

The Concept Of Popular Education By Harold Silver

The Encyclopedia of Adult Education is the first comprehensive reference work in this important and fast-growing field, and is an invaluable resource for adult educators who research and teach in the fields of higher education, work in community-based settings, or practise in public or private organizations. Its 170+ articles, written by an international team of contributors from over 17 countries, detail the research and practice of the field from its emergence as a separate discipline to the present day, covering key concepts, issues and individuals and providing a cutting-edge summary of ongoing debates across a wide range of perspectives, from self-directed learning to human resource development. Entries are arranged A-Z and extensive cross-referenced, with detailed bibliographies for each topic to facilitate further research.

The integration of popular culture into education is a pervasive theme at all educational levels and in all subject areas. Popular Culture, Pedagogy and Teacher Education explores how ‘popular culture’ and ‘education’ come together and interact in research and practice from an interdisciplinary perspective. The international case studies in this edited volume address issues related to: how popular culture ‘teaches’ our students and what they learn from it outside the classroom how popular culture connects education to students’ lives how teachers ‘use’ popular culture in educational settings how far teachers should shape what students learn from engagement with popular culture in school how teacher educators can help teachers integrate popular culture into their teaching Providing vivid accounts of students, teachers and teacher educators, and drawing out the pedagogical implications of their work, this book will appeal to teachers and teacher educators who are searching for practical answers to the questions that the integration of popular culture into education poses for their work.

International collaboration for building a new system based on justice and equality / M'bow Amadou-Mantar (3 p.). --Education and the new social and political order / Canaan Banana (2 p.). --Technical and ideological education : skills, values and attitudes / Robert Mugabe (3 p.). --The nature and function of education in Zimbabwe / Dzingai Mutumbuka (4 p.). --Education for a changing Zimbabwe / Fay Chung (5 p.). --Curriculum development in Mozambique / Mozambique Curriculum Development Staff (5 p.). --Creating a new mentality / Janice McLaughlin (12 p.). --Worker's education / P. Van Rensberg (13 p.). --Education and economic development / Colin Stoneman, P. Zvobog (8 p.). --Education in Cuba --Agricultural education in Yugoslavia --Literacy for development in Zimbabwe / Taka Mudariki (10 p.). --Nicaraguan people's education / R. Saenz (20 p.). --Ethiopia's adult literacy campaign (16 p.). --Literacy in Tanzania (14 p.). --Teacher education in Zimbabwe / E.J. Chanakira (8 p.). --The Zim-Sci project.

The Jossey-Bass Reader on Contemporary Issues in Adult Education

Education and other modes of thinking in Latin America

A History of Education in Saskatchewan

The Concept of Popular Education. A Study of Ideas and Social Movements in the Early Nineteenth Century

Adult Education for a Just World

Lifelong Learning

The Routledge International Handbook of Critical Education is the first authoritative reference work to provide an international analysis of the relationship between power, knowledge, education, and schooling. Rather than focusing solely on questions of how we teach efficiently and effectively, contributors to this volume push further to also think critically about education's relationship to economic, political, and cultural power. The various sections of this book integrate into their analyses the conceptual, political, pedagogic, and practical histories, tensions, and resources that have established critical education as one of the most vital and growing movements within the field of education, including topics such as: social movements and pedagogic work critical research methods for critical education the politics of practice and the recreation of theory the freirian legacy. With a comprehensive introduction by Michael W. Apple, Wayne Au, and Luis Armando Gandin, along with thirty-five newly-commissioned pieces by some of the most prestigious education scholars in the world, this Handbook provides the definitive statement on the state of critical education and on its possibilities for the future.

Critical Theorist Carlos Alberto Torres offers a political sociology of adult learning and education, based on Critical Social Theory and the always inspiring work of Paulo Freire. Empirically grounded and theoretically sophisticated, this new book follows the footsteps of his classic book published in the early nineties The Politics of Nonformal Education in Latin America. Torres book offers comparative and international sociological analyses of adult learning and education, an area in which there is an obsession with 'practice' and an aversion to theory, with some notable and laudable exceptions, but which has the potential to provide avenues for social justice education in ways that no other systems and policies can. This book revitalizes social theory in education, and provides ample evidence of the power of adult learning and education, examining a variety of policy documents connected with the various adult education congresses promoted by the UNESCO, which are thoroughly scrutinized for what they bring to or omit from the policy agenda. In the context of new developments in adult learning and education, particularly the impact of multiple globalizations, neoliberalism, and the new role of international organizations in reconceptualizing lifelong learning, new evidence-based research, new narratives, and the vibrancy of social movements striving for a new and possible world, it is clear that new theoretical designs were needed making this is a must-read book.

In this fascinating collection of writings, Srilatha Balliwala, feminist thinker and practitioner, explores the many dimensions of what empowerment means for, and to, women. Looking back on a life lived through commitment to a cause—rather than to an organisation or to a sector—and working for it at many levels and locations, she traces the evolution of the concept from the late 1980s till now, unravelling its ambiguities, highlighting insights gained through practice, and analysing how and why it has been depoliticised and reduced by the state and aid agencies. Along the way, Balliwala traverses key sectors, including education for women, politics outside political systems, grassroots movements, energy for sustainable development, and a controversial questioning of a rights-based approach to women's equality.

Intellectual Politics and Cultural Conflict in the Romantic Period

The Politics of Education

Political Sociology of Adult Education

Paulo Freire on Higher Education

International Encyclopedia of Adult Education

A History of Popular Education

THE JOSSEY-BASS READER ON Contemporary Issues in Adult Education With contributions from leading experts in the field, The Jossey-Bass Reader on Contemporary Issues in Adult Education collects in one volume the best previously published literature on the issues and trends affecting adult education today. The volume includes influential pieces from foundational authors in the profession such as Eduard C. Lindeman, Alain Locke, and Paulo Freire, as well as current work from authors around the world, including Laura L. Bierema, John M. Dirkx, Cecilia Amaluisa Fiallos, Peter Jarvis, Michael Newman, and Shirley Walters. In five sections, the book's thirty chapters delve into a wide range of compelling topics including: social justice, democracy, and activism diversity and marginalization human resource development lifelong learning ethical issues the meaning and role of emotions globalization and non-Western perspectives the role of mass media, popular culture, and "social learning" technology health, welfare, and environment Each piece is framed within its larger context by the editors, and each section is accompanied by helpful reflection and discussion questions.

This history of popular education looks at one of the most successful social movements to use popular education, the Movement of Landless Rural Workers (MST) in Brazil. It highlights the importance of popular education to the "new" social movements based around identity, such as women's and indigenous organizations

Radicalizing Learning calls for a total rethinking of what the field of adult education stands for and how adult educators should assess their effectiveness. Arguing that major changes in society are needed to create a more just world, the authors set out to show how educators can help learners envision and enact this radical transformation. Specifically, the book explores the areas of adult learning, training, teaching, facilitation, program development, and research. Each chapter provides a guide to the different paradigms and perspectives that prevail across the field of theory and practice. The authors then tie all of the themes into how adult learning for participatory democracy works in a diverse society.

Engaging with Empowerment

Pedagogy of the Oppressed

Selected Readings

Concepts and Contexts

A Women for Change Education Module

Teaching Popular Culture

Originally published 1965. This reprints the 1977 edition which included a new introduction. From the starting point of "popular" charity education, the book traces the dynamic of ideological and social change from the 1790s to the 1830s in terms of attitudes to education and analyzes the range of contemporary opinions on popular education. It also examines some of the channels through which ideas about education were disseminated and became common currency in popular movements.

Dedicated to a transformation of education so that it becomes an instrument of liberation rather than oppression, Freire discusses in unprecedented depth the implications and consequences of his pedagogical theory concerning three main problems faced by contemporary higher education: power and education, curriculum and social reality, and the role of intellectuals. This [dialogue] with Freire enlarges the body of knowledge regarding his thinking about educational emancipation and the role of higher education in encouraging self reliance.

The book deals with a broad range of contemporary and recurring empirical and practical issues encapsulated within the context of demographic inquiry and analysis. The papers included here reflect strands of thoughts and research that find expression in interdisciplinary outlook focussing on sexuality, fertility, gender, morbidity and mortality, migration, maternal and child health and the elderly.

Robert Owen and the Concept of Popular Education

The Concept of Popular Education

Popular Culture, Pedagogy and Teacher Education

Asian Labour Update

Radicalizing Learning

A History of Infant and Nursery Education in Britain, 1800-1970

Originally published in 1972.This book considers the actual development of infant schools and education in Britain against the background of industrialization and social change, making clear how this development was influenced by the ideas of particular theorists from both the Continent and England.

Teaching about the media and popular culture has been a major concern for radical educators. Yet in recent years, the hyperbolic rhetoric of "critical pedagogy" has come under attack, not only from theoretical perspectives such as feminism, anti-racism and postmodernism, but also in The Light Of Actual Classroom Experience. The Notion That Teachers Might "liberate" students through rationalistic forms of ideological critique has been increasingly questioned, not only on the grounds of its political arrogance, but also because of its ineffectiveness in practice. This book seeks to move beyond the limitations of these debates, and to explore positive alternatives. It contains a broad international range of contributions, covering practice from primary schools right through to higher education. The authors draw on diverse perspectives, including poststructuralism, postmodernism, cultural studies, anti-racism and feminism; yet they share a willingness to challenge radical orthodoxies, and to offer positive practical alternatives.

Popular Education is a concept with many meanings. With the rise of national systems of education at the beginning of the nineteenth-century, it was related to the socially inclusive concept of citizenship coined by privileged members with vested interests in the urban society that could only be achieved by educating the common people, or in other words, the uncontrollable masses that had nothing to lose. In the twentieth-century, Popular Education became another word for initiatives taken by religious and socialist groups for educating working-class adults, and women. However, in the course of the twentieth-century, the meaning of the term shifted towards empowerment and the education of the oppressed. This book explores the several ways in which Popular Education has been theoretically and empirically defined, in several regions of the world, over the last three centuries. It is the result of work by scholars from Europe and the Americas during the 31st session of the International Standing Conference on the History of Education (ISCHE) that was organised at Utrecht University, the Netherlands in August 2009. This book was originally published as a special issue of Paedagogica Historica.

An Annotated Bibliography

Some Types of Modern Educational Theory

Robert Lowe and Education

Gramsci and Education

Popular Essays in Education

Robert Owen

Lifelong learning has developed enormously as a distinct area of study within education in recent years not least because numerous governments and educational strategists have become very vocal supporters of new ways of learning throughout all stages of life. This guide to the topic brings together new writing from some of the leading thinkers in the field to offer a broad ranging and detailed snapshot of the position to date. The book provides a critical summary of current developments in understanding adult learning and the social context in which they are located. This provides a background for the framing of issues and the problems that emerge in institutional and non-formal contexts of lifelong learning. Students undertaking courses of study in this area as well as a wide range of undergraduate and postgraduate students in a variety of professional areas will find the material essential reading.

John Dewey's Democracy and Education addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, Democracy and Education is regarded as the seminal work on public education by one of the most important scholars of the century.

This book is an anthology that deals with the problems and challenges of contemporary Indian education. This volume has 20 essays by eminent persons that discuss child-oriented ideas regarding curricula, books and the learning processes. Many writers in this book speak from a lifetime of engagement with education about issues as varied as globalisation and its impact on education to the importance of educational methods that do not discriminate between boys and girls, the disabled and the non-disabled, the rich and the poor. This book does not aim to merely report current educational research and pertinently, seeks to promote debate on difficult issues confronting us in education.

Culture, Power, and Liberation

Feminist Teaching Methods for Adult and Popular Educators

A Study of Ideas and Social Movements in the Early Nineteenth Century

Of Maps and Leapfrogs

Changing Lives and Transforming Communities

Paulo Freire and Transformative Education

Antonio Gramsci (1891-1937) is one of the major social and political theorists of the 20th century whose work has had an enormous influence on several fields, including educational theory and practice. Gramsci and Education demonstrates the relevance of Antonio Gramsci's thought for contemporary educational debates. The essays are written by scholars located in different parts of the world, a number of whom are well known internationally for their contributions to Gramscian scholarship and/or educational research. The collection deals with a broad range of topics, including schooling, adult education in general, popular education, workers' education, cultural studies, critical pedagogy, multicultural education, and the role of intellectuals in contemporary society.

This bibliography contains annotations of 69 articles that were chosen from a range of education journals between the years of 1990-1993. Popular education and feminist methodologies are the reference points. The bibliography contains resources that explore the intersections of gender, race, class, and culture and resources that link women and popular education and that examine key concepts such as power, empowerment, resistance, difference, and dialogue. All these areas are inherent in the educational encounter and critical in informing popular education and feminist methodologies. Articles have been drawn from over 30 education journals and 12 other journals that had a development or women's focus. Each entry follows this format: author(s), title, source, date, and annotation. A list is attached of 21 books that relate directly or indirectly to feminist pedagogy. (YLB)

This text offers a major reassessment of the life and thought of the distinguished 19th century industrial philanthropist and educational reformer, Robert Owen. In a period when Owen's radical new visions for learning and teaching, adult and vocational pedagogy and social transformation are receiving fresh and global attention, Robert Davis and Frank O'Hagan place Owen's thought right at the heart of the Enlightenment advocacy of popular, democratic mass education. Tracing both the ancestry and the legacy of Owen's reforming spirit, they also offer a critical appraisal of the relevance of his ideas for the development of education at all levels and stages in the challenging contexts of international 21st century education.

An Intellectual and Experiential Journey

An Introduction to the Philosophy of Education,

School, Society, Nation

The Evolution of the Nursery-infant School

Past, Present, and Future

Demographic Issues in Nigeria: Insights and Implications

After long periods of military dictatorships, civil wars, and economic instability, Latin America has changed face, and become the foremost region for counter-hegemonic processes. This book seeks to address contemporary paradigms of education and learning in Latin America. Although the production of knowledge in the region has long been subject to imperial designs and disseminated through educational systems, recent interventions - from liberation theology, popular education, and critical literacy to postcolonial critique and decolonial options - have sought to shift the geography of reason. Over the last decades, several Latin American communities have countered this movement by forming some of the most dynamic and organised forms of resistance: from the landless movements in Brazil to the Zapatistas in the Chiapas region of Mexico, from the indigenous social movements in Bolivia to Venezuela's Chavistas, to mention but a few. The central question to be addressed is how, in times of historical ruptures, political reconstructions, and epistemic formations, the production of paradigms rooted in 'other' logics, cosmologies, and realities may renegotiate and redefine concepts of education, learning, and knowledge. Consequently, this book transcends disciplinary, epistemological, and methodological boundaries in education and learning by engagement with 'other' paradigms. This book was originally published as a special issue of the International Journal of Lifelong Education.

Mr Sylvester assesses Robert Lowe's (1811-1892) career and political importance.

First published in 1974. Routledge is an imprint of Taylor & Francis, an informa company. Graham Balfour, in a lecture delivered in February 1921, first drew attention to the growing importance of the elementary school manager in the system of educational administration during the period with which this study is concerned: "Local administrators of education, other than trustees a hundred years ago, there were none. Indeed it is very curious how imperceptibly that important figure of the latter half of the nineteenth century, the School Manager, steals into existence.

J A Comenius and the Concept of Universal Education

A Dialogue at the National University of Mexico

The Routledge International Handbook of Critical Education

Popular Education and Social Change in Latin America

International perspectives

Popular Education and Other Disruptions

Intellectual Politics and Cultural Conflict in the Romantic Period maps the intellectual formation of English plebeian radicalism and Scottish philosophic Whiggism over the long eighteenth century and examines their associated strategies of critical engagement with the cultural, social and political crises of the early nineteenth century. It is a story of the making of a wider British public sphere out of the agendas and discourses of the radical and liberal publics that both shaped and responded to them. When juxtaposed, these competing intellectual formations illustrate two important expressions of cultural politics in the Romantic period, as well as the peculiar overlapping of national cultural histories that contributed to the ideological conflict over the public meaning of Britain's industrial modernity. Alex Benchimol's study provides an original contribution to recent scholarship in Romantic period studies centred around the public sphere, recovering the contemporary debates and national cultural histories that together made up a significant part of the ideological landscape of the British public sphere in the early nineteenth century.

"Contributes to a radical formulation of pedagogy through its revitalization of language, utopianism, and revolutionary message. . . . The book enlarges our vision with each reading, until the meanings become our own." Harvard Educational

Review "Constitutes the voice of a great teacher who has managed to replace the melancholic and despairing discourse of the post-modern Left with possibility and human compassion." Educational Theory "An affirmation of Freire's prodigiously activist approach to popular education and its capacity for securing transformative change." Contemporary Sociology
This book brings together a range of global and local themes inspired by the work of Paulo Freire. Freire believed in the possibility of change, rejecting the neoliberal discourse that presents poverty as inevitable: his core principle emphasised the prerogative of transforming the world, rather than adapting to an unethical world order. This responsibility to intervene in reality as educators is explored in detail in this edited collection. Including such diverse themes as pedagogical approaches to globalisation, social mobility, empowerment and valuing diversity within communities, the volume is highly relevant to pedagogical practice. Sharing the transformative power of 'being' through popular education and the solidarity economy, this innovative book will be of interest to scholars of Paulo Freire, transformative education and diversity in education.

Democracy and Education

Beyond Radical Pedagogy

Introduction to Popular Education Methodologies

Victorian School Manager

Education in Zimbabwe

Scottish Whigs, English Radicals and the Making of the British Public Sphere

Originally published in 1966, this volume reappraises the educational philosophy of Comenius. Until recently the attention given to Comenius and his work concentrated on a narrow interpretation of his pedagogy which played down his pansophic theory. In the second half of the nineteenth century Germany led the way in pedagogical study and Comenius was widely accepted as having laid the foundations of a science of education. The emergence of education as an academic subject in England and the USA led to a considerable interest in the history of educational ideas and Comenius' work.

Educating the People of the World

The Concept of Popular Education: a Study of Ideas and Social Movements in the Early Nineteenth Century