



Radicallocal Teaching And Learning

Pernille Hviid, Mariann Märtsin



Radicallocal Teaching And Learning:

Radical-Local Teaching and Learning Seth Chaiklin, Mariane Hedegaard, 2005-02-01 The cultural historical approach started in the 1930s by Lev Vygotsky who held that learning and instruction are the means to development is the foundation for the Radical Local Theory of Teaching and Learning formulated by Mariane Hedegaard and Seth Chaiklin in the first part of the book The central concern in this approach to education is how to integrate particular historical and cultural conditions that the children encounter into educational practices The second half of the book is an extensive case study of an after school programme for Puerto Rican primary students in East Harlem New York conducted in a radical local perspective This programme focussed on the history of the community and of Puerto Rican immigration and the study describes how it helped students become both more positive and more critical about their backgrounds By acquiring basic academic skills in a theoretical framework the children learn how to analyse their own local situation addressing not only immediate issues housing conditions family life community dynamics but also historical issues Unlike apparently similar culturally responsive approaches to teaching underprivileged children radical local teaching explicitly uses subject matter teaching to encourage children's development in relation to their social conditions Hedegaard and Chaiklin detail how they developed concrete lesson plans in a radical local perspective and enumerate the accomplishments as well as the difficulties they encountered in implementing this approach World Yearbook of Education 2009 Marilyn Fleer, Mariane Hedegaard, Jonathan

Tudge, 2012-04-05 The World Yearbook of Education 2009 Childhood Studies and the Impact of Globalization Policies and Practices at Global and Local Levels examines the concept of childhood and childhood development and learning from educational sociological and psychological perspectives This contributed volume seeks to explicitly provide a series of windows into the construction of childhood around the world as a means to conceptualizing and more sharply defining the emerging field of global and local childhood studies At the global level there has been increasing discontent with how children have been reified and measured Prevailing Eurocentric and North American notions of childhood and development across the North South boundaries show vast differences in how childhood is constructed and how development is theorized The World Yearbook of Education 2009 volume provides comprehensive research from Asia Pacific the Americas the African region and European communities and is presented with a special focus on education It examines childhood from birth to twelve years of age across institutional contexts and within both poor majority and rich minority countries Cultural historical theory has been used as the framework for investigating and providing insights into how childhood is theorized politicized enacted and lived across these communities A range of theoretical orientations informs this book including cultural historical theory ecological theory and cross cultural research The World Yearbook of Education 2009 volume is organized into 3 sections Section 1 Examines the global construction of childhood development and learning Section 2 Discusses the local conditions and global imperatives that arise from a broadly based analysis of the studies presented within this section

Section 3 Draws upon cultural historical theory and ecological theory and brings together the themes explored throughout the preceding two sections The World Yearbook of Education 2009 volume seeks to make visible the cultural historical construction of childhood and development across the north south regions and scrutinizes the policy imperatives that have maintained the global colonization of families Sociocultural Approaches to STEM Education Katerina Plakitsi,Sylvie Barma,2024-01-01 This book is a contribution to the sociocultural approaches to Science Technology Engineering and Mathematics STEM Education It offers a new interpreting theoretical framework coming from the Cultural Historical Psychology The authors highlight some serious elements of the sociocultural context that mediates learning on STEM or with STEM adds The book brings together the work of researchers interested in developmental psychology and childhood with a special focus on using Activity theory and Cultural historical research approach to unite these two opposing approaches to the study of children The authors reconsider our relationship and experiencing with technology It moves the attention from the pure instrumental aspect of technology to a deep human and societal approach Moreover the book focuses on the issue of teachers continuing education in both formal and informal settings is being seen under a sequential system of expansive cycles and the key role of contradictions in transformative educational settings Overall this book encourages the academic society to open dialogue with other societies and enhance interdisciplinary research in times of crisis *Vygotsky and Special Needs Education* Harry Daniels,Mariane Hedegaard,2011-04-21 **Culture in Education and Education in Culture** Pernille Hviid,Mariann Märtsin,2019-11-18 In a world where the global engagement and international dialogue intensifies some areas of cultivated knowledge suffer from this dialogue and this has consequences for people and communities We propose education to be such a case The global dialogue in education tends to be restricted to and mediated by standardized measurements Such standards are meant to measure qualities of education and of student behavior and create the sought for condition for normative comparability and competition The obvious drawback is that cultural variability in local living as well as in education is rendered irrelevant Are there alternatives The book insists on maintaining the discussion about education on a global level but rather than moving towards homogenization and standardization of education the attention is drawn towards the potential for learning from creative fits and misfits between concrete local cultures institutional practices and global aims and standards of education This work brings together a group of educational and developmental researchers and scholars grappling to find culturally informed and sensitive modes of educating people and communities Case studies and examples from four geographical contexts are being discussed China Brazil Australia and Europe While being embedded in these local cultures the authors share a conceptual grounding in cultural developmental theorizing and a vision for a culturally informed globalized perspective on education As the theme of the book is learning from each other the volume also includes commentaries from leading scholars in the field of cultural psychology and education **Cultural-Historical Approaches to Studying Learning and Development** Anne Edwards,Marilyn

Fleer, Louise Bøttcher, 2019-04-02 This collection of papers examines key ideas in cultural historical approaches to children's learning and development and the cultural and institutional conditions in which they occur. The collection is given coherence by a focus on the intellectual contributions made by Professor Mariane Hedegaard to understandings of children's learning through the prism of the interplay of society, institution and person. She has significantly shaped the field through her scholarly consideration of foundational concepts and her creative attention to the fields of activity she studies. The book brings together examples of how these concepts have been employed and developed in a study of learning and development. The collection allows the contributing scholars to reveal their reactions to Hedegaard's contributions in discussions of their own work in the field of children's learning and the conditions in which it occurs. Children's Exploration and Cultural Formation

Mariane Hedegaard, Elin Eriksen Ødegaard, 2020-02-28 This open access book examines the educational conditions that support cultures of exploration in kindergartens. It conceptualises cultures of exploration whether those cultures are created through children's own engagement or are demanded of them through undertaking specific tasks within different institutional settings. It shows how the conditions for children's exploration form a web of activities in different settings with social relationships, local landscapes and artefacts. The book builds on the understanding of cultural traditions as deeply implicated in the developmental processes, meaning that local considerations must be reflected in education for sustainable futures. Therefore, the book examines and conceptualises exploration and cultural formation through locally situated cases and navigates toward global educational concepts. The book provides different windows into how children may explore in everyday practice settings in kindergarten and contributes to a loci-based ecological integral knowledge relevant for early childhood education. **International Handbook of Research on Multicultural Science Education**

Mary M. Atwater, 2022-06-30 This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993. Culture is defined in this handbook as an integrated pattern of shared values, beliefs, languages, worldviews, behaviors, artifacts, knowledge and social and political relationships of a group of people in a particular place or time that the people use to understand or make meaning of their world, each other and other groups of people and to transmit these to succeeding generations. The research studies include both different kinds of qualitative and quantitative studies. The chapters in this volume reflect differing ideas about culture and its impact on science learning and teaching in different K-14 contexts and policy issues. Research findings about groups that are underrepresented in STEM in the United States and in other countries related to language issues and indigenous knowledge are included in this volume. **Taking Children and Young People Seriously**

Mariane Hedegaard, Anne Edwards, 2023-06-22 Children and young people are active agents with motives and intentions who can contribute to their social worlds. Taking children seriously involves both accessing their perspectives as they make sense of the world and working relationally with them to guide their motive orientations. In this book Hedegaard and Edwards draw

upon their own and others research on children from birth to school leaving age to advocate for relational support for learners and to emphasise the caring aspects of this support The authors provide a scholarly account of the cultural historical underpinnings of their caring relational approach while bringing these ideas to life through examples of practices in families and in more formal settings Written for those who work with children and young people in varied capacities this book reveals the knowledge and skills required for the subtle and reciprocal work of supporting the learning and development of children and young people

Qualitative Studies of Exploration in Childhood Education Marilyn Fleer, Mariane Hedegaard, Elin Eriksen Ødegaard, Hanne Værum Sørensen, 2021-10-07 This book uses the concept of exploration as a way of understanding transitions in children between the ages of 5 to 18 years old Written by an international group of scholars from Australia Brazil China Denmark Finland Greenland India Norway and the UK the chapters offer a diverse set of case studies The topics and themes covered include transitions in outdoor playtime the transition to daycare compassion in kindergarten learning with fathers transitions of Chinese traditional culture and disability The chapters are organised into two parts the first part covering macro transitions and the second covering micro genetic transitions The contributors show how both macro and micro genetic transitions influence children s everyday lives and how these different transitions open up new possibilities for play learning and development The contributors draw on Vygotsky s cultural historical theory and the understanding that children s cultural formation takes form in a dialectic relation between children s interests and motives and the institutional settings they participate in

A Cultural-Historical Approach Towards Pedagogical Transitions Joanne Hardman, 2022-12-15 This book investigates pedagogical change across curricula and political transitions in the South African context from 1994 to today Tracing pedagogical transitions from post apartheid to the demands of the 21st century the book seeks to develop a novel approach to pedagogy that can meet the needs of students today Adopting a cultural historical lens Hardman analyses the contradictions that arise due to transitions in the curriculum and describes the current state of teaching in primary schools in South Africa by focusing on how teachers teach scientific concepts She goes on to examine the transitions from children s indigenous science maths understanding to school science maths understanding developing a pedagogy that can transform the learning of mathematics and science in developing contexts Building on theories from Vygotsky Davydov Feuerstein Freire Bruner and Hedegaard Hardman develops a new and inclusive decolonial pedagogical approach that can meet the needs of a multicultural and multilingual contexts around the world

Vygotsky and Science Education Colette Murphy, 2022-05-18 This book highlights those aspects of Vygotskian theory which are most cogent to Science Education including the Zone of Proximal Development ZPD concept development play and imagination Whilst these and other Vygotskian constructs apply to both research and practice in all forms of Science Education this book employs a specific and critical focus on one or two key concepts for each context Thus play and imagination are explored in depth in the chapter on science in early childhood learning the ZPD is considered in depth in the primary school science

chapter and concept development in the secondary level chapter Chapters on higher education science learning and teaching science teacher education informal science learning science education research and the scientific endeavour itself draws on those aspects of Vygotskian theory which relate most closely This book makes an important contribution to Vygotskian theory Never before has it been applied so widely and comprehensively to the field of science and STEM education The book is intended for students and academics in science and STEM education and the social sciences It is also of interest to Vygotsky scholars and those involved in the analysis of pedagogic practice within and beyond science and STEM education

STEM Education in the Early Years Kevin Larkin, Thomas Lowrie, 2022-08-30 This book analyses and synthesises past and current approaches to STEM Education in the Early Years particularly the role of digital technologies and play based pedagogies and provides a look forward to a new way of conceiving STEM Education It presents a literature review of existing best practice in STEM education both in Australia and internationally It also presents theoretical and pedagogical discussions that outlines a new approach to STEM Education based on a four year longitudinal Early Years project It provides educational frameworks for educators use to enhance student learning in STEM both in formal school contexts and beyond This book focuses on a number of core themes in the research literature including STEM education policy nationally and internationally the economic social and political implication of STEM Education the nexus between digital technologies STEM and play based pedagogies the confidence and competence of early childhood educators and their professional development requirements STEM education beyond formal schooling and a new pedagogical approach to STEM education

Handbook of Research-Based Practice in Early Education D. Ray Reutzel, 2014-07-09 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities

Relational Expertise of Teacher Educators Lorna Shires, 2025-02-28 A valuable text for teacher educators including ECT mentors in schools on the topic of relational expertise It provides a critical analysis of current conceptions of the role of teacher educator and a theoretical basis for practice This book provides a concise and clear cultural historical perspective of the expertise of teacher educators The theoretical framework of relational expertise draws upon what matters to both the teacher educator and beginning teacher as they work together on the complex problem of learning to teach It provides a clear basis for their practice and for what happens in their practice signalling a way of understanding how to undertake the role of teacher educator in terms of the professional learning of the beginning teacher Concepts explored include relational expertise relational agency common knowledge the double move metacommentary and

second order practice offering a critique of the deconstruction of the act of teaching into bite size chunks to be memorised Opportunities for critical reflection are also provided throughout the book which speaks to teacher educators directly in terms of suggesting a clear theoretical basis for their expertise and how to enact this in practice **Working Relationally in and across Practices** Anne Edwards, 2017-01-26 Three core ideas are at the heart of this book relational expertise the capacity to interpret problems with others common knowledge which consists of knowing what matters for professionals in other practices and relational agency which involves using that common knowledge to take action with others These ideas are based in cultural historical approaches to learning and change and give coherence to the arguments presented This is not a recipe book the ideas are offered as resources for reflecting on and developing professional and research practices and the conditions in which they occur **Collaborative Pathways to Friendship in Early Childhood** Megan Adams, Gloria Quinones, 2020-05-04 Early childhood is a time of wonder excitement adventure and learning A time to experience social relations and friendships and all of the emotions involved The joy and the excitement of creating a common world with friends A world of what if and as if moments that are accepted and built together or rejected leading to frustration sadness and exclusion the darker side of friendship In this book cultural historical concepts are used to analyse the everyday lives of children Inspired by contemporary ideas about moral imagination Collaborative Pathways to Friendship in Early Childhood theorises friendship as a concept Traditionally studies about friendship in early childhood focus on relations built in educational settings As a point of difference Dr Adams and Dr Quinones introduce the conditions that are created for with and by young children as they move between everyday family life and transition into education settings Through narratives of internationally mobile families moving into Malaysia and established families in Mexico varying perspectives of children parents teachers and principals are presented culminating in a holistic understanding of friendship in early childhood Providing insight into varied perspectives and processes involved when young children enter into friendships this book will be of interest to researchers post graduate students and teacher educators specialising in early childhood education child psychology or social work *Motives in Children's Development* Mariane Hedegaard, Anne Edwards, Marilyn Flee, 2011-10-31 The contributors to this collection employ the analytic resources of cultural historical theory to examine the relationship between childhood and children's development under different societal conditions In particular they attend to relationships between development emotions motives and identities and the social practices in which children and young people may be learners These practices are knowledge laden imbued with cultural values and emotionally freighted by those who already act in them The book first discusses the organising principles that underpin a cultural historical understanding of motives development and learning The second section foregrounds children's lives to exemplify the implications of these ideas as they are played out examining how children are positioned as learners in pre school primary school and play environments The final section uses the core ideas to look at the implementation of policy aimed at enhancing children's

engagement with opportunities for learning by discussing motives in the organisations that shape children's development

Dialogical Approaches to Trust in Communication Per Linell, Ivana Markova, 2013-10-01 Trust has a constituent role in human societies. It has been treated as a scientific topic in many disciplines. Yet despite the fact that trust and distrust come to life primarily in human communication and through language, it has seldom been analyzed from a communicative or linguistic perspective. This is the theme of this path-breaking volume. This volume contains 12 chapters plus introduction and epilogue by the editors. They have been authored by leading specialists on trust in language and communication coming from many disciplines and from different cultures and countries. Most of the authors share a conceptual basis in dialogical theories. This book is a follow-up volume to two previous volumes on trust within cultural psychology: *Trust and Distrust* Markov Gillespie 2008 and *Trust and Conflict* Markov Gillespie 2012. It will be of interest to anyone seriously interested in trust in societies and in trust and distrust as displayed in communication and language.

Early Learning and Development

Marilyn Flear, Mariane Hedegaard, 2010-04-19 *Early Learning and Development* provides a unique synthesis of cultural historical theory from Vygotsky, Elkonin and Leontiev in the twentieth century to the ground-breaking research of scholars such as Siraj Blatchford, Kratsova and Hedegaard today. It demonstrates how development and learning are culturally embedded and institutionally defined and it reflects specifically upon the implications for the early childhood profession. Divided into parts with succinct chapters that build upon knowledge progressively, the everyday lives of children at home, in the community, at pre-school and at school are discussed in the context of child development and pedagogy. The book explicitly problematises the foundations of early childhood education, inviting postgraduates, researchers and academics to drill down into specific areas of international discourse and extending upper-level undergraduates beyond the fundamental underpinnings of their learning. Ultimately, *Early Learning and Development* offers new models of conceptual play practice and theory within a globally resonant cultural historical framework.

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