. Fifth, Indigenous wisdom can offer important, holistic, spiritual paths to understanding and caring for nature, and other spiritual traditions also provide valid ways of comprehending humans as part of the universal web of existence. Sixth, transformative eco-education can be an antidote to not only to environmental breakdown, but also to materialistic overconsumption and moral confusion. Seventh, we can only heal the Earth by also healing ourselves. If we heed these principles, together we can make transformative eco-education a blazing torch to light the path for the current century and beyond.

The Great American Education-industrial Complex

Ideology, Technology, and Profit

Routledge *The Great American Education-Industrial Complex* examines the structure and nature of national networks and enterprises that seek to influence public education policy in accord with their own goals and objectives. In the past twenty years, significant changes have taken place in the way various interest groups seek to influence policies and practices in public education in the United States. No longer left to the experience and knowledge of educators, American education has become as much the domain of private organizations, corporate entities, and political agents who see it as a market for their ideas, technologies, and ultimately profits. Picciano and Spring posit that educational technology is the vehicle whereby these separate movements, organizations, and individuals have become integrated in a powerful common entity, and detail how the educational-industrial complex has grown and strengthened its position of influence. This timely, carefully documented, well argued book brings together Picciano's perspective and expertise in the field of technology and policy issues and Spring's in the history and politics of education in a unique critical analysis of the education-industrial complex and its implications for the future.

Critical Pedagogies of Consumption

Living and Learning in the Shadow of the "Shopocalypse"

Routledge "Utopian in theme and implication, this book shows how the practices of critical, interpretive inquiry can help change the world in positive ways.... This is the promise, the hope, and the agenda that is offered."--Norman K. Denzin, *From the Foreword* "Its focus on learning, education and pedagogy gives this book a particular relevance and significance in contemporary cultural studies. Its impressive authors, thoughtful structuring, wide range of perspectives, attention to matters of educational policy and practice, and suggestions for transformative pedagogy all provide for a compelling and significant volume."--H. Svi Shapiro, *University of North Carolina-Greensboro* Distinguished international scholars from a wide range of disciplines (including curriculum studies, foundations of education, adult education, higher education, and consumer education) come together in this book to explore consumption and its relation to learning, identity development, and education. Readers will learn about a variety of ways in which learning and education intersect with consumption. This volume is unique within the literature of education in its examination of educational sites - both formal and informal - where learners and teachers are resisting consumerism and enacting a critical pedagogy of consumption.

A Critical Examination of STEM

Issues and Challenges

Routledge This critical examination of STEM discourses highlights the imperative to think about educational reforms within the diverse cultural contexts of ongoing environmental and technologically driven changes. Chet Bowers illuminates how the dominant myths of Western science promote false promises of what science can achieve. Examples demonstrate how the various science disciplines and their shared ideology largely fail to address the ways metaphorically layered language influences taken-for-granted patterns of thinking and the role this plays in colonizing other cultures, thus maintaining the myth that scientific inquiry is objective and free of cultural influences. Guidelines and questions are included to engage STEM students in becoming explicitly aware of these issues and the challenges they pose.

Political Agendas for Education

From Change We Can Believe In to Putting America First

Routledge Bringing up-to-date Joel Spring's ongoing documentation and analysis of political agendas for education in the US, the fourth edition of *Political Agendas for Education* focuses on the Republican and Democratic parties in the 2008 national election and post-2008 election era, considered within the context of the evolution of the Republican and Democratic education agendas.