



# High Stakes Of Identity

**Katherine E. Ryan, Thomas A.  
Schwandt**



## High Stakes Of Identity:

Identity, Motivation and Autonomy in Language Learning Garold Murray, Xuesong Gao, Terry Lamb, 2011 Through the use of qualitative research methods the authors explore the complex contingent and dynamic nature of motivation identity and autonomy both for language learners and teachers in many different parts of the world Importantly they also look for relationships among the three constructs This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals Diane Larsen Freeman University of Michigan USA

Generational Identity, Educational Change, and School Leadership Corrie Stone-Johnson, 2016-03-22 Generational identity plays a large role in how teachers view educational change and school reform Teachers of the Boomer generation an era characterized by optimism and innovation tend to be more resistant to change than those of Generation X for whom standardization represents the norm not a shift This volume reviews five decades of research on educational change and teachers varying responses to it from a generational perspective providing school leaders with insight on how best to relate to these groups to achieve a common goal Through ongoing professional development oriented by multigenerational grouping teachers and school leaders can define success and create a multigenerational understanding of what good teaching and leadership look like

*Teacher Identity and the Struggle for Recognition* Patrick M. Jenlink, 2014-04-09 Teacher identity is shaped by recognition or its absence often by misrecognition of others Recognition as a teacher or the strong and complex identification with one's professional culture and community is necessary for a positive sense of self Increasingly teachers are entering educational settings where difference connotes not equal better worse or having more less power over resources Differences between discourses of identity are braided at many points with a discourse of racism both interpersonal and structural *Teacher Identity and the Struggle for Recognition* examines the nature of identity and recognition as social cultural and political constructs In particular the contributing authors to the book present discussions of the professional work necessary in teacher preparation programs concerned with preparing teachers for the complexities of teaching in schools that mirror an increasingly diverse society Importantly the authors illuminate many of the often problematic structures of schooling and the cultural politics that work to define one's identity drawing into specific relief the nature of the struggle for recognition that all face who choose to enter teaching as a profession

*Identity, Trauma, Sensitive and Controversial Issues in the Teaching of History* Hilary Cooper, Jon Nichol, 2015-10-13 History Education is a politically contested subject It can be used to both promote xenophobia and to develop critical thinking multiple perspectives and tolerance Accordingly this book critically examines complex issues and constructivist approaches that make history relevant to students understanding of the modern world As such it has global appeal especially in North and South America Canada Europe and Asia The book's authors address the major challenges that History Education faces in an era of globalisation digital revolution and international terrorism nationalism and sectarian and religious conflict and warfare Central to this volume are controversial issues trauma

and questions of personal and national identity from a wide range of international settings and perspectives The research in this book was undertaken by leading history educators from every continent Their interdisciplinary research represents an important contribution to the teaching of social sciences social psychology civic education programmes history and history education in schools colleges and universities The book offers new approaches to history educators at all levels In addition the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers Section I considers issues related to identity how can history education promote social coherence in multicultural societies in societies divided by sectarianism or countries adapting to regime changes whether Communist or Fascist including for example South Africa previously Communist countries of Eastern Europe and previous dictatorships in South America and Western Europe It discusses such questions as How important is it that students learn the content of history through the processes of historical enquiry What should that content be and who should decide it educators or politicians What is the role of textbooks and who should write and select them Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum Sections II and III explore ways in which memory of sensitive issues related to the past to war or to massacres may be addressed Are there new methodologies or approaches which make this possible How can students understand situations involving intolerance and injustice

**The International Criminal Court in Search of its Purpose and Identity** Triestino Mariniello, 2014-11-27 The International Criminal Court ICC is the first permanent international criminal tribunal which has jurisdiction over the most serious crimes of concern to the international community as a whole genocide crimes against humanity war crimes and crime of aggression This book critically analyses the law and practice of the ICC and its contribution to the development of international criminal law and policy The book focuses on the key procedural and substantive challenges faced by the ICC since its establishment The critical analysis of the normative framework aims to elaborate ways in which the Court may resolve difficulties which prevent it from reaching its declared objectives in particularly complex situations Contributors to the book include leading experts in international criminal justice and cover a range of topics including inter alia terrorism modes of liability ne bis in idem victims reparations the evidentiary threshold for the confirmation of charges and sentencing The book also considers the relationship between the ICC and States and explores the impact that the new regime of international criminal justice has had on countries where the most serious crimes have been committed In drawing together these discussions the book provides a significant contribution in assessing how the ICC's practice could be refined or improved in future cases The book will be of great use and interest to international criminal law and public international law

*Performing Identity/performing Culture* Greg Dimitriadis, 2009 *Performing Identity Performing Culture* Hip Hop as Text Pedagogy and Lived Practice is the first book length ethnography of young people and their uses of hip hop culture Originally published in 2001 this second edition is newly revised expanded and updated to reflect contemporary currents in hip hop

culture and critical scholarship as well as the epochal social cultural and economic shifts of the last decade Drawing together historical work on hip hop and rap music as well as four years of research at a local community center Greg Dimitriadis argues here that contemporary youth are fashioning notions of self and community outside of school in ways educators have largely ignored His studies are broad ranging how two teenagers constructed notions of a Southern tradition through their use of Southern rap artists like Eightball how young people constructed notions of history through viewing the film Panther a film they connected to hip hop culture more broadly and how young people dealt with the life and death of hip hop icon Tupac Shakur constructing resurrection myths that still resonate and circulate today *Identity, Oppression, and Diversity in Archaeology* Laura E. Heath-Stout, 2024-10-31 *Identity Oppression and Diversity in Archaeology* documents how racism classism sexism heterosexism and ableism affect the demographics of archaeology and discusses how knowledge that archaeologists produce is shaped by the discipline s demographic homogeneity Previous research has shown that like many academic fields archaeology is numerically dominated by straight white cisgender people and those in positions of authority are predominantly men This book examines how and why those demographic trends persist It also elucidates how individual archaeologists social identities shape the research they conduct and therefore how our demographics affect and limit our knowledge production on a disciplinary scale It explains how through unflinching reflection proactive policymaking and sincere community building we can build a diverse and inclusive discipline This book will appeal to archaeologists who have an interest in diversity and inclusion within the discipline as well as scholars in other disciplines who are engaged in research on diversity in academia **Identity and Nation in African Football** C. Onwumehili, G. Akindes, 2014-04-08 The 2010 South African World Cup launched African football onto the global stage This volume brings together top scholars on African football to explore a range of issues such as gender identity nationalism history cyber fandom the media and fan radicalization *Asset Pedagogies in Latino Youth Identity and Achievement* Francesca A. López, 2017-12-15 *Asset Pedagogies in Latino Youth Identity and Achievement* explores the theory research and application of asset based pedagogies to counter approaches that fail to challenge deficit views of youth Presenting details on the role of teachers knowledge about students language and culture as strengths as opposed to deficiencies Francesca A L pez connects classroom practices to positive outcomes preparing teachers to use asset pedagogies to promote academic achievement and implement asset based teaching practices Making thorough use of examples from research both in and out of the classroom and concluding with concrete applications from experienced educators this book provides future teachers with a critical understanding of how to support Latino youth *Mistaken Identity* Adrian Ferruelo, 2025-05-26 When Ethan Carter an ordinary traveler is mistaken for a dangerous terrorist during a layover his life spirals into a nightmare Detained and interrogated Ethan finds himself trapped in a web of bureaucracy and fear with no way to prove his innocence With the help of Lena Patel a determined lawyer and Agent Daniel Reyes a rogue intelligence officer Ethan must fight to clear his name and regain his freedom This

gripping thriller explores the thin line between security and justice keeping readers on the edge of their seats until the very end Perfect for fans of The Bourne Identity and Prisoners this novel is a must read for anyone who loves high stakes suspense and thought provoking drama      *Exploring Evaluator Role Identity* Katherine E. Ryan,Thomas A. Schwandt,2002-12-01

An Autoethnographic Approach to Identity and Second Language Beril T. Arik,2023-07-20 Using autoethnographic and narrative inquiry this book investigates the identity and literacy development of an international graduate student in the United States of America The findings illustrate that the identities and literacy practices in graduate school were multiple heterogeneous dialogic situated and dynamic The findings indicate that the development of both identities and literacy practices in graduate school require a considerable amount of interaction with others through both people and texts and that these interactions are the primary factor underlying disciplinary socialization This enquiry formulates subjective evaluations about these interactions and how they fundamentally shape academic socialization The study also underlines the significance and necessity of studying academic socialization from particular emic perspectives of individuals      Culture, Curriculum, and Identity in Education H. Milner,2010-03-01 This book analyzes equity and diversity in schools and teacher education Within this broad and necessary context the book raises some critical issues not previously explored in many multicultural and urban education texts      *Children's Literature and British Identity* Rebecca Knuth,2012-04-12 For more than 250 years English children s literature has transmitted values to the next generation The stories convey to children what they should identify with and aspire to even as notions of goodness change over time Through reading children absorb an ethos of Englishness that grounds personal identity and underpins national consciousness Such authors as Lewis Carroll J R R Tolkien and J K Rowling have entertained motivated confronted social wrongs and transmitted cultural mores in their works functions previously associated with folklore Their stories form a new folklore tradition that provides social glue and supports a love of England and English values In Children s Literature and British Identity Imagining a People and a Nation Rebecca Knuth follows the development of the genre focusing on how stories inspire children to adhere to the morals of society This book examines how this tradition came to fruition exploring the works of several authors including Robert Baden Powell Robert Ballantyne J M Barrie Enid Blyton Angela Brazil Frances Hodgson Burnett Randolph Caldecott Lewis Carroll Roald Dahl Daniel Defoe Charles Dickens Maria Edgeworth Kenneth Grahame Kate Greenaway G A Henty Thomas Hughes Charles Kingsley Rudyard Kipling C S Lewis A A Milne Hannah More E Nesbit John Newbery George Orwell Beatrix Potter Arthur Ransome Frank Richards J K Rowling Anna Sewell Robert Louis Stevenson J R R Tolkien P L Travers Sarah Trimmer Charlotte Yonge Evaluating the connection between children s literature and the dissemination and formation of identity this book will appeal to both general readers and academics who are interested in librarianship English culture and children s literature      **Faith-based Identity and Curriculum in Catholic Schools** Jim Gleeson,Peta Goldburg,2019-11-25 Faith based Identity and Curriculum in Catholic Schools examines the relationship between faith based education and whole

curriculum at a time when neoliberal ideologies and market values are having a disproportionate influence on national education policies Topics addressed include current challenges and dilemmas faced by Catholic Education leadership Catholic social teaching and its implications for whole curriculum the opinions of teachers in Queensland Catholic schools regarding faith based school identity with particular reference to whole curriculum an associated comparison of these opinions teachers with those of their USA peers school identity and Catholic social teaching in Ontario Catholic schools an action research approach to the integration of Catholic social teaching in Queensland Catholic schools longitudinal study of the views of pre service teachers at a Catholic university regarding the purposes and characteristics of Catholic schools Bringing together professionals and academics from across the world Faith based Identity and Curriculum in Catholic Schools will inspire Catholic and other faith based educators to appreciate the importance and potential of the integration of faith based perspectives such as countercultural Catholic social teaching across the school curriculum in an educationally appropriate manner

**Experimental Philosophy of Identity and the Self** Kevin Tobia, 2022-07-28 Exploring issues ranging from the metaphysical to the moral and legal a team of esteemed contributors bring together some of the most important and cutting edge findings in experimental philosophy of the self to address longstanding philosophical questions about personal identity such as What makes us today the same person as our childhood and future selves Can certain changes transform us into a different person Do our everyday moral practices presuppose a false account of who we are Chapters offer a survey of recent empirical work and foster dialogue between experimental and traditional philosophical approaches to identity covering the moral self dual character concepts true self transformative experience and the identity conditions collective entities With novel experiments and thought provoking applications to practical concerns including law immigration bioethics and politics this collection highlights the value and implications of empirical work on personal identity

**Professional Identity in the Caring Professions** Roger Ellis, Elaine Hogard, 2020-12-29 Professional identity is a central topic in all courses of professional training and educators must decide what kind of identity they hope their students will develop as well as think about how they can recruit for facilitate and assess this development This unique book explores professional identity in a group of caring professions looking at definition assessment and teaching and learning Professional Identity in the Caring Professions includes overviews of professional identity in nursing medicine social work teaching and lecturing along with a further chapter on identity in emergent professions in healthcare Additional chapters look at innovative approaches to selection competency development professional values leadership potential and reflection as a key element in professional and interprofessional identity The book ends with guidance for curriculum development in professional education and training and the assessment of professional identity This international collection is essential reading for those who plan deliver and evaluate programs of professional training as well as scholars and advanced students researching identity in the caring professions including medicine nursing allied health social work and teaching

*Studying*

*Science Teacher Identity* Lucy Avraamidou, 2016-04-11 The overarching goal of this book volume is to illuminate how research on science teacher identity has deepened and complicated our understanding of the role of identity in examining teacher learning and development. The collective chapters both theoretical and empirical present an array of conceptual underpinnings that have been used to frame science teacher identity, document the various methodological approaches that researchers have implemented in order to study science teacher identity within various contexts, and offer empirical evidence about science teacher identity development. The findings of the studies presented in this volume support the argument that teacher identity is a dynamic multidimensional and comprehensive construct which provides a powerful lens for studying science teacher learning and development for various reasons. First, it pushes our boundaries by extending our definitions of science teacher learning and development as it proposes new ways of conceptualizing the processes of becoming a science teacher. Second, it emphasizes the role of the context on science teacher learning and development and pays attention to the experiences that teachers have as members of various communities. Third, it allows us to examine the impact of various sub-identities, personal histories, emotions, and social markers such as ethnicity, race, and class on science teachers' identity development. The book aims at making a unique and deeply critical contribution to notions around science teacher identity by proposing fresh theoretical perspectives, providing empirical evidence about identity development, offering a set of implications for science teacher preparation, and recommending directions for future research. **Reasons of Identity**

Avigail Eisenberg, 2009-08-27 This book examines several key approaches used by courts and legislatures to assess the claims made by minorities for protection of some aspect of their identities such as a cultural or religious practice.

*Understanding the Dynamics of Teacher Agency, Resilience, and Identity in the Neoliberal Age* Gang Zhu, 2022-12-19 *Understanding the Dynamics of Teacher Agency, Resilience, and Identity in the Neoliberal Age* focuses on the complexity of teachers' agency, resilience, and identity across various contexts. Neoliberal educational policy technologies have been constantly re-shaping educational professionalism, subjectivity, teaching, and evaluation. Within this climate, teacher agency, resilience, and identity are vital factors for maintaining teachers' well-functioning and well-being. Moreover, teacher agency, resilience, and identity do not exist independently but reinforce each other constitutively, which enable teachers to see beyond challenge and fluctuating confidence and withstand pressure. The educational contexts in this book encompass rural, immigrant, preservice education, special education, internationalized school contexts, etc. Theoretically, this book disentangles the conceptual understandings and methodological considerations of teacher agency, resilience, and identity. Practically, the contributors from various countries and regions explore how various contexts influence teacher agency, resilience, and identity in the neoliberal age.



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come to see because they all believe me verse 1 drake yeah rip rip rip it s been me and young tune off

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