Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort—inspired by theory in the humanities, arts and interpretive social sciences—to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar's formulation of allegories-of-the-present—a concept in which subjectivity, history, and society become articulated through the teacher's participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.

Sustainable Communities, Sustainable Environments? What is enacted when we engage with these ideas? This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers (primary through tertiary), teacher educators, and academic researchers engage with this topic.

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University of Georgia Press

Describes the world's leading approach to art and design taught at Rhode Island School of Design At Rhode Island School of Design students are immersed in a culture where making questions, ideas, and objects, using and inventing materials, and activating experience all serve to define a form of critical thinking—albeit with one's hands—i.e. "critical making." The Art of Critical Making, by RISD faculty and staff, describes fundamental aspects of RISD's approach to "critical making" and how this can lead to innovation. The process of making taught at RISD is deeply introspective, passionate, and often provocative. This book illuminates how RISD nurtures the creative process, from brief or prompt to outcome, along with guidance on the critical questions and research that enable making great works of art and design. Explores the conceptual process, idea research, critical questions, and iteration that RISD faculty employ to educate students to generate thoughtful work Authors are from the faculty and staff of the Rhode Island School of Design, which consistently ranks as the number one fine arts and design college in the United States The Art of Critical Making shows you how context, materials, thought processes, self-evaluation are applied in this educational environment to prepare creative individuals to produce dynamic, memorable, and meaningful works.

Digital technologies have transformed cultural perceptions of learning and what it means to be literate, expanding the importance of experience alongside interpretation and reflection. Learning the Virtual Life offers ways to consider the local and global effects of digital media on educational environments, as well as the cultural transformations of how we now define learning and literacy. While some have welcomed the educational challenges of digital culture and emphasized its possibilities for individual emancipation and social transformation in the new information age, others accuse digital culture of absorbing its recipients in an all-pervasive virtual world. Unlike most accounts of the educational and cultural consequences of digital culture, Learning the Virtual Life presents a neutral, advanced introduction to the key issues involved with the integration of digital culture and education. This edited collection presents international perspectives on a wide range of issues, and each chapter combines upper-level theory with "real-world" practice, making this essential reading for all those interested in digital media and education.

This exciting new book advances current practice-based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education. It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically-oriented consumerist habits. More specifically, this book studies how youth's participation in the global consumer market intersects with media technologies, new literacies, as well as science and the environment from sociocultural perspectives. In addition, it considers how school science has mediated youth participation in hyper-consumerism, from food and technology to shelter and transportation. This important and timely book is a must-read for those interested in topics such as critical youth studies, critical media literacy, STEM, arts-based research, STSE education, citizenship education, cultural studies, policy studies, curriculum studies, socio-scientific issues, technology, sustainability, food studies, social justice, poverty, and consumer behaviour. A wide range of science, technology and environmental educators from Australia, Brazil, Canada, Netherlands and the United States have combined their perspectives to produce this exciting, innovative, timely and important book. It should be essential reading for all teachers, teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially, culturally, ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action. Derek Hodson, Emeritus Professor of Science Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Professor of Science Education at The University of Auckland (New Zealand), and Founding Editor of the Canadian Journal of Science, Mathematics and Technology Education (CJSJSTE). The authors in the book deconstruct and analyse intricate economic, sociopolitical and affective networks that are behind the cycles of production, distribution and consumption of objects that are present in youngsters' daily lives and their attitudes towards them. Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic, the book connects with pedagogical approaches that value critical perspectives on the nature of the relationship between science, technology, society and environment. It is a must-read for both researchers and practitioners interested in issues related to sustainability and citizenship education. Isabel Martins, Professor of Science Education, Universidade Federal do Rio de Janeiro/ Federal University of Rio de Janeiro (UFRJ).
watercourses around the world, drawing lessons learned and highlighting areas for further development. This book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment, language analysis, and language use. Focusing primarily on English language learning, the book identifies significant areas of interplay between technology and applied linguistics, and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology-based language learning practices, how the multifaceted learning accomplished through technology can be evaluated, and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology. The book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists' understanding of fundamental issues in the field. Through discussion of computer-assisted approaches for investigating second language learning tasks and assessment, it illustrates how technology can be used as a tool for applied linguistics research.

As enrollment numbers continue to grow for online education classes, it is imperative instructors be prepared to teach students from diverse groups. Students who engage in learning in classrooms where their backgrounds are recognized and the instruction is welcoming and all-inclusive perform better. Individuals who teach in online settings must endeavor to create caring and culturally appropriate environments to encourage learning among all students irrespective of their demographic composition. Care and Culturally Responsive Pedagogy in Online Settings is a collection of innovative research on the incorporation of culturally sensitive teaching practices in online classrooms, and how these methods have had an impact on student learning. While highlighting topics including faculty teaching, restorative justice, and nontraditional students, this book is ideally designed for instructors, researchers, instructional designers, administrators, policymakers, and students seeking current research on online educators incorporating care and culturally responsive pedagogy into practice.

In this book I try to give a coherent and consistent overview of what an ecological approach to language learning might look like. This is not a fully fledged grand theory that aims to provide an explanation of everything, but an attempt to provide a rationale for taking an ecological world view and applying it to language education, which I regard as one of the most important of all human activities. Goethe once said that everything has been thought of before, but that the difficulty is to think of it again. The same certainly is true of the present effort. If it has any innovative ideas to offer, these lie in a novel combination of thoughts and ideas that have been around for a long, long time. The reader will encounter influences that range from Spinoza to Bakhtin and from Vygotksy to Halliday. The scope of the work is intentionally broad, covering all major themes that are part of the language learning process and the language teaching profession. These themes include language, perception and action, self, learning, critical pedagogy and research. At the same time I have attempted to look at both the macro and the micro sides of the ecological coin, and address issues from both a theoretical and a practical perspective. This, then, aims to be a book that can be read by practitioners and theoreticians alike, and the main idea is that it should be readable and challenging at the same time.

“Collection compiles research in all areas of the global information domain. It examines culture in information systems, IT in developing countries, global e-business, and the worldwide information society, providing critical knowledge to fuel the future work of researchers, academicians and practitioners in fields such as information science, political science, international relations, sociology, and many more”--Provided by publisher.

The Locations of Composition examines how spaces, places, and locations define, problematize, and shape composition studies. From a wide variety of perspectives, including critical theory, rhetoric, cultural geography, genre theory, postcolonial studies, and media studies, the contributors explore the disciplinary boundaries and authority of composition studies, how teachers of writing can engage students in more place-centered pedagogies, and how compositionists can sort through the often hidden and intricate relationships between and among composition’s places. The book reveals the complex ways that places are central to the field’s history, identity, and ability to move and change.

Book jacket.

As financial systems migrate to a pervasive, online environment, business leaders and layman investors alike must adapt to changes in the market brought about by this new age of business. Strategic E-Commerce Systems and Tools for Competing in the Digital Marketplace advances the body of knowledge on electronic business and commerce with an in-depth look at the opportunities and concerns surrounding online business and finance. This cutting-edge reference aids business leaders, financial managers, investors, and consumers looking to build their portfolios and thrive in modern digital business environments.

What’s the connection between a platter of jumbo shrimp at your local restaurant and murdered fishermen in Honduras, impoverished women in Ecuador, and disastrous hurricanes along America’s Gulf coast? Mangroves. Many people have never heard of these salt-water forests, but for those who depend on their riches, mangroves are indispensable. They are natural storm barriers, home to innumerable exotic creatures—from crabeating vipers to man-eating tigers—and provide food and livelihoods to millions of coastal dwellers. Now they are being destroyed to make way for shrimp farming and other coastal development. For those who stand in the way of these industries, the consequences can be deadly. In Let Them Eat Shrimp, Kennedy Warne takes readers into the muddy battle zone that is the mangrove forest. A tangle of snaking roots and twisted trunks, mangroves are often dismissed as foul wastelands. In fact, they are supermarkets of the sea, providing shellfish, crabs, honey, timber, and charcoal to coastal communities from Florida to South America to New Zealand. Generations have built their lives around mangroves and consider these swamps sacred. To shrimp farmers and land developers, mangroves simply represent a good investment. The tidal land on which they stand often has no title, so with a nod and wink from a compliant official, it can be turned from a public resource to a private possession. The forests are bulldozed, their traditional users dispossessed. The true price of shrimp farming and other coastal development has gone largely unheralded in the U.S. media. A longtime journalist, Warne now captures the insatiability of these industries and the magic of the mangroves. His vivid account will make every reader pause before ordering the shrimp.
Drawing on themes from John MacKenzie’s Empires of Nature and the Nature of Empires (1997), this book explores, from Indigenous or Indigenous-influenced perspectives, the power of nature and the attempts by empires (United States, Canada, and Britain) to control it. It also examines contemporary threats to First Nations communities from ongoing political, environmental, and social issues, and the efforts to confront and eliminate these threats to peoples and the environment. It becomes apparent that empire, despite its manifestations of power, cannot control or discipline humans and nature. Essays suggest new ways of looking at the Great Lakes watershed and the peoples and empires contained within it.

The digital revolution is changing the world in ecologically unsustainable ways: (1) it increases the economic and political power of the elites controlling and interpreting the data; (2) it is based on the deep assumptions of market liberalism that do not recognize environmental limits; (3) it undermines face-to-face and context-specific forms of knowledge; (4) it undermines awareness of the metaphorical nature of language; (5) its promoters are driven by the myth of progress and thus ignore important cultural traditions of the cultural commons that are being lost; and (6) it both by-passes the democratic process and colonizes other cultures. This book provides an in-depth examination of these phenomena and connects them to questions of educational reform in the US and beyond.

Digation offers an inter-disciplinary, broad overview of the psychic, social, and institutional effects of some of the most popular digital communication technologies and applications operating today. Written in an engaging style appropriate for non-specialist readers interested in broadening their awareness and enhancing their understanding of popular trends in media use.

"This book traces the emergence of the new inter-disciplinary field of technoethics by exploring its conceptual development, important issues, and key areas of current research. Compiling 50 authoritative articles from leading researchers on the ethical dimensions of new technologies"--Provided by publisher.

"This book provides research on the pedagogical challenges faced in recent years to improve the understanding of social media in the educational systems"--Provided by publisher.

The bestselling popular science author of A Grain of Salt serves up “interesting factoids about the way that science has shaped our everyday lives" (Joe Culotti, PhD, professor of molecular and medical genetics, University of Toronto). In Let Them Eat Flax, award-winning author Dr. Joe Schwarcz continues his crusade against purveyors of poppycock as he investigates the surprising and sometimes sinister science of everyday food and life. What difference does an atom make? It could mean life or death! Get the lowdown on oxygenated water, the healing powers of prayer, and the health benefits of chocolate. Could there be a link between McGill University and Jack the Ripper? Find out how cinnamon helps to counter high cholesterol, and learn just how sweet sugar alternatives can be. In the tradition of Schwarcz’s five previous bestsellers, Let Them Eat Flax fuses scientific baloney with humor, wit, and information. From food poisonous to the secret of the Stradivarius violin, fertilizers to spontaneous human combustion, Schwarcz investigates explosive subjects and delivers the unbiased, scientific facts readers need to make informed decisions in their everyday lives. “Dr. Schwarz . . . has a knack for translating science into a language that anyone can understand and actually enjoy.” —Toronto Sun “Joe Schwarz’s magic is in convincing us that there is verve and value in real chemistry.” —Roald Hoffman, Nobel Laureate “Dr. Joe blends intelligence, scientific expertise, critical thinking, humor, and a healthy dose of skepticism in a prescription for good reading.” —Leon Jaroff, former senior editor, Time magazine, and founder of Discover magazine

Data science has never had more influence on the world. Large companies are now seeing the benefit of employing data scientists to interpret the vast amounts of data that now exists. However, the field is so new and is evolving so rapidly that the analysis produced can be haphazard at best. The 9 Pitfalls of Data Science shows us real-world examples of what can go wrong. Written to be an entertaining read, this invaluable guide investigates the all too common mistakes of data scientists - who can be plagued by lazy thinking, whims, hunches, and prejudices - and indicates how they have been at the root of many disasters, including the Great Recession. Gary Smith and Jay Cordes emphasise how scientific rigor and critical thinking skills are indispensable in this age of Big Data, as machines often find meaningless patterns that can lead to dangerous false conclusions. The 9 Pitfalls of Data Science is loaded with entertaining tales of both successful and misguided approaches to interpreting data, both grand successes and epic failures. These cautionary tales will not only help data scientists be more effective, but also help the public distinguish between good and bad science data.

As online courses proliferate, teachers increasingly realize that they have to connect with their students as they would in face-to-face classes. They have to provide true opportunities for inspirational and meaningful learning, rather than a sterile experience of clicking within a labyrinth of links. With the specific purpose of switching emphasis from the technical issues of online teaching to the human implications of teaching and learning through the Internet, Tisha Bender draws on her extensive research, her training of online faculty, and her own online teaching experience, to create a fresh vision of online pedagogy. Discussion-Based Online Teaching to Enhance Student Learning consists of three parts: Theory Practice Assessment The author shows how she applies learning theories to online discussion-based courses. She presents a wealth of suggestions and techniques, illustrated by real examples, for stimulating and managing online discussion effectively, and for improving teaching practices. The book concludes with methods for assessing the efficacy of online courses. This accessible and comprehensive book offers an engaging and practical approach to online teaching that is rooted in the author's experience and enthusiasm for creating a virtual environment that engages students and fosters their deep learning. This is a book for all educators and administrators in higher education, in any discipline, engaged in, or contemplating offering, online classes that involve discussion or collaborative learning. It is relevant both to faculty teaching a hybrid and face-to-face classes, and courses conducted entirely online.

Successful educational programs are often the result of pragmatic design and development methodologies that take into account all aspects of the educational and instructional experience. Instructional Design: Concepts, Methodologies, Tools and Applications presents a complete overview of historical perspectives, new methods and applications, and models in instructional design research and development. This three-volume work covers all fundamental strategies and theories and encourages continued research in strengthening the consistent design and reliable results of educational programs and models.

Today, the online sphere is no longer just an information repository or a place to search for resources. It has become instead a place supporting both intentional and non-intentional learning. Intentional, formal learning, often leads to certification, whereas informal learning is unstructured and takes place as part of daily work-related or leisure activities. Cases on Formal and Informal E-Learning Environments: Opportunities and Practices brings together cases outlining the practical aspect of formal, non-formal, and informal online learning. This book introduces conceptual aspects of these types of learning, knowledge-base, new learning paradigms, policy implications, evaluation and concerns, design, and development of online learning.
"Polished, clear, insightful, and meaningful.... This volume amounts to nothing less than a complete rethinking of what progressive education can be at its best and how education can be reconceptualized as one of the central practices of a genuinely democratic and sustainable society.... It is the kind of book that has the potential to be transformative." Stephen Preskill, University of New Mexico "The editors and contributors are pioneers in the field of educational theory, policy, and philosophy.... They are opening new areas of inquiry and educational reform in ways that promise to make this book in very short time into a classic.... The practical applications and experiments included reveal the richness of grassroots initiatives already underway to bring educational theory and policy down to earth. While spanning the richest and deepest intellectual ideas and concepts, the stories told are the types that practitioners and teachers will be able to relate to in their daily undertakings." Madhu Suri Prakash, The Pennsylvania State University This volume – a landmark contribution to the burgeoning theory and practice of place-based education – enriches the field in three ways: First, it frames place-based pedagogy not just as an alternative teaching methodology or novel approach to environmental education but as part of a broader social movement known as the "Anew localism", which aims toward reclaiming the significance of the local in the global age. Second, it links the development of ecological awareness and stewardship to concerns about equity and cultural diversity. Third, it presents examples of place-based education in action. The relationship between the new localism and place-based education is clarified and the process of making connections between learners and their wider communities is demonstrated. The book is organized around three themes: Reclaiming Broader Meanings of Education; Models for Place-Based Learning; and Global Visions of the Local in Higher Education This is a powerfully relevant volume for researchers, teacher educators, and students across the fields of curriculum theory, educational foundations, critical pedagogy, and place-based education, and environmental education. This book champions the cultural and environmental commons as sites of resistance to the current trend of economic globalization, and explains the nature of educational reforms that promote ecological sustainability, conserving of cultural and linguistic diversity, local democracy, and greater community self-sufficiency. This book serves as a platform for educators and researchers to unite educational technology and social justice. While educational technology is a rapidly changing and progressive field of research and practice, it remains largely separate from educational technology for social justice. Current literature about educational technology is often approached from a technical, how-to perspective that emphasizes ways to implement technology into the classroom. Technology is often viewed as inevitable, yet neutral and value-free. Educational technology, however, is anything but neutral. The contributors collectively advance a hopeful discourse by exploring the potential of technology as a vehicle to transform and emancipate, while not forgoing a critically reflective measure of self-conscious critique of our own role as educators, students, or scholars in oppressive silences, constraints and conditions. This edited collection makes an important and unique contribution to the field, as it will be the first published volume to detail research, theory, and practice regarding student use of technology in achieving liberatory aims since IAP's 2009 publication, ICT for Education, Development and Social Justice. The fields of educational technology and social justice are vast and applicable in many domains, including teacher education, graduate education, and K-12 education. This work is intended to appeal to a diverse academic and professional audience of K-12 teachers, teacher educators, educational technology and social justice scholars, and policy makers. Scholars and academics instructing graduate-level educational technology courses can reference this edited collection as the most current text on socially just educational technology. Educational practitioners from teacher education programs and the K-12 sector may use this book as a source of ideas and inspiration to incorporate student use of technology toward emancipatory aims. This title could be adopted as a course text for both undergraduate and graduate education courses in: media literacy, digital literacy, distance education, education for social justice, and teacher preparation, and educational technology courses. Readers will also be able to use the book as a guide when critically analyzing their own professional practice, whether it is in research, working with K-12 students, or preparing future educators or scholars. Community Practice in the Network Society looks at the broad context in which this is happening, presents case studies of local projects from around the world, and discusses community ICT research methodologies. The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources. Ground breaking work on the dangers of anti-depressants and why the FDA continues to approve them. Lots of anecdotes, well-written, author will be on tour in the U.S. Good media lining up, very controversial author. The crew of the U.S.S. "Enterprise" receives a mission to deliver emergency famine relief to the planet Thiopa and finds the starving citizens oppressed under the reign of a brutal dictatorship that Captain Picard must try to dissuade How does technology alter thinking and action without our awareness? How can instantaneous information access impede understanding and wisdom? How does technology alter conceptions of education, schooling, teaching and what learning entails? What are the implications of these and other technology issues for society? Meaningful technology education is far more than learning how to use technology. It entails an understanding of the nature of technology — what technology is, how and why technology is developed, how individuals and society direct, react to, and are sometimes unwittingly changed by technology. This book places these and other issues regarding the nature of technology in the context of learning, teaching and schooling. The nature of technology and its impact on education must become a significant object of inquiry among educators. Students must come to understand the nature of technology so that they can make informed decisions regarding how technology may influence thinking, values and action, and when and how technology should be used in their personal lives and in society. Prudent choices regarding technology cannot be made without understanding the issues that this book raises. This book is intended to raise such issues and stimulate thinking and action among teachers, teacher educators, and education researchers. The contributions to this book raise historical and philosophical issues regarding the nature of technology and their implications for education; challenge teacher educators and teachers to promote understanding of the nature of technology; and provide practical considerations for teaching the nature of technology. This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale. A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People's Curriculum for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People's Curriculum for the Earth is an educator's toolkit for our times." — Naomi Klein, author of The Shock Doctrine and
This Changes Everything: Capitalism vs. the Climate "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today’s young people about humanity’s responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of Place- and Community-based Education in Schools

Do computers foster cultural diversity? Ecological sustainability? In our age of high-tech euphoria we seem content to leave tough questions like these to the experts. That dangerous inclination is at the heart of this important examination of the commercial and educational trends that have left us so uncritically optimistic about global computing. Contrary to the attitudes that have been marketed and taught to us, says C. A. Bowers, the fact is that computers operate on a set of Western cultural assumptions and a market economy that drives consumption. Our indoctrination includes the view of global computing innovations as inevitable and on a par with social progress—a perspective dismayingly suggestive of the mindset that engendered the vast cultural and ecological disruptions of the industrial revolution and world colonialism. In Let Them Eat Data Bowers discusses important issues that have fallen into the gap between our perceptions and the realities of global computing, including the misuse of the theory of evolution to justify and legitimate the global spread of computers, and the ecological and cultural implications of unmooring knowledge from its local contexts as it is digitized, commodified, and packaged for global consumption. He also suggests ways that educators can help us think more critically about technology. Let Them Eat Data is essential reading if we are to begin democratizing technological decisions, conserving true cultural diversity and intergenerational forms of knowledge, and living within the limits and possibilities of the earth’s natural systems.

This landmark collection of essays by Third World activists highlights two major world changes which, they argue, have been neglected by Freire and his many followers: the Third World grass-roots cultural resistance to economic globalization, and the ecological and cultural resistance of the activist-authors’ criticisms of Freire’s pedagogy is rooted in their attempts to combine consciousness raising with literacy programs in such diverse cultural settings as Bolivia, Peru, India, Southern Mexico, and Cambodia, where they discovered that Freire's pedagogy is based on western assumptions that undermine indigenous knowledge systems. Equally important, these authors make the case in various ways that a major limitation with Freire's ideas, and which is reproduced in the writings of his followers, is that he did not recognize the cultural implications of the world's ecological crisis. Several essays in the collection focus directly on how the cultural assumptions Freire took for granted were also the assumptions that gave conceptual and moral legitimacy to the Industrial Revolution—and continue to be the basis of the thinking behind economic globalization. The essays also explain why cultural diversity is essential to the preservation of biological diversity, and how intergenerational knowledge and patterns of mutual aid within different cultures provide alternatives to a consumer dependent lifestyle. In his Afterword, C.A. Bowers addresses the need to adopt a more ecological way of thinking—one that recognizes the many ways the individual is nested in the interdependent networks of culture and how diverse cultures are nested in natural systems. It also stresses that one of the tasks of educators is to help students recognize the patterns and relationships of everyday life, and to assess them in terms of their contribution to less consumer dependent relationships and activities. As the essays in this volume affirm, this involves facilitating students' awareness of differences between cultures, the impact of consumerism on ecosystems, and the connections between hyper-consumerism and environmental racism and the colonizing relationship of the South by the North. Re-Thinking Freire: Globalization and the Environmental Crisis is a major contribution to this critical endeavor.

In a world plagued by enormous, complex problems requiring long-range vision and interdisciplinary insights, the need to attend to the influence of dogmatic thinking on the development of high ability and creative intelligence is pressing. This volume introduces the problem of dogmatism broadly, explores the nature and nuances of dogmatic thinking from various disciplinary perspectives, and applies the gleaned insights to what is known about creativity. Bringing together leading thinkers in the fields of creative studies and education, and in other relevant fields (history, sociology, psychology) whose work pertains to the various dimensions of dogmatism and the ethical problems it generates, this panoramic view represents interdisciplinary bridge building with the potential to generate new insights about the education of creative young minds. Geisler argues that the value of science and technology for corporations, society, and the economy outweigh the negative impacts that inevitably arise. This remarkable new book shows that the benefits can be measured and evaluated, compiling all existing knowledge on the subject of assessment and including Geisler's own methods. The result is a compelling argument that science and technology has been, ultimately, a positive force for individuals, organizations, and nations.

"This book might change your perspective on real cleanliness. . . . and along the way help you to raise healthier kids. " Giulia Enders, author of Gut ‘A must-read for parents ... Let Them Eat Dirt takes you inside the inside tract of a child's gut, and shows you how to give kids the best immune start early in life.’ William Sears, MD, co-author of The Baby Book We all want what is best for our kids, but for years we’ve believed that microbes cause infectious diseases and have battled to keep them under control. Our modern lifestyle, with its emphasis on hyper-cleanness, is having a negative effect on our children’s lifelong health. In Let Them Eat Dirt, microbiologists B. Brett Finlay and Marie-Claire Arnieta explain how the trillions of microbes that live in and on our bodies influence childhood development and why an imbalance in those microbes can lead to obesity, diabetes and asthma, among other chronic conditions. With practical advice from conception through to pregnancy and beyond, this invaluable guide will help you to nurture stronger, more resilient and healthier children.

Citizenship and cultural participation in the 21st century will increasingly require access to new information technologies, and those lacking access will risk social exclusion. This book considers the issues involved in developing a policy framework to close the access gap, in order to maximise the potential for human and cultural development. It contains a number of essays that adopt historical, statistical, theoretical, and descriptive methods to investigate the value of the internet for societies, citizens and communities. It considers how government policy makers and their partners in the corporate and civil society sectors can help foster full participation in the development of a knowledge society. Education for a viable future has never been more important than in our era of climate change, fake news, self-illusions, and political upheaval. Whether humanity will have a dignified future hangs in the balance. The urgency of finding sound solutions to a number of complex problems is obvious. We can’t really allow ourselves to get it wrong, but the temptation to fall for easy, convenient answers is considerable. This book focuses on emerging insights from various fields which allow us to collectively build evidence-based and wise solutions. This requires us to clarify how to arrive at a sound understanding of reality, which belief-systems and ideologies impede this understanding, and which issues need to be addressed as a matter of urgency. We cannot solve the climate crisis or any other pressing problems besetting humanity by using mental models which are demonstrably flawed. We ignore important findings and insights in fields...
unfamiliar to us at our peril. Whatever our professional field, we need to self-critically reflect on the conclusions presented in this book in order to increase the quality and efficacy of our educational interventions for a better world.