

Democracy and Its Discontents

Critical Literacy across Global Contexts

Robert E. White and Karyn Cooper



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Democracy And Its Discontents Critical Literacy Across Global Contexts

Duncan Waite, Ira Bogotch



Democracy And Its Discontents Critical Literacy Across Global Contexts:

Democracy and Its Discontents Karyn Cooper, Robert E. White, 2015-11-02 This volume brings together important voices regarding constraints and potential possibilities for democracy in action The book addresses various understandings of democracy and provides specific critiques Connections between critique critical literacy and its potential for society and education are presented and organized smoothly and accessibly facilitating easy engagement with the ideas within These ideas have been carefully thought through so that the text becomes accessible comprehensible and logical Readers may benefit from this work through its synthetic international and comparative approach to issues surrounding critical literacy and its relationship with the democratic process Complementing the text with audio visual content allows readers to engage with some of the foremost professionals in the field of critical literacy Videos of Noam Chomsky add to this a definitive view of democratic practice The authors have striven to make this video text appropriate interesting and innovative Moreover readers may particularly appreciate the informative summary at the end of every chapter which is presented in more accessible terms for the uninitiated who may be interested in ways of dealing with critical literacy practices in social political and educational contexts This is a very personal book that surprises represents a unique view of the interrelationship between democracy and literacy reinterprets significant academic writings in critical pedagogy offers an analysis of theoretical and empirical research and provides in depth narratives and portraits of stimulating scholars in education who have worked towards development of an engaged and empowered electorate

Student Voice Karyn Cooper, Sardar M. Anwaruddin, 2016-02-10 Student Voice A Companion to Democracy and Its Discontents serves two primary purposes First as the title of the volume suggests it serves as a companion text to Democracy and Its Discontents Critical Literacy across Global Contexts Sense Publishers 2015 Second the volume features critical dialogues between emerging and established scholars in the field of critical literacy education broadly defined It brings together a collection of essays that speak to the possibilities of taking a critical approach to language and literacy education The contributing authors draw on their life stories and professional experiences to make a strong case for taking a critical approach to education They demonstrate that the act of teaching always involves a grappling with the entanglement of social cultural and political forces In this sense education is always a normative and ethical enterprise The authors featured in this book will encourage readers to re imagine critical education and its emancipatory potential in an age of neo conservative and corporate assaults on education This volume written in a lucid and accessible manner will appeal to a broad readership interested in education It will be an informative and engaging text in graduate and undergraduate courses on language and literacy education teacher education education policy studies and curriculum studies In service teachers teacher educators and school administrators will also find it to be a valuable resource Karyn Cooper is an Associate Professor and Sardar M Anwaruddin is a PhD candidate in the Department of Curriculum Teaching and Learning at the Ontario Institute for Studies in Education OISE of the University of

Toronto Enhancing Educators' Theoretical and Practical Understandings of Critical Literacy Vera Sotirovska, Margaret Vaughn, 2023-09-07 This Element explores ways to promote critical literacy in teacher education First the authors define critical literacy in the context of teacher education through established theoretical frameworks and models of critical literacy pedagogy and share their collective findings on critical literacy research over the course of a decade Building from these theoretical understandings of critical literacy they outline ways to actualize critical literacy in teacher education as a transformative pedagogy coupled with resources and activities that support equitable teaching practices Next they illustrate how adaptive teaching supports critical literacy pedagogy and underscore autoethnography as a reflective tool to engage pre service teachers in critical literacy practice They model this approach with mentor text analyses using critical literacy as a lens to facilitate critically oriented mindsets in teachers through visioning They conclude with implications for classroom practice at the intersections of critical literacy and teacher preparation and provide directions for future research *It's Not Education that Scares Me, It's the Educators...* Paul R. Carr, Gina Thésée, 2019-06-27 A 2020 SPE Outstanding Book Award Honorable Mention Many people believe that education has a disproportionately negative effect on them and those close to them With so much wealth technological prowess innovation and economic development why do we still have marginalization social inequalities conflict mass incarceration and generational poverty The connection to democracy Education for Democracy EfD and social justice is for Carr and Thésée clear and this volume interweaves a narrative within these themes based on a Freirian theoretical backdrop This book presents a vision for transformative education and EfD seeking to cultivate stimulate and support political and media literacy critical engagement and a re conceptualization of what education is and importantly how it can address entrenched systemic and institutional problems that plague society Based on over a decade of empirical research in a range of contexts and jurisdictions the authors strive to link teaching and learning with agency solidarity action and transformative change within the conceptual framework of a critically engaged EfD Perfect for courses in Sociology of Education Social Justice and Education Democracy and Civics Community Engagement Education Policy Service Learning Education Reform Citizenship Education Transformative Education Politics of Education The Wiley International Handbook of Educational Leadership Duncan Waite, Ira Bogotch, 2017-03-17 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar educators worldwide What is educational leadership What are some of the trends questions and social forces most relevant to the current state of education What are the possible futures of education and what can educational leadership contribute to these futures To address these questions and more editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights observations and research findings on the nature of education and educational leadership in the global village The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty one countries spanning six continents Topics examined include leadership and aesthetics creativity eco justice

advocacy Big Data and technology neoliberalism emerging philosophies and theories critical democracy gender and radical feminism political economies emotions postcolonialism and new directions in higher education A must read for teachers researchers scholars and policy makers this Handbook Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social economic and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological cultural and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

Teaching Literature in Times of Crisis Sofia Ahlberg, 2021-06-13 Teaching Literature in Times of Crisis looks at the range of different crises currently affecting students from climate change and systemic racism to the global pandemic Addressing the impact on students ability and motivation to learn as well as their emotional wellbeing this volume guides teachers toward strategies for introducing both canonical and contemporary literature in ways that demonstrate the future relevance of sophisticated and targeted literacy skills These reading practices are invaluable for framing and critically examining the challenges associated with crisis in order to help cope with grief and as a means to impart the skills needed to deal with crisis such as adaptability flexibility resilience and resistance Providing necessary background theory alongside practical case studies the book addresses Reading practices for demonstrating how literature explores ethical issues in specific and concrete rather than abstract terms Making connections between disparate phenomena and how literature mobilises affect in individual and collective human lives Supporting teachers in considering new imaginative ways students can learn from literary content and form in online or remote learning environments as well as face to face Combining close and distant reading with creative and hands on strategies presenting the principles of a transitional pedagogy for a world in flux This book introduces teachers to methods for reading and studying literature with the aim of strengthening and promoting resilience and resourcefulness in and out of the literature classroom and empower students as global citizens with local roles to play

Qualitative Research in the Post-Modern Era Robert E. White, Karyn Cooper, 2022-09-29 This volume describes and discusses some of the intricacies associated with qualitative research in this post modern era It is the second of a two volume set It strives to define terms identifies paradigms methodologies and approaches that are applicable to novice and expert researchers alike The book pays special attention to the biographies of those individuals who have helped to shape and develop these methodologies or research designs In addition consideration is given to historical and political underpinnings that relate to the development of qualitative research methodologies Each research design is described in detail and the similarities and differences among them are explored This volume makes use of a contextual approach to research and features interviews with scholars who have assisted in developing such methodologies Of interest are numerous features such as questions for

further study and annotated bibliographies that extend the scope of each of the methodologies described Literary Knowing and the Making of English Teachers Larissa McLean Davies, Brenton Doecke, Philip Mead, Wayne Sawyer, Lyn Yates, 2022-09-29 At a time when knowledge is being re valued as central to curriculum concerns subject English is being called to account Literary Knowing and the Making of English Teachers puts long standing debates about knowledge and knowing in English in dialogue with an investigation of how English teachers are made in the 21st century This book explores for the first time the role of literature in shaping English teachers professional knowledge and identities by examining the impacts in particular of their own school teaching in their making The voices of early career English teachers feature throughout the work in a series of vignettes providing reflective accounts of their professional learning The authors bring a range of disciplinary expertise and standpoints to explore the complexity of knowledge and knowing in English They ask How do English teachers negotiate competing curriculum demands How do they understand literary knowledge in a neoliberal context What is core English knowledge for students and what role should literature play in the contemporary curriculum Drawing on a major longitudinal research project they bring to light what English teachers see as central to their work the ways they connect teaching with their disciplinary training and how their understandings of literary practice are contested and reimaged in the classroom This innovative work is essential reading for scholars and postgraduate students in the fields of teacher education English education literary studies and curriculum studies The Handbook of Media Education Research Divina Frau-Meigs, Sirkku Kotilainen, Manisha Pathak-Shelat, Michael Hoechsmann, Stuart R. Poyntz, 2020-09-23 Over the past forty years media education research has emerged as a historical epistemological and practical field of study Shifts in the field along with radical transformations in media technologies aesthetic forms ownership models and audience participation practices have driven the application of new concepts and theories across a range of both school and non school settings The Handbook on Media Education Research is a unique exploration of the complex set of practices theories and tools of media research Featuring contributions from a diverse range of internationally recognized experts and practitioners this timely volume discusses recent developments in the field in the context of related scholarship public policy formal and non formal teaching and learning and DIY and community practice Offering a truly global perspective the Handbook focuses on empirical work from Media and Information Literacy MIL practitioners from around the world The book s five parts explore global youth cultures and the media trans media learning media literacy and scientific controversies varying national approaches to media research media education policies and much more A ground breaking resource on the concepts and theories of media research this important book Provides a diversity of views and experiences relevant to media literacy education research Features contributions from experts from a wide range of countries including South Africa Finland India Italy Brazil and many more Examines the history and future of media education in various international contexts Discusses the development and current state of media literacy education institutions and policies Addresses important contemporary

issues such as social media use datafication digital privacy rights and divides and global cultural practices The Handbook of Media Education Research is an invaluable guide for researchers in the field undergraduate and graduate students in media studies policy makers and MIL practitioners

Refleksi 30 Tahun HIDESE Alois A. Nugroho, Johanis Ohoitumur, Franz Magnis-Suseno, Stanislaus Reksosusilo, Armada Riyanto CM, S. Margaretha K., Gunardi Endro, J. Sudarminta, Siti Rohmah Soekarba, Afra Ghina Rahmi, Raja Oloan Tumanggor, Agus Purwadianto, Valentino Lumowa, Yeremias Jena, Mikhael Dua, Johan Hasan, 2021-09-15 Bukalah buku sejarah manusia di mana pun dan Anda akan menemukan pertanyaan abadi Apa itu kebaikan dan apa itu kejahatan Inilah persoalan filosofis paling awet sepanjang sejarah Berbagai jawaban telah dikemukakan Ada filsuf yang berupaya memberikan jawaban tertentu untuk menuntaskan masalah ini namun nyatanya dalam waktu singkat masalah ini muncul kembali dalam pemikiran orang lain Sepanjang sejarah pemikiran manusia ditemukan bahwa masalah baik dan jahat yang kita bicarakan sebagai etika atau masalah etis terus saja menantang setiap filsuf S E Frost Jr 1962 80 81 Buku Refleksi 30 Tahun HIDESE ini adalah bagian dari upaya memberi konteks pada pertanyaan abadi ini dan mengajak kita untuk merefleksikan secara kritis prinsip serta ajaran moral yang kita anut Antologi ini yang diterbitkan untuk mengenang 30 tahun HIDESE Himpunan Dosen Etika Seluruh Indonesia tidak hanya berorientasi pada pengkajian berbagai teori etika klasik dan kontemporer terkemuka melainkan juga berikhtiar menemukan berbagai prinsip serta kajian etis aktual setempat yang berkembang dalam berbagai kearifan lokal dan yang juga telah ikut berkontribusi dalam mengembangkan kualitas hidup manusia di tengah masyarakat Buku ini diawali dengan riwayat berdirinya HIDESE Himpunan ini terwujud atas inisiatif para etikawan yang merasa terpenggil untuk mengembangkan etika sebagai kajian penting bagi bangsa Indonesia yang bineka Dikisahkan antar lain bahwa K Bertens Kepala Pusat Pengembangan Etika Universitas Katolik Indonesia Atma Jaya Jakarta di tahun 1990 telah menjadi inspirator dengan menghimpun para dosen etika setelah mendapat dukungan dari Franz Magnis Suseno dan kawan kawan dari STF Driyarkara Jakarta Begitulah awal mula terbangunnya HIDESE Selain berkecimpung dalam kegiatan belajar mengajar kelas Etika di berbagai perguruan tinggi negeri dan swasta di seluruh Indonesia para anggota HIDESE juga menyelenggarakan berbagai konperensi diskursus kajian penelitian dan penerbitan buku dengan tulisan tulisan bertema etika termasuk yang kini diterbitkan dalam antologi ini Semuanya merefleksikan integritas HIDESE untuk terus mengembangkan etika sebagai panduan hidup dan lentera peradaban

Redefining Language Education Through Critical Language Pedagogy Palacios-Hidalgo, Francisco Javier, Huertas-Abril, Cristina A., 2025-02-20 Critical language pedagogy CLP redefines language education by integrating critical theory and social justice perspectives aiming to foster critical thinking social awareness and empowerment It emerged from the understanding that language and power are intertwined emphasizing the need for teaching that goes beyond linguistic proficiency By applying critical theory CLP challenges power structures social inequities and cultural norms that shape language use encouraging reflective practices and liberatory education It promotes social justice by addressing linguistic inequalities and advocating

for inclusivity in language education Further research into CLP may empower learners to critically engage with language in the context of broader societal issues questioning and transforming societal norms *Redefining Language Education Through Critical Language Pedagogy* explores multiple areas of CLP including theoretical foundations of critical language teaching strategies and guidelines for integrating CLP into the language classroom and practical examples of how to integrate socially and culturally relevant topics in the teaching process to promote CLP It examines various linguistic inequalities offering strategies for inclusive and accessible language education This book covers topics such as higher education social justice and sustainable development and is a useful resource for educators academicians linguists sociologists and researchers **The**

British National Bibliography Arthur James Wells, 2006 [Sociological Abstracts](#) Leo P. Chall, 2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers **Historical**

Abstracts , 1998 *University of Colorado at Denver Catalog* University of Colorado at Denver, 2009 *Current Index to Journals in Education* , 1999 *Democracy 2.0* Paul R. Carr, Michael Hoechsmann, Gina Thésée, 2018-07-17 Participatory media 2 0 have shifted the terrain of public life We are all individually and collectively able to produce and circulate media to a potentially limitless audience and we are all at minimum arbiters of knowledge and information through the choices or clicks we make when online In this new environment of two way and multidimensional media flow digital communication tools platforms and spaces offer enormous potential for the cultivation development and circulation of diverse and counter hegemonic perspectives It has also provoked a crisis of communication between oppositional echo chambers Democracy requires a functioning critically engaged and literate populace one that can participate in cultivate and shape in meaningful and critical ways the discourses and forms of the society in which it exists Education for democracy therefore requires not only political literacy but also media and digital literacies given the ubiquity and immersiveness of Media 2 0 in our lives In Democracy 2 0 we feature a series of evocative international case studies that document the impact of alternative and community use of media in general and Web 2 0 in particular The aim is to foster critical reflection on social realities developing the context for coalition building in support of social change and social justice The chapters herein examine activist uses of social and visual media within a broad and critical frame underpinning the potential of alternative and DIY Do It Yourself media to impact and help forge community relationships to foster engagement in the civic and social life of citizens across the globe and ultimately to support thicker forms of democratic participation engagement and conscientization beyond electoralist representative normative democracy **Teaching Towards Democracy with**

Postmodern and Popular Culture Texts Patricia Paugh, Tricia M. Kress, Robert Lake, 2014 This edited volume supports implementation of a critical literacy of popular culture for new times It explores popular and media texts that are meaningful

to youth and their lives It questions how these texts position youth as literate social practitioners Based on theories of Critical and New Literacies that encourage questioning of social norms the chapters challenge an audience of teachers teacher educators and literacy focused scholars in higher education to creatively integrate popular and media texts into their curriculum Focal texts include science fiction dystopian and other youth central novels picture books that disrupt traditional narratives graphic novels video games other arts based texts film novel hybrids and even the lives of youth readers themselves as texts that offer rich possibilities for transformative literacy Syllabi and concrete examples of classroom practices have been included by each chapter author

Democracy's Discontent and Civic Learning Charles S. White, 2018-09-01 Around the globe democracy is under assault For a dozen years global freedom has followed a downward slope according to Freedom House Once viewed as the world's model of freedom the United States has slipped in world ratings of democracy For a rising portion of the world's population faith in democracy is flagging At the same time a wave of nationalism and xenophobia is rising in the West questioning democracy's ability to meet the needs of its citizens The contributors to this volume examine democracy's discontent from a variety of perspectives What forces have produced the extreme partisanship and polarization roiling America's civic life and politics How has today's populist movement challenged democratic norms and institutions What role has social media played in democracy's discontent and its defense How do we overcome persistent racism in the face of emboldened White supremacist and anti immigrant agitation Across the pages of this book teachers teacher educators and education policy makers will recognize a common theme in responding to democracy's discontent the need to rebuild the nation's civic infrastructure Research on best practices in civic learning and engagement serve as a guide to transforming how we prepare citizens for democratic deliberation and civic action Creative and effective teaching materials and approaches await only the will to invest the needed time and support Repairing our civic infrastructure will help to restore confidence in our civic capabilities and trust in our ability to work together for the public good Without a serious recommitment to the civic mission of schools the nation will be ill prepared to defend against those within and beyond our borders who are intent on undermining democracy

Critical Literacy in Global Citizenship Education, 2011

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