

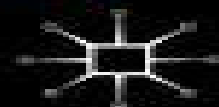


MAKING SPACES

Citizenship and Difference in Schools

Tuula Gordon, Janet Holland
and Elina Lahelma

Consultant Editor: Jo Campling



Making Spaces Citizenship Diff Sch

Scott C. Dulebohn



Making Spaces Citizenship Diff Sch:

Making Spaces: Citizenship and Difference in Schools T. Gordon, J. Holland, E. Lahelma, 2000-01-28 This book uses an ethnographic cross cultural approach to study everyday life in secondary schools in London and Helsinki Employing a metaphor of dance it explores the relationship between the official school correct steps the informal school improvised steps and the physical school the ballroom Practices and processes of differentiation marginalisation and of co operation are explored in relation to gender and its intersections with social class and ethnicity The concluding question who are the wallflowers is addressed through a critique of New Right politics and policies in education Constructing Sexualities and Gendered Bodies in School Spaces Jón Ingvar Kjaran, 2017-02-20 This book sheds light on how sexuality and gender intersect in producing heteronormativity within the school system in Iceland In spite of recent support for progressive policies regarding sexual and gender equality in the country there remains a discrepancy between policy and practice with respect to LGBTQ rights and attitudes within the school system This book draws on ethnographic data and interviews with LGBTQ students in high schools across the country and reveals that although Nordic countries are sometimes portrayed as queer utopias the school system in Iceland has a long road ahead in making schools more inclusive for all students **Educating the Gendered Citizen** Madeleine Arnot, 2009 Globalisation and global human rights are the two major forces in the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women s rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education **International Handbook of Student Experience in Elementary and Secondary School** D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student

experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

Practising Information Literacy Annemaree Lloyd,Sanna Talja,2010-06-01 This book showcases new interdisciplinary academic research on the relationship between information literacy and learning It combines findings with new understandings drawn from theoretical and empirical research conducted in primary and secondary schools higher education workplaces and community contexts The studies offer new insights into questions such as how transferable are the information practices and skills learned in one context to other contexts What is the degree to which information competences are generic to what degree are they domain and context specific What are the kinds of challenges and outcomes that emerge from incorporating information literacy into education and training courses And most importantly what kinds of theories and philosophies regarding the nature of learning information and knowledge should information literacies education and research efforts be based on

Challenging Democracy Madeleine Arnot,Jo-Anne Dillabough,2014-02-04 This collection establishes a highly topical new international field of study that of gender education and citizenship It brings together for the first time important cutting edge research on the contribution of the educational system to the formation of male and female citizens It shows how gender relations operate behind apparently neutral concepts of liberal democratic citizenship and citizenship education The editors asked leading international educationalists to describe the theoretical frameworks and methodologies they used to research gender and citizenship Challenging Democracy suggests ways in which the educational system could help develop genuinely inclusive democratic societies in which men and women play an equal role in shaping the meaning of citizenship

Ethnographies of Education for Social Justice Begoña Vigo Arrazola,Jonathan Tummons,2025-03-28 Social justice is a complex construct that invariably lacks unproblematic operationalization within social research This book uses ethnographic research to situate a rich and complex model of social justice foregrounding the potential of the participant to generate emancipatory spaces How can interactions between ethnographers and research participants influence the development of the research process the practices being investigated the perspectives of participants and the contexts in which the research takes place What are the possibilities for these approaches to ethnography of education to generate knowledge that is truly useful for educational change and social

transformation for social justice This monograph explains the creation of spaces where researchers and participants acknowledge the research process to generate possibilities for mutually transformative dialogues The analysis of information during the research process provides knowledge that serves to stimulate and focus participants awareness of what they know It also enables them to develop that knowledge and allows them to have a point of reference for adjusting their own experiences It broadens this lens of analysis beyond teachers to students parents community leaders and anyone else who may claim an interest or concern in educational processes practices and praxis from a social justice point of view This book was originally published as a special issue of *Ethnography and Education*

The Finnish Education Mystery Hannu Simola, 2014-11-20 Finnish education has been a focus of global interest since its first PISA success in 2001 After years of superficial celebration astonishment and educational tourism the focus has recently shifted to what is possibly the most interesting element of this Finnish success story that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing no inspection no hard evaluation no detailed national curriculum no accountability and no hard competition From a historical and sociological perspective the Finnish case is not merely a linear success story but is part of a controversial and paradoxical struggle towards Utopia towards egalitarian schooling Bringing together a collection of essays by Hannu Simola and his colleagues this book analyses the key dimensions of schooling in Finland to provide a critical analytical and uncompromising picture of the Finnish education system Going beyond the story of success the book reveals the complexities of educational change but also identifies opportunities and alternatives for smart political action in complex and trans national societies Including a selection of key chapters on Finnish education policy and governance teacher education and classroom cultures the book will be of interest to researchers academics and postgraduate students in comparative education teacher education educational policy and educational reform

Youth, Space and Time, 2016-06-27 This book engages with the experience of space and time in youth cultures across the world Putting together contemporary case studies on young transnationalists young glocals and young protesters in cities on the five continents it analyzes new agoras and chronotopes in global cities It is based on a selection of papers first presented to the International Sociological Association ISA Research Committee 34 session on Youth Cultures Space and Time that took place during the ISA World Congresses of Sociology in Gothenburg Sweden 2010 and in Yokohama Japan 2014 The value of this volume for youth researchers worldwide is twofold Firstly the chapters exemplify innovative approaches to understanding the fluid and dynamic urban space time dimension in which young people s cultural and bodily practices are located Secondly the volume offers a transnational perspective Chapter contributors come from countries across the world and give account of very diverse youth culture phenomena They represent both established researchers and new voices in youth research Contributors are scar Aguilera Ruiz Ilenya Camozzi Carles Feixa Vitor S rgio Ferreira Liliana Galindo Ram rez Elham Golpoush Nezhad Leila Jeol s Jeffrey J Juris Hagen Kordes Sofia Laine Carmen Leccardi Pam Nilan Jordi Nofre Ndukaeze

Nwabueze Luca Queirolo Palmas Yannis Pechteliidis Geoffrey Pleyers Jos S nchez Garc a Mahmood Shahabi Youth Space and Time is now available in paperback for individual customers

EBOOK: Disseminating Qualitative Research in Educational Settings Christina Hughes,2003-11-16 This book is a useful addition to the growing literature in the field of educational research methodology and offers a lively and very unusual introduction to an aspect of research which has so far received little attention It is particularly helpful in drawing on experience across the educational landscape including adult and lifelong education as well as schools based work For this very reason it will be a very valuable resource for a broad audience

Studies in the Education of Adults The processes and practices of the dissemination of research findings are exceptionally neglected fields in the research methods literature Yet disseminating and using our findings are significant reasons why we undertake research Organised in three parts this text provides an accessible critically informed and up to date overview of key aspects of dissemination In so doing this text provides a critical review of contemporary policy and dissemination models in education contains a series of case studies produced by internationally respected researchers in a range of educational fields Drawing on their extensive experiences of dissemination these case studies illuminate how dissemination acts proceed in qualitative research projects They also illuminate the dilemmas facing qualitative researchers who strive to disseminate their work Enables researchers to develop informed practice in respect of disseminating research in a range of educational settings

Student Voice, Behaviour, and Resistance in the Classroom Environment Thomas Ralph,2023-12-01 This novel volume investigates the motivations behind disruptive pupil behaviour and offers practical guidance through discussion of a novel theoretical framework that explores how students perceive schooling uncovering what their behaviour can tell us about how to adjust the school environment Drawing on cutting edge research and internationally relevant themes chapters argue that non compliant behaviour by students is not mindlessly reactive but is purposeful a means to make themselves heard The book explores a dynamic understanding of the processes of placemaking and offers insights on how students create student friendly places by re appropriating spaces within schools and why they might behave in certain ways Arguing that the wider implications of a failure in educational policy is detrimental to student retainment and success the book will ultimately have ramifications across disciplines and classroom contexts in improving student engagement This book will be of interest to researchers practitioners and policy makers working in the fields of the sociology of education teaching and teacher education educational change and reform more broadly Those looking into behaviour management youth studies and education policy will also find this book of interest

School Leadership for Democratic Education in South Africa Tsedis Michael Makoelle,Thabo Makhalemele.,Pierre du Plessis,2021-07-29 School Leadership for Democratic Education in South Africa explores the democratization and modernization of education in South Africa analyzing the state of school leadership in South African schools from the time of the new democratic education dispensation in 1994 to the present day The book maps out what the future of education in South Africa could look like and explores the most conducive educational

environments for change in South African schools It adopts a critical approach to analyzing leadership and management in the context of school governance school effectiveness teacher development multiculturalism and equity in education Contributions explore the democratization and modernization of education in South Africa through examining different perspectives achievements and challenges and also consider issues around access to technology language policy and the curriculum along with new literature on selected aspects of leadership This book will be of great interest for researchers scholars and students in the fields of educational leadership sociology of education and teacher education The State, Schooling and Identity Kari Kantasalmi, Gunilla Holm, 2016-12-22 This book offers insights into the relationship between nation state and education by problematizing and analyzing the assumed straightforwardness of the role of education and schooling Placing the issue in very contemporary contested nation state structures like Scotland Catalonia Ukraine and Belgium These conflict situations and contested power relations are in a way some of Europe's internal North South struggles In addition the particular Nordic North South example of the Saami with their status as indigenous people recognized in international law is viewed in terms of their educational struggle for better consideration of their cultural features in Saami land crossing the Nordic states The book focuses on the Nordic countries often viewed as globally exemplary in their educational arrangements but casts deeper insight into Nordic education and points to problematic schooling issues in Northern Europe This volume presents somewhat unexpected views on European educational arrangements with regard to the European growing diversity Space, Curriculum and Learning David Scott, 2006-01-01 In recent years there has been increasing interest in issues of space and spatiality in the social sciences and humanities generally if less so in the study of education This relative lack of interest is surprising given the importance of space and time in the organization of teaching learning and research For instance the timetable and project timeline are central to the organization of learning and knowledge production whether in schools colleges or universities Classrooms workshops and laboratories have different spatial layouts which support certain forms of interaction and communication When we add to this the increasing distances across which knowledge understanding and competence are being distributed through the use of information and communications technologies the fact that issues of space have not been taken up seems more than an oversight This relative lack of interest in space becomes even more surprising when one considers the extensive use of spatial metaphors in the discussion of education and pedagogy For instance the notions of open distance and distributed learning and student centredness border crossing and communities of practice all have a spatial dimension to them Notions of a spiral curriculum act as a spatial imaginary Indeed some metaphors such as flexibility seem to be suggestive of the possibility that all constraints of space and time can be conquered in the provision of learning opportunities throughout life This collection of chapters from researchers around the world attempts to address these issues to examine the significance of space for curriculum learning and identity **The SAGE Handbook of Gender and Education** Christine Skelton, Becky

Francis, Lisa Smulyan, 2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews synthesises and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community

Changing Spaces of Education Rachel Brooks, Alison Fuller, Johanna Waters, 2012-05-16

In today's modern climate education and learning take place in multiple and diverse spaces Increasingly these spaces are both physical and virtual in nature Access to and use of information and communication technologies and the emergence of knowledge based economies necessitate an understanding of the plurality of spaces such as homes workplaces international space and cyberspace in which learning can take place The spaces of policy making with respect to education are also being transformed away from traditional centres of policy formation towards the incorporation of a wider range of actors and sites These changes coincide with a more general interest in space and spatial theory across the social sciences where notions of simultaneity and diversity replace more modernist conceptions of linear progress and development through time This volume proffers a unique perspective on the transformation of education in the 21st century by bringing together leading

researchers in education sociology and geography to address directly questions of space in relation to education and learning This collection of essays examines the changing and diverse spaces and concepts of education occurring simultaneously at different scales and in different parts of the world explores where education and learning take place discusses how spaces of education vary at different stages compulsory schooling tertiary and higher education adult education and workplace learning inspects the ways in which the meanings attached to education and learning change in different national and regional contexts Changing Spaces of Education is an important and timely contribution to a growing area of concern within the social sciences and amongst practitioners and policy makers reflecting an urgent need to understand the ways in which both education and learning are being reconfigured not just nationally but also internationally and transnationally It is essential reading for final year undergraduates postgraduates and researchers in geography sociology education and policy studies with an aim too of informing policy and practice in this area Education and Social Justice J. Zajda,S. Majhanovich,V. Rust,E. Martín Sabina,2006-09-09 Education and Social Justice presents up to date scholarly research on global and comparative trends in education social justice and policy research It provides an easily accessible practical yet scholarly source of information about the international concern in the field of social justice globalisation and policy research Above all the book offers the latest findings to the critical issues in education and social justice Education and Social Justice is a sourcebook of ideas for researchers practitioners and policy makers in education and social justice It offers a timely overview of current changes in and social justice It provides directions in education social justice and policy research relevant to transformational educational reforms in the st t 21 century The book explores the problematic relationship between education social justice and the State against the background of comparative education research Social justice is an attempt to answer the following pressing question How can we contribute to the creation of a more equitable respectful and just society for everyone The creation of a more equitable respectful and just society for everyone is a dream for all concerned citizens on spaceship Earth be they democratic policy makers empowering and egalitarian pedagogues and others who believe in much needed reform Comparative and Global Pedagogies Joseph Zajda,Lynn Davies,Suzanne Majhanovich,2008-06-26 A major aim of Comparative and Global Pedagogies Equity Access and Democracy in Education which is the second volume in the 12 volume book series Globalisation Comparative Education and Policy Research edited by Joseph Zajda and his team is to present a global overview of recent trends in equity and access in education globally By examining some of the major education policy issues particularly in the light of recent shifts in education and policy research dealing with equity and access the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization education and policy driven reforms The impact of globalization on education policy and reforms is a strategically important issue for us all More than ever before there is a need to understand and analyse both the intended and the unintended effects of globalization on educational systems the state and relevant policy changes especially in terms of

equity and access as they affect individuals educational bodies such as universities policy makers across the globe Current education policy research dealing with equity and social inequality reflects a rapidly changing world where citizens and consumers are experiencing a growing sense of uncertainty exclusion and loss of flexibility Yet globalization exposes us also to opportunities generated by a fast changing world economy

International Handbook of Urban Education William T. Pink, George W. Noblit, 2008-09-03 It is evident that urban education has become the central focus of educators at the present time In the U S for example almost one third of all school age children attend schools in large urban school districts It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic What has emerged from recent work to improve urban schools is the insight that there is no one size fits all panacea Rather we have discovered that the local context shapes in critically important ways what will be effective at the school level The universality of the problematics with urban education together with the importance of understanding the local or situated context of improvement interventions brings into sharp focus the importance and timeliness of an undertaking like the International Handbook of Urban Education An important focus of the International Handbook of Urban Education will be the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region An important question to be answered for example is what it takes in terms of resources political will and policy actions to improve urban education

The Oxford Handbook of Children's Rights Law Jonathan Todres, Shani M. King, 2020-02-19 Children s rights law is a relatively young but rapidly developing discipline The U N Convention on the Rights of the Child the field s core legal instrument is the most widely ratified human rights treaty in history Yet like children themselves children s rights are often relegated to the margins in mainstream legal political and other discourses despite their application to approximately one third of the world s population and every human being s first stages of life Now thirty years old the Convention on the Rights of the Child CRC signalled a definitive shift in the way that children are viewed and understood from passive objects subsumed within the family to full human beings with a distinct set of rights Although the CRC and other children s rights law have spurred positive changes in law policies and attitudes toward children in numerous countries implementation remains a work in progress We have reached a state in the evolution of children s rights in which we need more critical evaluation and assessment of the CRC and the large body of children s rights law and policy that this treaty has inspired We have moved from conceptualizing and adopting legislation to focusing on implementation and making the content of children s rights meaningful in the lives of all children This book provides a critical evaluation and assessment of children s rights law including the CRC With contributions from leading scholars and practitioners from around the world it aims to elucidate the content of children s rights law explore the complexities of implementation and identify critical challenges and opportunities for children s rights law

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