Connecting Lives and Learning

Arts, Pedagogy and Cultural Resistance

We live in a time of unprecedented planetary ecocrisis, one that poses the serious and ongoing threat of mass extinction. Drawing upon a range of theoretical influences, this book offers the foundations of a philosophy of ecopedagogy for the global north. In so doing, it poses challenges to today’s dominant ecoliteracy paradigms and programs, such as education for sustainable development, while theorizing the needed reconstruction of critical pedagogy itself in light of our presently disastrous ecological conditions.

Journal of Pedagogy

Critical Pedagogy, Ecoliteracy, & Planetary Crisis

The Americana

The Pedagogy of Peace and War

This collection demonstrates how physical objects, materials, space and environments teach us, and redefines practice with theory (praxis) as a more-than-human network. The contributions illustrate how the materials, process, pedagogies and theories of Arts making question and disrupt the many forms of cultural dominance that exist in our society.

Localising Pedagogy

Who Can Afford Critical Consciousness?

Journal of Education

A Guide to Functional Pedagogy

CONNECTING LIVES AND LEARNING is a project dedicated to connecting learning to student lives, connecting teachers with the latest middle years research, and better connecting primary and secondary schools to keep students at school longer. Based in Adelaide’s lower socio-economic northern urban fringe, the project helps teachers use students’ everyday experience and expertise to develop new ways of teaching and learning that involve students in intellectually challenging tasks. This book tells the stories of real teachers, in real classrooms, making real attempts for change, and not always succeeding. It is a book about teachers making a difference in difficult times and tough places. But most importantly, this book reaffirms that being an educator is inherently about adopting socially just practices, building community capacity and contributing to a more socially sustainable world.
Journal of Music Theory Pedagogy

English Pedagogy

Theatre History in Canada

This book chronicles the author's application of critical pedagogy in Hong Kong secondary schools serving students from working-class families of South Asian heritage, so-called 'ethnic minorities' in the local context. Soto used concepts such as banking pedagogy, generative themes, liberatory dialogue, and transformative resistance, to first understand students' school, online, and community experiences, and then to reshape his teaching of English and humanities subjects to address the students' academic, social, and emotional needs. This critical ethnography is set against educational reforms in Hong Kong, which re-oriented schools towards developing a knowledge-economy workforce, increased privatization and competition in the school system, aimed to build national identification with China, and sought to address growing inequality in a territory known for wealth disparity. While these reforms opened opportunities for implementing student-centered pedagogies in schools and increased student access to tertiary education, ethnic minority youth faced ongoing economic and social marginalization on top of academic difficulties. The central narrative captures everyday struggles and contradictions arising from intersections of neoliberal reforms, institutional school histories, students' transnational realities, and collective efforts for equity and social justice. In the course of the book a parallel story unfolds, as the author explores what it means to be a critical teacher and researcher, and is reborn in the process. The book's 'on the ground' story is hopeful, yet tempered, in discussing the limits and possibilities for critical pedagogy. It will be of a great resource for researchers, teacher educators, and pre-service and in-service teachers who are interested in the topic.

G.K. Hall Bibliographic Guide to Dance

First published in 2009, Transformative Pedagogy in Architecture and Urbanism is a detailed round of pedagogical dialogue on architecture and urbanism that reset the stage for debating future visions of transformative pedagogy and its impact on design education. Structured in five chapters the book presents a wide range of innovative concepts and practical methodologies for teaching architectural and urban design. It traces the roots of architectural education and offers several contrasting ideas and strategies of design teaching practices. Transformative Pedagogy in Architecture and Urbanism will appeal to those with an interest in architectural and urban design, and architectural and design education.

Transformative Pedagogy in Architecture and Urbanism

"This book provides an overview of current research and development activity in the area of learning designs"--Provided by publisher.

Modern Piano Pedagogy

Bringing together scholars, public intellectuals, and activists from across the field of education, the Handbook of Public Pedagogy explores and maps the terrain of this burgeoning field. For the first time in one comprehensive volume, readers will be able to learn about the history and scope of the concept and practices of public pedagogy. What is 'public pedagogy'? What theories, research, aims, and values inform it? What does it look like in practice? Offering a wide range of differing, even diverging, perspectives on how the 'public' might operate as a pedagogical agent, this Handbook provides new ways of understanding educational practice, both within and without schools. It implores teachers, researchers, and theorists to reconsider their foundational understanding of what counts as pedagogy and of how and where the process of education occurs. The questions it raises and the critical analyses they require provide curriculum and educational workers and scholars at large with new ways of understanding educational practice, both within and without schools.

Journey Into Dialogic Pedagogy

This volume focuses on an inclusive pedagogical approach for enhancing teaching and learning in key areas of curriculum including: literacy, mathematics, science, social studies, and the arts.

English Pedagogy--old and New

Revising his doctoral dissertation (no date or institution noted), Cartledge (St. John's College, Durham, England) investigates the nature of charismatic glossolalia--speaking in tongues--and its function within the New Church movement.
in Britain. He applies the empirical-theological methodology of Johannes A. van der Ven to results of a questionnaire survey of Charismatic churches in the Merseyside area, and draws a number of conclusions about the practice.

**Handbook of research on learning design and learning objects**

Web-based learning involves the use of appropriate technology with the corresponding pedagogical approaches managed in the context of today's educational setting. This book features an interesting range of leading-edge works from researchers and practitioners who have applied current web technology to various learning endeavours. The volume contains a selection of peer-reviewed papers by many of the field’s expert researchers and practitioners. It is an excellent resource for students, researchers and practitioners involved in web-based learning or e-learning.

**Contents:**
- Tools: On or Off the Slate: University Library E-Reserve Supports Web-based Learning (O Cheung)
- Design and Implement of The Web-based Virtual Laboratory for On-Campus Circuit Courses (G Rong et al.)
- Yet Another Platform for Web-based Learning (T S Li et al.)
- Models: Concept Maps and Learning Objects (L I Navarr et al.)
- The Construction of Web-based Mastery Learning System (H T Lin et al.)
- Methodology for Developing Dynamic Web Authoring System for E-Learning (Y F Yeung & J Fong)
- Applications: A Mobile Agent Assisted Learning Resource Service Framework based on SOAP (W Di et al.)
- An On-Line Programming Environment with Automated Assessment (R Cheung)
- Webits and Quality Control in Marking of Examination Scripts (P Tsang et al.)
- Human Factors: Social Capital Creation and Reciprocity in Online Learning Platforms (A K Lui et al.)
- Are Teachers in Hong Kong Ready for e-Learning? (T K K So)
- A Web-based Environment for Better Administration of Distance Learning Courses (S C Ng et al.)

**Readership:** Graduate students, academics and researchers in e-learning and computer science education.

**Keywords:** Web-Based Learning; E-Learning; Cyber Learning; Virtual University

**Key Features:**
- Reveals the application and deployment of various technical advances in teaching and learning
- Covers contemporary pedagogical practices in the context of using the Internet as a medium for content delivery as well as a supplementary tool for student support

**Charismatic Glossolalia**

**Virginia Journal of Education**

**Michigan Manual**

**American Pedagogy**

The author came to the decision to embark on this journey into dialogic pedagogy when he firmly realised that education is essentially dialogic. It is not that pedagogy should be dialogic -- he rather argues that it is always dialogic. This is true whether the participants in it, or outside observers of it, realise it or not -- and even when the participants are resistant to dialogue. This statement is in contrast with views that promote dialogic interaction in the classroom as a form of instruction. This conceptualisation contrasts with views that dialogic interaction or conversational instruction are more effective instructional means in comparison to, let's say, a more monologic genre of instruction such as a lecture or a demonstration. This statement is also in contrast with views that assume dialogue is a pedagogical instrument that can be turned on and off. He argues that whatever teachers and students do (or not do) whether in their classrooms or beyond it, they are locked in dialogic relations.

**Alternative Pedagogy**

**School and Home Education**

**Reports of Officers**

**Italian Books and Periodicals**

**Annual Report**

**Weaving: Theory & practice, pedagogy & principles**
Pedagogy, Professionalism, and Policy

Critical Pedagogy in Hong Kong

Handbook of Public Pedagogy

ITEA Journal

Inclusive Pedagogy Across the Curriculum


Ethno-pedagogy: a Manual in Cultural Sensitivity

Through ethnographic research with students, this book contends that many composition teachers' training in critical theory may lead them to misread implicit social meanings in working class, minority, and immigrant students' writing and thinking. The author examines how the local perspectives and discursive strategies of students from these backgrounds often complicate the translation of these theories to practice. The author offers concrete assignments and curriculum design as well as reflections on the process of the teaching approaches and discussion of student’s writing projects.

Most Excellent Differences

Web-Based Learning