

A Cultural-Historical Approach

# Radical-Local Teaching and Learning



Mariane Hedegaard and Seth Chaiklin

# Radicallocal Teaching And Learning

**Harry Daniels, Mariane Hedegaard**



## **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.

*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.

**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.

**Qualitative Studies of Exploration in Childhood Education** Marilyn Flee, 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

**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

## Decoding **Radicallocal Teaching And Learning**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Radicallocal Teaching And Learning**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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