FREIRE for the Classroom

A Sourcebook for Liberatory Teaching

Edited by IRA SHOR

Afterword by PAULO FREIRE

Meredith Minkler

Freire for the Classroom Ira Shor,1987 An anthology of essays by teachers using Paulo Freire's methods in their **Freire for the Classroom** Ira Shor,1987 **Developing Teaching and Learning in Africa Vuyisile** classrooms Msila,2020-09-08 Developing Teaching and Learning in Africa is a collection of chapters that carry on the topical discussions on indigenous knowledges and western epistemologies African societies still aspire towards knowledge that is liberatory enhance critical thinking and decentre Eurocentrism The contributors explore these decolonial debates as they navigate ways of moving towards epistemic freedom and cognitive justice Free School Teaching Kristan Accles Morrison, 2012-02-01 Free School Teaching is the personal and professional journey of one teacher within the American educational system Faced with mounting frustrations in her own traditional middle school classroom and having little success in resolving them Kristan Accles Morrison decided to seek out answers first by immersing herself in the academic literature of critical education theory and then by turning to the field While the literature on progressive education gave her hope that things could be different and better for students locked into America's traditional education system she wanted to find a firsthand example of how these ideas played out in practice Morrison found a radical free school in Albany New York that embodied the ideas found in the literature and over a period of three months she observed and documented differences between alternative and traditional schools In trying to reconcile the gap between those systems Morrison details the lessons she learned about teachers students curriculum and the entire conception of why we educate our children Singular **Texts/plural Authors** Lisa S. Ede, Andrea A. Lunsford, 1992 Why write together the authors ask They answer that guestion here in the first book to combine theoretical and historical explorations with actual research on collaborative and group writing Lisa Ede and Andrea Lunsford challenge the assumption that writing is a solitary act That challenge is grounded in their own personal experience as long term collaborators and in their extensive research including a three stage study of collaborative writing supported by the Fund for the Improvement of Post Secondary Education The authors urge a fundamental change in our institutions to accommodate collaboration by radically resituating power in the classroom and by instituting rewards for collaborative work that equal rewards for single authored work They conclude with the injunction Today and in the twenty first century our data suggest writers must be able to work together They must in short be able to Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative collaborate **Approaches** Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken for granted attitudes and beliefs held by both educators and learners Provided by publisher **Indigenizing the Academy** Devon Abbott Mihesuah, Angela Cavender Wilson, 2004-01-01 Native American scholars reflect on issues related to academic study by students drawn from the indigenous peoples of America Topics range from problems of racism and ethnic fraud in academic hiring to how

indigenous values and perspectives can be integrated into research methodologies and interpretive theories

International Handbook of Research on Teachers and Teaching Lawrence J. Saha, Anthony Gary Dworkin, 2009-04-17 The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant *Improving K-12 STEM Education Outcomes through* Technological Integration Urban, Michael J., Falvo, David A., 2015-11-12 The application of technology in classroom settings has equipped educators with innovative tools and techniques for effective teaching practice Integrating digital technologies at the elementary and secondary levels helps to enrich the students learning experience and maximize competency in the areas of science technology engineering and mathematics Improving K 12 STEM Education Outcomes through Technological Integration focuses on current research surrounding the effectiveness performance and benefits of incorporating various technological tools within science technology engineering and mathematics classrooms Focusing on evidence based approaches and current educational innovations this book is an essential reference source for teachers teacher educators and professionals interested in how emerging technologies are benefiting teaching and or learning efficacy Handbook of the Evolving Research of Transformative Learning Kathleen P. King, 2009-05-01 Associate Editor Seamus King This handbook is a much expanded version of the original Learning Activities Survey published by Dr Kathleen P King of Fordham University in 1998 Based on her ground breaking research in this field where she used a mixed methodology research approach to study transformative learning the book will provide a model of research firsthand perspective of how research design develops reprints of articles based on the related research and specific assistance in conducting further research in this area Over 50 studies around the world have been conducted base on King's original research and her work has extended across more than 12 studies since the original publication Moreover this volume is a vital research companion book to King's popular book Bringing Transformative Learning to Life Krieger 2005 Based on our history with the prior edition it is sold out this book will have wide appeal among adult education human resource development psychology and counseling researchers students professors and practitioners and it serve as an excellent textbook or personal introduction studies of foundations of adult learning applied research or transformative learning Professors and students of adult learning counseling human resource development staff development educational administration and leadership psychology and other social sciences use this as a guide for research studies especially in the area of adult learning and or transformative learning Readers will find that this handbook provides an overview of King's transformative learning research dating back to 1997 a manual for use of the research tools a research methodology and an approach to open new vistas of research The first manual published in 1998 is now out of print and this 10th anniversary edition not only fills the gap but also continues where

it stopped This handbook delineates the original model and the expanding and evolving research which has developed from 1997 to 2008 More than a manual instead this book uses a variety of formats to accomplish this goal reflection formal discussion instructions technical information personal and learner stories selected research articles and several modified forms of the original Learning Activities Survey LAS instrument Researching the Socio-Political Dimensions of Mathematics Education Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation. The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy **Mathematics for** Social Justice Catherine A. Buell, Bonnie Shulman, 2021-11-17 Mathematics instructors are always looking for ways to engage students in meaningful and authentic tasks that utilize mathematics At the same time it is crucial for a democratic society to have a citizenry who can critically discriminate between fake and reliable news reports involving numeracy and apply numerical literacy to local and global issues This book contains examples of topics linking math and social justice and addresses both goals There is a broad range of mathematics used including statistical methods modeling calculus and basic algebra The range of social issues is also diverse including racial injustice mass incarceration income inequality and environmental justice. There are lesson plans appropriate in many contexts service learning courses quantitative literacy. reasoning courses introductory courses and classes for math majors What makes this book unique and timely is that the most previous curricula linking math and social justice have been treated from a humanist perspective This book is written by mathematicians for mathematics students Admittedly it can be intimidating for instructors trained in quantitative methods to venture into the arena of social dilemmas This volume provides encouragement support and a treasure trove of ideas to get you started The chapters in this book were originally published as a special issue of the journal PRIMUS Problems Resources and Issues in Mathematics Undergraduate Studies Affirming Students' Right to their Own Language Jerrie Cobb Scott, Dolores Y. Straker, Laurie Katz, 2009-06-02 A Co publication of the National Council of Teachers of English and

Routledge How can teachers make sound pedagogical decisions and advocate for educational policies that best serve the needs of students in today s diverse classrooms What is the pedagogical value of providing culturally and linguistically diverse students greater access to their own language and cultural orientations. This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974. Students Right to Their Own Language resolution Chronicling the interplay between legislated litigated education policies and language and literacy teaching in diverse classrooms it presents exemplary research based practices that maximize students learning by utilizing their home based cultural language and literacy practices to help them meet school expectations. Pre service teachers practicing teachers and teacher educators need both resources and knowledge including global perspectives about language variation in PreK 12 classrooms and hands on strategies that enable teachers to promote students use of their own language in the classroom while also addressing mandated content and performance standards. This book meets that need Visit http www ncte org for more information about NCTE books membership and other services.

Community Organizing and Community Building for Health Meredith Minkler, 2005 **Expanding Transformation** Theory Alexis Kokkos, 2020-04-07 Expanding Transformation Theory offers a deeper understanding of the philosophy principles and major components of Transformation Theory which was developed by Jack Mezirow It provides a thorough comprehension of the affinities of the theory with other emancipatory theoretical views and provides the readers with an expanded insight of the core theoretical framework that will support their research and educational practice The book juxtaposes Mezirow s perspective with those of ten major emancipatory educationalists Dewey Freire Gould Marsick Socrates Kegan Greene Argyris Illeris and Jarvis respectively who all share the idea of learning with the aim of changing problematic perceptions and behaviours Such issues as convergences and divergences among the theoretical perspectives as well as the impact of the theoretical ideas that Mezirow incorporated in his work are addressed The work of Mezirow is further reviewed in order to pinpoint the dimensions which appear to have been confirmed and endure over time and in turn those that seem to need expansion or even revision This book will be of great interest to researchers academics students and adult educators who are interested in transformative learning theory and emancipatory education **Teachers Act Up! Creating** Multicultural Learning Communities Through Theatre Melisa Cahnmann-Taylor, Mariana Souto-Manning, 2015-04-17 If teachers want to create positive change in the lives of their students then they must first be able to create positive change in their own lives This book describes a powerful professional development approach that merges the scholarship of critical pedagogy with the Theatre of the Oppressed Participants act up in order to explore real life scenarios and rehearse difficult conversations they are likely to have with colleagues students administrators and parents The authors have practiced the theatrical strategies presented here with pre and in service teachers in numerous contexts including college courses professional development seminars and PreK 12 classrooms They include step by step instructions with vivid photographs to

help readers use these revolutionary theatre strategies in their own contexts for a truly unique learning experience

Education And Democracy Pilar O'Cadiz, 2018-03-08 This book has been almost seven years in the making Though the work has certainly not been continuous for all those years it was a major focus of the three of us for most of them It is a tribute to Paulo Freire his courage his humanity and the timelessness and relevancy of his ideas that our work on this manuscript was never tedious never dull and never a burden but rather a constant source of joy inspiration and discovery Although the book was always intended to be a critical but friendly description and analysis of Freire's efforts as Secretary of Education the need to disseminate information about this radical educational reform became even more urgent after the sad news of Paulo Freire's death in May 1997 Thus while this text is the result of the scholarly efforts of three researchers it is also a celebration of a revolutionary thinker who had the unique opportunity to make his ideas concrete and therefore affect the lives of countless young children in his native country We dedicate our efforts on this volume to Paulo Freire and to the hundreds of educators in Sao Paulo whom he inspired to work tirelessly in creating a happy democratic school dedicated to serving poor and working class children and their communities It has been our pleasure and privilege to have worked with Paulo Freire and the many educators involved in educational reform in Sao Paulo Their commitment courage political clarity and struggle for social justice and equality are a constant source of motivation and inspiration for us to renew and reinvigorate our own efforts in the fight for equal rights decency and justice Picturing Research Linda Theron, Claudia Mitchell, Ann Smith, Jean Stuart, 2012-01-01 Picturing research drawing as visual methodology offers a timely analysis of the use of drawings in qualitative research Drawing can be a method in itself as in the research area of Visual Studies and also one that complements the use of photography video and other visual methodologies This edited volume is divided into two sections The first section provides critical commentary on the use of drawings in social science research addressing such issues of methodology as the politics of working with children and drawing ethical issues in working with both adults and children and some of the interpretive considerations The second section in its presentation of nine research based case studies illustrates the richness of drawings Each case study explores participatory research involving drawings that encourages social change or illustrates participant resilience These case studies also highlight the various genres of drawings including cartoons and storyboarding The book draws on community based research from a wide variety of contexts most in South Africa although it also includes work from Rwanda and Lesotho Given the high rates of HIV AIDS in sub Saharan Africa it should not be surprising that many of the chapters take up concerns such as the preparation of teachers and community health workers in the age of AIDS and the experiences of orphans and vulnerable children Moving further afield this book also includes work done with immigrant populations in Canada and with tribunals in Somalia and Australia Picturing research is an important resource for novice and experienced researchers interested in employing qualitative methodology that encourages rich yet low tech visible data and that offers a participatory enabling experience for

participants and their communities Be the Change Rita Verma, 2010 At a time when teachers are the scapegoats for all that is wrong with education Rita Verma and colleagues push back by illuminating the critical and creative roles that teachers and youth are playing to make education impactful The examples in this book model the possibilities for anti oppressive activism through education and inspire Kevin Kumashiro author of The Seduction of Common Sense How the Right has Framed the Debate on America's Schools National Service, Citizenship, and Political Education Eric B. Gorham, 1992-09-01 This book analyzes the issues surrounding civilian national service policy from a fresh and original perspective The author connects national service programs to the political theories of civic republicanism and communitarianism assesses the practical consequences of these theories and examines past youth service programs such as the CCC and Peace Corps to see if they are appropriate models or ideals for a national program Gorham engages the issue of compulsory versus voluntary service and questions whether service tasks can instill a sense of citizenship in young people as defenders of the program claim Using the work of Michel Foucault Charles Taylor Carole Pateman and others he suggests that national service as presently planned will not create the citizen so much as a post industrial and gendered subject In the concluding chapters he presents an argument for a democratic national service and offers an alternative program for policymakers to consider

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