

Place Identity Participation And Planning

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can regional identities create a more sustainable alternative to the increasingly standardised environments in which we live is bottom up rather than top down planning possible

identity and participation in culturally diverse societies presents an original discussion in an edited volume of how the links between identity political participation radicalization and integration can provide a scientific understanding of the complex issue of coexistence between groups in culturally diverse societies offers a scientific understanding of the complex issue of coexistence between groups in culturally diverse societies utilizes original theory which combines social psychology sociology and political science includes an original and extensive discussion of combining the concepts of identity and diversity innovatively and engagingly employs the latest research and

state of the art theory

over the past two decades western scholars increasingly have embraced cultural historical activity theory as a framework for thinking about knowing and learning in school and workplace settings yet in the adoption of this framework many of its fundamental underpinnings in materialist dialectic have disappeared cultural historical activity theory has been fitted to a fundamentally dualistic way of thinking the subject and object of activity individual and collective subjectivity and intersubjectivity abstract and concrete etc this book redresses the inappropriate translation by radically sticking to a materialist dialectical theorizing of knowing learning participation and identity the authors draw on several detailed ethnographic studies at the kindergarten elementary school and middle school levels and in a workplace as case materials to articulate various aspects of the specifically human activity observed in each setting wolff michael roth is lansdowne professor of applied cognitive science at the university of victoria uvic and director of the chat uvic laboratory concerned with the investigation of knowing and learning in science and mathematics across the lifespan sungwon hwang is postdoctoral fellow at uvic studying embodied cognition yew jin lee is a ph d candidate at uvic focusing on workplace learning maria inês mafra goulart is a ph d candidate investigating science learning in kindergarten schools

the central concern of this book is place identity and its representation and manipulation through planning place identity is of growing international concern both in planning practice and in academic work the issue is important to practitioners because of the impact of globalisation on notions of place this book includes comparisons between norway the netherlands sweden and scotland focusing strongly on the question of how different spatial planning systems and practices are currently conceiving and affecting issues of place identity

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this book focuses on inclusion and exclusion in sporting activities among young people of varying cultural identities in a multicultural society it is important for all those in culturally diverse society especially academics teachers and sports administrators who are interested in the issue of exclusion and inclusion of cultural minorities in sport

explores how african musical traditions and dance act as political commentary and forms of resistance in postcolonial africa

this collection of essays addresses the issues and concerns raised by the new emphasis on society not as a series of homogeneous interlocking blocs but as a plethora of different

sometimes overlapping and often conflicting communities

outlining the unwritten but deeply ingrained system of moral codes that italian immigrants brought to america bellotti examines that system in relation to moral theorists who argue we owe the most to people close to us and those who contend we must attach no special weight to our own interests when determining proper moral action he also investigates philosophical historical sociological and political aspects of government authority examines conflicting images of italian immigrant women and analyzes war and pacifism

the contributors explore how young people use digital media to share ideas and creativity and to participate in networks that are small and large local and global intimate and anonymous they look at the emergence of new genres and forms from sms and instant messaging to home pages blogs and social networking sites they discuss such topics as girl power online the generational digital divide young people and mobile communication and the appeal of the digital publics of myspace considering whether these media offer young people genuinely new forms of engagement interaction and communication book jacket

why do america s public schools seem unable to meet today s social challenges as competing interest groups vie over issues like funding and curricula we seem to have lost sight of the democratic purposes originally intended for public education public schools were envisioned by the founders as democratically run institutions for instilling civic values but today s education system seems more concerned with producing good employees than good citizens meanwhile our country s diversity has eroded consensus about citizenship and the professionalization of educators has diminished public involvement in schools this volume seeks to demonstrate that the democratic purposes of education are not outmoded ideas but can continue to be driving forces in public education nine original articles by some of today s leading education theorists cut a broad swath across the political spectrum to examine how those democratic purposes might be redefined and revived it both establishes the intellectual foundation for revitalizing american schools and offers concrete ideas for how the educational process can be made more democratic the authors make a case for better empirical research about the politics of education in order to both reconnect schools to their communities and help educators instill citizenship an initial series of articles reexamines the original premise of american education as articulated by important thinkers like jefferson and dewey a second group identifies flaws in how schools are currently governed and offers models for change a final section analyzes the value conflicts posed by the twin strands of democratic socialization and governance and their implications for education policy spanning philosophy history sociology and political science this book brings together the best current thinking about the specifics of education policy vouchers charter schools national testing and about the role of deliberation in a democracy it offers a cogent alternative to the exchange paradigm and shows how much more needs to be understood about an issue so vital to america s future

this work evaluates teacher professional development programmes these programmes are evaluated in terms of participants classroom teaching behaviour as assessed by their school students perceptions of their classroom learning environments

presents a broad conceptual framework for thinking about learning as a process of social participation

bringing together a never before assembled network of biologists psychologists and sociologists this book scientifically examines how spirituality and its cultivation may affect the positive development of adolescents from back cover

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at present western european societies are at the same time facing the aftermath of massive immigration movements and the challenges of new globalization waves education is at the heart of this twofold experience on the one hand it is confronted with the demand of developing a canon for national identity construction on the other hand it is held responsible for the pupils emancipation in a globalizing society as a consequence teachers and pupils are challenged to deal with identity issues in their everyday classroom realities in politics the media and the educational field much has been said and done regarding immigrant minority pupils identities and their socio cultural and linguistic integration still little is known about how identities are actually constructed and developed in the discourses of those who make up the primary school classroom this book reports on two ethnographic case studies carried out in multicultural classrooms in a dutch and flemish primary school it portrays the discourses and the interactions class teachers and their twelve year old pupils are engaged in on a daily basis in depth analyses are presented of the institutional discourses which the classrooms are part of and of the teachers and pupils discourses and their mutual relationships in both classrooms the analysis shows that pupils identities are constructed by the institutions and their teachers on the basis of their language behaviour and their presupposed belonging to a homogeneous cultural and or religious group the analysis at the same time makes clear that teachers have started questioning their understanding of immigrant minority pupils identities it further shows that the pupils under investigation are by no means passive objects of identity ascription rather they appear as active and capable multilingual and multicultural stockbrokers ready and willing to invest in the linguistic and cultural currency that ensures the highest return on investment

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