

"The essays in this collection offer a timely intervention in digital humanities scholarship, bringing together established and emerging scholars from a variety of humanities disciplines across the world. The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels, presenting case studies and snapshots of the authors' experiences alongside models for future courses and reflections on pedagogical successes and failures. The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines, and the book concludes with wider debates about the place of digital humanities in the academy, from the field's cultural assumptions and social obligations to its political visions." (4e de couverture).

Social Pedagogy

Legal Experiments for Development in Latin America

A Guide for Students and Practitioners

Challenging the Intersection of Policy with Pedagogy

A pedagogy for global social justice

Building Communities of Engaged Readers

Creativity as Progressive Pedagogy: Examinations Into Culture, Performance, and Challenges

By regarding children as actors and conducting empirical research on children's agency, Childhood Studies have gained significant influence on a wide range of different academic disciplines. This has made agency one of the key concepts of Childhood Studies, with articles on the subject featured in handbooks and encyclopaedias. Reconceptualising Agency and Childhood is the first collection devoted to the central concept of agency in Childhood Studies. With contributions from experts in the field, the chapters cover theoretical, practical, historical, transnational and institutional dimensions of agency, rekindling discussion and introducing fundamental and contemporary sociological perspectives to the field of research. Particular attention is paid to connecting agency in the social sciences with Childhood Studies, considering both the theoretical foundations and the practice of research into agency. Empirical case studies are also explored, which focus upon child protection, schools and childcare at a variety of institutions worldwide. This book is an essential reference for students and scholars of Childhood Studies, and is also relevant to Sociology, Social Work, Education, Early Childhood Education and Care (ECEC) and Geography.

A comprehensive overview of the theory, principles and practice of whole-child education traces its origins and development in Europe while discussing its practice and potential in a variety of settings. Original.

What knowledge and tools do pre- and in-service educators need to teach for and about social justice across the curriculum in K-12 classrooms? This compelling text synthesises in one volume historical foundations, philosophic/theoretical conceptualizations, and applications of social justice education in public school classrooms. Part one details the history of the multicultural movement and the instantiation of public schooling as a social justice project. Part two connects theoretical frameworks to social justice curricula. Parts I and II are general to all K-12 classrooms. Part three provides powerful specific subject-area examples of good practice, including English as a Second Language and Special/ Exceptional Education Social Justice Pedagogy Across the Curriculum includes highlighted 'Points of Inquiry' and 'Points of Praxi's sections offering recommendations to teachers and researchers and activities, resources, and suggested readings. These features invite teachers at all stages of their careers to reflect on the role of social justice in education, particularly as it relates to their particular classrooms, schools, and communities. Relevant for any course that addresses history, theory, or practice of multicultural/social justice education, this text is ideal for classes that are not subject-level specific and serve a host of students from various backgrounds.

"It is common to refer to the dynamism and vitality of young people as a source of change, creation, and innovation, but they are often also considered a problem that we do not know how to respond to. Young people can make adults feel uncomfortable because they are neither children who can be told what to do nor adults to be treated as equals. From the perspective of adults, their status is socially and culturally ambiguous"--

The Theory and Practice of Development Education

Understanding Pedagogy

Social Pedagogy in the UK

The Diversity of Social Pedagogy in Europe

Digital Humanities Pedagogy

Children's Homes

This introductory text discusses the development of social pedagogy as an academic discipline and explores its influence on UK debates about welfare practice. The book provides the theoretical structure for understanding: the potential of social pedagogy in UK welfare practice * how key ideas from within social pedagogy can be linked to ideas of inclusion, creativity, and personalization * the impact of power relations on the social pedagogic relationship * the importance of social pedagogy can be seen to be effective, the book provides a background to the introduction of social pedagogy in the UK. It investigates how European and UK services could benefit from a better mutual understanding of what each other does. It also discusses how social pedagogy can contribute to other areas of practice, including youth work, adult social care, and community development.