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# Teaching Africa Towards A Transgressive Pedagogy 1st Edition

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Explore the crucial concepts of transgressive pedagogy specifically tailored for African education. This thought-provoking resource challenges conventional teaching methods, advocating for decolonizing education through innovative and critical pedagogy approaches. Discover how to foster transformative learning experiences and contribute to meaningful education reform in Africa.

All materials are contributed by professionals and educators with verified credentials.

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## Teaching Africa

One is always struck by the brilliant work of George Sefa Dei but nothing so far has demonstrated his pedagogical leadership as much as the current project. With a sense of purpose so pure and so thoroughly intellectual, Dei shows why he must be credited with continuing the motivation and action for justice in education. He has produced in this powerful volume, *Teaching Africa*, the same type of close reasoning that has given him credibility in the anti-racist struggle in education. Sustaining the case for the democratization of education and the revising of the pedagogical method to include Indigenous knowledge are the twin pillars of his style. A key component of this new science of pedagogy is the crusade against any form of hegemonic education where one group of people assumes that they are the masters of everyone else. Whether this happens in South Africa, Canada, United States, India, Iraq, Brazil, or China, Dei's insights suggest that this hegemony of education in pluralistic and multi-ethnic societies is a false construction. We live pre-eminently in a world of co-cultures, not cultures and sub-cultures, and once we understand this difference, we will have a better approach to education and equity in the human condition.

## Teaching Africa

*Developing Teaching and Learning in Africa* is a collection of chapters that carry on the topical discussions on indigenous knowledges and western epistemologies. African societies still aspire towards knowledge that is liberatory, enhance critical thinking and decentre Eurocentrism. The contributors explore these decolonial debates as they navigate ways of moving towards epistemic freedom and cognitive justice.

## Developing Teaching and Learning in Africa

This book makes a strong case for the inclusion of Indigenous Elders' cultural knowledge in the delivery of inclusive education for learners who are members of minority communities. It is relevant to curriculum developers, teachers, policy makers and institutions that engage in the education of Black, Indigenous, Latinx and other minority students. This book provides opportunities for exploring the decolonization of educational approaches. It promotes the synthesis of multiple types of knowledge and ways of knowing by making a case for the incorporation of Indigenous knowledges and Indigenous Elders as teachers in learning spaces. The book is of interest to educators, students, and researchers of Indigenous knowledge and decolonizing education. Additionally, it is important for educational policy makers, especially those engaged in looking for strategic solutions to bridging educational disparities and gaps for Indigenous, Black, Latinx and other minority learners.

### Elders' Cultural Knowledges and the Question of Black/ African Indigeneity in Education

This set of essays critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations. Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity, global citizenship, and the common wealth provide platforms from which we might engage in transformational, collective work.

### Schools in Need of Education

This volume addresses the underlying intersections of race, class, and gender on immigrant girls' experiences living in the US. It examines the impact of acculturation and assimilation on Ethiopian girls' academic achievement, self-identity, and perception of beauty. The authors employ Critical Race Theory, Critical Race Feminism, and Afrocentricity to situate the study and unpack the narratives shared by these newcomers as they navigate social contexts rife with racism, xenophobia, and other forms of oppression. Lastly, the authors examine the implications of Ethiopian immigrant identities and experiences within multicultural education, policy development, and society.

### Global Citizenship, Common Wealth and Uncommon Citizenships

Around the world there are a myriad of NGOs using human rights education (HRE) as a tool of community empowerment with the firm belief that it will help people improve their lives. One way of understanding these processes is that they translate universal human rights speak using messages and symbols which make them relevant to people's daily lives and culturally resonant. However, an alternative more radical perspective is that these processes should engage individuals in modes of critical inquiry into the ways that that existing power structures maintain the status quo and control not only how we understand and speak about social inequality and injustice, but also act on it. This book is a critical inquiry into the production, distribution and consumption of HRE and how the discourse is constructed historically, socially and politically through global institutions and local NGO practice. The book begins with the premise that HRE is composed of theories of human rights and education, both of which are complex and multifaceted. However, the book demonstrates how over time a dominant discourse of HRE, constructed by the United Nations institutional framework, has come to prominence and the ways it is reproduced and reinforced through the practice of intermediary NGOs engaged in HRE activities with community groups. Drawing on socio-legal scholarship it offers a new theoretical and political framework for addressing how human rights, pedagogy, knowledge and power can be analysed between the global and local by connecting the critical, but well-trodden, theories of human rights to insights on critical pedagogy. It uses critical discourse analysis and ethnographic research to investigate the practice of NGOs engaged in HRE using contextual evidence and findings from fieldwork with NGOs and communities in Tanzania.

### Race, Class, Gender, and Immigrant Identities in Education

Africa is the birthplace of humanity and civilization. And yet people generally don't want to accept the scientific impression of Africa as the birthplace of human civilization. The skeptics include Africans themselves, a direct result of the colonial educational systems still in place across Africa, and even those Africans who acquire Western education, particularly in the humanities, have been trapped in the symptomatology of epistemic peonage. These colonial educational systems have overstayed their welcome and should be dismantled. This is where African agency comes in. Agential autonomy deserves an authoritative voice in shaping the curricular direction of Africa. Agential autonomy implicitly sanctions an Afrocentric approach to curriculum development, pedagogy, historiography, literary theory,

indigenous language development, and knowledge construction. Science, technology, engineering, mathematics?information and communications technology (STEM-ICT) and research and development (R&D) both exercise foundational leverage in the scientific and cultural discourse of the kind of African Renaissance Cheikh Anta Diop envisaged. “Mr. Francis Kwarteng has written a book that looks at some of the major distortions of African history and Africa’s major contributions to human civilization. In this context, Mr. Kwarteng joins a long list of thinkers who roundly reject the foundational Eurocentric epistemology of Africa in favor of an Afrocentric paradigm of Africa’s material, spiritual, scientific, and epistemic assertion. Mr. Kwarteng places S.T.E.M. and a revision of the humanities at the center of the African Renaissance and critiques Eurocentric fantasies about Africa and its Diaspora following the critical examples of Cheikh Anta Diop, Ama Mazama, Molefi Kete Asante, Abdul Karim Bangura, Theophile Obenga, Maulana Karenga, Mubabingo Bilolo, Kwame Nkrumah, Ivan Van Sertima, W.E.B. Du Bois, and several others. Readers of this book will be challenged to look at Africa through a critical lens.” Ama Mazama, editor/author of *Africa in the 21st Century: Toward a New Future* “There are countless books about the evolution of European intellectual thought but scarcely any that captures the pioneering contributions of Africans since the beginning of recorded knowledge in Kmet, a.k.a. Ancient Egypt. Well, that long drought has ended with the publication of Kwarteng's *An Intellectual Biography of Africa: A Philosophical Anatomy of Advancing Africa the Diopian Way*. Prepare to be educated.” Milton Allimadi, author of *Manufacturing Hate: How Africa Was Demonized in the Media*

### Human Rights Education and the Politics of Knowledge

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of learner’s identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

### An Intellectual Biography of Africa

This book explores the plethora of social-justice issues facing teacher education and development in Africa. Using both theoretical and empirical perspectives, it considers the need for teacher education to be transformational and address conventional pedagogy as well as the rights and duties of all citizens. The edited volume focuses on a wide range of relevant aspects, such as decolonisation, economic models, environmental concerns, as well as multilingual and multicultural aspects of education. Evidence-based chapters cover strategies used to support preservice and in-service teachers on how best to tackle issues of social justice through induction activities, pedagogy and discipline content, involving local communities, and the role of technology, including the use of open educational resources. The principles underlying these strategies are being used in the COVID-19 pandemic and will be equally relevant in the post-COVID-19 world. This book will be of great interest for academics, researchers and postgraduate students in the fields of teacher education, African education, educational policy, international education and comparative education.

### Pedagogy of Domination

Since the 1990s, sub-Saharan Africa has experienced unprecedented attempts at reforming teacher and student classroom practices, with a learner-centred pedagogy regarded as an effective antidote to the prevalence of teacher-centred didactic classroom practices. Attempts at reform have been going on all over the continent. In fact, learner-centred pedagogy has been described as one of

the most pervasive educational ideas in contemporary sub-Saharan Africa and elsewhere. Research has revealed that the major attempts have largely failed mainly because teachers have not been able to adopt instructional innovations to technical problems. This failure is also related to lack of resources, and poor teacher training programmes which lead to poor teacher quality, among others. This book attempts to explain why pedagogical change has not occurred in spite of the much energy and resources that have been committed to such reforms. The book also takes us inside what the author calls 'the socio-cultural world of African classrooms' to help us understand the reasons teachers dominate classroom life and rely disproportionately on didactic methods of teaching. Its conceptual analyses capture the best of both the sociology and the anthropology of education in contexts of poverty, as well as the politics of education. The book concludes that a socio-cultural approach should be the basis for developing culturally responsive indigenous pedagogies, though these may or may not turn out to be in any way akin to constructivist learner-centred pedagogies.

### Inclusive Education in African Contexts

This book convincingly argues that effective culturally responsive pedagogies require teachers to firstly undertake a critical deconstruction of Self in relation to and with the Other; and secondly, to take into account how power affects the socio-political, cultural and historical contexts in which the education relation takes place. The contributing authors are from a range of diaspora, indigenous, and white mainstream communities, and are united in their desire to challenge the hegemony of Eurocentric education and to create new educational spaces that are more socially and environmentally just. In this venture, the ideal education process is seen to be inherently critical and intercultural, where mainstream and marginalized, colonized and colonizer, indigenous and settler communities work together to decolonize selves, teacher-student relationships, pedagogies, the curriculum and the education system itself. This book will be of great interest and relevance to policy-makers and researchers in the field of education; teacher educators; and pre- and in-service teachers.

### Embedding Social Justice in Teacher Education and Development in Africa

This volume focuses on current demands, challenges and expectations facing African higher education institutions in general, and those in South Africa in particular. Subsequently, transformative curricula, pedagogies and epistemologies that define diverse practices of access and inclusion within the context of transformation and decolonisation are explored.

### Teaching and Learning in Context

"A valuable resource [with] useful ideas about how to . . . enhance student engagement with the continent, and expand Africa's presence within the curriculum." —Stephen Volz, Kenyon College  
Teaching Africa introduces innovative strategies for teaching about Africa. The contributors address misperceptions about Africa and Africans, incorporate the latest technologies of teaching and learning, and give practical advice for creating successful lesson plans, classroom activities, and study abroad programs. Teachers in the humanities, sciences, and social sciences will find helpful hints and tips on how to bridge the knowledge gap and motivate understanding of Africa in a globalizing world.

### Culturally Responsive Pedagogy

First published in 1999, this study of the politics of education in Cameroon, the Congo and Kenya presents arresting empirical evidence that urban elites exiting public sector educational systems they have dominated in favour of private school networks of their own creation. Seeking to enhance their offspring's chances for survival and even domination in a world of scarce resources and limited opportunities for employment, elites see private schools as tools to shape newly emerging civil societies in Africa in their own image. From a theoretical perspective, the fresh evidence presented here shows that schooling has once again become a major social force influencing the balance of state and society in modern Africa. Re-examining an older political tradition of class analysis and integrating it into more recent civil society perspectives, the author shows that the abandonment of the unreliable education services of dysfunctional African states in favour of private schools has profound consequences for class articulation in societies dividing, once again, according to educational opportunities.

### Transformative Curricula, Pedagogies and Epistemologies

"Bell hooks proposes an engaged pedagogy to counteract the overwhelming boredom, disinterest, and apathy that so often characterizes the way professors and students feel about the learning experience. Hooks attributes student alienation in schools to discriminatory racist, sexist, and classist policies and practices ... This study is a critical analysis of hooks' engaged pedagogy, its basis, challenge, and promise for the learning/teaching process." (xvi).

### Teaching Africa

In an increasingly complex and challenging profession, the need for teachers, administrators and school systems to become involved in professional development activities is ever present. *Action Research in South African Education: A Critical Praxis* is a culmination of varying reflective accounts Professor Makoelle made as a teacher, an academic and a devoted action researcher. The book delves into his beliefs, attitudes and conceptions about the evolving discourse of Action Research in education and how it could be operationalised in varying educative contexts. The conversation fosters openness toward new ideas and learning new innovations, as well as giving teachers ownership of effective practices. It ultimately provides teachers with the necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice.

### Class Formation and Civil Society

The public lynching of George Floyd re-exposed the rotten underbelly of America and this, together with the disproportionate impact of COVID-19 on Black and Brown communities, the global Black Lives Matter protests, and the racist, xenophobic demagoguery of Donald Trump, resurrected the old debates about medical racism, race relations, implicit bias, vaccine nationalism/vaccine imperialism, structural inequality, police brutality, vaccine hesitancy, unethical human experimentation, vaccine diplomacy, qualified immunity, conspiracy theories, and social justice. Then in 2020 the American Medical Association formally declared racism a public health crisis, defined racism as a social determinant of health, and embraced the idea of medical schools teaching medical students about racism. Alas, the nursing curriculum is somewhat silent on these questions. Decolonizing the nursing curriculum, long overdue, is therefore imperative. This book explores the question of decolonizing the nursing curriculum from the angles of postcolonial theory, critiquing the Western literary canon, American history, literary criticism, African literature, cultural criticism, Afrocentric theory, democracy, African-American literature, and critical race theory.

### Bell Hooks' Engaged Pedagogy

This open access book presents a strong philosophical, theoretical and practical argument for the mainstreaming of indigenous knowledge in curricula development, and in teaching and learning across the African continent. Since the dawn of political independence in Africa, there has been an ongoing search for the kind of education that will create a class of principled and innovative citizens who are sensitive to and committed to the needs of the continent. When indigenous or environment-generated knowledge forms the basis of learning in classrooms, learners are able to immediately connect their education with their lived reality. The result is much introspection, creativity and innovation across fields, sectors and disciplines, leading to societal transformation. Drawing on several theoretical assertions, examples from a wide range of disciplines, and experiences gathered from different continents at different points in history, the book establishes that for education to trigger the necessary transformation in Africa, it should be constructed on a strong foundation of learners' indigenous knowledge. The book presents a distinct and uncharted pathway for Africa to advance sustainably through home-grown and grassroots based ideas, leading to advances in science and technology, growth of indigenous African business and the transformation of Africans into conscious and active participants in the continent's progress. *Indigenous Knowledge and Education in Africa* is of interest to educators, entrepreneurs, policymakers, researchers and individuals engaged in finding sustainable and strategic solutions to regional and global advancement.

### Action Research in South African Education

Molefi Kete Asante is the seminal theoretician of Afrocentric infusion into curriculum by virtue of four of his 82 books being directly related to examining and advancing an agency centered ideological position in the realm of education, culture, and science. In *Afrocentricity*, *The Afrocentric Idea*, *An Afrocentric Manifesto*, and *The Pyramids of Knowledge*. Asante's book are widely read and consulted and have become inspirational for educators in the United States, South Africa, Nigeria, Canada, and Brazil. Born

in Valdosta, Georgia, of Yoruba and Nubian DNA heritage, Asante studied communication and history at the University of California, Los Angeles where he received his doctorate at the age of 26. After teaching at Purdue, UCLA, Florida State, Howard University, SUNY-Buffalo, and the Zimbabwe Institute for Mass Communication, he moved to Philadelphia where he founded the first PhD program in African American Studies. Revolutionary Pedagogy is Asante's passionate appeal to teachers to take what George Dei has called a "transgressive" position toward the status quo of education. Since Molefi Kete Asante's first work with school districts in Baltimore, Maryland and Chester, Pennsylvania in the early 1990s he has become one of the most popular experts on teacher development and Afrocentric training of administrators, teachers and community leaders. Having worked for schools from California to New York and many districts in between, Dr. Asante knows the terrain as well as any one. Asante is currently professor and chair of the Department of Africology and African American Studies at Temple University. He holds a Guest Professorship at Zhejiang University in Hangzhou and is Professor Extraordinarius at the University of South Africa. "The book, Revolutionary Pedagogy, is sure to become one of the most important weapons in the battle for the lives and minds of African American children. I believe that all stakeholders, including parents and community leaders, scholars and schoolteachers, will be well served by this provocative book." - George Sefa Dei, University of Toronto

### The American Medical Association on the Case for Teaching Racism

This book is of interest to mathematics educators, researchers in mathematics education, gender, social justice, equity and democracy in education; and practitioners/teachers interested in the use of project work in mathematics teaching and learning. The book builds theoretical ideas from a careful substantial description of practice, in the attempt to improve both theory and practice in mathematics education. It thus interrogates and develops theoretical research tools for mathematics education and provides ideas for practice in mathematics classrooms.

### Indigenous Knowledge and Education in Africa

This volume explores conceptualizations of indigeneity and the ways that indigenous philosophies can and should inform educational policy and practice. Beginning with questions and philosophies of indigeneity itself, the volume then covers the indigenous philosophies and practices of a range of communities—including Sami, Maori, Walpiri, Navajo and Kokama peoples. Chapter authors examine how these different ideals can inform and create meaningful educational experiences for communities that reflect indigenous ways of life. By applying them in informing a philosophy of education that is particular and relevant to a given indigenous community, this study aims to help policy makers and educational practitioners create meaningful educational experiences.

### Revolutionary Pedagogy

Neoliberalism and Education: Rearticulating Social Justice and Inclusion offers a critical reflection on the establishment of neoliberalism as the new global orthodoxy in the field of education, and considers what this means for social justice and inclusion. It brings together writers from a number of countries, who explore notions of inclusion and social justice in educational settings ranging from elementary schools to higher education. Contributors examine policy, practice, and pedagogical considerations covering different dimensions of (in)equality, including disability, race, gender, and class. They raise questions about what social justice and inclusion mean in educational systems that are dominated by competition, benchmarking, and target-driven accountability, and about the new forms of imperialism and colonisation that both drive, and are a product of, market-driven reforms. While exposing the entrenchment, under current neoliberal systems of educational provision, of longstanding patterns of (racialised, classed, and gendered) privilege and disadvantage, the contributions presented in this book also consider the possibilities for hope and resistance, drawing attention to established and successful attempts at democratic education or community organisation across a number of countries. This book was originally published as a special issue of the British Journal of Sociology of Education.

### In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education

"This edited collection provides unprecedented insight into the emerging field of multilingual education in Sub-Saharan Africa (SSA). Multilingual education is claimed to have many benefits, amongst which are that it can improve both content and language learning, especially for learners who may have low ability in the medium of instruction and are consequently struggling to learn. The book represents a range of Sub-Saharan school contexts and describes how multilingual strategies have been developed

and implemented within them to support the learning of content and language. It looks at multilingual learning from several points of view, including 'translanguaging', or the use of multiple languages - and especially African languages - for learning and language-supportive pedagogy, or the implementation of a distinct pedagogy to support learners working through the medium of a second language. The book puts forward strategies for creating materials, classrooms environments and teacher education programmes which support the use of all of a student's languages to improve language and content learning. The contexts which the book describes are challenging, including low school resourcing, poverty and low literacy in the home, and school policy which militates against the use of African languages in school. The volume also draws on multilingual education approaches which have been successfully carried out in higher resource countries and lend themselves to being adapted for use in SSA. It shows how multilingual learning can bring about transformation in education and provides inspiration for how these strategies might spread and be further developed to improve learning in schools in SSA and beyond"--

### Indigenous Philosophies of Education Around the World

This book is about re-inventing Africa - it aims to induct a new cohort of dedicated professionals, guided not by material gains and power, but by personal commitment, in building a better society. It is about an education that develops responsible citizens inspired by the desire to serve their fellow men and women, people who can contribute their time and talents to make society a better place in which to live. Unless people are empowered by an education tailored to address their needs, they cannot be effective participants in bringing about constructive change. An education that prepares Africans to live confidently, as Africans, in today's globalized world is a prerequisite for developing an active and responsible citizenry. The book also examines some of the key critical areas on which African countries need to focus their attention: poverty eradication; combating corruption; peace, security and development; democracy and constitutionalism; good governance; social justice; globalization and empowerment. It criticizes extremes, creates a healthy synthesis of African and Western thought about education - particularly education for citizenship and for social transformation - an education which concerns itself with human dignity, social equality and respect, rather than fear, for authority.

### Neoliberalism and Education

This accessible text provides a clear overview of the contemporary themes and challenges within critical pedagogy, and suggests a path towards a more conscientious world for all through education. Boronski encourages us to imagine radical alternatives to current approaches, not merely for ideological reasons, but due to increasing necessity for environmental and sociological perspectives. With case studies, discussion tasks and exemplars from global history woven throughout, each chapter considers a prominent societal and educational issue, tackling some difficult and unsettling areas. Embedded in this exploration is an understanding and application of key concepts, such as justice, equality, rights and power, and how these relate to a range of topics in UK schooling. These include the role of teachers in an age of hyper surveillance and performance monitoring, alternative approaches to education, and the growing fear of the 'other'. Essential reading for Education Studies students at undergraduate and Master's level, this comprehensive text will also be of interest to students of Social Policy, Sociology and Politics programmes.

### Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa

In comparing one public school to another, discussions frequently include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

### Critical and Creative Education for the New Africa

This book discusses current market-based educational discourses and how they have undermined the notion of "the public" in public education by allowing private visions of education to define the

public democratic imagination. Against this discouraging background, this text embraces Freire's understanding of hope as an ontological need and calls for finding new public grounds for our public imagination. It further articulates Freire's mandate to unveil historically concrete practices to sustain democratic educational visions, no matter how difficult this task may be, by (1) presenting an in-depth description of the pedagogies and curriculums of eleven schools across historical and geographical locations that have worked or are still working with disenfranchised communities and that have publicly hoped for a better future for their students, and by (2) reflecting on how the stories of these schools offer us new opportunities to rethink our own pedagogical commitment to public visions of education. To promote this reflection, this book offers the notion of publicly imagined public education as a conceptual tool to help understand the historical and discursive specificity of schools' hopes and to (re)claim public schools as legitimate sites of public imagination.

### Critical Pedagogy

Teaching Toward a Decolonizing Pedagogy outlines educational practitioner development toward decolonizing practices and pedagogies for anti-racist, justice-based urban classrooms. Through rich personal narratives of one teacher's critical reflections on her teaching, urban education scholarship and critical praxis are merged to provide an example of anti-racist urban schooling. Steeped in theoretical practice, this book offers a narrative of one teacher's efforts to decolonize her urban classroom, and to position it as a vehicle for racial and economic justice for marginalized and minoritized students. At once a model for deconstructing the white institutional space of US schooling and a personal account of obstacles to these efforts, TTDP presents a research-based 'pueblo pedagogy' that reconsiders teacher identity and teachers' capacities for resilience, resistance, and community-based instruction. From this personal exploration, emergent and practicing teachers can extract curricula, practices, and dispositions toward advocacy for students most underserved and marginalized by public education. As an exemplar of decolonizing work both in classroom practices and in methodologies for educational research, this book presents tensions and complexities in school-based theorizing and praxis, and in teacher implementations of anti-racist pedagogies in and against the current U.S. model of colonial schooling.

### Handbook of Research on Social Inequality and Education

A Primer for Teaching African History is a guide for college and high school teachers who are teaching African history for the first time, for experienced teachers who want to reinvigorate their courses, for those who are training future teachers to prepare their own syllabi, and for teachers who want to incorporate African history into their world history courses. Trevor R. Getz offers design principles aimed at facilitating a classroom experience that will help students navigate new knowledge, historical skills, ethical development, and worldviews. He foregrounds the importance of acknowledging and addressing student preconceptions about Africa, challenging chronological approaches to history, exploring identity and geography as ways to access historical African perspectives, and investigating the potential to engage in questions of ethics that studying African history provides. In his discussions of setting goals, pedagogy, assessment, and syllabus design, Getz draws readers into the process of thinking consciously and strategically about designing courses on African history that will challenge students to think critically about Africa and the discipline of history.

### Pedagogies and Curriculums to (Re)imagine Public Education

Some of the best teachers in the field describe the specific projects and assignments that have worked effectively for them in teaching African studies.

### Teaching Toward a Decolonizing Pedagogy

This book communicates new voices, insights, and possibilities for working with the arts and memory in researching teacher professional learning. The book reveals how, through the arts, teacher-researchers can reimagine and reinvigorate moments of the past as embodied and empowering scholarly experiences. The peer-reviewed chapters were composed from juxtaposing unique "mosaic" pieces written by 21 new and emerging scholars in South Africa and Canada. Their research explores diverse arts-based practices and resources including collage, film, drawing, narrative, poetry, photography, storytelling and television alongside related ethical issues. Critically, Memory Mosaics also demonstrates how artful memory-work can engender agency in professional learning with teacher-researchers taking up pressing issues of social justice such as inclusion and decolonisation. Overall, the book offers a



multidimensional, polyvocal exploration of how artful memory-work can bring about future-oriented professional learning enacted as pedagogies of reinvention and productive remembering. *Memory Mosaics: Researching Teacher Professional Learning Through Artful Memory-Work*, by Kathleen Pithouse-Morgan, Daisy Pillay, and Claudia Mitchell, along with teacher-researchers on two continents, is a ground-breaking book. It models a collaborative approach to arts-based research that melds memory-work, visual and poetic arts, and reflective practice to promote professional learning, personal transformation, decolonisation, and a more just future. Like colourful pebbles and bits of glass, the authors place teachers' self-stories in relation to one another in an artful design, creating thematic coherence that evokes a deep sense of knowing. Judith C. Lapadat, Professor Emeritus, Faculty of Education, University of Lethbridge, Canada

*Memory Mosaics: Researching Teacher Professional Learning Through Artful Memory-Work* assembles exemplars of professional learning in an intriguing mosaic format. A topic is introduced, followed by memory-pieces; then: discussion and/or creative response. This lively juxtaposition generates momentum for highly productive forms of remembering around social justice issues, even as the reader is invited into an intimate circle of shared concern: for these issues, with these (and other) teacher-researchers. It is a beautiful, original, and practical book.

Teresa Strong-Wilson, Associate Professor, Faculty of Education, McGill University, Canada

### A Primer for Teaching African History

This book brings together voices from the Global South and Global North to think through what it means, in practice, to decolonise contemporary higher education. Occasionally, a theoretical concept arises in academic debate that cuts across individual disciplines. Such concepts – which may well have already been in use and debated for some time - become suddenly newly and increasingly important at a particular historical juncture. Right now, debates around decolonisation are on the rise globally, as we become increasingly aware that many of the old power imbalances brought into play by colonialism have not gone away in the present. The authors in this volume bring theories of decoloniality into conversation with the structural, cultural, institutional, relational and personal logics of curriculum, pedagogy and teaching practice. What is enabled, in practice, when academics set out to decolonize their teaching spaces? What commonalities and differences are there where academics set out to do so in universities across disparate political and geographical spaces? This book explores what is at stake when decolonial work is taken from the level of theory into actual practice. The chapters in this book were originally published as a special issue of *Third World Thematics*.

### Great Ideas for Teaching About Africa

ALAN 1. BISHOP The first *International Handbook on Mathematics Education* was published by Kluwer Academic Publishers in 1996. However, most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994. There were four sections, 36 chapters, and some 150 people contributed to the final volume either as author, reviewer, editor, or critical friend. The task was a monumental one, attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995. Inevitably there were certain omissions, some developments were only starting to emerge, and some literatures were only sketchy and speculative. However that Handbook has had to be reprinted three times, so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction: The Handbook thus attempts not merely to present a description of the international 'state-of-the-field', but also to offer synthetic and reflective overviews on the different directions being taken by the field, on the gaps existing in our present knowledge, on the current problems being faced, and on the future possibilities for development. (Bishop et al. , 1996) Since that time there has been even more activity in our field, and now seems a good time to take stock again, to reflect on what has happened since 1995, and to create a second Handbook with the same overall goals.

### Memory Mosaics: Researching Teacher Professional Learning Through Artful Memory-work

*Hydrofeminist Thinking with Oceans* brings together authors who are thinking in, with and through the spaces of ocean/s and beaches in South African contexts to make alternative knowledges towards a justice-to-come and flourishing at a planetary level. Primary scholarly locations for this work include feminist new materialist and post-humanist thinking, and specifically locates itself within hydrofeminist thinking. Together with a foreword by Astrida Neimanis, the chapters in this book explore both land and water with oceans as powerfully political spaces, globally and locally entangled in the violences of settler colonialism, land dispossession, slavery, transnational labour exploitation, extractivism and

omnicides. South Africa is a productive space to engage in such scholarship. While there is a growing body of literature that works within and across disciplines on the sea and bodies of water to think critically about the damages of centuries of colonisation and continued extractivist capitalism, there remains little work that explores this burgeoning thinking in global Southern, and more particularly South African contexts. South African histories of colonisation, slavery and more recently apartheid, which are saturated in the oceans, are only recently being explored through oceanic logics. This volume offers valuable Southern contributions and rich situated narratives to such hydrofeminist thinking. It also brings diverse and more marginal knowledges to bear on the project of generating imaginative alternatives to hegemonic colonial and patriarchal logics in the academy and elsewhere. While primarily located in a South African context, the volume speaks well to globalised concerns for justice and environmental challenges both in human societies and in relation to other species and planetary crises. The chapters, which will be of interest to scholars, activists and other civil society stakeholders, share inspiring, rich examples of diverse scholarship, activism and art in these contexts, extending international scholarship that thinks in/on/with ocean/s, littoral zones and bodies of water. The book offers ethico-political perspectives on the role of research in ocean governance, policy development and collective decision-making for ecological justice. This book is suitable for students and scholars of post-qualitative, feminist, new materialist, embodied, arts-based and hydrofeminist methods in education, environmental humanities and the social sciences.

### Decolonising Curricula and Pedagogy in Higher Education

Economic growth and the creation of wealth have cut global poverty rates, yet vulnerability, inequality, exclusion and violence have escalated within and across societies throughout the world. Unsustainable patterns of economic production and consumption promote global warming, environmental degradation and an upsurge in natural disasters. Moreover, while we have strengthened international human rights frameworks over the past several decades, implementing and protecting these norms remains a challenge. These changes signal the emergence of a new global context for learning that has vital implications for education. Rethinking the purpose of education and the organization of learning has never been more urgent. This book is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. It proposes that we consider education and knowledge as global common goods, in order to reconcile the purpose and organization of education as a collective societal endeavour in a complex world.

### Second International Handbook of Mathematics Education

These volumes offer a one-stop resource for researching the lives, customs, and cultures of Africa's nations and peoples. Unparalleled in its coverage of contemporary customs in all of Africa, this multi-volume set is perfect for both high school and public library shelves. The three-volume encyclopedia will provide readers with an overview of contemporary customs and life in North Africa and sub-Saharan Africa through discussions of key concepts and topics that touch everyday life among the nations' peoples. While this encyclopedia places emphasis on the customs and cultural practices of each state, history, politics, and economics are also addressed. Because entries average 14,000 to 15,000 words each, contributors are able to expound more extensively on each country than in similar encyclopedic works with shorter entries. As a result, readers will gain a more complete understanding of what life is like in Africa's 54 nations and territories, and will be better able to draw cross-cultural comparisons based on their reading.

### Hydrofeminist Thinking With Oceans

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### Rethinking education: towards a global common good?

Africa [3 volumes]