**Social Justice And Transformative Learning Culture And Identity In The United States And South Africa Routledge Research In Educational Equality And Diversity**

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With the resurgence of race-related incidents nationally and on college campuses in recent years, acts of overt racism, hate crimes, controversies over free speech, and violence continue to impact institutions of higher education. Such incidents may impact the overall campus racial climate and result in a racial crisis, which is marked by extreme tension and instability. How institutional leaders and the campus community respond to a racial crisis along with the racial literacy demands of the campus leaders can have as much of an effect as the crisis itself. As such, 21st century university leaders must become more emotionally intelligent and responsive to emergent campus issues. Improving campus climate is hard, and to achieve notable gains, higher education professionals will have to reimagine how they approach this work with equity-influenced practices and transformative leadership. The Handbook of Research on Leading Higher Education Transformation With Social Justice, Equity, and Inclusion offers a window into understanding the deep intersections of identity and professional practice as well as guideposts for individual leadership development during contested times. The chapters emphasize how identity manifests in the way we lead, supervise, make decisions, persuade, form relationships, and negotiate responsibilities each day. In this book, the authors provide insight, examples, and personal narratives that explore how their identities, lens, and commitments shaped their leadership and supported their courageous acts for equity and social justice. It provides practical tools that leaders can draw on to inform sustainable equity and inclusion-focused practices and policies on college campuses and will discuss important campus climate issues and ways to address them. This book is a valuable reference work for higher education administrators, policymakers, leaders, managers, university presidents, social justice advocates, practitioners, faculty, researchers, academicians, and students who are interested in higher education leadership practices that support and promote social justice, equity, and inclusion.

Transformative Learning and Teaching in Physical Education explores how learning and teaching in physical education might be improved and how it might become a meaningful component of young people’s lives. With its in-depth focus on physical education within contemporary schooling, the book presents a set of professional perspectives that are pivotal for realising high-quality learning and teaching for physical education. With contributions from a range of international academics, chapters critically engage with vital issues within contemporary physical education. These include examples of complex learning principles in action, which are discussed as a method for bettering our understanding of various learning and teaching endeavours, and which often challenge hierarchical and behaviourist notions of learning that have long held a strong foothold in physical education. Authors also engage with social-ecological theories in order to help probe the complex circumstances and tensions which many teachers face in their everyday work environments, where they witness first-hand the contrast between discourses which espouse transformational change and the realities of their routine administrative arrangements. This book enables readers to engage in a fuller way with transformative ideas and to consider their wider implications for contemporary physical education. Its set of professional perspectives will be of great interest to academics, policymakers, teacher educators and teachers in the fields of physical education, health and well-being. It will also be a useful resource for postgraduate students studying in these subject areas.

Critical social work encourages emancipatory personal and social change. This text focuses on the challenge of incorporating critical theory into the practice of social workers and provides case studies and insights from a range of fields to illustrate how to work with tensions and challenges. Beginning with an outline of the theoretical basis of critical social work and its different perspectives, the authors go on to introduce key features of working in this tradition including critical reflection. Part II explores critical practices in confronting privilege and promoting social justice in social work, examining such issues as human rights, gender, poverty and class. Part III considers the development of critical practices within the organisational
Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy. The editors of this collection make several challenges to the existing field of transformative learning - the first is to theoreticians, who have attempted to describe the nature of transformative learning without regard to the content of transformative learning. The editors argue that transformative learning theory cannot be constructed in a content-neutral or context-free way. Their second challenge, which assumes the importance content for transformative learning, is to educators as practitioners. The editors argue that transformative learning requires new educational practices consistent with the content. Arts-based research and arts-based teaching/learning practices are one example of such new educational practices. Education for the soul, or spiritual practices such as meditation or modified martial arts or indigenous peoples' forms of teaching/learning, is another example. Each article in the collection presents a possible model of these new practices.

Utopian Pedagogy is a challenge to the developing world order that will stimulate debate in the fields of education and beyond, and encourage the development of socially sustainable alternatives.

The contributors to this volume contend that the Scholarship of Teaching and Learning (SoTL) can provide a strong foundation for the role of education in promoting social justice. These essays highlight the various ways that learners and teachers can prepare for and engage with social justice concerns. Illustrations.

In this book, a group of student teachers share their candid questions, concerns, dilemmas, and lessons learned about how to teach for social justice and social change. This text provides powerful examples of how they integrated diversity within a teacher education program— an excellent model for educators who are seeking ways to transform their teacher education programs to better prepare teachers to work effectively in multicultural classrooms.

This book is principally written for entry-level student affairs and non-profit staff who develop and facilitate social justice education workshops and structured conversations, as well as for student peer educators who are often employed to assist in the facilitation of such workshops for their peers. It is suitable for anyone starting out to do such work. It provides readers with a practical framework and hands-on tools to craft effective and positive interventions and workshops that are relevant to context and are true to the facilitator's own circumstances. It offers a succinct but comprehensive introduction to the planning, design, and facilitation of social justice experiences, grounding readers in relevant theory, taking into account participants' prior understandings of issues of race and privilege, institutional environment and campus climate, and the facilitator's positionality. It provides guidance on defining outcomes and developing content and exercises to achieve workshop goals. Starting from the premise that the facilitation and delivery of social justice education experiences should be grounded in scholarship and that such experiences can only achieve their ends if crafted to meet the unique characteristics and circumstances of the institution and workshop participants, the authors begin by synthesizing current theory on social justice education and cultural competence, and then guiding readers on analyzing the context and purpose of their workshop. They provide readers with an easy to follow five-part framework to systematically design social justice education workshops and structured conversations and to assess the resulting learning. Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants' characteristics and social identities.

The issue of social justice has been brought to the forefront of society within recent years, and educational institutions have become an integral part of this critical conversation. Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race, gender, socio-economic status, and disability, as well as from all walks of life. The scope of these practices finds itself rooted in curriculum, teacher preparation, teaching practices, and pedagogy in all educational environments. Diversity within school administration, among educators, and within student bodies has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide. In a modern society that is fighting for the equal treatment of all individuals, the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward. Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in
Learning that Matters: A Field Guide to Course Design for Transformative Education is a pragmatic resource for designing courses that engage college students as active citizens. This “work” book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator. Every college course has the potential to transform students’ lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society. Click HERE to hear the authors discuss their book. Perfect for courses such as: Education Curriculum and Instruction | Design for Transformative Learning | An Introduction to Evidence-based Undergraduate Teaching | New Faculty Orientations | Freshman Seminar Faculty Trainings | Center for Teaching & Learning | Workshops in Course Design

From distinguished scholar Donna M. Mertens, this core book provides a framework for making methodological decisions and conducting research and evaluations that promote social justice. The transformative paradigm has emerged from - and guides - a broad range of social and behavioral science research projects with communities that have been pushed to the margins, such as ethnic, racial, and sexual minority group members and children and adults with disabilities. Mertens shows how to formulate research questions based on community needs, develop researcher-community partnerships grounded in trust and respect, and skillfully apply quantitative, qualitative, and mixed-methods data collection strategies. Practical aspects of analyzing and reporting results are addressed, and numerous sample studies are presented. An ideal core book for graduate courses, or practitioner resource, the book includes: Commentary on the sample studies that explains what makes them transformative. Explanations of key concepts related to oppression, social justice, and the role of research and evaluation. Questions for Thought to stimulate critical self-reflection and discussion. Advance chapter organizers and chapter summaries. The book is intended for graduate students in psychology, education, social work, sociology, and nursing, as well as practicing researchers and program evaluators. It will serve as a core book or supplement in Research Methods, Program Evaluation, and Community Psychology courses.

In the volatile, uncertain, complex, and ambiguous world of education today, leaders need to take an engaged, activist, and courageous approach to help build optimistic futures for all students. Transformative Leadership in Education presents an alternative approach to leadership for deep and equitable change. Using vignettes, stories, research, and drawing on scholarship from a range of disciplines, noted scholar Carolyn M. Shields explores the concept of transformative leadership and its potential to create learning environments that are just and inclusive. Working in U.S. and South African schools, Shields demonstrates that this leadership can promote academic achievement, family and community empowerment, democratic engagement, and global citizenship. Special features include: End-of-chapter guiding questions to help readers reflect on their own practice and to apply the concepts in their own contexts Vignettes and stories from students, teachers, and community members illustrate how transformative leadership can promote academic
Transformative Learning Theory offers a uniquely inclusive methodology across all levels of nursing education for educators and students focused on common nursing arenas and situations. This is the only book to present practical, innovative strategies for novice and experienced nurse educators to apply Transformative Learning Theory in various curricula, courses, and learning situations. Geared for adult and returning students, the text addresses common learning issues from both learner and teacher perspectives, enabling educators and students to apply Transformative Learning to evaluate their own authentic transformation throughout their careers. Key Features: Offers a uniquely inclusive theory and methodology “Transformative Learning Theory” across degree levels for educators and students Includes practical learning strategies and activities for a broad nursing audience, and one for nurse educators with clinical, but limited pedagogical, expertise and experienced nurse educators seeking new frameworks and techniques Provides direct application for classroom, online, or hybrid learning environments Covers all aspects of simulation Designed for graduate nursing education courses

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Expanded and revised, this reader on key issues in social justice and school leadership is written by leading authorities in leadership and social justice. The accessible and practical text is filled with current information from the field, real-life scenarios and controversies, and student activities — all while challenging leaders, educators and researchers to be effective advocates for social justice. Demonstrating how the current realities in educational leadership training and in school practices can be refined or reconstructed to better meet students’ needs, the book provides an array of ways of understanding the effects of exclusionary practices as well as useful exercises and materials for those who will lead students and staffs to create equitable practices. Recognizing that readers learn through multiple intelligences, Leadership for Social Justice intersperses poetry, quotes, editorial cartoons, evocative writing, and hands-on tools with research, theory, and recommendations for practice. The book is divided into 3 distinct parts: Re-defining Leadership for Social Justice, Preparing Social Justice Leaders, and Next Steps. The revised edition of Leadership for Social Justice is extensively updated and includes two new chapters: one focusing on special education students and one focusing on children in poverty. The new second edition also includes information on possible next steps for school leaders currently in training.

As many young adults continue to disengage with learning each day, teachers and administrators struggle to find ways to re-engage secondary students with their schooling and communities. Re-engaging Disconnected Youth profiles a program that succeeds in doing so, one that can serve as a model for others. In a Midwestern alternative school, three teachers built a curriculum around hands-on learning, restorative justice, Talking Circles, and multicultural education, in the hopes that it would re-engage and inspire youth. Drawing on Adult Transformative Learning Theory, the book is an in-depth, qualitative study of the ways the program transformed adult and youth perceptions of trust, connections, schooling and human rights. It breaks down stereotypes about youth labeled «at-risk» and provides evidence that it is never too late to become passionate about learning. This new revised edition includes updated research and a chapter exploring the impact of the program on middle school youth.

Students can undergo changes in their personal perspectives through experiential learning (Kolb, 1984). Experiential Learning Theory allows for transformative learning, as researchers discover which factors contribute to a change in point of view. Many students gained knowledge through experiential learning in their communities during the fall of 2015 Religion/Interdisciplinary Privilege and Poverty course. This dissertation qualitatively studied a sample of students in this course to determine the degree to which social justice service-learning, as an example of Experiential and Transformative Learning Theories (Kolb, 1984; Kolb & Kolb, 2005; Mezirow 1981, 1997, 1998, 2000), represented civic learning pedagogy. Research questions focused on understanding how students’ civic perspectives were influenced by their participation in social justice service-learning pedagogy. Findings revealed that prior learning generated appeal to participate in the content of social justice service-learning and consideration of students' civic perspective; involvement in effectively facilitated social justice service-learning on campus and off asked students to contemplate their civic perspectives; institutional and cultural factors positively impacted social justice service-learning. The results of this study can help future civic learning course designers to make effective choices, thereby increasing their ability to facilitate a civic perspective for their students. Critical/social justice service-learning is referred to as social justice service-learning in this dissertation, given that educators seek to achieve social justice through this form of pedagogy.

As teaching is socially, culturally, and politically constructed, it is important that teacher educators committed to social justice attempt to create secure environment where all voices are heard and teacher candidates can inquire into personally and socially challenging topics within a safe and caring classroom culture. Relationships of trust are fundamental to teaching about social justice and to being receptive as learners in such classes. Mindfulness on the part of teacher educators and teacher candidates can go a long way in fostering respect, openness and acceptance in such classes. Together they can lead to teacher educators and candidates thinking deeply about themselves, schools and schooling as they move towards a vision of a more equitable and just society. The teacher educators who have contributed to this volume recognize the challenges of balancing respect for their students with the call to social justice. Their accounts and critical reflections convey how relational and mindful approaches might offer positive avenues to self and shared exploration by teacher candidates and teacher educators alike. Several chapters attend to the challenges for educators as they
encounter culturally and linguistically diverse contexts. Others attend to these issues within the complexity of diverse university classrooms in order to guide teacher candidates towards dispositions and practices that help foster inclusion and engage diverse learners and communities. Together, these chapters offer thoughtful approaches to living alongside aspiring teachers as they develop deeper understanding of the concepts of race and diversity, and inclusive approaches to teaching and learning.

This book demonstrates how the pedagogical decision making of university academics can be shaped by engagement with an educational philosophy known as “relationship-centred education”. Beginning with critical analysis of concepts such as student engagement, student satisfaction, and student-centred learning, the author goes on to investigate how literature relating to social justice challenges educators to consider these terms in particular ways. From this basis, the book explores the factors featuring in inclusive, respectful, diverse and student-centred environments. In analysing these factors, the author illuminates the perspectives of diverse educators who struggle with the unique challenges of working in the academy; including an increasingly broad set of employment demands and narrower criteria for determining “impact”, all while retaining focus on the transformative potential of higher education. This book will be of interest to students and scholars of transformative learning, as well as social justice within higher education.

Critical Theorist Carlos Alberto Torres offers a political sociology of adult learning and education, based on Critical Social Theory and the always inspiring work of Paulo Freire. Empirically grounded and theoretically sophisticated, this new book follows the footsteps of his classic book published in the early nineties The Politics of Nonformal Education in Latin America. Torres book offers comparative and international sociological analyses of adult learning and education, an area in which there is an obsession with ‘practice’ and an aversion to theory, with some notable and laudable exceptions, but which has the potential to provide avenues for social justice education in ways that no other systems and policies can. This book revitalizes social theory in education, and provides ample evidence of the power of adult learning and education, examining a variety of policy documents connected with the various adult education congresses promoted by the UNESCO, which are thoroughly scrutinized for what they bring to or omit from the policy agenda. In the context of new developments in adult learning and education, particularly the impact of multiple globalizations, neoliberalism, and the new role of international organizations in recontextualizing lifelong learning, new evidence-based research, new narratives, and the vibrancy of social movements striving for a new and possible world, it is clear that new theoretical designs were needed making this a must-read book.

This imaginative, practical, and engaging sourcebook offers inspiration and tools to craft critical, meaningful, transformative arts education curriculum and arts integration grounded within a clear social justice framework and linked to ideas about culture as commons.

"The purpose of this study was to reveal perceived sustainable behaviors, attitudes, and feelings related to racism and social justice of the graduates of the Social Justice Training Institute"--Abstract.

This text offers a breadth of disciplinary perspectives on how to center difference, power, and systemic oppression in pedagogical practice, arguing that these elements are essential to knowledge formation and to teaching.

"Many teachers enter the profession with a desire to "make a difference." But given who most teachers are, where they come from, and what pressure they feel to comply with existing school policies, how can they take up this charge? Practice What You Teach follows three different groups of educators to explore the challenges of developing and supporting teachers' sense of social justice and activism at various stages of their careers: White pre-service teachers typically enrolled in most teacher education programs, a group of new teachers attempting to integrate social justice into their teaching, and experienced educators who see their teaching and activism as inextricably linked. Teacher educator Bree Picower delves into each of these group's triumphs and challenges, providing strategies and suggestions for all teachers along with her in-depth analysis. By understanding all these challenges, pre-service and in-service teachers, along with teacher educators, will be in a better position to develop the kind of political analysis that lays the foundation for teacher activism. This timely resource helps prepare and support all educators to stand up for equity and justice both inside and outside of the classroom and offers a more nuanced portrait of what the struggle to truly "make a difference" looks like"--Provided by publisher.

The position taken in this volume is that domestic off-campus study can be just as powerful a transformative learning experience as study overseas, and that domestic programs can equally expand students’ horizons, their knowledge of global issues and processes, their familiarity and experience with cultural diversity, their intercultural skills, and sense of citizenship. This book presents both the rationale for and examples of “study away”, an inclusive concept that embraces study abroad while advocating for a wide variety of domestic study programs, including community-based education programs that employ academic service-learning and internships. With the growing diversification—regionally, demographically, culturally, and socio-economically—of developed economies such as the US, the local is potentially a “doorstep to the planet” and presents opportunities for global learning. Moreover, study away programs can address many of the problematic issues associated with study abroad, such as access, finance, participation, health and safety, and faculty support. Between lower costs, the potential to increase the participation of student cohorts typically under-represented in study abroad, the lowering of language barriers, and the engagement of faculty whose disciplines focus on domestic issues, study at home can greatly expand the reach of global learning. The book is organized in five sections, the framework and the rationale for domestic study away programs; addressing administrative support for domestic vs. study abroad programs; exploring program goals, organization, structure, assessment and continuous improvement; and considering the distinct pedagogies of experiential and transformative education. The second section focuses on Semester Long Faculty Led Programs, featuring examples of programs located in a wide variety of locations - from investigations into
Transformative Spaces in Higher Education: Learning to Transgress demonstrates that even when knowledge may appear to be the solution, it can be partial and disempowering to all but the dominant groups. The book shows the need to contest such knowledge claims and to learn to transgress, rather than to conform. It argues that transformative spaces need to be found and that these should be about the creation of new opportunities, ways of knowing and ways of being. Working in and through spaces of transgression, the contributors to this volume develop frameworks for the possibilities of transformative spaces in learning and teaching in higher education. The book critiques the ways in which Western higher education culture determines the academic agenda in relation to dialogue on social differences, minority groups and hierarchical structures, including issues of representation among different groups in the population. It also explores the personal and political costs of transgression and outlines ways in which transitions can be transformative. The book should be of interest to academics, researchers and postgraduate students engaged in the study of higher education, education studies, teacher training, social justice and transformation. It should also be essential reading for practitioners working in post-compulsory education.

There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

Transformative Approaches to Social Justice Education is a book for anyone with an interest in teaching and learning in higher education from a social justice perspective and with a commitment to teaching all students. This book offers a breadth of diverse perspectives on how to center difference, power, and structural oppression in pedagogical practice, arguing that these elements are essential to knowledge formation and to teaching. Transformative Approaches to Social Justice Education is structured as an ongoing conversation among educators who believe that teaching from a social justice perspective is about much more than the type of readings and assignments found on course syllabi. Drawing on the broadest possible definition of curriculum transformation, the volume demonstrates that social justice education is about both educators’ social locations and about course content. It is also about knowing students and teaching beyond the traditional classroom to meaningfully include local communities, social movements, archives, and colleagues in student and academic affairs. Premised on the notion that continuous learning and growth is critical to educators with deep commitments to fostering critical consciousness through their teaching, Transformative Approaches to Social Justice Education offers interdisciplinary and innovative collaborative approaches to curriculum transformation that build on and extend existing scholarship on social justice education. Newly committed and established social justice pedagogues share their experiences taking up the many difficult questions pertaining to what it means for all of us to participate in shaping a more just, shared future.

Transformative Education for the Second Renaissance follows educator John PW Hudson through a personal and professional journey that led him to respond to what he sees as underlying fissures in the bedrock of education. At the heart of his career was the Richmond (BC Canada) school district to teach a demonstration class in the Nanshan Xian Middle School in Shenzhen, China, at the request of the school, and philanthropists Joe and Margaret Li, initiators of the project and sponsors. His assignment was to demonstrate and explain Western teaching methods for the possibilities of transformative spaces in learning and teaching in higher education. The book critiques the ways in which Western higher education culture determines the academic agenda in relation to dialogue on social differences, minority groups and hierarchical structures, including issues of representation among different groups in the population. It also explores the personal and political costs of transgression and outlines ways in which transitions can be transformative. The book should be of interest to academics, researchers and postgraduate students engaged in the study of higher education, education studies, teacher training, social justice and transformation. It should also be essential reading for practitioners working in post-compulsory education.

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Distance learning and remote learning have been developing options within the eLearning and talent training realms for over two decades, yet distance learning has become a significant reality within the past few months, especially as the COVID-19 pandemic has forever impacted the K-12, higher education, and adult training and talent development workforce solutions. Within the rapid shift into remote and distance learning environments, the curricular design and instructional design are understood as necessary. However, there is a need to understand aspects around social learning within eLearning environments. It is important to understand the opportunity of moving towards transformative social learning environmental engagement and experiences within distance and remote learning environments to improve the ability to understand social learning in eLearning environments. eLearning Engagement in a Transformative Social Learning Environment focuses on supporting and enhancing remote and distance learning (eLearning) instructional experiences, discusses the strategic role of social learning within eLearning environments, and enhances levels of engagement, transformative learning, and talent attainment environments. This book provides insights and support towards policies and procedures within institutional and training decision making around social learning needs and support. The chapters will explore social learning opportunities and support, modeling social learning engagement, communities of practice, and instructional processes of eLearning. The intended audience is teachers, curriculum developers, instructional designers, professionals, researchers, practitioners, and students working in the field of teaching, training, and talent development.

In comparing one public school to another, discussions frequently include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

This timely book successfully combines theory and practice to intelligibly show how to prepare prospective school leaders for social justice, equity, and excellence.

"This book focuses on the societal, social, political, economic and philosophical perspectives of transformative models and how digital learning communities foster critical reflections and perspective change, building a better understanding on how online educators/designers/tutors/learners can talk about injustice and inequality to a virtual group"--Provided by publisher.

The concept of "standards" seems antithetical to the ways critical educators are dedicated to teaching, but what would "standards" look like if they were generated from social justice perspectives and through collaborative and inclusive processes? Such is the central question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice, peace, and environmental preservation. Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. Social Justice, Peace, and Environmental Education will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.