

# Exploring Socio-Cultural Themes in Education

Readings in Social Foundations

*Second Edition*



Joan H. Strouse

# Exploring Socio Cultural Themes In Education

**Sue Books, Valerie Polakow**



## **Exploring Socio Cultural Themes In Education:**

Exploring Socio-cultural Themes in Education Joan Strouse, 2001 This book presents a unique opportunity to read many original source materials written by authors representing diverse points of view and a broad spectrum of history in the field of education. It offers a personal philosophical perspective on the work of teaching, the function of schools in our society and the relationships between education and productivity. Unlike most introductions to the profession, the issues raised in this book bring readers face to face with themselves and with the challenging dilemmas they will confront as teachers. It provides exceptional coverage of community and the changing social, cultural, linguistic and ethnic landscape of our society and its impact on schools, children and teaching. In addition, the book answers the following questions: What are the relationships between culture, society and education? What are the dynamics of daily life in schools as institutions in particular organizational and community contexts? In what ways are gender, language, culture, race, social class and the relationship between school and work important to education? What orientations and strategies can teachers adopt that will enable them to become more transformative educators? For individuals contemplating a career in teaching.

*Exploring Socio-cultural Themes in Education* Joan H. Strouse, 2006

*Addressing Global Challenges - Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World* Parfait M. Eloundou-Enyegue, 2024-07-04

The International Symposium on Humanities and Social Sciences Addressing Global Challenges Exploring Socio Cultural Dynamics and Sustainable Solutions in a Changing World ISHSS 2023 unfolds as a crucial academic undertaking centred around the overarching theme of intellectual synergy and inquiry. This conference serves as a vibrant forum facilitating discussions on a wide array of subjects within the realms of humanities and social sciences. The curated collection of proceedings encapsulates an expansive spectrum of subject areas transcending disciplinary boundaries to encapsulate sociology, anthropology, history and beyond. The significance of this compilation lies not only in the wealth of knowledge it imparts but also in its potential to resonate with a diverse audience. From academicians to practitioners, the discourse transcends traditional boundaries offering insights that cater to the intellectual curiosity of a broad audience. The Open Access version of this book is available at [www.taylorfrancis.com](http://www.taylorfrancis.com) and has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license.

Sociocultural Studies and Implications for Science Education Catherine Milne, Kenneth Tobin, Donna DeGennaro, 2015-07-15 The chapters included in this book address two major questions: what are some of the methodological and theoretical issues in sociocultural research in urban education and science education and what sort of questions do technological and virtual contexts raise for these types of research perspectives? The chapters build off Ken Tobin's personal history of sociocultural research in science education and as they do, each chapter asks philosophical, sociological and/or methodological questions that inform our understanding of the challenges associated with conducting research in experiential and virtual contexts.

**Beyond the Comparative** John C. Weidman, W. James Jacob, 2012-01-01 We

are pleased to introduce this inaugural volume in the PSCIE Series Beyond the Comparative Advancing Theory and Its Application to Practice which expands on the life work of University of Pittsburgh Professor Rolland G Paulston 1929 2006 Recognized as a stalwart in the field of comparative and international education Paulston's most widely recognized contribution is in social cartography He demonstrated that mapping comparative international and development education CIDE is no easy task and depending on the perspective of the mapper there may be multiple cartographies to chart The 35 contributors to this volume representing a range of senior and junior scholars from various CIDE backgrounds and perspectives celebrate the life and work of Paulston by addressing issues perspectives and approaches related to charting the future course of the field The volume reports on new research in several genres as well as conceptual analysis As the title suggests authors were encouraged to go beyond established canons of CIDE The cover art The CIDE Theoretical Compass was conceptualized by the editors and depicts that theory selection and theory generation are an ongoing and important process in comparative international and development education CIDE The image was designed by artist Natalie Jacob which positions the CIDE Theoretical Compass over Rolland G Paulston's 1993 concentric circle map

**Working (With/out) the System** Denise E. Armstrong, James Ryan, 2016-01-01 This edited collection of chapters from invited scholars explores issues of social justice and micropolitics in educational institutions More specifically it examines the ways in which social justice workers navigate or can navigate micro political systems in their quest to promote social justice Issues of social justice and micropolitics are particularly important in this day and age as standardizing regimes and polarizing forces continue to erode the already perilous condition of the traditionally disadvantaged While social justice workers make it a point to acknowledge the plight of the less fortunate their well meaning attempts to take action are not always successful This requires that they acknowledge the realities of the micropolitical environments in which they work and to take action in these arenas if they are to achieve their social justice goals The title of the book Working With out the System draws attention to the ways in which social justice workers leaders teachers administrators students community members navigate educational institutions and the wider social systems that are not always hospitable to changes that promote social justice This volume describes the prospects possibilities and actual practice of working with working without and working outside of educational organizations to promote social justice Among other topics the chapters probe the manner in which social justice minded leaders navigate micropolitical environments the ways in which social justice minded leaders promote and sustain social justice action within systemic contexts the difficulties and successes that they experience

**Race Frames in Education** Sophia Rodriguez, Gilberto Q. Conchas, 2022 Beyond the commonplace inequalities that many minoritized youth face in the United States the post Trump contemporary moment has created rampant racialized material and symbolic violence occurring against Latinx immigrant and undocumented immigrant communities Asian American and African American populations Race Frames in Education advances the conversation about racial equity in educational contexts with a unique analysis centered

on the concept of racial projects a way of thinking not only about systems of racial domination and subjugation but also of resistance Chapter authors center racial analyses across multiple educational and community based settings to underscore how racial projects advance equity or reproduce inequality This much needed anthology addresses a pressing issue in society how to center race and expose systemic racism in order to transform communities schooling and educational policies It challenges White dominance in education and social policy and practice in order to understand the material effects of race racism and White supremacist logic on minoritized populations Contributors Jeremy Acree Felicia Arriaga Jorge Ballinas Socorro E Cambero Gilberto Q Conchas Victor Dealba Sarah Diem Eric Felix Joy Howard Marina Lambrinou Ruth Lopez Enrique Ochoa Gilda L Ochoa Leticia Oseguera Katherine Rodela Sophia Rodriguez Rhianna Thomas Adrian Trinidad Kindel Turner Nash Sarah Walters

Avoiding Burnout Betsy B. Nordell, 2020-12-15 Given the challenges facing educators today it is vitally important to understand the workings of teacher excellence Which teachers exceed state standards for performance and continue to exhibit passion and resilience in the classroom Beyond subject knowledge and teaching techniques what do exemplary educators know and do that could be adapted for use by others Exploring these questions serves as the basis for *Avoiding Burnout* How Exemplary Teachers Find Fuel and Cultivate Success The featured educators among the most distinguished American teachers provide insight into their successful strategies with students parents caregivers colleagues and administration Their honest and thoughtful voices provide compelling evidence of how they navigate today's complex issues in education Concise connections to relevant research underscore the value of their perspectives This highly engaging and easy to use book is designed to spur thinking and conversation about what supports and inhibits educator success at all levels In small meaningful bites readers will learn what exemplary educators do why they do it and how it helps In this time of high teacher attrition we need to share ideas about how to succeed in the teaching profession

*Achieving Equity for Latino Students* Frances E. Contreras, 2015-04-24 Despite their numbers Latinos continue to lack full and equal participation in all facets of American life including education This book provides a critical discussion of the role that select K 12 educational policies have and continue to play in failing Latino students The author draws upon institutional national and statewide data sets as well as interviews among students teachers and college administrators to explore the role that public policies play in educating Latino students The book concludes with specific recommendations that aim to raise achievement college transition rates and success among Latino students across the preschool through college continuum Frances Contreras is an Associate Professor of Higher Education in the area of Leadership and Policy Studies in the College of Education University of Washington in Seattle Prof Frances Contreras is one of the nation's leading authorities on Latino educational problems and on policies that will effectively address these This book presents a unique and incisive analysis of the Latino educational achievement gap and its connections to concomitant gap in educational opportunities for Latinos This very readable book combines rigorous scholarship with clearly stated policy recommendations It should be read by all who

are interested in understanding and addressing one of the most serious problems of our times Jorge Chapa University of Illinois at Urbana Champaign Rich in data and social context Contreras presents a compelling and comprehensive picture for the collective need to invest fully in the education of our Latino youth As important she delineates a bold public policy pathway for Latino student success that encompasses K 12 and higher education James M Montoya Vice President Higher Education The College Board This book offers valuable insights and productive recommendations for addressing a critically important topic how to improve educational equity for Latinos one of our nation s fastest growing but most underserved populations Laura Perna Professor Graduate School of Education University of Pennsylvania

### **Funds of Knowledge**

Norma Gonzalez,Luis C. Moll,Cathy Amanti,2006-04-21 The concept of funds of knowledge is based on a simple premise people are competent and have knowledge and their life experiences have given them that knowledge The claim in this book is that first hand research experiences with families allow one to document this competence and knowledge and that such engagement provides many possibilities for positive pedagogical actions Drawing from both Vygotskian and neo sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching This book accomplishes three objectives It gives readers the basic methodology and techniques followed in the contributors funds of knowledge research it extends the boundaries of what these researchers have done and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work In a time when national educational discourses focus on system reform and wholesale replicability across school sites this book offers a counter perspective stating that instruction must be linked to students lives and that details of effective pedagogy should be linked to local histories and community contexts This approach should not be confused with parent participation programs although that is often a fortuitous consequence of the work described It is also not an attempt to teach parents how to do school although that could certainly be an outcome if the parents so desired Instead the funds of knowledge approach attempts to accomplish something that may be even more challenging to alter the perceptions of working class or poor communities by viewing their households primarily in terms of their strengths and resources their defining pedagogical characteristics Funds of Knowledge Theorizing Practices in Households Communities and Classrooms is a critically important volume for all teachers and teachers to be and for researchers and graduate students of language culture and education

### **Ethnomathematics and Mathematics**

**Education** Cynthia Nicol,Gelsa Knijnik,Aihui Peng,Marcos Cherinda,Arindam Bose,2024-07-16 This edited volume examines ethnomathematics conceptions pedagogical practices and research from international perspectives in times of local and global challenges The book explores connections between mathematical cultural political and social practices toward more inclusive holistic creative transdisciplinary and critical ways of engaging with knowledge and mathematical actions in society

In this edited book the authors explore how ethnomathematics supports transformation of educational systems toward regaining cultural reclamation and self confidence challenges colonial logics for decolonizing and Indigenizing mathematics education and engages with actions for critical and social justice issues      *Asian Research in Mathematics Education* Bill Atweh, Lianghuo Fan, Catherine P. Vistro-Yu, 2023-05-17 This book focuses on the development of research in mathematics education cultures and its products from the perspective of local educators It consists of contributions from Mainland China Indonesia Korea Macao Singapore the Philippines and Turkey This book examines the development of the culture of research in the respective countries and also reviews the research conducted in the recent past in mathematics education It takes a critical stance through identifying the various accomplishments and identifying challenges for the future of research in terms of its diversification and quality Divided into two sections the first section considers factors around the development of a research culture in the respective countries by focusing on the means used to develop research expertise and quality The second section consists of overviews of the area of research and methodologies conducted in mathematics education in the various countries with the intention of highlighting the research topics conducted as well as discussing omissions of such research      *Encyclopedia of Educational Leadership and Administration* Fenwick W. English, 2006-02-16 To read some sample entries or to view the Readers Guide click on Sample Chapters Additional Materials in the left column under About This Book The Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled Key Features Represents a knowledge dynamic of the field by presenting ideas and perspectives that are in the minds hearts and aspirations of those practicing in the profession Includes a wide range of topics covering teaching and learning curriculum psychology and motivation budgeting and finance law statistics research personnel management planning supervision and much more Contains more than 75 biographical sketches of people whose ideas aspirations and lives have contributed much to the profession Animates the reader's thinking and defines possibilities by presenting terms ideas concepts research and theories that are circulating in the field The Encyclopedia of Educational Leadership and Administration is a must have reference for all academic libraries as well as a welcome addition to any leadership in education collection      *Perspectives on Transitions in Schooling and Instructional Practice* Susan E. Elliott-Johns, Daniel H. Jarvis, 2013-01-01 Perspectives on Transitions in Schooling and Instructional Practice examines student transitions between major levels of schooling teacher transitions in instructional practice and the intersection of these two significant themes in education research Twenty six leading international experts offer meaningful insights on current pedagogical practices obstacles to effective transitions and proven

strategies for stakeholders involved in supporting students in transition The book is divided into four sections representing the four main transitions in formal schooling Early Years Home Pre school and Kindergarten to Early Elementary Grades 1 3 Early Elementary to Late Elementary Grades 4 8 Late Elementary to Secondary Grades 9 12 and Secondary to Post Secondary College and University A coda draws together over arching themes from throughout the text to provide recommendations and a visual model that captures their interactions Combining theoretical approaches with practical examples of school based initiatives this book will appeal to those involved in supporting either the student experience both academically and emotionally or teacher professional learning and growth     Socializing Justice Clara Sabbagh,2023 This book offers a comprehensive view of the numerous roles of justice in three education spheres public and globalized schools nonformal education and the family It relies on the quantitative and ethnographic methodological traditions in these fields to identify controversies and illustrate how the forms of justice underlying educational spheres are universal yet sensitive to sociocultural variation     **Poverty and Schooling** Sue Books,Valerie Polakow,2001-10-01 This is a special issue of Educational Studies Volume 32 No 3 from 2001 It s main focus is poverty and schooling with two guest editors that have been deeply involved in research and teaching on the problem of children in poverty for many years and bring their considerable expertise to this excellent collection of scholarship and reviews     **Preparing Teachers to Work with English Language Learners in Mainstream Classrooms** Luciana C. de Oliveira,Mike Yough,2015-01-01 Co published with TESOL Press There is a growing need for knowledge and practical ideas about the preparation of teachers for English language learners ELLs a growing segment of the K 12 population in the United States This book is for teachers administrators and teacher educators looking for innovative ways to prepare teachers for ELLs and will position teachers to empower these students This volume will appeal mostly to those preparing teachers in contexts that have not have historically had large numbers of ELLs but have had a high rate of recent growth e g Midwestern U S This work is the combination of teacher preparation and ELL issues This volume is unique in tackling pre service and inservice teacher preparation Additionally the chapters collectively aim to go beyond merely equipping teachers to meet the needs of ELLs but to reach a level of effectiveness with the outcome of equity The book highlights the knowledge skills and beliefs of teachers about ELLs Part I addresses teacher perceptions of and beliefs about ELLs and teacher preparation specifically addressing what they should know in terms of students perspectives Chapters attend to the experiences and beliefs of immigrant teachers about their roles the role of service learning in teacher preparation and the potential of understanding home literacy practices to change teacher beliefs about ELLs Part II focuses on skills necessary to teach ELLs writing skills teachers can draw on to inform their teaching practices technological skills teachers need to develop and skills related to focusing on the Common Core State Standards for English language arts and mathematics Each chapter explicitly addresses implications for teacher education or professional development     Economics, Aid and Education Suzanne



Majhanovich, Macleans A. Geo-JaJa, 2013-11-04 It is impossible to discuss economics development or education in a world wide context without considering the effects of markets or globalization on these issues that have such an impact on humanity Neoliberalism has had profound consequences for education worldwide particularly in the developing world The chapters in this volume include both case studies for specific countries as well as reflections on economic and educational priorities in a globalized world How development aid is delivered provisioned and under what conditions is debated in several chapters Similarly development as well as poverty are conceived in multi dimensionalities depending on the context In addition the issue of what quality education has come to mean in a globalized age is also addressed The contrast between discourses of humanistic approaches to education and those of neoliberalism as propounded by the World Bank informs discussions throughout the volume The collection of papers in Economics Aid and Education Implications for Development provides a roadmap for policy makers in developing countries as well as for comparativists to the key issues and challenges of globalization marketization and internationalization of education in a period of economic crisis This book explores the contributions of globalization and the roadmaps developed as vehicles for societal transformation Contributors from all parts of the globe discuss the expanding role of the World Bank's market reforms in education in developing countries In a detailed and practical way the authors question false assumptions of education aid and underline the challenges of funding gaps related to development in education

Global Perspectives in the Geography Curriculum Alex Standish, 2008-10-07 For geographers across the globe this book provides the arguments for a return to the teaching of geography and why they should reject the politicisation of the subject by education policy makers and politicians Standish's careful critique shows the necessity of a depoliticised geography curriculum the irony of which would be that it would ensure that every child could point to Iraq Iran and Afghanistan on a map Prof Dennis Hayes Oxford Brookes University UK A prescient and critical analysis of the changing face of geography teaching This book deserves to be widely read and debated Alex Standish's book puts current trends in geography teaching in historical and critical context It comprises a forthright and timely defence of geographical education for its own sake Dr Jim Butcher FRSA Department of Sport Science Tourism and Leisure Canterbury Christ Church University Since the early 1990s educational policy makers and some subject leaders have been seeking to fundamentally change the teaching of geography in UK and US schools from a subject which encourages students to explore spatial concepts ideas and skills to a more ethics based subject concerned with the promotion of environmentalism cultural diversity and social justice In this book the new approach is critically examined within a historical and ideological context addressing a number of fundamental questions Should geography be used as a tool for the delivery of citizenship ideals How does this affect the intellectual and moral value of geographical education for young people If the state and teachers are taking more responsibility for the values attitudes and emotional responses of students how will they learn to develop these qualities for themselves If global perspectives shift the focus of education from learning about the outside world to learning

about the self what is its vision of social progress and conception of social change This book advocates a return to liberal models of education arguing that the new approach to geography currently being promoted for schools fundamentally undermines the educational value of the subject and the freedom of young people to shape the world in which they live A vital resource for teachers and student teachers alike Global Perspectives in the Geography Curriculum makes a significant contribution to the growing debate about the future direction of the discipline itself International Handbook on Education Development in the Asia-Pacific Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

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