Get Free Critical Pedagogy Primer

Critical Pedagogy Primer | 319e7e71baf56c237e89c471e2d12855


Educating for Critical Democratic Literacy educates pre and in-service elementary school teachers in teaching four key civics concepts through social studies and literacy integration. Written together by both literacy and social studies experts, it is based on a conceptual revision of the notions of civic education and critical literacy called "Critical Democratic Literacy" (CDL). The authors’ dual expertise allows them to effectively detail the applications of their knowledge for teachers, from lesson conception to implementation to assessment. Part I explains the theory and basic principles of CDL and provides background information on the role of democracy in education. Part II consists of four sample lessons designed using the National Council for the Social Studies (NCSS) C3 Framework and the Common Core State Standards for English/Language Arts (CSS ELA) standards. Part III includes a primer explaining the four civic concepts that frame the book. Fully aligned to both the CCSS ELA and NCSS C3 Framework, this timely resource provides future and current teachers with specific lessons and tools, as well as the skills to develop their own rigorous, integrated units of study.

Presents a collection of essays that focus on the topic of critical pedagogy and its response to the moral, economic, and social issues in the world.

The Race and Education Primer introduces its topic as perspective, policy and pedagogy. It provides a thematic introduction to the guiding beliefs and major practices in the field, with a special emphasis on critical, recurring themes. These include race and intelligence, the education gap, teacher education and cultural competence. Approaching race and education in global context, the primer covers topics of interest to both novice and advanced students. A glossary and suggested readings and resources add to the volume's value for students new to the field.

Many American educators are all too familiar with disengaged students, disenfranchised teachers, sanitized and irrelevant curricula, inadequate support for the neediest schools and students, and the tyranny of standardizing testing. This text invites teachers and would-be teachers unhappy with such conditions to consider becoming critical educators - professionals dedicated to creating schools that genuinely provide equal opportunity for all children. Assuming little or no background in critical theory, chapters address several essential questions to help readers develop the understanding and resolve necessary to become change agents. Why do critical theorists say that education is always political? How do traditional and critical agendas for schools differ? Which agenda benefits whose children? What classroom and policy changes does critical practice require? What risks must change agents accept? Resources point readers toward opportunities to deepen their understanding beyond the limits of these pages.

"a book for all practitioners and all members of the greater community. Giroux demands reader involvement, transformation, and empowerment. He helps us understand that the political relationship
between schools and society is neither artificial nor neutral nor necessarily negative. Rather, school personnel have a positive and dynamic political role to play." Educational Leadership "We are fortunate to have these ideas expressed so clearly and in one place. It is a very useful book. . . ." Choice "Offers educators ways for reflecting critically on their own practices and the relationship between schools and society." The Educational Digest

Explores the limits and possibilities of enlightenment politics and theories of political transformation, especially within the context of liberating education and feminist knowledge.

Million-seller Paulo Freire urges students, parents and teachers to discover new horizons of hope and possibility for a better world.

Addressing the concepts of cultural difference and diversity, this book also presents an analysis of positionality. It attempts to answer the questions: how has one's race, ethnic, class, and/or gender consciousness been produced? And what is the impact of this consciousness production on one's identity?

The Kanawha County textbook controversy of 1974 sparked profound changes in the American political landscape and American education. The roots of this controversy go back to the 1960's, when drug use, women's liberation, violence, and sex education convinced conservatives that America was in moral decline. Parents in Kanawha County fingered school textbooks, with their secular humanistic approach, as major transmitters of this social decay, and 12,000 people petitioned for the prohibition of school literature which questioned God, the family, or the American political and economic systems. This incident has had far-reaching repercussions. Conservatives have realized new power. The New Right has formed around the issues of the Kanawha County petition, two of its major concerns being educational control and curriculum content. This movement has affected classroom teaching through censorship and a return to basics and rote learning. Teachers are increasingly cautious about method and content. By channeling its children into Christian academies and questioning compulsory education and the use of federal funds, the New Right threatens the future of public education. However, ominous as this may seem, the efforts of the New Right can have a positive effect on education. The controversy it has raised should be used by all educators to re-examine the American educational system. (LP)

Critical Pedagogy and Race argues that a rigorous engagement with race is a priority for educators concerned with equality in schools and in society. A landmark collection arguing that engaging with race at both conceptual and practical levels is a priority for educators. Builds a stronger engagement of race-based analysis in the field of critical pedagogy. Brings together a melange of theories on race, such as Afro-centric, Latino-based, and postcolonial perspectives. Includes historical studies, and social justice ideas on activism in education. Questions popular concepts, such as white privilege, color-blind perspectives, and race-neutral pedagogies.

The Critical Constructivism Primer introduces education students to the study of knowledge; how it is inscribed by particular values and produced in problematic ways; whose interests it serves; and how it shapes the identities of those who consume it. Critical constructivism is an epistemological position that examines the process by which knowledge is socially constructed. Joe L. Kincheloe takes readers through the basic concepts and alerts them to the dangers of objectivism, reductionism, and the pathological views of self and world that emerge if students and educators are unaware of the construction of knowledge by dominant power interests. The book is essential reading for individuals who want to become researchers and educators.

Despite the fact that publishers and policy-makers have had increasing influence over classrooms, it is the teacher who must make decisions on a minute-by-minute basis about what will help specific students learn. Similarly, local administrators must make key decisions at the school and district level that will best serve particular communities of teachers, students, and parents. Action research offers educators and other stakeholders a systematic way to research and reflect on specific students, classrooms, schools, and communities in order to solve local problems and improve local conditions.
This book offers an overview of various definitions and perspectives on action research without prescribing any single approach. Instead, key questions are explored: Who conducts action research? Why? How? Possible answers sketch the many types of possible projects, ranging from an individual teacher trying to improve the experience of a particular student to a group of educators and community members striving to improve local socioeconomic conditions. The Action Research Primer presents an accessible but comprehensive introduction to the field, providing a basic compass and map for the interested practitioner. Chapters include a brief historical overview, an introduction to competing research paradigms, discussion of key issues that inform project design, a serviceable guide to process, and an extensive list of resources pointing to more detail on the many categories, communities, and publication outlets of action research.

The Critical Pedagogy Primer provides a short, smart, and innovative introduction to this topic. Focusing on the traditions that helped create critical pedagogy, this primer concentrates on what the author calls an «evolving criticality». This refers both to the constantly changing and evolving nature of critical pedagogy, and to the need to keep the field on the cutting edge of scholarly innovation. These concerns are presented in a language that is designed for both uninitiated and sophisticated readers. The Critical Pedagogy Primer includes a glossary and a description of leading figures in the field of critical pedagogy. Anyone learning about critical pedagogy must read this book - it should be an assigned text at every school of education.

The author questions commonly understood binaries in understanding gender, identity, sexuality, and education in order to forge new areas of theorizing the politics of self and other while destabilizing established power hierarchies. The book concludes with a discussion of feminist pedagogy and activism, stressing the significance of analyzing pedagogy and working to create more open feminist and democratic spaces for learning."--Jacket.

What makes for peace as lived? What images of peace issue from examination of daily experience? What can be gleaned from reflection upon the topic for the meanings and makings of peace in our world? Considering that to work for peace, we must begin with ourselves and with our children, Molly Quinn addresses these questions through her own life and work. She does so with those who would, and do, teach children, and with the children they teach. The text is rooted in inquiry with aspiring elementary teachers through a university social studies course in New York City, where East Harlem first-graders engage peace curriculum, and in the South Bronx, where fourth-graders attempt to understand and respond to neighborhood violence. The author seeks to elucidate educational possibilities for dreaming peace anew, and passionately living and laboring, singularly and together, for its realization among us.

Molefi Kete Asante is the seminal theoretician of Afrocentric infusion into curriculum by virtue of four of his 82 books being directly related to examining and advancing an agency centered ideological position in the realm of education, culture, and science. In Afrocentricity, The Afrocentric Idea, An Afrocentric Manifesto, and The Pyramids of Knowledge. Asante's book are widely read and consulted and have become inspirational for educators in the United States, South Africa, Nigeria, Canada, and Brazil. Born in Valdosta, Georgia, of Yoruba and Nubian DNA heritage, Asante studied communication and history at the University of California, Los Angeles where he received his doctorate at the age of 26. After teaching at Purdue, UCLA, Florida State, Howard University, SUNY-Buffalo, and the Zimbabwe Institute for Mass Communication, he moved to Philadelphia where he founded the first PhD program in African American Studies. Revolutionary Pedagogy is Asante's passionate appeal to teachers to take what George Dei has called a "transgressive" position toward the status quo of education. Since Molefi Kete Asante's first work with school districts in Baltimore, Maryland and Chester, Pennsylvania in the early 1990s he has become one of the most popular experts on teacher development and Afrocentric training of administrators, teachers and community leaders. Having worked for schools from California to New York and many districts in between, Dr. Asante knows the terrain as well as any one. Asante is currently professor and chair of the Department of Africology and African American Studies at Temple University. He holds a Guest Professorship at Zhejiang University in Hangzhou and is Professor Extraordinarius at the University of South Africa. “The book, Revolutionary Pedagogy, is sure to
become one of the most important weapons in the battle for the lives and minds of African American children. I believe that all stakeholders, including parents and community leaders, scholars and schoolteachers, will be well served by this provocative book." - George Sefa Dei, University of Toronto

Educators, teacher practitioners, and social activists have successfully used critical pedagogy as a tool to help marginalized students develop awareness and seek alternative solutions to their poor educational and socioeconomic situations. However, this theory is often criticized as being mostly dominated by privileged white males, bringing issues of race and gender to the forefront. This volume provides insight on how critical pedagogy can be helpful to scholars and teachers alike in their analysis of racial, gender, linguistic and political problems. It features a wide range of respected scholars who examine the way and the degree to which critical pedagogy can be used to improve education for students of color, women and other marginalized groups.

A Critical Black Pedagogy Reader: The Brothers Speak entails essays and speeches from leading Black men who offered critiques of Black education. This volume demonstrates that Black men have clapped back at the educational structures that have attempted to domesticate Black peoples.

Critical Literacy in English Literature argues for the inclusive practice of studying, implementing, and interpreting alternative texts and other materials using innovative pedagogies such as critical pedagogy and critical literacy when teaching high school English literature. Approaching the teaching of English literature from a critical perspective opens the door to expand the traditional canon through the incorporation of alternative and subjugated texts, ideas, and knowledge. This approach will prompt students to draw multiple meanings and interpretations based on their own personal histories and experiences. The book is not another pre-packaged, standardized literacy program for teachers to passively integrate into their curriculum. Instead, the authors provide pedagogical suggestions, activities, and ideas that teachers can take and adapt to their own unique classroom dynamics. The authors also provide sample lesson plans in which a critical literacy lens is applied to novels commonly taught in the high school English classroom while also introducing the reader to non-mainstream and alternative texts.

Canadian literature, and specifically the teaching of Canadian literature, has emerged from a colonial duty to a nationalist enterprise and into the current territory of postcolonialism. From practical discussions related to specific texts, to more theoretical discussions about pedagogical practice regarding issues of nationalism and identity, Home-Work constitutes a major investigation and reassessment of the influence of postcolonial theory on Canadian literary pedagogy from some of the top scholars in the field.

Rocking Your World: The Emotional Journey into Critical Discourses is an introductory text that emerged from the belief that we often learn best through personal narrative and story. This collection of real stories connects critical theory and critical pedagogy with personal transformation.

This text is an accessible analysis of critical pedagogy that articulates multiple ways of applying its principles in various contexts. Critical Pedagogy, Fourth Edition, offers thoughtful examination of the theoretical models of critical pedagogy in an engaging, understandable writing style. In this edition, the author maintains the strengths of a clear, engaging writing style with first-person narrative and lucid explanations of key concepts, which makes critical pedagogy more meaningful for students to learn and instructors to teach. This powerful and accessible analysis of the often difficult rhetoric of critical pedagogy argues that critical pedagogy opens the door to a broader and deeper perspective on teaching and learning in the classroom and the community. The text strongly encourages teachers to continuously adapt teaching beliefs and strategies to meet the needs of today's classrooms. The ongoing cultural critique, which links the chapters, challenges readers to think more deeply.

In a globalized neo-colonial world an insidious and often debilitating crisis of knowledge not only continues to undermine the quality of research produced by scholars but to also perpetuate a neo-
colonial and oppressive socio-cultural, political economic, and educational system. The lack of attention such issues receive in pedagogical institutions around the world undermines the value of education and its role as a force of social justice. In this context these knowledge issues become a central concern of critical pedagogy. As a mode of education that is dedicated to a rigorous form of knowledge work, teachers and students as knowledge producers, anti-oppressive educational and social practices, and diverse perspectives from multiple social locations, critical pedagogy views dominant knowledge policies as a direct assault on its goals. Knowledge and Critical Pedagogy: An Introduction takes scholars through a critical review of the issues facing researchers and educators in the last years of the first decade of the twenty-first century. Refusing to assume the reader's familiarity with such issues but concurrently rebuffing the tendency to dumb down such complex issues, the book serves as an excellent introduction to one of the most important and complicated issues of our time.

This book furthers the discussion concerning critical pedagogy and its practical applications for urban contexts. It addresses two looming, yet under-explored questions that have emerged with the ascendancy of critical pedagogy in the educational discourse: (1) What does critical pedagogy look like in work with urban youth? and (2) How can a systematic investigation of critical work enacted in urban contexts simultaneously draw upon and push the core tenets of critical pedagogy? Addressing the tensions inherent in enacting critical pedagogy - between working to disrupt and to successfully navigate oppressive institutionalized structures, and between the practice of critical pedagogy and the current standards-driven climate - The Art of Critical Pedagogy seeks to generate authentic internal and external dialogues among educators in search of texts that offer guidance for teaching for a more socially just world.

An outline of some of the major tenets that have been constructed recently around critical educational issues, typically termed critical pedagogy. This primer on critical pedagogy is grounded on personal narrative dealing with understanding schools as part of broader moral and spiritual crisis.

Over the past decade, concerns about a global «obesity epidemic» have flourished. Public health messages around physical activity, fitness, and nutrition permeate society despite significant evidence disputing the «facts» we have come to believe about «obesity». We live in a culture that privileges thinness and enables weight-based oppression, often expressed as fat phobia and fat bullying. New interdisciplinary fields that problematize «obesity» have emerged, including critical obesity studies, critical weight studies, and fat studies. There also is a small but growing literature examining weight-based oppression in educational settings in what has come to be called «fat pedagogy». The very first book of its kind, The Fat Pedagogy Reader brings together an international, interdisciplinary roster of respected authors who share heartfelt stories of oppression, privilege, resistance, and action; fascinating descriptions of empirical research; confessional tales of pedagogical (mis)adventures; and diverse accounts of educational interventions that show promise. Taken together, the authors illuminate both possibilities and pitfalls for fat pedagogy that will be of interest to scholars, educators, and social justice activists. Concluding with a fat pedagogy manifesto, the book lays a solid foundation for this important and exciting new field. This book could be adopted in courses in fat studies, critical weight studies, bodies and embodiment, fat pedagogy, feminist pedagogy, gender and education, critical pedagogy, social justice education, and diversity in education.

The second edition of the Critical Pedagogy Primer not only introduces the topic but also provides a vision for the future of the critical pedagogy. Kincheloe's notion of an «evolving criticality» makes sure that critical pedagogy will continue to be a vibrant and creative force that makes a powerful difference in education and in the world in general. As it prepares readers for the challenges of the future, it focuses on the traditions and individuals who have helped construct the discipline. This attention to the past and the future provides readers with an introduction unlike most initiations into academic disciplines. In a richly textured but direct manner, Kincheloe captures the spirit of critical pedagogy in a language accessible to diverse audiences. Both the uninitiated and those with experience in critical pedagogy can learn from this unique and compelling perspective on the field.

We believe in social justice. We support educational reform. Yet unless we reframe our approaches to
both, says C. A. Bowers, the social justice attained through educational reform will only lead to more intractable forms of consumerism and further impoverishment of our communities. In Educating for Eco-Ju

tice and Community Bowers outlines a strategy for educational reform that confronts the rapid degradation of our ecosystems by renewing the face-to-face, intergenerational traditions that can serve as alternatives to our hyper-consumerist, technology-driven worldview. Bowers explains how current technological and progressive programs of educational reform operate on deep cultural assumptions that came out of the Enlightenment and led to the Industrial Revolution. These beliefs frame our relationship with nature in adversarial terms, view progress as inevitable, and elevate the individual over community, expertise over intergenerational knowledge, and profit over reciprocity. By making eco-justice a priority of educational reform, we can begin to: democratize developments in science and technology in ways that eliminate eco-racism; reverse the global processes that are worsening the economic and political inequities between the hemispheres; expose the cultural forces that turn aspects of daily life—from education and entertainment to work and leisure—into market-dependent relationships; uplift knowledge and traditions of intergenerationally connected communities; and develop a sense of moral responsibility for the long-term consequences of our excessive material demands. In the tradition of Wendell Berry, David Orr, and Kirkpatrick Sale, Bowers thinks about our place in the natural world and the current economies to show how we can reform education and create a less consumer-driven society.

What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

This edited collection explores critical literacy theory and provides practical guidance to how it can be taught and applied in libraries. Critical literacy asks fundamental questions about our understanding of knowledge. Unlike more conventional approaches to literacy and resource evaluation, with critical literacy there is no single ‘correct’ way to read and respond to a text or resource. A commitment to equity and social justice sets critical literacy apart from many other types of literacy and links it to wider societal debates, such as internationalization, community cohesion and responses to disability. The book provides a foundation of critical literacy theory, as applied to libraries; combines theory and practice to explore critical literacy in relation to different user groups, and offers practical ways to introduce critical literacy approaches in libraries. Contributed to by international experts from across library sectors, the book covers topics including: radical information literacy as an approach to critical literacy education critical literacy and mature students physical and digital disability access in libraries teaching critical literacy skills in a multicultural, multilingual school community teaching media literacy developing critical literacy skills in an online environment new media and critical literacy. Critical Literacy for Information Professionals also contains a series of practically-focussed case studies that describe tools or approaches that librarians have used to engage users in critical literacy. Drawing on examples from across library sectors including schools, public libraries, universities, workplaces and healthcare, these illustrate how critical literacy can be applied across a variety of library settings, including online and new media environments. Accessible to those with little knowledge of critical literacy, while also introducing debates and ideas to those with more experience of the field, this book
will be essential reading for librarians, information professionals and managers in all sectors, students of library and information science, school and higher education teachers and researchers.

Textbook

"Among the many challenges facing public schooling in the United States is the often irrelevant usage of technology in the classroom - in ways that support the textbook and computer industries more than student learning and achievement. This primer reframes the longstanding debate about instructional technology in school classrooms and challenges the reader to think more critically and conscientiously about the fundamental communication and technological processes that mediate learning and ultimately define education. The primer offers educators at all levels a three-dimensional map for exploring the philosophical, pedagogical, and practical uses of technology to serve rather than subvert the public purposes of education in a democracy."--Book jacket.

The Pedagogy Primer raises questions and provides explanations that are central to the study and practice of teaching. Most educational research and policy, and even teaching practice, fails to recognize the complexities of pedagogy. This primer unearths the various histories, structures, and narratives that undergird teaching in U.S. schools. Modern teaching practice is revealed to be an uncritical historical layering of irreconcilable worldviews, intermixed with a craft or guild perspective, and undermined by cultural and political ideologies that promote one perspective at the expense of others. Understanding pedagogy requires sorting out these conflicting worldviews embedded in educational policy, research, and practice. Professionalism requires developing a personal schema for balancing the values of each worldview. This primer investigates the socio-cultural context and aims of teaching, pedagogical content knowledge, uses of disciplinary knowledge, and the epistemology and language of teaching. Aimed at new as well as experienced teachers, and innovative researchers and policymakers, the Pedagogy Primer is essential reading for those who study teaching and learning and those who engage in the profession of teaching.

Explores the differences and similarities between two groups: lifelong activists who have been engaged in campaigns and social movements over many years and circumstantial activists, those protestors who come to activism due to a series of life circumstances. Outlines the pedagogy of activism and the process of learning to become an activist.

The Sign of the Burger examines how McDonald's captures our imagination, both as a shorthand for explaining the power of American culture, and as a symbol of the strength of consumerism.

Designed for the Foundations of Education course, this book takes a postmodern approach to the material. Show introduction to professor.

The essays in this collection consider the theoretical and practical concerns of online teaching and learning. Aiming at an interdisciplinary audience, the contributors draw upon their diverse theoretical and empirical backgrounds to highlight issues associated with this increasingly popular educational technology.

This book simultaneously contributes to the fields of critical pedagogy and educational psychology in new and innovative ways by demonstrating how critical pedagogy, postformal psychology, and Enlightenment science, seemingly separate and distinct disciplines, are actually part of the same larger, contextualized, complex whole from the inner most developmentally-fixed biological context of human faculties to the perpetually shifting, socially and politically constructed context of individual schema and human civilization. The text's uniqueness stems from its bold attempt to connect the postformal critical constructivist/pedagogy work of Joe Kincheloe and others to Western science through a shared, although previously misunderstood, critique and rejection of crude forms of social control, which the psychologists call behaviorism and Western scientists identify as mechanical philosophy. This book therefore argues that critical pedagogy—which includes, among others, anarchist, Marxist, feminist, Indigenous (globally conceived), Afro-Caribbean/American, and postmodern traditions—and
critical/constructivist educational psychology have much to gain by engaging previously rejected work in critical solidarity, that is, without compromising one’s values or democratic commitments. The goal of this book is therefore to contribute to this vision of developing a more transgressive and transformational educational psychology.

Maintaining that urban teaching and learning is characterized by numerous contradictions, this book proposes that there is a wide range of social, cultural, psychological, and pedagogical knowledge that urban educators must possess in order to engage in effective and transformative practice. It is necessary for teachers in urban schools to be scholar-practitioners, as opposed to bureaucrats who only follow rather than analyze, understand, and create. Ten major sections cover the myriad issues of urban education as it exists today: context of urban education, race and ethnicity, social justice, teaching and pedagogy, power and urban education, language issues, cultural issues of urban schools as seen in the media, research in city schools, aesthetics and the proximity of cultural institutions, and education policy. Sixty one essays written by specialists in teacher education; public policy; sociology; psychology; applied linguistics; forestry; urban studies; school administration; cultural studies; evaluation; and linguistics, provide a blueprint for scholars, teachers, parents, urban politicians, school administrators, policy professionals, and others seeking to understand the situation of urban schools across America today.

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