

Counterpoints Socials 11

The Impact of Multiculturalism on Public Education, 50 Years Later
The Theory-Story Reader for Social Studies
Human Rights, Diversity, and National Identity
Handbook of Research in Social Studies Education
The Wiley Handbook of Social Studies Research
Yearbook - National Council for the Social Studies
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Social Studies Bibliographic Index
ELA Notes
CAS. Curriculum Advisory Service Quarterly
Patty's Toxicology Mini Set Volume One and Eight
Our World's Story
Mathematics Education
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Australian Education Index
States and Regions
Mathematics Education, by the Yearbook Committee and Associated Contributors
Bretton A. Varga Patricia E. Bromley Linda S. Levstik Meghan McGlinn Manfra
National Council for the Social Studies National Information Center for Special Education Materials Education Law Association (U.S.)
S. D'Urso National Society for the Study of Education. Committee on Mathematics Education California.
Department of Education National Society for the Study of Education. Committee on Mathematics Education
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this volume grew out of a symposium held at the university of alberta in march 2021 in commemoration of the 50th anniversary of official multiculturalism in canada scholars gathered online during the covid 19 pandemic to take stock and reflect on the

extent and ways multiculturalism legislation and evolving policy has impacted education scholars used varied and contrasting approaches to educational theory to think about multiculturalism and its impacts including terror management theory the riddle scale art theory and pentimenti transitional justice intraminority and interminority relations the null curriculum and ideas of cultural humility hope and cultural comfort among others

theory holds the capacity to help educators see the world differently challenge problematic assumptions and practices that cultivate harm and illuminate pathways towards access equity justice joy and love while it is easy to underestimate the role of theory in such pursuits throughout social studies education this book shows that theory is always already present in all productions of teaching and learning in this collection well established scholars highlight a broad range of theories that are currently being used to alter the landscape of social studies instruction important to these efforts is the position that theory does not exist in a vacuum but rather is the reflection of a certain set of concepts and the relationship that one holds to those ideas taking this further each chapter author employs storytelling as a means to share their personal history and unpack how they came to understand their selected theoretical topic they address a breadth of concepts such as black feminism psychoanalysis racial capitalism settler colonialism sustainability and technoskepticism book features the only resource of its kind that pairs storying with a far reaching range of theories actively being used by scholars in the field of social studies education and research brief chapters arranged alphabetically by concept provide structure while also staying true to the book's framing of theory as being curious fragmented nomadic and discursive embedded connections within each chapter meant to help readers understand the relational and entangled nature of theory contributors include sohyun an kristen duncan jillian ford jim garrett wayne journell noreen naseem rodriguez muna saleh sandra schmidt sarah shear cathryn van kessel and amanda vickery

fundamental world changes that simultaneously undermine a nation state's charisma and promote the rise of a supra national system have wide ranging effects upon national states within a modern global society my dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling which are central institutions in every country globally primary and secondary education initially emerged as the premier tool for nation states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition i examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education the analyses consist of two sections hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970 2008 these findings show a

worldwide increase in emphasis on human rights and increases in discussions of diversity in well established liberal democracies cross national quantitative analyses are complemented by a qualitative case study of social science curricula in british columbia bc which examines nation building within a context of strong emphasis on diversity and human rights the bc study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871 it also draws on a selection of historical documents including ministry of education reports curricular frameworks and high school exit exams process wise i find the incorporation of human rights and diversity reflects macro level changes in national and global society content wise i find four main approaches to reconciling ideas of human rights and diversity with national identity 1 framing human rights and multiculturalism as part of national identity 2 using pedagogical approaches that promote multiple perspectives and individual agency 3 celebrating social and scientific figures and accomplishments as the source of national pride and 4 drawing on exogenous sources to affirm state legitimacy this study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend a key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new view emphasizing human diversity and equality in a globally interconnected world further students are increasingly taught that the global civil society and non state actors are important and legitimate agents of social change

introduction linda l levstik and cynthia a tyson change and continuity in social studies curriculum stephen j thornton early elementary social studies jere brophy and janet alleman what happens in social studies classrooms research on k 12 classroom practice linda s levstik knowing and doing in democratic citizenship education walter c parker international political socialization research carole l hahn and theresa alviar martin service learning rahima wade controversial issues and democratic discourse diana hess diversity and citizenship education historical theoretical and philosophical issues james a banks and nguyen diem social justice and the social studies kathy bickmore gender and sexuality in the social studies margaret smith crocco global education guichun zong angene h wilson and a yao guashiga assessment and accountability in the social studies s g grant and cynthia salinas research on students ideas about history keith c barton research on k 12 geography education avner segall and robert j helfenbein recent research on the teaching and learning of pre collegiate economics steven l miller and phillip j vanfossen technology and social studies kathy owings swan and mark hofer the education of social studies teachers susan adler the professional development of social studies teachers stephanie van hover

the wiley handbook of social studies research is a wide ranging

resource on the current state of social studies education this timely work not only reflects on the many recent developments in the field but also explores emerging trends this is the first major reference work on social studies education and research in a decade an in depth look at the current state of social studies education and emerging trends three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies a state of the art guide for both graduate students and established researchers guided by an advisory board of well respected scholars in social studies education research

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