

The Role Of Gender In Educational Contexts And Outcomes Volume 47 Advances In Child Development And Behavior

RECOGNIZING THE SHOWING OFF WAYS TO GET THIS BOOK **THE ROLE OF GENDER IN EDUCATIONAL CONTEXTS AND OUTCOMES VOLUME 47 ADVANCES IN CHILD DEVELOPMENT AND BEHAVIOR** IS ADDITIONALLY USEFUL. YOU HAVE REMAINED IN RIGHT SITE TO BEGIN GETTING THIS INFO. ACQUIRE THE **THE ROLE OF GENDER IN EDUCATIONAL CONTEXTS AND OUTCOMES VOLUME 47 ADVANCES IN CHILD DEVELOPMENT AND BEHAVIOR** ASSOCIATE THAT WE PRESENT HERE AND CHECK OUT THE LINK.

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THE ROLE OF GENDER IN EDUCATIONAL CONTEXTS AND OUTCOMES 2014-09-10 VOLUME 47 OF **ADVANCES IN CHILD DEVELOPMENT AND BEHAVIOR** INCLUDES CHAPTERS THAT HIGHLIGHT SOME THE MOST RECENT RESEARCH IN THE AREA OF GENDER IN EDUCATIONAL, CONTEXTS AND OUTCOMES. A WIDE ARRAY OF TOPICS ARE DISCUSSED IN DETAIL, INCLUDING SEXISM, RACE AND GENDER ISSUES, SEXUAL ORIENTATION, SINGLE-SEX EDUCATION, AND PHYSICAL EDUCATION. EACH CHAPTER PROVIDES IN-DEPTH DISCUSSIONS, AND THIS VOLUME SERVES AS AN INVALUABLE RESOURCE FOR DEVELOPMENTAL OR EDUCATIONAL PSYCHOLOGY RESEARCHERS, SCHOLARS, AND STUDENTS. CHAPTERS THAT HIGHLIGHT SOME OF THE MOST RECENT RESEARCH IN THE AREA. A WIDE ARRAY OF TOPICS ARE DISCUSSED IN DETAIL

NAVIGATING IN EDUCATIONAL CONTEXTS ANNELI LAURIALA 2011-10-30

NAVIGATING IN EDUCATIONAL CONTEXTS: IDENTITIES AND CULTURES IN DIALOGUE INCLUDES SELECTED PAPERS FROM THE 2009 BIENNIAL CONFERENCE OF THE INTERNATIONAL STUDY ASSOCIATION ON TEACHERS AND TEACHING (ISATT), HELD AT THE UNIVERSITY OF LAPLAND IN FINLAND. THIS VOLUME CONTAINS KEYNOTE ADDRESSES AND PAPERS BASED ON THE THEMATIC PRESENTATIONS HELD AT THE CONFERENCE: IDENTITY, CONTEXT AND MARGINALITY, PROFESSIONAL DEVELOPMENT AND LEARNING, CONTEXT AND TEACHING, AND ICT IN TEACHING AND LEARNING. THE ARTICLES OPEN PERSPECTIVES TO THE CHALLENGES IN EDUCATION AND POINT TO THE NEED FOR DIALOGUE BETWEEN DIFFERENT RACIAL, CULTURAL, SOCIAL AND GENDER GROUPS. THE ARTICLES BENEFIT EDUCATORS, TEACHER EDUCATORS AND POLICY MAKERS AIMING TO ENHANCE EQUITY AND EQUALITY. INSIGHTS INTO TEACHERS' PROFESSIONAL AND PERSONAL KNOWLEDGE ARE COMBINED WITH WIDER SOCIAL, CULTURAL AND GLOBAL ISSUES, AND THROUGH EXPERIENCES OF LEARNING BOTH IN REAL LIFE AND SECOND LIFE. THERE ARE MANY INSPIRING AND PROMISING IDEAS AND APPROACHES OF HOW TO PROMOTE QUALITY TEACHING AND LEARNING. UNDER NETWORK-BASED EDUCATION THE TOPICS OF ICT SKILLS AND EXPERIENCES, MODELS OF ICT INTEGRATION, VIRTUAL REALITY AND A SIMULATION-BASED LEARNING AND ONLINE TUTORING ARE BEING DESCRIBED AND ASSESSED. THE BOOK IS ROOTED IN THE STUDIES, PRACTISES AND ARGUMENTS OF RESEARCHERS, TEACHERS, EDUCATORS AND STUDENTS NAVIGATING IN DIVERSE EDUCATIONAL CONTEXTS. IT WILL FASCINATE ALL THOSE INVOLVED AND INTERESTED IN CHALLENGING EDUCATIONAL PRACTISES AND THINKING.

GENDER, RELIGION AND EDUCATION IN A CHAOTIC POSTMODERN WORLD ZEHAVIT GROSS 2012-12-05 THE IMMENSE CHANGES THAT THE WORLD IS UNDERGOING IN TERMS OF GLOBALIZATION AND MIGRATION OF PEOPLES HAVE HAD A PROFOUND EFFECT ON CULTURES AND IDENTITIES. THE QUESTION IS WHETHER THIS MEANS SHIFTS IN RELIGIOUS IDENTITIES FOR WOMEN AND MEN IN DIFFERENT CONTEXTS, WHETHER SUCH SHIFTS ARE SEEN AS BENEFICIAL, NEGATIVE OR INSUFFICIENT, OR WHETHER SOCIAL CHANGE ACTUALLY MEANS NEW CONSERVATISMS OR EVEN FUNDAMENTALISMS. SURROUNDING THESE QUESTIONS IS THE ROLE OF EDUCATION IS IN ANY CHANGE OR NEW CONTRADICTION. THIS UNIQUE BOOK ENHANCES AN INTERDISCIPLINARY DISCOURSE ABOUT THE COMPLEX INTERSECTIONS BETWEEN GENDER, RELIGION AND EDUCATION IN THE CONTEMPORARY WORLD. LITERATURE IN THE SOCIAL SCIENCES AND HUMANITIES HAVE EXPANDED OUR UNDERSTANDING OF WOMEN'S INVOLVEMENT IN ALMOST EVERY ASPECT OF LIFE, YET THE COMBINED RELIGIOUS/EDUCATIONAL ASPECT IS STILL AN UNDER-STUDIED AND OFTEN UNDER-THEORIZED FIELD OF RESEARCH. HOW PEOPLE EXPERIENCE THEIR RELIGIOUS IDENTITY IN A NEW CONTEXT OR COUNTRY IS ALSO A THEME NOW NEEDING MORE COMPLEX ATTENTION. QUESTIONS OF THE BODY, VISIBILITY AND INVISIBILITY ARE RECEIVING NEW TREATMENTS. THIS BOOK FILLS THESE GAPS. THE BOOK PROVIDES A STRONG COMPARATIVE PERSPECTIVE, WITH 15 COUNTRIES OR CONTEXTS REPRESENTED. THE CONTEXT OF EDUCATION AND LEARNING COVERS SCHOOLS, HIGHER EDUCATION, NON-FORMAL EDUCATION, RELIGIOUS INSTITUTIONS, ADULT LITERACY, CURRICULUM AND TEXTBOOKS. OVERALL, THE BOOK REVEALS A GREAT COMPLEXITY AND OFTEN CONTRADICTION IN MODERN NEGOTIATIONS OF RELIGION AND SECULARISM BY GIRLS AND BOYS, WOMEN AND MEN, AND A RANGE OF POSSIBILITIES FOR CHANGE. IT PROVIDES A THEORETICAL AND PRACTICAL RESOURCE FOR RESEARCHERS, RELIGIOUS AND EDUCATIONAL INSTITUTIONS, POLICY MAKERS AND TEACHERS.

GENDER VIOLENCE IN POVERTY CONTEXTS JENNY PARKES 2015-03-27 THIS BOOK IS CONCERNED WITH UNDERSTANDING THE COMPLEX WAYS IN WHICH GENDER VIOLENCE AND POVERTY IMPACT ON YOUNG PEOPLE'S LIVES, AND THE POTENTIAL FOR EDUCATION TO CHALLENGE VIOLENCE. ALTHOUGH THERE HAS BEEN A RECENT EXPANSION OF RESEARCH ON GENDER VIOLENCE AND SCHOOLING, THE FIELD OF RESEARCH THAT BRINGS TOGETHER THINKING ON GENDER VIOLENCE, POVERTY AND EDUCATION IS IN ITS INFANCY. THIS BOOK SETS OUT TO ESTABLISH THIS NEW FIELD BY OFFERING INNOVATIVE RESEARCH INSIGHTS INTO THE NATURE OF VIOLENCE AFFECTING CHILDREN AND YOUNG PEOPLE; THE SOURCES OF VIOLENCE, INCLUDING THE RELATIONSHIP WITH POVERTY AND INEQUALITY; THE EFFECTS OF VIOLENCE ON YOUNG SUBJECTIVITIES; AND THE EDUCATIONAL CHALLENGE OF HOW TO COUNTER VIOLENCE. AUTHORS ADDRESS THREE INTERRELATED AIMS IN THEIR CHAPTERS: TO IDENTIFY THEORETICAL AND METHODOLOGICAL FRAMINGS FOR UNDERSTANDING THE RELATIONSHIP BETWEEN GENDER, VIOLENCE, POVERTY AND EDUCATION TO DEMONSTRATE HOW YOUNG PEOPLE LIVING IN VARYING CONTEXTS OF POVERTY IN THE GLOBAL SOUTH LEARN ABOUT, ENGAGE IN, RESPOND TO AND RESIST GENDER VIOLENCE TO INVESTIGATE HOW INSTITUTIONS, INCLUDING SCHOOLS,

FAMILIES, COMMUNITIES, GOVERNMENTS, INTERNATIONAL AND NON-GOVERNMENTAL ORGANISATIONS AND THE MEDIA CONSTRAIN OR EXPAND POSSIBILITIES TO CHALLENGE GENDER VIOLENCE IN THE GLOBAL SOUTH. DESCRIBING A RANGE OF INNOVATIVE RESEARCH PROJECTS, THE CHAPTERS DISPLAY WHAT SCHOLARLY WORK CAN OFFER TO HELP MEET THE EDUCATIONAL CHALLENGE, AND TO FIND WAYS TO HELP YOUNG PEOPLE AND THOSE AROUND THEM TO UNDERSTAND, RESIST AND RUPTURE THE MANY FACES OF VIOLENCE. GENDER VIOLENCE IN POVERTY CONTEXTS WILL APPEAL TO AN INTERNATIONAL AUDIENCE OF POSTGRADUATE STUDENTS, ACADEMICS AND RESEARCHERS IN THE FIELDS OF INTERNATIONAL AND COMPARATIVE EDUCATION, GENDER AND WOMEN'S STUDIES, TEACHER EDUCATION, POVERTY, DEVELOPMENT AND CONFLICT STUDIES, AFRICAN AND ASIAN STUDIES AND RELATED DISCIPLINES. IT WILL ALSO BE OF INTEREST TO PROFESSIONALS IN NGOS AND OTHER ORGANISATIONS, AND POLICY MAKERS, KEEN TO DEVELOP RESEARCH-INFORMED PRACTICE. WINNER OF THE 2016 JACKIE KIRK OUTSTANDING BOOK AWARD.

TEACHING RACE WITH A GENDERED EDGE BRIGITTE HIPFL 2012-01-01 HOW TO DEAL WITH GENDER, WOMEN, GENDER ROLES, FEMINISM AND GENDER EQUALITY IN TEACHING PRACTICES? FOLLOWING IN THE FOOTSTEPS OF THE ATHENA THEMATIC NETWORK, ATGENDER BRINGS TOGETHER SPECIALISTS IN WOMEN'S AND GENDER STUDIES, FEMINIST RESEARCH, WOMEN'S AND GENDER STUDIES, FEMINIST RESEARCH, WOMEN'S RIGHTS, GENDER EQUALITY AND DIVERSITY. IN BOOK SERIES "TEACHING WITH GENDER" THE PARTNERS IN THIS NETWORK HAVE COLLECTED ARTICLES ON A WIDE RANGE OF TEACHING PRACTICES IN THE FIELD OF GENDER. THE BOOKS IN THIS SERIES ADDRESS CHALLENGES AND POSSIBILITIES OF TEACHING ABOUT WOMEN AND GENDER IN A WIDE RANGE OF EDUCATIONAL CONTEXTS. THE AUTHORS DISCUSS PEDAGOGICAL, THEORETICAL AND POLITICAL DIMENSIONS OF LEARNING AND TEACHING ABOUT WOMEN AND GENDER. THE BOOKS CONTAIN TEACHING MATERIAL, REFLECTIONS ON FEMINIST PEDAGOGIES, AND PRACTICAL DISCUSSIONS ABOUT THE DEVELOPMENT OF GENDER-SENSITIVE CURRICULA IN SPECIFIC FIELDS. ALL BOOKS ADDRESS THE CRUCIAL ASPECTS OF EDUCATION IN EUROPE TODAY: INCREASING INTERNATIONAL MOBILITY, THE GROWING IMPORTANCE OF INTERDISCIPLINARITY, AND THE MANY PRACTICES OF LIFE-LONG LEARNING AND TRAINING THAT TAKE PLACE OUTSIDE THE TRADITIONAL PROGRAMMES OF HIGHER EDUCATION. THESE BOOKS ARE INDISPENSABLE TOOLS FOR EDUCATORS WHO TAKE SERIOUSLY THE CHALLENGE OF TEACHING WITH GENDER. (FOR TITLES SEE SERIES PAGE.)

TEACHING "RACE" WITH A GENDERED EDGE RESPONDS TO THE NEED TO APPROACH THE IDEA OF RACE FROM A FEMINIST PERSPECTIVE. THIS COLLECTION OF ESSAYS AIMS TO BROADEN OUR UNDERSTANDING OF BOTH RACE AND GENDER BY HIGHLIGHTING THE INTERSECTIONS AND INTERTWINEDNESS OF RACE, GENDER, AND OTHER AXES OF INEQUALITY. THE BOOK ALSO POINTS TO THE IMPORTANT OF TAKING COLONIAL LEGACIES INTO ACCOUNT WHEN IT COMES TO THE UNDERSTANDING OF CONTEMPORARY FORMS OF RACISMS. IN AN INCREASINGLY GLOBALISED AND INTERCONNECTED WORLD THIS PERSPECTIVE IS ESSENTIAL FOR UNDERSTANDING THE DYNAMICS OF IDENTITY POLITICS BUT ALSO FOR POINTING TOWARDS POSSIBLE WAYS OF INTERVENTION AND CHANGE. THE ESSAYS IN THE BOOK DISCUSS HISTORICALLY CONTEXTUALIZED EXAMPLES OF THE INTERSECTIONS OF RACE AND GENDER FROM DIFFERENT LOCALITIES IN EUROPE AND BEYOND AND PROVIDE READERS WITH A RICH BODY OF RESOURCES AND TEACHING MATERIAL. BOOK JACKET.

WHAT WORKS IN GIRLS' EDUCATION GENE B SPERLING 2015-09-29 HARD-HEADED EVIDENCE ON WHY THE RETURNS FROM INVESTING IN GIRLS ARE SO HIGH THAT NO NATION OR FAMILY CAN AFFORD NOT TO EDUCATE THEIR GIRLS. GENE SPERLING, AUTHOR OF THE SEMINAL 2004 REPORT PUBLISHED BY THE COUNCIL ON FOREIGN RELATIONS, AND REBECCA WINTHROP, DIRECTOR OF THE CENTER FOR UNIVERSAL EDUCATION, HAVE WRITTEN THIS DEFINITIVE BOOK ON THE IMPORTANCE OF GIRLS' EDUCATION. AS MALALA YOUSAFZAI EXPRESSES IN HER FOREWORD, THE IDEA THAT ANY CHILD COULD BE DENIED AN EDUCATION DUE TO POVERTY, CUSTOM, THE LAW, OR TERRORIST THREATS IS JUST WRONG AND UNIMAGINABLE. MORE THAN 1,000 STUDIES HAVE PROVIDED EVIDENCE THAT HIGH-QUALITY GIRLS' EDUCATION AROUND THE WORLD LEADS TO WIDE-RANGING RETURNS: BETTER OUTCOMES IN ECONOMIC AREAS OF GROWTH AND INCOMES REDUCED RATES OF INFANT AND MATERNAL MORTALITY REDUCED RATES OF CHILD MARRIAGE REDUCED RATES OF THE INCIDENCE OF HIV/AIDS AND MALARIA INCREASED AGRICULTURAL PRODUCTIVITY INCREASED RESILIENCE TO NATURAL DISASTERS WOMEN'S EMPOWERMENT

WHAT WORKS IN GIRLS' EDUCATION IS A COMPELLING WORK FOR BOTH CONCERNED GLOBAL CITIZENS, AND ANY ACADEMIC, EXPERT, NONGOVERNMENTAL ORGANIZATION (NGO) STAFF MEMBER, POLICYMAKER, OR JOURNALIST SEEKING TO DIVE INTO THE EVIDENCE AND POLICIES ON GIRLS' EDUCATION.

THE ROLE OF GENDER IN EDUCATIONAL CONTEXTS AND OUTCOMES 2014-09-04 VOLUME 47 OF **ADVANCES IN CHILD DEVELOPMENT AND BEHAVIOR** INCLUDES CHAPTERS THAT HIGHLIGHT SOME THE MOST RECENT RESEARCH IN THE AREA OF GENDER IN EDUCATIONAL, CONTEXTS AND OUTCOMES. A WIDE ARRAY OF TOPICS ARE DISCUSSED IN DETAIL, INCLUDING SEXISM, RACE AND GENDER ISSUES, SEXUAL ORIENTATION, SINGLE-SEX EDUCATION, AND PHYSICAL EDUCATION. EACH CHAPTER PROVIDES IN-DEPTH DISCUSSIONS, AND THIS VOLUME SERVES AS AN INVALUABLE RESOURCE FOR DEVELOPMENTAL OR EDUCATIONAL PSYCHOLOGY RESEARCHERS, SCHOLARS, AND STUDENTS. CHAPTERS THAT HIGHLIGHT SOME OF THE MOST RECENT RESEARCH IN THE AREA. A WIDE ARRAY OF TOPICS ARE DISCUSSED IN DETAIL

PRACTISING GENDER ANALYSIS IN EDUCATION FIONA E. LEACH 2003 THIS COMPANION

APPLIES THE HARVARD FRAMEWORK, WOMEN'S EMPOWERMENT APPROACH, GENDER ANALYSIS MATRIX AND SOCIAL RELATIONS APPROACH TO ANALYSIS OF A VARIETY OF EDUCATIONAL CONTEXTS, INCLUDING NATIONAL EDUCATION POLICIES AND PROJECTS, SCHOOLS, COLLEGES, MINISTRIES, TEACHING AND LEARNING MATERIALS, AND SCHOOL AND TEACHER TRAINING CURRICULA.

EBOOK: LEADERSHIP GENDER AND CULTURE IN EDUCATION JOHN COLLARD 2004-10-16

"THIS RICH EXPLORATIVE BOOK EXAMINES THE INTRICACIES OF GENDER, SEXUALITY, ETHNICITY AND CLASS AND HOW THESE COMPLEX INFLUENCES WEAVE THEIR PATTERNS IN THE DAILY LIVES OF LEADERS. IT ACHIEVES THE DIFFICULT BALANCE BETWEEN ACKNOWLEDGING DIFFERENCES AS WELL AS UNIFYING ELEMENTS. THE BOOK ALSO RAISES MANY QUESTIONS ABOUT THE CONTEXT FOR LEADERSHIP AND EXAMINES THE CENTRAL ISSUES OF: LEADERSHIP FOR WHAT? WHAT ARE LEADERS THERE TO DO - AND FOR WHOM? TO ENSURE THAT STUDENTS ACHIEVE HIGHER EXAMINATION SCORES, OR TO PROMOTE EQUITY AND SOCIAL JUSTICE? THIS BOOK OFFERS MANY FRESH INSIGHTS INTO THESE AND OTHER IMPORTANT QUESTIONS." PROFESSOR KATHRYN RILEY, INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON THIS BOOK FEATURES CHAPTERS BY LEADING INTERNATIONAL SCHOLARS ON GENDER AND EDUCATIONAL LEADERSHIP. DRAWING ON RESEARCH IN SCHOOLS IN THE UNITED KINGDOM, AUSTRALIA, NEW ZEALAND, SWEDEN, THE UNITED STATES AND CANADA, IT INTRODUCES NEW DISCUSSIONS ABOUT THE IMPACT OF GENDER, RACE, CLASS, INSTITUTIONAL SETTING AND RECENT IDEOLOGIES ON LEADERSHIP DISCOURSES. THE BOOK SHOWS HOW EARLY RESEARCH HAS OVER-EMPHASIZED GENDER STEREOTYPES AND TENDED TO SIMPLIFY AND POLARIZE THE WAYS MEN AND WOMEN LEAD. LOOKING AT DIFFERENCES AND SIMILARITIES IN HOW MEN AND WOMEN TAKE ON AND EXERCISE LEADERSHIP ROLES, THE AUTHORS COUNTER ESSENTIALIST CLAIMS BASED ON BIOLOGICAL, PSYCHOLOGICAL AND SOCIOLOGICAL THEORIES THAT STRESS GENDER DIFFERENCE. THE DISCUSSIONS EMPLOY SOPHISTICATED UNDERSTANDINGS OF GENDER RELATIONS AND LEADERSHIP DISCOURSES IN TODAY'S GLOBALIZED CONTEXT. THE BOOK IS FOR STUDENTS AND SCHOLARS STUDYING LEADERSHIP AND FOR LEADERS IN DIFFERENT EDUCATIONAL CONTEXTS AROUND THE WORLD.

GENDER ISSUES IN ART EDUCATION GEORGIA COLLINS 1996

PISA THE ABC OF GENDER EQUALITY IN EDUCATION APTITUDE, BEHAVIOUR, CONFIDENCE OECD 2015-03-05 THIS FASCINATING COMPILATION OF THE RECENT DATA ON GENDER DIFFERENCES IN EDUCATION PRESENTS A WEALTH OF DATA, ANALYSED FROM A MULTITUDE OF ANGLES IN A CLEAR AND LIVELY WAY.

THE DYNAMICS OF GENDER IN SINGLE SEX SCHOOLING DOMINIQUE ELISE JOHNSON 2009 ANALYZING DATA FROM THE EDUCATIONAL LONGITUDINAL STUDY OF 2002 (ELS:2002), THIS STUDY COMPARES THE CONFORMITY OF STUDENT GENDER ROLES ATTENDING SINGLE-SEX AND CO-EDUCATIONAL SCHOOLS AND EXAMINES THE RELATIONSHIP BETWEEN GENDER ROLE CONFORMITY AND BULLYING VICTIMIZATION IN EACH EDUCATIONAL CONTEXT. THIS STUDY IS THE FIRST TO INVESTIGATE BULLYING IN SINGLE SEX SCHOOLS AND TO USE A LARGE SCALE NATIONAL DATASET TO EXAMINE STUDENT GENDER ROLE CONFORMITY IN SCHOOLING. ANALYSES OF THE BASE YEAR 10TH GRADE COHORT OF ELS:2002 REVEAL THAT BOTH SINGLE SEX AND COEDUCATIONAL SCHOOLING ARE DISTINCT CONTEXTS FOR STUDENT GENDER ROLES. FEMALE STUDENTS IN BOTH SINGLE SEX AND COEDUCATIONAL SCHOOLS WERE SIGNIFICANTLY MORE LIKELY TO HAVE HIGHER AVERAGE GENDER ROLE CONFORMITY THAN MALE STUDENTS IN BOTH SINGLE SEX AND COEDUCATIONAL SCHOOLS. GENDER ROLE CONFORMING STUDENTS WERE SIGNIFICANTLY LESS LIKELY TO BE BULLIED THAN GENDER ROLE NONCONFORMING STUDENTS, EVEN WHEN CONTROLLING FOR WHETHER THE SCHOOL IS SINGLE SEX OR COEDUCATIONAL. RESULTS ALSO INDICATE THAT SCHOOLS HAVE DOMINANT GENDER ROLE NORMS, AS STUDENTS WHO DIFFER FROM THE AVERAGE GENDER ROLE CONFORMITY IN THEIR SCHOOL ARE SIGNIFICANTLY MORE LIKELY TO EXPERIENCE BULLYING. VARIATION FROM A SCHOOL-BASED GENDER ROLE NORM LEADS TO A GREATER EXPERIENCE OF BULLYING FOR STUDENTS, AND IT IS GENDER NONCONFORMING STUDENTS THAT ARE MOST LIKELY TO EXPERIENCE THIS INCREASED LIKELIHOOD OF BULLYING. DESPITE THE FACT THAT FEMALE SINGLE SEX SCHOOLS ARE THE MOST GENDER ROLE CONFORMING EDUCATIONAL CONTEXTS AMONG ALL FOUR INVESTIGATED IN THIS STUDY, GENDER ROLE NONCONFORMING GIRLS WHO ATTEND THEM ARE SIGNIFICANTLY LESS LIKELY TO EXPERIENCE BULLYING. ADDRESSING THE CONFLATION OF SEX AND GENDER UNDERLYING THE SEX-BASED EDUCATIONAL POLICY OF SINGLE SEX SCHOOLING, THIS STUDY ARGUES THAT SINGLE SEX PUBLIC EDUCATIONAL POLICY CAN BE MORE CAREFULLY CRAFTED WITH AN ATTENTION TO ITS THEORETICAL UNDERPINNINGS BY TAKING INTO ACCOUNT THE DYNAMICS OF STUDENTS' GENDER ROLES. IMPLICATIONS FOR EDUCATIONAL POLICY ARE DISCUSSED WITH PARTICULAR EMPHASIS ON POLICY DECISIONS AT THE DISTRICT AND STATE LEVELS IN ADDITION TO FEDERAL LEVEL POLICIES, LAWS, AND MANDATES SUCH AS TITLE IX AND NO CHILD LEFT BEHIND.

REFORMING EDUCATION AND CHALLENGING INEQUALITIES IN SOUTHERN CONTEXTS PAULINE ROSE 2021-03-24 THIS BOOK OFFERS IN-DEPTH ANALYSES OF HOW EDUCATION INTERACTS WITH SOCIAL INEQUALITY IN SOUTHERN CONTEXTS. DRAWING ON A RANGE OF DISCIPLINARY FRAMEWORKS, IT PRESENTS NEW ANALYSES OF EXISTING KNOWLEDGE AND NEW EMPIRICAL DATA WHICH DEFINE THE CHALLENGES AND POSSIBILITIES OF SUCCESSFUL EDUCATIONAL REFORM. IT IS A TRIBUTE TO THE WORK OF THE LATE CHRISTOPHER COLCLOUGH, WHO, AS A LEADING FIGURE IN EDUCATION AND INTERNATIONAL DEVELOPMENT, PLAYED A KEY ROLE IN THE GLOBAL FIGHT FOR EDUCATION FOR ALL CHILDREN. THE BOOK CRITICALLY ENGAGES WITH INTERNATIONAL EVIDENCE OF EDUCATIONAL ACCESS, RETENTION AND OUTCOMES, OFFERING NEW UNDERSTANDINGS OF HOW SOCIAL INEQUALITIES CURRENTLY FACILITATE, MEDIATE OR RESTRICT EDUCATIONAL OPPORTUNITIES. IT EXPOSES THE CONTINUING INFLUENCE OF WEALTH AND REGIONAL INEQUALITIES AND CASTE AND GENDERED SOCIAL STRUCTURES. RESEARCHERS IN ETHIOPIA, GHANA, INDIA, PAKISTAN AND UGANDA HIGHLIGHT HOW THE ASPIRATIONS OF FAMILIES LIVING IN POVERTY REMAIN UNFULFILLED BY POOR-QUALITY EDUCATION AND LOW ECONOMIC OPPORTUNITIES AND HOW SCHOOLS AND TEACHERS CURRENTLY ADDRESS ISSUES OF GENDER, DISABILITY AND DIVERSITY. THE BOOK HIGHLIGHTS A RANGE OF NEW PRIORITIES FOR RESEARCH AND IDENTIFIES SOME NECESSARY STRATEGIES FOR EDUCATION REFORM, POLICY APPROACHES AND SCHOOL PRACTICE, IF EDUCATIONAL EQUALITY FOR ALL CHILDREN IS TO BE ACHIEVED. THE BOOK WILL BE OF GREAT INTEREST TO RESEARCHERS, SCHOLARS, EDUCATIONAL PRACTITIONERS AND POLICY-MAKERS IN THE FIELDS OF ECONOMICS, POLITICS AND SOCIOLOGY OF EDUCATION, INTERNATIONAL EDUCATION, POVERTY RESEARCH AND INTERNATIONAL DEVELOPMENT. CHAPTERS 1, 6, 7 AND 12 OF THIS BOOK ARE FREELY AVAILABLE AS A DOWNLOADABLE OPEN ACCESS PDF UNDER A CREATIVE COMMONS ATTRIBUTION 4.0 LICENSE (CH7) AND CREATIVE COMMONS

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SELF AND SOCIAL IDENTITY IN EDUCATIONAL CONTEXTS KENNETH I. MAVOR 2017-02-24 THIS INNOVATIVE VOLUME INTEGRATES SOCIAL IDENTITY THEORY WITH RESEARCH ON TEACHING AND EDUCATION TO SHED NEW AND FRUITFUL LIGHT ON A VARIETY OF DIFFERENT PEDAGOGICAL CONCERNS AND PRACTICES. IT BRINGS TOGETHER RESEARCHERS AT THE CUTTING EDGE OF NEW DEVELOPMENTS WITH A WEALTH OF TEACHING AND RESEARCH EXPERIENCE. THE WORK IN THIS VOLUME WILL HAVE A SIGNIFICANT IMPACT IN TWO MAIN WAYS. FIRST AND FOREMOST, THE SOCIAL IDENTITY APPROACH THAT IS APPLIED WILL PROVIDE THE THEORETICAL AND EMPIRICAL PLATFORM FOR THE DEVELOPMENT OF NEW AND CREATIVE FORMS OF PRACTICE IN EDUCATIONAL SETTINGS. JUST AS THE APPLICATION OF THIS THEORY HAS MADE SIGNIFICANT CONTRIBUTIONS IN ORGANISATIONAL AND HEALTH SETTINGS, A SIMILAR BENEFIT WILL ACCRUE FOR CONCEPTUAL AND PRACTICAL DEVELOPMENTS RELATED TO LEARNERS AND EDUCATORS - FROM SMALL LEARNING GROUPS TO LARGER INSTITUTIONAL SETTINGS - AND IN THE DEVELOPMENT OF PROFESSIONAL IDENTITIES THAT REACH BEYOND THE CLASSROOM. THE CHAPTERS DEMONSTRATE THE POTENTIAL OF APPLYING SOCIAL IDENTITY THEORY TO EDUCATION AND WILL STIMULATE INCREASED RESEARCH ACTIVITY AND INTEREST IN THIS DOMAIN. BY FOCUSING ON SELF, SOCIAL IDENTITY AND EDUCATION, THIS VOLUME INVESTIGATES WITH UNPRECEDENTED CLARITY THE SOCIAL AND PSYCHOLOGICAL PROCESSES BY WHICH LEARNERS' PERSONAL AND SOCIAL SELF-CONCEPTS SHAPE AND ENHANCE LEARNING AND TEACHING. SELF AND SOCIAL IDENTITY IN EDUCATIONAL CONTEXTS WILL APPEAL TO ADVANCED STUDENTS AND RESEARCHERS IN EDUCATION, PSYCHOLOGY AND SOCIAL IDENTITY THEORY. IT WILL ALSO BE OF IMMENSE VALUE TO EDUCATIONAL LEADERS AND PRACTITIONERS, PARTICULARLY AT TERTIARY LEVEL.

LITERACY AND GENDER GEMMA MOSS 2007-10-29 WHY ARE GIRLS OUTPERFORMING BOYS IN LITERACY SKILLS IN THE WESTERN EDUCATION SYSTEM TODAY? TO DATE, THERE HAVE BEEN FEW ATTEMPTS TO ANSWER THIS QUESTION. LITERACY AND GENDER SETS OUT TO REDRESS THIS STATE OF AFFAIRS BY RE-EXAMINING THE SOCIAL ORGANIZATION OF LITERACY IN PRIMARY SCHOOLS. IN STUDYING SCHOOLING AS A SOCIAL PROCESS, THIS BOOK FOCUSES ON THE LINKS BETWEEN LITERACY, GENDER AND ATTAINMENT, THE ROLE SCHOOL PLAYS IN PRODUCING SOCIAL DIFFERENCE AND THE CHANGING PATTERN OF INTEREST IN THIS TOPIC BOTH WITHIN THE FEMINIST COMMUNITY AND BEYOND. GEMMA MOSS ARGUES THAT THE REASON FOR GIRLS' RELATIVE SUCCESS IN LITERACY LIES IN THE STRUCTURE OF SCHOOLING AND IN PARTICULAR THE ROLE THE READING CURRICULUM PLAYS IN CONSTRUCTING A HIERARCHY OF LEARNERS IN CLASS. USING FINE-GRAINED ETHNOGRAPHIC ANALYSIS OF READING IN CONTEXT, THIS BOOK OUTLINES METHODS FOR RESEARCHING LITERACY AS A SOCIAL PRACTICE AND UNDERSTANDING HOW DIFFERENT VERSIONS OF WHAT COUNTS AS LITERACY CAN BE CREATED IN THE SAME SITE.

GENDER AND SEXUAL DIVERSITY IN U.S. HIGHER EDUCATION: CONTEXTS AND OPPORTUNITIES FOR LGBTQ COLLEGE STUDENTS DAFINA-LAZARUS STEWART 2015-12-14 SINCE 2005, RESEARCH ON IDENTITY DEVELOPMENT, CAMPUS CLIMATE AND POLICIES, TRANSGENDER ISSUES, AND INSTITUTIONAL FEATURES SUCH AS TYPE, LEADERSHIP, AND CAMPUS RESOURCES HAS BROADENED TO ENCOMPASS LGBTQ STUDENT ENGAGEMENT AND SUCCESS. THIS VOLUME INCLUDES THIS ENLARGED BODY OF RESEARCH ON LGBTQ STUDENTS, TAKEN IN THE CONTEXT OF WIDESPREAD CHANGES IN PUBLIC ATTITUDES AND PUBLIC POLICIES RELATED TO LGBTQ PEOPLE, INTEGRATING SCHOLARSHIP AND STUDENT AFFAIRS PRACTICE. SPECIFIC FOCI INCLUDE: TRANSGENDER IDENTITY DEVELOPMENT, UNDERSTANDING INTERSECTIONS OF SEXUAL ORIENTATION AND GENDER IDENTITY WITH OTHER SALIENT IDENTITIES SUCH AS FAITH/RELIGION/SPIRITUALITY, RACE, SOCIAL CLASS, AND ABILITY, AND STUDIES ABOUT LGBTQ STUDENTS IN SPECIAL-MISSION INSTITUTIONS (FOR EXAMPLE, HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, RELIGIOUSLY AFFILIATED INSTITUTIONS, OR WOMEN'S COLLEGES). THIS IS THE 152ND VOLUME OF THIS JOSSEY-BASS HIGHER EDUCATION QUARTERLY SERIES. AN INDISPENSABLE RESOURCE FOR VICE PRESIDENTS OF STUDENT AFFAIRS, DEANS OF STUDENTS, STUDENT COUNSELORS, AND OTHER STUDENT SERVICES PROFESSIONALS, NEW DIRECTIONS FOR STUDENT SERVICES OFFERS GUIDELINES AND PROGRAMS FOR AIDING STUDENTS IN THEIR TOTAL DEVELOPMENT: EMOTIONAL, SOCIAL, PHYSICAL, AND INTELLECTUAL.

RACE AND ETHNICITY IN THE STUDY OF MOTIVATION IN EDUCATION JESSICA T. DECUIR-GUNBY 2016-06-17 RACE AND ETHNICITY IN THE STUDY OF MOTIVATION IN EDUCATION COLLECTS WORK FROM PROMINENT EDUCATION RESEARCHERS WHO STUDY THE INTERACTION OF RACE, ETHNICITY, AND MOTIVATION IN EDUCATIONAL CONTEXTS. FOCUSING ON BOTH HISTORICAL AND CONTEMPORARY ITERATIONS OF RACE-BASED EDUCATIONAL CONSTRUCTS, THIS BOOK PROVIDES A COMPREHENSIVE OVERVIEW OF THIS CRITICAL TOPIC. CONTRIBUTORS TO THE VOLUME OFFER ANALYSES OF ISSUES FACED BY STUDENTS, INCLUDING STUDENTS' EDUCATIONAL PURSUITS AND ASPIRATIONS, AS WELL AS THE ROLES OF STUDENTS' FAMILY AND SOCIAL NETWORKS IN ACHIEVING EDUCATIONAL SUCCESS. A TIMELY AND ILLUMINATING VOLUME, RACE AND ETHNICITY IN THE STUDY OF MOTIVATION IN EDUCATION IS THE DEFINITIVE RESOURCE FOR UNDERSTANDING MOTIVATION ISSUES POSED BY NON-DOMINANT GROUPS—INCLUDING AFRICAN AMERICAN, LATINO, ASIAN-PACIFIC ISLANDERS, AND ARAB-AMERICAN STUDENTS--IN EDUCATIONAL CONTEXTS

CRISES OF IDENTIFYING DYMANEKE D. MITCHELL 2013-04-01 ALTHOUGH THERE HAS BEEN AN INCREASE IN LITERATURE REGARDING CHILDREN OF COLOR WITH DISABILITIES, IT MAINLY FOCUSES ON THEIR EXPERIENCES IN ONE SOCIAL CONTEXT. CRISES OF IDENTIFYING: NEGOTIATING AND MEDIATING RACE, GENDER, AND DISABILITY WITHIN FAMILY AND SCHOOLS INCLUDES NARRATIVES ON THE FAMILIAL AND EDUCATIONAL EXPERIENCES IN PUBLIC, PRIVATE, AND INSTITUTIONAL EDUCATIONAL SETTINGS OF FIVE AFRICAN AMERICAN ADULTS WHO HAVE DISABILITIES ASSOCIATED WITH BLINDNESS, CEREBRAL PALSY, AND SPEECH IMPAIRMENT. AS A DEAF AFRICAN AMERICAN FEMALE, THE AUTHOR AND RESEARCHER ALSO HIGHLIGHTS HER FAMILIAL AND EDUCATIONAL EXPERIENCES THROUGHOUT THE BOOK AS A FRAME OF ANALYSIS. THIS BOOK CAN SERVE AS A LITERARY RESOURCE TO ACADEMICS AND EDUCATIONAL PROGRAMS AND/OR INSTITUTIONS AS WELL AS AN INFORMATIONAL GUIDE TO PARENTS, TEACHERS, ADMINISTRATORS, AND PARAPROFESSIONALS/CAREGIVERS OF CHILDREN WITH DISABILITIES REGARDING THE SIGNIFICANCE OF LEADERSHIP, ADVOCACY, ACTIVISM, AND IDENTIFICATION DEVELOPMENT WITHIN FAMILIAL AND EDUCATIONAL CONTEXTS ON THE EXPERIENCES OF CHILDREN INCLUDING THE IMPACT OF COMPLEX DYNAMICS THAT EXIST WITHIN AND BETWEEN FAMILIES AND SCHOOLS. HOPEFULLY, THIS BOOK WILL PROVIDE PARENTS, TEACHERS, ADMINISTRATORS, AND PARAPROFESSIONALS WITH AN UNDERSTANDING AND

COMPREHENSION OF COMPLEXITIES CONCERNING DISABILITY, GENDER, AND RACE WITHIN FAMILY AND SCHOOLS INCLUDING THEIR ASSOCIATION WITH CRISES OF IDENTIFYING, ESSENTIALIST DISCOURSES, AS WELL AS POWER AND PRIVILEGE DYNAMICS. THIS BOOK CONSISTS OF NINE CHAPTERS WHICH ARE ORGANIZED INTO THREE PARTS. PART I FOCUSES ON BACKGROUND, RATIONALE, THEORETICAL AND METHODOLOGICAL UNDERPINNINGS OF THE RESEARCH THIS BOOK IS BASED ON. PART II INTRODUCES THE READER TO THE NARRATIVES OF FIVE AFRICAN AMERICANS WITH DISABILITIES. EACH NARRATIVE PROVIDES INSIGHTS INTO THE LIVED EXPERIENCES AND LEADERSHIP QUALITIES OF TWO MALES AND THREE FEMALES. PART III PRESENTS THE CONCLUDING CHAPTERS OF THE BOOK AND HIGHLIGHTS THE SIGNIFICANCE OF THIS RESEARCH FOR THE EDUCATIONAL FIELD INCLUDING DISABILITY STUDIES, TEACHER EDUCATION PROGRAMS, AND SPECIAL EDUCATION.

GENDER EQUALITY AND STEREOTYPING IN SECONDARY SCHOOLS MARIA TSOUROUFLI

2021-08-24 THIS BOOK EXPLORES GENDER STEREOTYPING AND GENDER INEQUALITIES IN SECONDARY EDUCATION IN ENGLAND, HUNGARY AND ITALY. THE AUTHORS HIGHLIGHT THE IMPORTANCE OF ADDRESSING STUDENT AND TEACHER ATTITUDES IF LONG-TERM CHANGES IN MINDSET ARE DESIRED, AS WELL AS THE UNDERLYING STEREOTYPES THAT PERSIST AND LINGER IN THESE EDUCATIONAL CONTEXTS. PROMOTING A WHOLE-SCHOOL CULTURE CHANGE APPROACH, THIS BOOK EXPLORES VIEWS OF GENDER STEREOTYPES FROM TEACHERS AND STUDENTS CONCERNING SUBJECT AND CAREER CHOICES, AS WELL AS COLLABORATIVE WORK WITH TEACHERS, EXPERTS AND NGOs IN IMPLEMENTING AND EVALUATING GENDER EQUALITY CHARTERS. DRAWING ON EXTENSIVE RESEARCH, THIS BOOK EMPLOYS AN INTERSECTIONAL AND CROSS-COUNTRY APPROACH: WHILE THE AUTHORS ACKNOWLEDGE THE CHALLENGES AND OPPORTUNITIES OF RESEARCHING GENDER EQUALITY FRAMEWORKS ACROSS DIFFERENT COUNTRIES, ULTIMATELY THESE LINK TO THE UN SUSTAINABLE DEVELOPMENT GOAL OF GENDER EQUALITY.

GENDER EDUCATION AND EQUALITY IN A GLOBAL CONTEXT SHAILAJA FENNEL

2007-09-12 THE MILLENNIUM DEVELOPMENT GOALS AIM TO ACHIEVE BASIC EDUCATION FOR ALL BY 2015. BUT CAN SUCH GLOBAL AGENDAS ADDRESS NATIONAL AND LOCAL GENDER INEQUALITIES AND WILL THEY EMPOWER WOMEN THROUGH EDUCATION? THIS THOUGHT-PROVOKING BOOK OFFERS AN OPPORTUNITY TO ENGAGE CRITICALLY WITH EXISTING AND EMERGENT CONCEPTUAL FRAMEWORKS AND METHODOLOGICAL APPROACHES TO THIS GLOBAL DEBATE. IT IS DIVIDED INTO THREE SECTIONS THAT: RECONCEPTUALISE THE DEFINITIONS OF GENDER EQUALITY USED BY VARIOUS SOCIAL SCIENTIFIC DISCIPLINES, INTERNATIONAL ORGANISATIONS AND POLICY MAKERS; ILLUSTRATE THE METHODOLOGIES USED TO COLLECT THE VOICES OF YOUNG MEN AND WOMEN AND THEIR TEACHERS TELLING STORIES OF THEIR SUCCESS IN LIFTING THE BURDENS OF POVERTY AND NEGOTIATING TRADITIONAL GENDER RELATIONS; TRACE THE IMPACT OF GLOBAL GENDER AGENDAS ON NATIONAL EDUCATION POLICIES, SUCH AS CITIZENSHIP EDUCATION, POVERTY REDUCTION STRATEGIES, AND FEMINIST ACTIVISM AROUND ADULT WOMEN'S LEARNING. GENDER EDUCATION AND EQUALITY IN A GLOBAL CONTEXT IS AN INVALUABLE INTRODUCTION TO THE RANGE OF CONCEPTUAL FRAMEWORKS AND INNOVATIVE RESEARCH METHODS THAT ADDRESS ISSUES OF GENDER EDUCATION AND DEVELOPMENT.

YOUNG BRITISH AFRICAN AND CARIBBEAN MEN ACHIEVING EDUCATIONAL SUCCESS CECILE WRIGHT

2020-10-05 IN CONTRAST TO RESEARCH THAT FOCUSES ON THE UNDERPERFORMANCE OF YOUNG BLACK MALES IN THE BRITISH EDUCATION SYSTEM, THE DOMINANT NOTION OF THIS VOLUME IS EDUCATIONAL SUCCESS. BY AIMING TO UNDERSTAND HOW YOUNG, BLACK—NOTABLY AFRICAN AND CARIBBEAN—MALE EDUCATION PLAYS OUT IN DIFFERENT EDUCATIONAL SPACES, THIS BOOK PROVIDES NEW INSIGHTS AROUND INTERSECTIONS BETWEEN, AND ACROSS, DIFFERENT STRUCTURAL FORCES AND EDUCATIONAL CONTEXTS. EXAMINING THE POLITICAL, CULTURAL, AND STRUCTURAL FACTORS THAT SHAPE THE EDUCATIONAL JOURNEY OF YOUNG BLACK MEN IN THE BRITISH EDUCATION SYSTEM, THE BOOK WILL COVER TOPICS SUCH AS: RACE, GENDER, AND CLASS, AND THE ATTAINMENT GAP CONTEXTUALISING BLACK MEN'S EDUCATIONAL NARRATIVES THE ROLE OF FAMILY AND PARENTING IN ACHIEVING SUCCESS THE ROLE OF COMMUNITY RESOURCE IN ACHIEVING SUCCESS YOUNG BRITISH AFRICAN AND CARIBBEAN MEN ACHIEVING EDUCATIONAL SUCCESS WILL BE OF INTEREST TO RESEARCHERS, ACADEMICS, AND POSTGRADUATE STUDENTS IN THE FIELDS OF MULTICULTURAL EDUCATION AND GENDER AND SEXUALITY IN EDUCATION, AS WELL AS EDUCATORS CONCERNED WITH HOW BLACK MALE MASCULINITIES PLAY OUT IN EDUCATIONAL DISCOURSES. CECILE WRIGHT IS PROFESSOR IN THE SCHOOL OF SOCIOLOGY AND SOCIAL WORK, UNIVERSITY OF NOTTINGHAM, UK. UVANNEY MAYLOR IS PROFESSOR OF EDUCATION IN THE INSTITUTE FOR RESEARCH IN EDUCATION, AT THE UNIVERSITY OF BEDFORDSHIRE, UK. THOMAS PICKUP IS A PRINCIPAL POLICY AND PROJECT OFFICER IN LOCAL GOVERNMENT IN THE UK.

SCHOOL VIOLENCE IN CONTEXT RAMI BENBENISHTY

2005-02-10 DRAWING ON ONE OF THE MOST COMPREHENSIVE AND REPRESENTATIVE STUDIES OF SCHOOL VIOLENCE EVER CONDUCTED, BENBENISHTY AND ASTOR EXPLORE AND DIFFERENTIATE THE MANY MANIFESTATIONS OF VICTIMIZATION IN SCHOOLS, PROVIDING A NEW MODEL FOR UNDERSTANDING SCHOOL VIOLENCE IN CONTEXT. THE AUTHORS MAKE STRIKING USE OF THE GEOPOLITICAL CLIMATE OF THE MIDDLE EAST TO MODEL SCHOOL VIOLENCE IN TERMS OF ITS CONTEXT WITHIN AS WELL AS OUTSIDE OF THE SCHOOL SITE. THIS PIONEERING NEW WORK IS UNIQUE IN THAT IT USES EMPIRICAL DATA TO SHOW WHICH VARIABLES AND FACTORS ARE SIMILAR ACROSS DIFFERENT CULTURES AND WHICH VARIABLES APPEAR UNIQUE TO DIFFERENT CULTURES. THIS EMPIRICAL CONTRAST OF UNIVERSAL WITH CULTURALLY SPECIFIC PATTERNS IS SORELY NEEDED IN THE SCHOOL VIOLENCE LITERATURE. THE AUTHORS' INNOVATIVE RESEARCH MAPS THE CONTOURS OF VERBAL, SOCIAL, PHYSICAL, AND SEXUAL VICTIMIZATION AND WEAPONS POSSESSION, AS WELL AS STAFF-INITIATED VIOLENCE AGAINST STUDENTS, PRESENTING SOME STARTLING FINDINGS ALONG THE WAY. WHEN COMPARING SCHOOLS IN ISRAEL WITH SCHOOLS IN CALIFORNIA, THE AUTHORS DEMONSTRATE FOR THE FIRST TIME THAT FOR MOST VIOLENT EVENTS THE PATTERNS OF VIOLENT BEHAVIORS HAVE THE SAME RELATIONSHIP FOR DIFFERENT AGE GROUPS, GENDERS, AND NATIONS. CONVERSELY, THEY HIGHLIGHT SPECIFIC KINDS OF VIOLENCE THAT ARE STRONGLY INFLUENCED BY CULTURE. THEY REVEAL, FOR EXAMPLE, HOW ARAB BOYS ENCOUNTER MUCH MORE BOY-TO-BOY SEXUAL HARASSMENT THAN THEIR JEWISH PEERS, AND THAT TEACHER-INITIATED VICTIMIZATION OF STUDENTS CONSTITUTES A SIGNIFICANT AND OFTEN OVERLOOKED TYPE OF SCHOOL VIOLENCE, ESPECIALLY AMONG CERTAIN CULTURAL GROUPS. CRUCIALLY, THE AUTHORS EXPAND THE PARADIGM OF UNDERSTANDING SCHOOL VIOLENCE TO ENCOMPASS THE INTERSECTION OF CULTURAL, ETHNIC, NEIGHBORHOOD, AND FAMILY CHARACTERISTICS WITH

INTRA-SCHOOL FACTORS SUCH AS TEACHER-STUDENT DYNAMICS, ANTI-VIOLENCE POLICIES, STUDENT PARTICIPATION, GRADE LEVEL, AND RELIGIOUS AND GENDER DIVISIONS. IT IS ONLY BY UNDERSTANDING THE MULTIPLE CONTEXTS OF SCHOOL VIOLENCE, THEY ARGUE, THAT TRULY EFFECTIVE PREVENTION PROGRAMS, INTERVENTIONS, RESEARCH AGENDAS, AND POLICIES CAN BE IMPLEMENTED. IN AN AGE OF HEIGHTENED CONCERN OVER SCHOOL SECURITY, THIS STUDY HAS ENORMOUS IMPLICATIONS FOR SCHOOL VIOLENCE THEORY, RESEARCH, AND POLICY THROUGHOUT THE WORLD. THE PATTERNS THAT EMERGE FROM THE AUTHORS' ANALYSIS FORM A BLUEPRINT FOR THE RESEARCH AGENDA NEEDED TO ADDRESS NEW AND EXCITING THEORETICAL AND PRACTICAL QUESTIONS REGARDING THE INTERSECTIONS OF CONTEXT AND SCHOOL VICTIMIZATION. THE UNIQUE PERSPECTIVE ON SCHOOL VIOLENCE WILL UNDOUBTEDLY STRIKE A CHORD WITH ALL READERS, INFORMING SCHOLARS AND STUDENTS ACROSS THE FIELDS OF SOCIAL WORK, PSYCHOLOGY, EDUCATION, SOCIOLOGY, PUBLIC HEALTH, AND PEACE/CONFLICT STUDIES. ITS CLEARLY WRITTEN AND ACCESSIBLE STYLE WILL APPEAL TO TEACHERS, PRINCIPALS, POLICY MAKERS AND PARENTS INTERESTED IN THE AUTHORS' PRACTICAL DISCUSSION OF POLICY AND INTERVENTION IMPLICATIONS, MAKING THIS AN INVALUABLE TOOL FOR UNDERSTANDING, PREVENTING, AND HANDLING VIOLENCE IN SCHOOLS THROUGHOUT THE WORLD.

PREVENTING YOUTH VIOLENCE V. SUNDARAM 2014-05-12 YOUNG PEOPLE EXPLAIN, EXCUSE AND JUSTIFY VIOLENCE IN A RANGE OF SITUATIONS AND VIEW VIOLENCE PREVENTION AS A DIFFICULT, IF NOT IMPOSSIBLE, ENDEAVOUR. BUT HOW DO YOUNG PEOPLE FORM THESE VIEWS, AND HOW CAN THIS KNOWLEDGE BE USED BY SCHOOLS TO REDUCE YOUTH VIOLENCE? THIS BOOK EXPLORES THESE QUESTIONS IN A STUDY WITH BRITISH TEENAGERS.

RETHINKING SCHOOL VIOLENCE KERRY ROBINSON 2012-10-29 TAKING A SOCIOCULTURAL APPROACH TO UNDERSTANDING VIOLENCE, THE AUTHORS IN THIS COLLECTION EXAMINE HOW NORMS OF GENDER, CULTURE AND EDUCATIONAL PRACTICE CONTRIBUTE TO SCHOOL VIOLENCE, PROVIDING STRATEGIES TO INTERVENE IN AND ADDRESS VIOLENCE IN EDUCATIONAL CONTEXTS.

WELLBEING IN EDUCATIONAL CONTEXTS SUSAN CARTER 2019

GENDER AND SEXUAL DIVERSITY IN U.S. HIGHER EDUCATION: CONTEXTS AND OPPORTUNITIES FOR LGBTQ COLLEGE STUDENTS DAFINA-LAZARUS STEWART

2015-12-29 SINCE 2005, RESEARCH ON IDENTITY DEVELOPMENT, CAMPUS CLIMATE AND POLICIES, TRANSGENDER ISSUES, AND INSTITUTIONAL FEATURES SUCH AS TYPE, LEADERSHIP, AND CAMPUS RESOURCES HAS BROADENED TO ENCOMPASS LGBTQ STUDENT ENGAGEMENT AND SUCCESS. THIS VOLUME INCLUDES THIS ENLARGED BODY OF RESEARCH ON LGBTQ STUDENTS, TAKEN IN THE CONTEXT OF WIDESPREAD CHANGES IN PUBLIC ATTITUDES AND PUBLIC POLICIES RELATED TO LGBTQ PEOPLE, INTEGRATING SCHOLARSHIP AND STUDENT AFFAIRS PRACTICE. SPECIFIC FOCI INCLUDE: TRANSGENDER IDENTITY DEVELOPMENT, UNDERSTANDING INTERSECTIONS OF SEXUAL ORIENTATION AND GENDER IDENTITY WITH OTHER SALIENT IDENTITIES SUCH AS FAITH/RELIGION/SPIRITUALITY, RACE, SOCIAL CLASS, AND ABILITY, AND STUDIES ABOUT LGBTQ STUDENTS IN SPECIAL-MISSION INSTITUTIONS (FOR EXAMPLE, HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, RELIGIOUSLY AFFILIATED INSTITUTIONS, OR WOMEN'S COLLEGES). THIS IS THE 152ND VOLUME OF THIS JOSSEY-BASS HIGHER EDUCATION QUARTERLY SERIES. AN INDISPENSABLE RESOURCE FOR VICE PRESIDENTS OF STUDENT AFFAIRS, DEANS OF STUDENTS, STUDENT COUNSELORS, AND OTHER STUDENT SERVICES PROFESSIONALS, NEW DIRECTIONS FOR STUDENT SERVICES OFFERS GUIDELINES AND PROGRAMS FOR AIDING STUDENTS IN THEIR TOTAL DEVELOPMENT: EMOTIONAL, SOCIAL, PHYSICAL, AND INTELLECTUAL.

WOMEN OF INFLUENCE IN EDUCATION NITA CHERRY 2017-01-28 "THE GOAL IN WRITING THIS BOOK WAS TO STIMULATE MORE COMPREHENSIVE CONVERSATIONS ABOUT WOMEN IN LEADERSHIP SITUATIONS (PARTICULARLY SECONDARY AND TERTIARY EDUCATION CONTEXTS) BY UNDERSTANDING HOW WOMEN HAVE GONE ABOUT CREATING POSITIVE DIFFERENCES IN EDUCATIONAL ENVIRONMENTS. FREQUENTLY BOOKS ABOUT WOMEN AND LEADERSHIP DEAL WITH THE POLITICS OF THIS DISCUSSION SPACE AND THE STATISTICS OF WOMEN SUCCEEDING TO AND THROUGH THE GLASS CEILING, OR NOT! THE FOCUS OF THIS BOOK IS ON A DIFFERENT SPACE: ON LEARNING FROM THE EXPERIENCES OF WOMEN DOING LEADERSHIP WORK. THE RESEARCH STRATEGY UNDERPINNING THE BOOK WAS TO LISTEN TO THE VOICES AND STORIES OF 28 WOMEN OCCUPYING SENIOR ROLES IN EDUCATION. HALF OF THESE WOMEN WERE PRINCIPALS OF INDEPENDENT VICTORIAN SECONDARY SCHOOLS AND THE OTHER HALF WERE IN PROFESSORIAL AND SENIOR LEADERSHIP ROLES IN VICTORIAN UNIVERSITIES. THROUGH THIS LISTENING AND PONDERING ON THEIR EXPERIENCES THE AUTHORS CAME TO RECOGNISE THAT THESE WOMEN OF INFLUENCE WERE WORKING IN CONTESTED SPACES AND FACING MULTIPLE PRACTICE DILEMMAS. READERS ARE INVITED TO EXPLORE THESE SPACES AND DILEMMAS, CONSIDERING THE LEARNINGS FROM THE WOMEN WHOSE LIVES, VIEWS AND EXPERIENCES ARE REPRESENTED HERE."

THE ROUTLEDGE HANDBOOK OF LANGUAGE AND IDENTITY SILEN PREECE

2016-02-12 THE ROUTLEDGE HANDBOOK OF LANGUAGE AND IDENTITY PROVIDES A CLEAR AND COMPREHENSIVE SURVEY OF THE FIELD OF LANGUAGE AND IDENTITY FROM AN APPLIED LINGUISTICS PERSPECTIVE. FORTY-ONE CHAPTERS ARE ORGANISED INTO FIVE SECTIONS COVERING: THEORETICAL PERSPECTIVES INFORMING LANGUAGE AND IDENTITY STUDIES KEY ISSUES FOR RESEARCHERS DOING LANGUAGE AND IDENTITY STUDIES CATEGORIES AND DIMENSIONS OF IDENTITY IDENTITY IN LANGUAGE LEARNING CONTEXTS AND AMONG LANGUAGE LEARNERS FUTURE DIRECTIONS FOR LANGUAGE AND IDENTITY STUDIES IN APPLIED LINGUISTICS WRITTEN BY SPECIALISTS FROM AROUND THE WORLD, EACH CHAPTER WILL INTRODUCE A TOPIC IN LANGUAGE AND IDENTITY STUDIES, PROVIDE A CONCISE AND CRITICAL SURVEY, IN WHICH THE IMPORTANCE AND RELEVANCE TO APPLIED LINGUISTICS IS EXPLAINED AND INCLUDE FURTHER READING. THE ROUTLEDGE HANDBOOK OF LANGUAGE AND IDENTITY IS AN ESSENTIAL PURCHASE FOR ADVANCED UNDERGRADUATE AND POSTGRADUATE STUDENTS OF LINGUISTICS, APPLIED LINGUISTICS AND TESOL. ADVISORY BOARD: DAVID BLOCK (INSTITUCIÓ CATALANA DE RECERCA I ESTUDIS AVANÇATS/ UNIVERSITAT DE LLEIDA, SPAIN); JOHN JOSEPH (UNIVERSITY OF EDINBURGH); BONNY NORTON (UNIVERSITY OF BRITISH COLUMBIA, CANADA).

GLOBAL EDUCATION MONITORING REPORT 2019 UNESCO

2019-06-28 **GENDERED VOICES** H.B. HOLMARSDOTTIR 2013-02-11 INTERNATIONALLY, THERE IS GROWING AWARENESS THAT THE TARGET OF EDUCATION FOR ALL BY 2015 WILL NOT BE MET UNLESS MORE STRIDENT EFFORTS ARE MADE TO IMPROVE ACCESS FOR MARGINALIZED, HARD-TO-REACH CHILDREN (MOST OFTEN GIRLS). FOR ALMOST FOUR DECADES GENDER EQUALITY IN EDUCATION HAS BEEN ONE OF THE KEY GLOBAL CONCERNS AND AS A RESULT

VARIOUS ORGANIZATIONS AT NATIONAL AND INTERNATIONAL LEVELS ALONG WITH GOVERNMENTS HAVE INITIATED PROGRAMS FOCUSING ON ACHIEVING GENDER EQUALITY, WOMEN'S EMPOWERMENT AND IMPROVING GIRLS' ACCESS TO EDUCATION. BY FOCUSING ON ACCESS ALONE (I.E. GENDER PARITY) WE MAY NOT UNDERSTAND HOW EDUCATION CAN BE USED TO ACHIEVE EMPOWERMENT AND INFLUENCE CULTURAL PRACTICES THAT ARE GENDER INSENSITIVE. IN THIS VOLUME WE ATTEMPT TO CALL INTO QUESTION THE CONTENT OF GENDER EQUALITY AS SIMPLE PARITY AND IN DOING SO WE REFLECT UPON THE FOLLOWING QUESTIONS: • DO THE GLOBAL (MACRO) DISCOURSES ON GENDER EQUALITY IN EDUCATION LEAD TO A FOCUS ON NUMBERS ONLY OR TO MORE PROFOUND SUSTAINABLE CHANGES AT THE NATIONAL (MESO) LEVEL AND THE SCHOOL (MICRO) LEVEL? • TO WHAT EXTENT HAVE NATIONAL POLICIES BEEN ADJUSTED TO REFLECT THE GLOBAL DISCOURSES ON GENDER EQUALITY? • ARE SCHOOLS/CLASSROOMS (MICRO) EXPECTED TO ADJUST TO THESE GLOBAL DISCOURSES AND IF SO IN WHAT WAYS HAS THIS HAPPENED? • WHAT ARE THE CHALLENGES OF PROVIDING ACCESS TO GOOD QUALITY EDUCATION FOR GIRLS IN BOTH COUNTRIES? • IS THERE A DICHOTOMY BETWEEN THE SCHOOLS/CLASSROOMS ON THE ONE HAND AND THE COMMUNITY ON THE OTHER IN TERMS OF GENDER EQUALITY/EQUITY? • TO WHAT EXTENT IS GENDER EQUALITY/EQUITY IMPOSED UPON SCHOOLS AND COMMUNITIES AND DOES IT TAKE INTO ACCOUNT THE CULTURAL PRACTICES IN TRADITIONAL COMMUNITIES? KEY WORDS: GENDER EQUALITY, EDUCATION, GLOBAL VS. LOCAL CONCERNS 3 SELLING POINTS: • THE VOLUME HIGHLIGHTS THAT ALTHOUGH RESEARCH HAS SHOWN HOW GLOBAL EDUCATIONAL POLICIES HOMOGENIZE NATIONAL EDUCATIONAL POLICIES AND ARE THEREFORE PLAYING WHAT CAN BE TERMED A NEO-COLONIAL ROLE IN IDENTIFYING PIVOTAL THEMES AND TOPICS IN EDUCATION ACROSS THE WORLD SUCH AS GENDER EQUALITY, LITERACY AND QUALITY EDUCATION IN LOCAL CONTEXTS, THEY ARE OFTEN STEEPED IN A WESTERN LOGIC WHICH IS NOT ALWAYS CULTURALLY RELEVANT OR CONDUCIVE. MAKING GLOBAL RECOMMENDATIONS FOR EDUCATION ACROSS CULTURES AND PLACES IS THUS NOT ALWAYS UNPROBLEMATIC. • THE VOLUME HIGHLIGHTS THAT A PUSH FOR GIRLS' SCHOOLING MUST NAVIGATE WISELY IN SENSITIVE TERRAIN WHERE COMPLEX CONTEXTUAL ASPECTS MUST BE UNDERSTOOD AND TAKEN INTO ACCOUNT. GIRLS' ATTENDANCE AND RETENTION IN SCHOOL ARE IMPORTANT FIRST STEPS IN THE STRUGGLE FOR EPISTEMIC ACCESS, BUT MUST BE FOLLOWED BY SERIOUS DELIBERATIONS ABOUT WHAT KIND OF SCHOOL AND WHAT KIND OF KNOWLEDGE IN THE SCHOOLS IS APPROPRIATE, AND ABOUT EQUALITY AND EQUITY. • THE VOLUME ATTEMPTS TO UNDERSTAND HOW THE GLOBAL GENDER GOALS IN EDUCATION AFFECT BOTH LOCAL POLICIES AND LOCAL PRACTICE AND IN DOING SO IT ATTEMPTS TO QUESTION THE SIMPLE FOCUS ON ACCESS ONLY.

ABOUT GENDER IDENTITY JUSTICE IN SCHOOLS AND COMMUNITIES SJ MILLER 2019-03-29 THIS PREMIERE BOOK IN THE NEW TEACHERS COLLEGE PRESS SERIES SCHOOL : QUESTIONS CAREFULLY WALKS READERS THROUGH BOTH THEORY AND PRACTICE TO EQUIP THEM WITH THE SKILLS NEEDED TO BRING GENDER IDENTITY JUSTICE INTO CLASSROOMS, SCHOOLS, AND ULTIMATELY SOCIETY. THE TEXT LOOKS INTO THE ROOT CAUSES AND WAYS TO CHANGE THE CONDITIONS THAT HAVE CREATED GENDER IDENTITY INJUSTICE. IT OPENS UP SPACES WHERE EVOLVING, INDETERMINATE GENDER IDENTITIES WILL BE UNDERSTOOD AND RECOGNIZED AS ASSET-BASED, RICH SOURCES FOR LEARNING LITERACY AND LITERACY LEARNING. AS EDUCATORS TAKE UP THE STRATEGIES MAPPED OUT ACROSS THIS TEXT, THEY WILL LEARN HOW TO FOSTER SCHOOL ENVIRONMENTS THAT AID ALL STUDENTS IN BECOMING AGENTS FOR SOCIAL CHANGE. THIS TEXT IS THE FIRST OF ITS KIND TO ADDRESS GENDER IDENTITY IN TEACHER EDUCATION WITH PATHWAYS TO TAKE UP THE WORK IN COMMUNITIES AND BEYOND. "...AN ILLUMINATING GUIDE FOR EDUCATORS AND ADMINISTRATORS ON CREATING A SAFE AND WELCOMING SPACE FOR GENDER-NONCONFORMING STUDENTS IN SCHOOLS. MILLER'S GUIDANCE IS COMPREHENSIVE, NONJUDGMENTAL, AND ACCESSIBLE TO ALL READERS. THE BALANCED MIX OF PEDAGOGICAL THEORY AND PRACTICAL ADVICE SHOULD PROVE INSTRUMENTAL TO EDUCATORS SEEKING TO MAKE THEIR CLASSROOMS MORE INCLUSIVE." —PUBLISHERS WEEKLY "THIS WORK STANDS AS AN INVITATION TO LEARN TOGETHER AND WORK FOR MORE SOCIALLY JUST SCHOOLS." —FROM THE FOREWORD BY CRIS T. MAYO, WEST VIRGINIA UNIVERSITY "THIS IS A BOOK FOR TEACHERS TO LEARN NOT JUST THE INS AND OUTS ABOUT GENDER IDENTITY, BUT ALSO WHY GENDER IDENTITY MATTERS IN THE FIGHT FOR JUSTICE." —BETTINA LOVE, UNIVERSITY OF GEORGIA "PROVIDES KEY TOOLS AND ANALYSIS FOR A WIDE RANGE OF SCHOOL-BASED PERSONNEL TO CREATE FLOURISHING ENVIRONMENTS FOR ALL STUDENTS." —ERICA R. MEINERS, NORTHEASTERN ILLINOIS UNIVERSITY

GENDER BALANCE AND GENDER BIAS IN EDUCATION DEIRDRE RAFTERY 2013-09-13 THIS BOOK PRESENTS A COMPELLING RANGE OF INTERNATIONAL RESEARCH ON THE ISSUES OF GENDER BALANCE AND GENDER BIAS IN EDUCATION. THE CHAPTERS DRAW ON CUTTING EDGE WORK FROM THE US, LATIN AMERICA, THE UK, IRELAND AND AFRICA, PRESENTING READERS WITH NEW INSIGHTS INTO HOW EDUCATORS AND STUDENTS OFTEN NEGOTIATE DEEPLY INGRAINED PREJUDICES THAT ARE EXPRESSED IN GENDERED TERMS. THE BOOK REFLECTS RESEARCH THAT DRAWS ON A RANGE OF METHODOLOGIES, AND BOTH HISTORICAL AND CONTEMPORARY EDUCATION CONTEXTS ARE EXAMINED. DRAWING ON HISTORICAL RESEARCH, THE BOOK WIDENS OUR UNDERSTANDING OF GENDER ISSUES IN EDUCATION, AND PROVIDES CHAPTERS ON PHYSICAL ACTIVITY FOR GIRLS IN NINETEENTH CENTURY AMERICA, AND ON THE 'PATRIARCHAL IMPERATIVE' IN MISSION EDUCATION IN AFRICA IN THE NINETEENTH CENTURY. TURNING TO RESEARCH ON CONTEMPORARY EDUCATION SETTINGS, THE BOOK EXPLORES THE GLOBAL PHENOMENON OF THE FEMINISATION OF TEACHING. IT ALSO ILLUSTRATES HOW TEACHERS WORK IN CLASSROOMS IN WHICH BOYS' EXPRESSIONS OF MASCULINITIES EXPLICITLY CHALLENGE SCHOOL ORDER, AND LOOKS AT THE PERFORMANCE OF BOTH MASCULINITIES AND FEMININITIES IN SEVERAL EDUCATION CONTEXTS. THE BOOK ALSO INCLUDES ABSORBING WORK ON THE PRACTICES AND PROCESSES THAT CONTRIBUTE TO THE GENDERING OF DIGITAL TECHNOLOGIES, AND IT DEMONSTRATES WAYS IN WHICH PARENTS UNWITTINGLY ACCEPT THE GENDERED MANAGEMENT OF INTERNET 'RISK' FOR THEIR DAUGHTERS. THIS BOOK WAS

PUBLISHED AS A SPECIAL ISSUE OF GENDER AND EDUCATION.

ALTERITY, VALUES, AND SOCIALIZATION ANGELA UCHOA BRANCO 2017-12-05 THIS BOOK ELABORATES ON ISSUES REGARDING ALTERITY, VALUES, AND HUMAN DEVELOPMENT IN DIFFERENT EDUCATIONAL CONTEXTS, SERVING FROM YOUNG CHILDREN TO ADOLESCENTS TO ADULTS, AND IT CLAIMS FOR THE NEED OF EDUCATIONAL CONTEXTS TO CONSIDER THEIR RESPONSIBILITIES REGARDING THE DEVELOPMENT OF THE SOCIOMORAL DIMENSION OF HUMAN BEINGS. THE AUTHORS, EXPERIENCED THEORISTS AND RESEARCHERS SHARING A CULTURAL PSYCHOLOGICAL PERSPECTIVE, PROVIDE A FRESH UNDERSTANDING OF EDUCATIONAL INSTITUTIONS, AND ELABORATE ON HOW INITIATIVES AIMING AT PROMOTING DIALOGICAL PRACTICES AND ETHICAL ORIENTATION WITHIN EDUCATIONAL CONTEXTS CAN BE PRODUCTIVE. THEY PROVIDE TEACHERS, RESEARCHERS, PSYCHOLOGISTS AND PARENTS, AS WELL AS THE GENERAL PUBLIC, WITH USEFUL KNOWLEDGE IN ORDER TO CONTRIBUTE TO THEORETICAL AND PRACTICAL ADVANCES CONCERNING EDUCATION AND HUMAN DEVELOPMENT.

THE ROLE OF GENDER IN EDUCATIONAL CONTEXTS AND OUTCOMES LYNN S. LIBEN 2014

THE POLITICS OF GENDER AND EDUCATION S. ALI 2003-11-25 WHAT ARE THE POLITICS OF GENDER WITHIN EDUCATION? HOW ARE THE ISSUES OF GENDER BEING EXPLORED IN DIVERSE EDUCATIONAL SETTINGS? DOES GENDER STILL MATTER IN EDUCATION? THIS BOOK DRAWS TOGETHER THE WORK FROM AN INTERNATIONAL ARRAY OF AUTHORS WORKING AT THE CUTTING EDGE OF GENDER RESEARCH IN EDUCATION. FROM POLICY ISSUES AFFECTING SINGLE MOTHERS TO THE INCORPORATION OF 'SOUTHERN LEARNING' INTO NORTHERN CONTEXTS, THIS COLLECTION PROVIDES A COMPELLING ARGUMENT FOR RENEWED ENGAGEMENT WITH GENDER ISSUES AT BOTH MACRO AND MICRO POLITICAL LEVELS WITHIN THE FULL RANGE OF EDUCATIONAL CONTEXTS - FROM PRIMARY TO HIGHER EDUCATION.

INVESTING IN THE EDUCATIONAL SUCCESS OF BLACK WOMEN AND GIRLS LORI D PATTON 2021-11-15

PSYCHOLOGY AND THE STUDY OF EDUCATION CATHAL SIOCHR 2018-02-07 PSYCHOLOGY AND THE STUDY OF EDUCATION: CRITICAL PERSPECTIVES ON DEVELOPING THEORIES EXPLORES BOTH THE INSIGHTS AND APPLICATIONS THAT PSYCHOLOGY CAN OFFER IN A RANGE OF EDUCATIONAL CONTEXTS. INTRODUCING THE READER TO A WIDE VARIETY OF SOURCES, FROM CUTTING EDGE RESEARCH TO KEY STUDIES FROM THE PAST, IT OFFERS NEW PERSPECTIVES ON THE PSYCHOLOGY OF EDUCATION. THIS INCLUDES RE-EXAMINING CORE THEORIES OF LEARNING, UNPICKING KEY LEARNING PROCESSES AND RECONSIDERING THE ROLE OF FACTORS SUCH AS MEMORY, CREATIVITY AND GENDER IN LEARNING. QUESTIONING MYTHS AND MISCONCEPTIONS, IT CHALLENGES THE READER TO DEVELOP A CRITICALLY REFLECTIVE APPROACH AND ASKS THEM TO RECONSIDER THE POTENTIAL VALUE OF PSYCHOLOGY IN BOTH UNDERSTANDING AND INFLUENCING EDUCATION. WITH DISCUSSION POINTS AND RECOMMENDED READINGS PROVIDED IN EVERY CHAPTER TO ENHANCE SESSIONS AND CHALLENGE STUDENTS, ISSUES EXPLORED INCLUDE: RECONSIDERING WHAT WE THINK WE KNOW ABOUT THE PSYCHOLOGY OF EDUCATION. MEMORY: HOW WE LEARN BY REMEMBERING AND IMAGINING. CREATIVITY: CREATIVE LEARNING AND LEARNING CREATIVITY. READING, WRITING AND DYSLLEXIA: UNDERSTANDING THE MYTHS AND EXPLORING THE CHALLENGES. EMBODIMENT: THE ENTANGLEMENT OF BRAIN, BODY AND ENVIRONMENT IN LEARNING. SOCIAL UNDERSTANDING: LEARNING TO RELATE AND ITS ROLE IN EDUCATION. GENDER: THE ORIGINS OF GENDER IDENTITY AND ITS IMPACT ON EDUCATION. BEHAVIOURISM: TAKING A SECOND LOOK AT ITS WIDER RELEVANCE TO LEARNING. PIAGET: A FRESH PERSPECTIVE ON PIAGETIAN THEORY AND METHOD. ~~THE BOOKER SCHOOL OF EDUCATION~~ THE COMPLEX AND EVOLVING FIELD THAT IS PSYCHOLOGY OF EDUCATION, THIS IS AN ESSENTIAL TEXT FOR STUDENTS OF EDUCATION STUDIES, DISABILITY STUDIES, EARLY CHILDHOOD OR CHILDHOOD AND YOUTH STUDIES AND TEACHER EDUCATION; IDEAL FOR ANYONE WHO HAS ALREADY BEEN INTRODUCED TO A LITTLE PSYCHOLOGY AND WOULD LIKE TO KNOW MORE, OR ANYONE TEACHING PSYCHOLOGY ON AN EDUCATION COURSE. WHETHER YOU ARE TAKING YOUR FIRST STEPS OR LOOKING FOR YOUR NEXT CHALLENGE, THIS BOOK HAS SOMETHING TO OFFER ANYONE WHO WANTS TO TAKE THEIR STUDY OF THE PSYCHOLOGY OF EDUCATION TO THE NEXT LEVEL.

YVES KARLEN 2021-12-20

GENDER AND MOTIVATION DAN BERNSTEIN 1998-01-01 DOES KNOWING A PERSON'S GENDER GIVE US A RELIABLE SENSE OF HOW AGGRESSIVE, COMPETITIVE, OR EMOTIONAL HE OR SHE IS? IN THIS VOLUME LEADING SCHOLARS EXAMINE DIFFERENT ASPECTS OF THIS ISSUE. CAROL TAVRIS DISCUSSES THE STATE OF GENDER RESEARCH AND THE REASONS FOR THE CONTINUING POPULARITY OF ESSENTIALIST THEORIES OF GENDER OPPOSITION. NICKI CRICK ~~GENDER EQUALITY RESEARCHERS~~ REASSESS STEREOTYPED ASSUMPTIONS ABOUT GENDER AND AGGRESSION, EMPLOYING A MORE COMPREHENSIVE DEFINITION OF AGGRESSION AS DAMAGING RELATIONS RATHER THAN ONLY BODIES. DIANE GILL LOOKS AT THE RELATIONSHIP BETWEEN GENDER AND SPORTS COMPETITION, EXPLICATING HOW THE UNIQUE SOCIAL CONTEXT OF SPORTS AFFECTS GENDER PERCEPTIONS AND PERFORMANCES. REED LARSON AND JOSEPH PLECK QUESTION THE POPULAR CONCEPTION OF MEN AS LESS EMOTIONAL THAN WOMEN, STUDYING GENDER DIFFERENCES IN 'FELT' RATHER THAN 'EXPRESSED' EMOTIONS IN DAILY LIFE. LEONORE TIEFER CONSIDERS THE WAYS IN WHICH GENDER ROLES IN SEXUALITY ARE SOCIALLY RATHER THAN BIOLOGICALLY CONSTRUCTED.

BRIGITTE LIEBIG 2016-01-18 GENDER EQUALITY HAS NOT YET BEEN ACHIEVED IN MANY WESTERN COUNTRIES. SWITZERLAND IN PARTICULAR HAS FAILED AS A FORERUNNER IN INTEGRATING WOMEN IN POLITICS AND ECONOMY. TAKING SWITZERLAND AS A CASE STUDY, THE AUTHORS CRITICALLY REFLECT THE STATE OF GENDER EQUALITY IN DIFFERENT POLICY AREAS SUCH AS EDUCATION, FAMILY AND LABOUR. THE COLLECTION OF ARTICLES REVEALS HOW GENDER POLICIES AND CULTURAL CONTEXTS INTERACT WITH SOCIAL PRACTICES OF GENDER (IN)EQUALITY. THEY ALSO OUTLINE THE GENDER(ED) EFFECTS OF RECENT CHANGES AND REFORM STRATEGIES FOR SCIENTISTS, POLITICIANS AND PRACTITIONERS.