Making and Molding Identity in Schools

STUDENT
NARRATIVES
ON RACE,
GENDER, AND
ACADEMIC
ENGAGEMENT

Ann Locke Davidson

Making Molding Identity In Schools

Ming Fang He,Brian D. Schultz,William H. Schubert

Making Molding Identity In Schools:

Making and Molding Identity in Schools Ann Locke Davidson, 1996-01-01 Delves into the lives and words of adolescents to examine how they assert their ethnic and racial identities within school settings Equality and Power in Schools Anne Lodge, Kathleen Lynch, 2004-11-23 Based on a study of 12 schools over a two year period this book explores issues of equality and power both in the classroom and in the staffroom Through classroom observation interviews with pupils and staff focus groups and questionnaires the authors examine classroom practice grouping and streaming peer group relations and attitudes to power relationships both between pupils and teachers and amongst teachers themselves They also look particularly at the different experiences of pupils in single sex and co educational schools. The authors findings offer an insight into the way schools operate in terms of social class gender religion and ethnicity and raise fundamental questions about the use and abuse of power in schools and how this affects the lives of pupils and staff This book will be of interest to those studying education sociology gender studies and women s studies and to policy makers and teachers in senior Pains and Gains of Ethnic Multilingual Learners in China Ge Wang, 2016-04-18 This book introduces management roles an ethnographic case study of two English majors of ethnic minority at YUN a local university of nationalities in southwest China Drawing on the theories of post structuralism and critical multiculturalism this book mainly studies two female multilingual individuals in Yunnan China By scrutinizing university policies curriculum personal learning histories and by discussing the unequal power relationship between national policies school curricula and ethnic multilingual learners this book provides information at a micro level on how the two ethnic minority students who have acquired three languages L1 native L2 Mandarin Chinese and L3 English successfully navigate the Chinese higher education system as multilingual learners despite various tensions difficulties and challenges How these students construct their multiple identities as well as significant factors affecting such identity construction is also discussed This book will contribute to the scholarship of policy and practice in ethnic multilingual education in China by addressing the challenges for tertiary institutions and ethnic multilingual learners. The author also points out that multiculturalism as a discourse of education might help ease the tension of being an ethnic minority and a Chinese national and reduce the danger of being assimilated or being marginalized

Dire Straits-Education Reforms Montserrat Gomendio, José Ignacio Wert, 2023-02-14 Responding to an educational emergency generated largely by the difficulties of implementing education reforms this book compares education policies around the world in order to understand what works where To address the key question of why education reforms are so difficult the authors take into account a broad range of relevant factors such as governance ideology and stakeholder conflicts of interest and their interactions with one another Drawing on their experiences as policymakers in the Spanish government and as governmental advisors worldwide Montserrat Gomendio and Jose Ignacio Wert produce a publication like no other shifting the usual Eurocentric narrative and shedding light on frequently overlooked educational policies from

elsewhere In this context they dive deeper into details of educational failures and successes the processes of implementation and investment priorities in different countries They provide revealing accounts of stakeholder conflicts of interest and the challenges of implementing educational reform during a financial crisis. The authors also investigate why the evidence from international large scale assessments ILSAs has contrary to expectation not generated improvements in most education systems Gomendio and Wert investigate the evolution of different education systems closely examining their advances or declines Gomendio and Wert's expert voices illuminate the current state of global education systems and the necessary changes to ensure long awaited improvements This is a revelatory and informative resource for policymakers teachers and **Inside the College Gates** Jenny M. Stuber, 2011-07-16 To date scholars in higher education have examined the ways in which students experiences in the classroom and the human capital they attain impact social class inequalities In this book Jenny Stuber argues that the experiential core of college life the social and extra curricular worlds of higher education operates as a setting in which social class inequalities manifest and get reproduced As college students form friendships and get involved in activities like Greek life study abroad and student government they acquire the social and cultural resources that give them access to valuable social and occupational opportunities beyond the college gates Yet students social class backgrounds also impact how they experience the experiential core of college life structuring their abilities to navigate their campus s social and extra curricular worlds Stuber shows that upper middle class students typically arrive on campus with sophisticated maps and navigational devices to guide their journeys while working class students are typically less well equipped for the journey She demonstrates as well that students social interactions friendships and extra curricular involvements also shape and are shaped by their social class worldviews the ideas they have about their own and others class identities and their beliefs about where they and others fit within the class system By focusing on student social class worldviews this book provides insight into how identities and consciousness are shaped within educational settings Ultimately this examination of what happens inside the college gates shows how which higher education serves as an avenue for social reproduction while also providing opportunities for the contestation of class inequalities Revolutionizing **Education** Julio Cammarota, Michelle Fine, 2010-04-15 Many scholars have turned to the groundbreaking critical research methodology Youth Led Participatory Action Research YPAR as a way to address both the political challenges and inherent power imbalances of conducting research with young people Revolutionizing Education makes an extraordinarily unique contribution to the literature on adolescents by offering a broad framework for understanding this research methodology With an informative combination of theory and practice this edited collection brings together student writings alongside those of major scholars in the field While remaining sensitive to the methodological challenges of qualitative inquiry Revolutionizing Education is the first definitive statement of YPAR as it relates to sites of education Handbook of Race-Ethnicity and Gender in Psychology Marie L. Miville, Angela D. Ferguson, 2014-02-06 Multicultural aspects of

psychology have received some attention in the literature in the last decade A number of texts currently address these significant concerns for example Counseling the Culturally Different Sue Handbook of Multicultural Counseling Poterotto et l 2009 and Handbook of Multicultural Counseling Competencies Pope Davis Coleman 2005 In their most recent editions several of these books address more nuanced complexities of diversity for example the intersections of gender or social class with race ethnicity Meanwhile other texts have addressed gender issues in psychology Handbook of Counseling Women Counseling Men with some attention paid to racial ethnic and other diversity concerns Clearly the progression of scholarship in this field reflects the importance of incorporating multiple aspects of diversity within psychology However no book currently exists that fully addresses the complexities of race ethnicity and gender together Better understanding of the dual impact of race ethnicity and gender on psychological functioning may lead to more effective conceptualizations of a number of mental health issues such as domestic violence addictions health related behaviors and achievement Exploring the impact of race ethnicity and gender also may provide a broader understanding of self in community as this affects individuals families and other social groups and work and career development Topics of interest may include identity development worldviews and belief systems parenting styles interventions for promoting resilience and persistence and strategies for enhancing more accurate diagnostic and treatment modalities Today's world is comprised of multiple and intersecting communities that remain in need of psychological models and interventions that support and promote both individual and collective mental health We believe that utilizing unidimensional conceptual models e g focusing solely on race ethnicity or gender no longer adequately addresses psychological concerns that are dynamic complex and multi faceted The proposed Handbook will focus on timely topics which historically have been under addressed for a number of diverse populations

World Class William Gaudelli, 2014-04-04 Reports on and analyzes how teachers and students in three high schools have engaged in global education Intended to help social studies educators reflect on their own thinking and practice Taboo Surmounting All Odds - Vol. 1 Carol Camp Yeakey, Ronald D. Henderson, 2000-09-01 Volume 1 in the two volume ,2003 set about overcoming the odds in African American Education Adolescence and Education Tim Urdan, Frank Pajares, 2002-01-01 In this inaugural volume we solicited chapters from leading scholars in a variety of fields related to education Our aim was to provide a broad overview of several of the most pressing concerns regarding the education of adolescent students The volume begins with an historical perspective from Barbara Finklestein who provides background regarding America's changing perceptions of adolescence as a developmental period and how American society has approached the task of educating this age group over time This is followed by chapters from Carol Midgley and from Sanford Dornbusch and Jeanne Kaufman regarding the organization purpose and function of schools designed to serve early and late adolescents Midgley uses an achievement goal theory lens to analyze middle level schools Dornbusch and Kaufman consider senior high schools adopting a more sociological perspective **Educational Enactments in a Globalised World**

,2009-01-01 Acrylic oil glue stick and layered canvas 1830 x 2075 Collection of the artist What does it mean to learn and educate in these social and historical times This edited collection engages an international group of education thinkers in a series of ongoing intercultural conversations that speak to the challenges and possibilities of engaging with education difference and diversity in a globalised world Shifting across a range of geographical theoretical institutional and disciplinary contexts the contributors identify in their own empirical and theoretical research work examples of localised solutions to the problems of diversity for the practice of education These educational enactments illustrate the interactions of localised and global level discourses within contexts of educational policy and practice and allow an exploration of how abstract notions of education are applied through education as a practice and or subjective experience Mindful of the structural limitations imposed by the regime of globalisation the book explores the challenges and the agentive possibilities of working across cultural and material boundaries and provides multiple venues in which to transcend the limitations of addressing educational issues through a single lens Engaging with both the challenges and the complexities of intercultural conversations in relation to issues of diversity and difference the book s contributors recognise that their role as educators compels them to engage with the dilemmas as well as the productive possibilities of what it means to learn and to educate within such interesting times Cover image Kiss I Kiss at the Gate by Linda James 1991 Acrylic oil glue stick and layered canvas 1830 x 2075 Collection of the artist **Handbook of Social Justice in Education** William Ayers, Therese M. Quinn, David Stovall, 2009-06-02 The Handbook of Social Justice in Education a comprehensive and up to date review of the field addresses from multiple perspectives education theory research and practice in historical and ideological context with an emphasis on social movements for justice Each of the nine sections explores a primary theme of social justice and education Historical and Theoretical Perspectives International Perspectives on Social Justice in Education Race and Ethnicity Language and Identity Seeking Social Justice in Education Gender Sexuality and Social Justice in Education Bodies Disability and the Fight for Social Justice in Education Youth and Social Justice in Education Globalization Local and World Issues in Education The Politics of Social Justice Meets Practice Teacher Education and School Change Classrooms Pedagogy and Practicing Justice Timely and essential this is a must have volume for researchers professionals and students across the fields of educational foundations multicultural diversity education educational policy and curriculum and instruction

Codes and Contradictions Jeanne Drysdale Weiler, 2012-02-01 This book examines the variations in the constitution of female gender in a group of young working class women of African American Latina U S Puerto Rican and white European backgrounds who are enrolled in an alternative high school for students at risk of academic failure It then analyzes the school processes that impact on the shaping of the young women s gender identities and provides evidence that female gender identity among various racial or ethnic backgrounds can be very dissimilar It also illustrates the enormous power of schools to re orient young women who have previous experiences of academic failure to view education as crucial to

attaining their future goals Race-Class Relations and Integration in Secondary Education Caroline Eick, 2010-11-08 Eick explores the history of a comprehensive high school from the world views of its assorted student body confronting issues of race ethnicity class gender nationality and religion Her case study examines the continuities and differences in student Sexual Orientation and School Policy Ian K. Macgillivray, 2004-10-26 This book helps the relationships over five decades reader to understand and mediate the debates that arise when gay lesbian bisexual transgendered intersex and queer questioning GLBTIQ students and their families ask for equal treatment from the schools and are opposed by conservative parents Sexual Orientation and School Policy is a case study of one school districts attempt to adopt and implement policies that include sexual orientation This book describes the work of the Safe Schools Coalition who advocate and educate for equal rights for GLBTIQ students Concerned Citizens a group of conservative parents opposed the inclusion of sexual orientation in the policies The author highlights the factors that either facilitated or impeded the implementation of the policies as well as the strategies employed by the Safe Schools Coalition in educating opponents The Color of Success 2.0 Gilberto Q. Conchas, 2024 The first edition of The Color of Success was a groundbreaking asset based exploration of the educational trajectories of high achieving low income students within urban schools The author brings his now seminal book up to date with insights based on existing and new research current policies and innovative pedagogical approaches Conchas utilizes a critical lens to examine the intersectional identities of racially minoritized students the role of existing power hierarchies within schools and offers specific structural approaches that create educational opportunity The Color of Success 2 0 amplifies student voice explores school family and community partnerships promotes culturally relevant pedagogy and teacher preparation includes a new chapter on Black male optimism after the historic election of President Barack Obama and offers a thought provoking additional chapter on the role of educational leaders in promoting successful school pathways plus a thoroughly revised quantitative chapter on social capital With a sense of urgency readers will gain vital insights for understanding what is needed to create promote and expand equitable school environments and transformative pathways for racially minoritized urban youth This updated edition of The Color of Success is a timely and practical resource for practitioners and researchers alike Conchas s work once again confirms that positive reforms are possible Anyone who shares a commitment to social justice in education will find compelling and valuable insights From the Foreword by Cynthia Feliciano professor Washington University in St Louis Educating Adolescents Tim Urdan, Frank Pajares, 2006-01-01 This volume of Adolescence and Education is devoted to an exploration of the challenges facing adolescents and their teachers as well as some of the strategies that have been adopted to address these challenges Although it is true that most adolescents survive this period of development with few enduring academic or psychological problems it is also true that a substantial proportion experience depression bullying and violence in school sexual harassment and a widening gap between their personal and academic needs Many of these problems emerge for the first time during adolescence Issues in Latino

Education Mariella Espinoza-Herold, Ricardo González-Carriedo, 2017-04-21 Candid and illuminating this text exposes the educational realities of Latinos U S and foreign born in K 12 public schools in the Western United States from the students own perspectives Through the testimonies of students who struggled to graduate from high school issues that are often oversimplified and commonly misunderstood are brought to life The students themselves offer pragmatic solutions to reduce the unchanging academic gap among culturally diverse groups Their accounts are then compared with the viewpoints of a range of K 12 teachers on matters of community learning race culture and school politics Examining in depth the question of how to best educate a growing culturally and linguistically diverse student population this critical case study provides food for thought and provokes reflection on the critical role that human interactions and networking play in attaining one s dreams and human aspirations Changes in the Second Edition Updated demographics New chapter The Role of the Media in the Transmission of Ideologies Related to Latino Students Updated conclusions and study implications The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical

and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

Unveiling the Magic of Words: A Report on "Making Molding Identity In Schools"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Making Molding Identity In Schools**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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