

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

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**Global education monitoring report 2019 UNESCO**  
2019-06-28

## **Innovations and Challenges: Women, Language and Sexism**

Carmen Rosa Caldas-Coulthard 2020-04-07 Innovations and Challenges: Women, Language and Sexism brings together an outstanding collection of essays from internationally recognised researchers to recontextualise some of the questions raised by feminist thinkers 40 years ago. By taking linguistically mediated violence as a central topic, this collection's main objective is to explore the different and subtle ways sexism and violence are materialised in discursive practices. In doing so, this book: Takes a multi-stranded investigation into the linguistic and semiotic representations of sexism in societies from an applied linguistic and semiotic perspective; Combines critical discourse analysis, multimodality, interactional sociolinguistics and corpus methodologies to look at language, visuals and semiotic resources in the context of consumerist culture; Examines the conflicted position of women and the discourses of discrimination that still exist in every strand of modern societies; Contextualises pervasive gender issues and reviews key gender and language topics that changed the ways we interpret interaction from the early 1970s until the present; Focuses on institutional discourses and the questions of how women are excluded or discriminated against in the workplace, the law and educational contexts. Innovations and Challenges: Women, Language and Sexism revisits the initial questions posed by the first feminist linguists - where, when and how are women discriminated against and why, in postmodern societies, is there so much sexism in all realms of social life? This book is essential reading for those studying and researching gender across a wide range of disciplines.

**Gender, Age, and Digital Games in the Domestic Context** Alison Harvey 2015-03-27 Western digital game play has shifted in important ways over the last decade, with a plethora of personal devices affording a range of increasingly diverse play experiences. Despite the celebration of a more inclusive environment of digital game play, very little grounded research has been devoted to the examination of familial play and the domestication of digital games, as opposed to evolving public and educational contexts. This book is the first study to provide a situated investigation of the site of family play—the shared spaces and private places of gameplay within the domestic sphere. It carries out an empirically grounded and critical analysis of what marketing and sales discourses about shifts in the digital games audience actually look like in the space of the home, as well as the social and cultural role these ludic technologies take in the everyday practices of the family in the domestic context. It examines the material realities of video game technologies in the home; including time management and spatial organization, as well as the discursive role these devices play in discussions of technological competence and its complex relationship to age, generational differences, and gender performance. Harvey's interdisciplinary approach and innovative methodology will hold great critical appeal for those studying digital culture, children's media, and feminist studies of new media, as well as critical theories of technology and leisure and sport theory.

**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 **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.

## **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.

**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.

**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.

**The Politics of Gender and Education** Suki Ali 2004-03-04 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 co-optation 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.

**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 importance of taking colonial legacies into account when it comes to the understanding of contemporary forms of racism. 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.

**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 conservatism or even fundamentalisms. Surrounding these questions is the role of education 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.

**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.

**Contexts for Diversity and Gender Identities in Higher Education** Jaimie Hoffman 2018-09-17 This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher education, and it provides evidence-based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world.

**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.

**The Power of Implicit Theories for Learning in Different Educational Contexts** Yves Karlen 2021-12-20

**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 Education and Equality in a Global Context** Shailaja Fennell 2009-06 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.

*Girlhood, Schools, and Media* Michele Paule 2016-09-13 This book explores the circulation and reception of popular discourses of achieving girlhood, and the ways in which girls themselves participate in such circulation. It examines the figure of the achieving girl within wider discourses of neoliberal self-management and post-feminist possibility, considering the tensions involved in being both successful and successfully feminine and the strategies and negotiations girls undertake to manage these tensions. The work is grounded in an understanding of media, educational, and peer contexts for the production of the successful girl. It traces narratives across school, television and online in texts produced for and by girls, drawing on interviews with girls in schools, online forum participation (within the purpose-built site [www.smartgirls.tv](http://www.smartgirls.tv)), and girls' discussions of a range of teen dramas.

*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.

*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.

*Social Class, Gender and Language in an Educational Context* Elisabeth Dos Santos 2003

**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."

*Introduction to Comparative and International Education* Jennifer Marshall 2019-02-25 This book introduces major themes surrounding comparative and international education, giving you a nuanced understanding of key debates, and thinkers, and the tools necessary to conduct comparisons using secondary sources. Social, economic, historical, and cultural factors are examined in order to investigate the varied contexts in which education takes place around the globe. Fully updated throughout, this second edition includes: A new 'Key concepts' feature explaining essential ideas and principles Additional case studies from non-Western education systems Updated statistical data highlighting educational and demographic trends This is essential reading for students on undergraduate Education Studies degrees, and for similar courses covering comparative and international education. Jennifer Marshall is Senior Lecturer in Education at the University of Derby.

*Interrupting the Psy-Disciplines in Education* Eva Bendix Petersen 2016-08-09 This book offers critical explorations of how the psy-disciplines, Michel Foucault's collective term for psychiatry, psychology and psycho-analysis, play out in contemporary educational spaces. With a strong focus on Foucault's theories, it critically investigates how the psy-disciplines continue to influence education, both regulating and shaping behaviour and morality. The book provides insight into different educational contexts and concerns across a child's educational lifespan; early childhood education, inclusive education, special education, educational leadership, social media, university, and beyond to enable reflection and critique of the implications of psy-based knowledge and practice. With chapters by a mixture of established and emerging international scholars in the field this is an interdisciplinary and authoritative study into the role of the psy-disciplines in the education system. Providing vivid illustrations from throughout the educational lifespan the book serves as an invaluable tool for reflection and critique of the implications of psy-based practice, and will be of particular interest to academics and scholars in the field of education policy and psychology.

**Masculinity and Education** Amanda Coffey 2016-03-16 The uncertain, complex and problematic relationships between masculinity and education have come to occupy a prominent position within the sociology of education in recent years. This collection of articles brings together a range of different perspectives, offering both empirical and theoretical contributions to our understanding of this subject. The articles seek to broaden our sociological understanding by considering masculinities in relation to a variety of educational setting and contexts. These include the role of football in the playground of a junior school, the question of why more boys study AS-level mathematics in England, the changing rhetoric of education ministers, and attempts to increase the number of male primary school teachers in Australia. The collection also engages with the broader context of gender politics and educational theory and the volume concludes with a study of the move away from class analysis within educational theories in recent decades, taking English white working class masculinity as its main focus. The collection offers a perceptive insight into a crucial and current area within the sociology of education. This book was originally published as a special issue of the British Journal of Sociology of Education.

**Curriculum Integrated Language Teaching** Gary N. Chambers 2020-07-31 A guide on how to implement CLIL in the classroom to foster motivation, engagement and progress in language learning. [Wellbeing in Educational Contexts](#) \ Susan Carter 2019

**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.

**A Dwindling Minority: Exploring the Gendered Beliefs of Male English Language Teachers in Malaysian Secondary Schools** Shamsul Nizam Kachi Mohideen 2013 The teaching profession in general and the English Language Teaching (ELT) profession in the context of Malaysia in particular do not currently offer a balanced proportion of teachers of both genders as education has been highly dominated by female teachers. This heavily feminised domain may have significant sociocultural and educational implications for both the teachers and learners of English in Malaysian schools. This dissertation investigates the gendered beliefs of 'male' English Language teachers in modern Malaysian society regarding the genderedness of the teaching profession in general and ELT in particular. The study looks at the influence of hegemonic cultural beliefs about gender using Ridgeway and Correll's (2004) framework of gender beliefs together with Connell's (1995) hierarchies of masculinity as ways to understand how male ELT teachers perceived their own masculinity within the ELT profession. It mainly explores the phenomenon of male teachers' perceptions of their positioning and the ways these impact on their ELT practice. Being qualitative and phenomenological in its nature, the case-study reveals that whilst the ELT profession is perceived as favouring the female gender, male teachers as the minority gender found other

significant roles to play within the school context, particularly in matters relating to masculinity such as school discipline and sports training. The study also reveals that the English Language subject in itself is viewed as a gender-neutral subject focussing on aspects of language skills and communication values. Data shows that the impact of feminisation and hegemonic masculinity might be damaging to male teachers' self-perceived status within the ELT profession, despite participants' neutral perception of English Language as a school subject. In other words, it is evident that teachers' gendered beliefs affect their ELT practice in terms of stereotypes being either reinforced or challenged. Eventually, the male teachers believe that they could bring change to the ELT profession by working towards idealising a more gender-inclusive curriculum, adopting and extending Connell's notion of masculinities through the 'permissive male' category, a category which accommodates both the hegemonic dominant types of masculinity as well being receptive and tolerant towards the traits of motherly care and love within teaching. The contribution of the project is twofold. It elucidates many factors influencing male teachers' gendered beliefs and shows how they impacted upon their self-perceived masculinities. It readdresses some of the dilemma of these male teachers and thus, the contribution of the study travels beyond the individual and serves the broader educational context of Malaysia.

*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.

**International Handbook of Comparative Education** Robert Cowen 2009-08-22 This two-volume compendium brings together leading scholars from around the world who provide authoritative studies of the old and new epistemic motifs and theoretical strands that have characterized the interdisciplinary field of comparative and international education in the last 50 years. It analyses the shifting agendas of scholarly research, the different intellectual and ideological perspectives and the changing methodological approaches used to examine and interpret education and pedagogy across different political formations, societies and cultures.

**Class, Race and Gender in Schools** Scottish Council for Research in Education 1992 The Educational Institute of Scotland, a trade union representing approximately 80% of Scottish teachers, is committed to an anti-racist, anti-sexist education system which, in pursuing excellence for each learner, will also advance social equality. The conference reported in this document was designed to further this commitment. Papers presented in this collection include: (1) "Research and Practice in Pursuit of Social Justice in Education" by Sheila Riddell and Sally Brown; (2) "Social Class in Scottish Education" by Lindsay Paterson; (3) "Social Class and Educational Disadvantage: Are the Schools to Blame?" by David Hughes; (4) "Racism and Education: Issues for Research and Practice" by David Gillborn; (5) "Turning a Multi-Cultural and Anti-Racist Education Policy into Practice" by Helene Witcher; (6)

"Gender and Education: Progressive and Conservative Forces in the Balance" by Sheila Riddell; (7) "Gender Issues: Policy into Practice," by Sheena Erskine; (8) "The Inter-Connections of Gender, Class, and Ethnicity within Educational Contexts" by Rowena Arshad; (9) "Bringing about Change in the Culture of a School" by Margaret Macintosh; and (10) "Equality in Education -- Old Dilemmas and New Possibilities" by Sally Brown and Sheila Riddell. The book also contains a preface and a list of nine suggested further readings. (LBG)

*Gender Equality in Context* 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.

*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 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.

*Gender Issues in Art Education* Georgia Collins 1996

**The Routledge Handbook of Language and Identity** Siân 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).

**Gender, Class & Education** Rainer Roldan Fiscal 2017-11 This is a book that considers the issues of gender, class and education within the political science arena. The book is divided into ten chapters that thematically explore the current issues that are pertinent to these questions. This is a brief outline of the respective chapters in order to give you an overview of what the book has to offer: a) Chapter 1: The first chapter introduces the reader to the issues of gender as conceived in an educational context. It describes how academia eventually transitioned from a women's studies focus to one of gender studies. The chapter discusses the supply-demand gaps as they relate to women academicians. It also examines gender as a scene of and subject of power. A discussion on gender mainstreaming leads to a review of the extent to which patriarchy still rules the world today. b) Chapter 2: In this chapter, the readers are introduced to the feminist perspective. The chapter explains the roles and responsibilities that are assigned by gender. It also examines the conceptualization of male heterosexual privilege. This leads to a discussion about gender-based discrimination as well as the objectification of minority genders. The chapter concludes with a discussion about stereotyping and oppressive paradigms. c) Chapter 3: This chapter examines some disparities that are linked to gender issues. It examines the problems of limited access to otherwise universally available services. The chapter examines the availability of educational pathways as well as the impact of violence against women. It concludes with a review of the decision-making process and its gender sensitivities. d) Chapter 4: In this chapter we consider the conflict perspective and the additions that it brings to the debate. The chapter explores the themes of dominance and subordination. It also speaks of the systemic exploitation that underpins gender issues. A discussion of genders as part of the proletariat follows. The chapter concludes with a discussion of the possibility of amalgamating gender and class struggles. e) Chapter 5: This chapter is taken up by a discussion of the political science education as it stands today and the possibilities of reforming it for the better. The chapter begins with a comparative analysis of concentrated and dispersed interests. It then talks about disparities in funding for higher education and the merits of affirmative action. The chapter then concludes by highlighting some of the ways in which monitoring and evaluation can be carried out for agreed dimensions. f) Chapter 6: This chapter focuses on the interaction between gender and politics. It examines politics as a practice and as a science. The chapter then highlights some of the rudiments of a democracy before examining the dichotomy of sex-typing. It concludes with a discussion about the dangers and reality of elite capture. g) Chapter 7: In this chapter we examine the relationship between gender and economic development. The chapter examines issues of supply, demand and control over resources. It also examines the conceptualizations of unequal pay, dependency and the strategic gender roles. h) Chapter 8: We examine the role of gender in society using a number of perspectives in this chapter. It considers the functionalist, symbolic interactionist and social constructivist paradigms. The chapter examines the issues of intersectionality and the axes of domination intersect in order to better understand the place of gender in society. i) Chapter 9: In this chapter we consider how gender is treated in law. The chapter

examines the process of marriage and divorce as well as the treatment of gender in the criminal justice system. It discusses the implications of property law and the law on reproductive health. The chapter concludes by developing a holistic view of corruption and injustice. j) Chapter 10: The final chapter discusses the role of gender in protecting the environment. It examines the rules of natural resource management and the distribution of pollutants across various genders. The chapter also highlights the role of traditional knowledge and techniques. It explains how women can become agents of change and how that role can eventually empower them.

Gender Education and Equality in a Global Context Shailaja Fennell 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.

**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.