

# TEACHING ABOUT RACE RELATIONS

Problems and effects

Lawrence Chantrowas, Elizabeth K. Yarns,  
Robert D. Wood and Jon Nixon

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# Teaching About Race Relations Problems And Effects

**Lawrence Stenhouse, Gajendra  
Verma, Robert Wild, Jon Nixon**



## **Teaching About Race Relations Problems And Effects:**

**Teaching About Race Relations (RLE Edu J)** Lawrence Stenhouse, Gajendra Verma, Robert Wild, Jon Nixon, 2012-06-25  
This is the report of two linked research projects the SSRC Project on Problems and Effects of Teaching about Race Relations and the Calouste Gulbenkian Foundation Project on Teaching About Race Relations through Drama Its aim is to help teachers who will face race as a theme whether it arises in the normal course of their subject teaching or is introduced as a separate topic The project worked with three groups of teachers each of which adopted a different approach and the results of the testing programme are given alongside a series of case studies of classroom teaching The book includes a summary of the findings of the research expressed as hypotheses and an account of the teacher dissemination of the project's work it concludes with reflections by the director of the project and a participant teacher

**Teaching about Race Relations**, 2012 This is the report of two linked research projects the SSRC Project on Problems and Effects of Teaching about Race Relations and the Calouste Gulbenkian Foundation Project on Teaching About Race Relations through Drama Its aim is to help teachers who will face race as a theme whether it arises in the normal course of their subject teaching or is introduced as a separate topic The project worked with three groups of teachers each of which adopted a different approach and the results of the testing programme are given alongside a series of case studies of classroom teaching The book includes a summary of the findings of the research expressed as hypotheses and an account of the teacher dissemination of the project's work it concludes with reflections by the director of the project and a participant teacher

**Resources in Education**, 1985 Problems and Effects of Teaching about Race Relations L. A. Stenhouse, Social Science Research Council (Great Britain), 1990

**Curriculum, Pedagogy and Educational Research** John Elliott, Nigel Norris, 2012-03-15 Lawrence Stenhouse was one of the most distinguished original and influential educationalists of his generation His theories about curriculum curriculum development pedagogy teacher research and research as a basis for teaching remain compelling and fresh and continue to be a counterpoint to instrumental and technocratic thinking in education In this book renowned educationalists describe Stenhouse's contribution to education explore the contemporary relevance of his thinking and bring his work and legacy to the attention of a wide range of students teachers teacher educators and others involved in education Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture He was an early advocate of inclusive education and was committed to making available to all pupils an education that was challenging and empowering For Stenhouse many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it Consequently he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it as opposed to rational curriculum planning which stressed the pre-specification of measurable learning outcomes Stenhouse devised the curriculum reform movement's most ambitious strategy the process model and was its principal theorist His idea of the

teacher as researcher lay at the heart of this strategy as the means by which the values that define a worthwhile educational process could be progressively realized by teachers in concrete forms of action within their classrooms and schools What marked out Stenhouse's unique contribution to the field of curriculum was his distinctive conceptualisation of the relationship between the teacher authority the learner autonomy and the subject matter understanding Founded on his epistemological scepticism and forged in his encounters with expertly discerning teachers who valued and nurtured the intellectual independence of students Stenhouse acquired an acute appreciation of the ways in which teaching enhances or inhibits develops or displaces the potential for autonomous thinking of students He changed the relationship between curriculum theory educational research and teachers placing teachers right at the heart of the curriculum development process and the teacher as researcher at the heart of teacher professionalism

**Teaching in the Multi-cultural School** James Lynch,1981 Education for All Great Britain. Committee of Inquiry into the Education of Children from Ethnic Minority Groups,Great Britain. Department of Education and Science,1985 Includes A brief guide to the main issues of the report also available separately 0 11 270570 7 **Journal of the Royal Society of Arts** Royal Society of Arts (Great Britain),1977 **A Teacher's Guide to Classroom Research** David Hopkins,2002 This practical guide is for teachers who wish to undertake research in their classrooms with a view to improving their practice It will enable teachers to enhance their own or their colleagues teaching and to test educational theory *Theology and Race Relations* Joseph T. Leonard,1963 A stark and undramatic presentation of the basic principles of Catholic moral theology and an application of these principles to areas of interracial behaviour Stresses the function and necessity of charity in resolving this problem

**Education Towards Race Equality** Gillian Klein,1993 *Interreligious Learning* Didier Pollefeyt,2007 The growth of secularisation pluralism and globalisation have placed the West's traditional monoreligious education under pressure Christianity no longer possesses a privileged position in Western Europe Since the 1970 s a number of scholars have been trying to formulate an answer to this question of multireligiosity by developing a multireligious concept of religious education As both a critique on and alternative for the multireligious model scholars in the 1990s developed the interreligious model of religious education This approach distinguishes itself from monoreligious pedagogy through acknowledging plurality among the pupils as both a part of departure and as a possible end result of religious education Moreover it openly approaches the plurality of religions and worldviews as a learning opportunity Religious education thus becomes a place of encounter and dialogue between different religious convictions Interreligious learning further distinguishes itself from the multireligious model by overcoming a purely objective representation of the multitude of religions In the interreligious model students are not only informed but are introduced to the cognitive and value commitments underlying the different religions giving them the opportunity to enrich and develop their own personal religious identity The teacher takes an explicit and particular religious Christian standpoint but also tries to bring in other committed religious and philosophical voices The interreligious

model aims to teach students that holding a proper religious identity while having an openness to the religious other is not necessarily self contradictory What is more that authentic religiosity is able to welcome the other in his her vulnerability and strength as a witness to God In this volume scholars from various disciplines theology pedagogy psychology and ethics and from different religious backgrounds Jews Christians and Muslims face up to a total of ten challenges related to interreligious learning Challenges that may act as obstacles to the acceptance of this possible new paradigm for religious education

**The Moral Foundations of Educational Research** Patricia J. Sikes, Jon Nixon, Wilfred Carr, 2003 This title considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical re conceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter

**Research as a Basis for Teaching** Lawrence Stenhouse, 1985 These selections from the work of Lawrence Stenhouse make a sustained argument for research as a basis for teaching

**Multicultural Education** Keith A. McLeod, Canadian Council for Multicultural and Intercultural Education, 1987

**Ethnic Minorities and Education** Robert Jeffcoate, 1984

The School Library for Multicultural Awareness Gillian Klein, 1985

**The Multicultural Curriculum** James Lynch, 1983 How can teachers best respond to the educational needs of a multicultural society like that of Britain today This book reviews current thinking on the multicultural curriculum and practical initiatives which are available for its construction and implementation

**Parliamentary Papers** Great Britain. Parliament. House of Commons, 1984

Research Supported by the SSRC. Social Science Research Council (Great Britain), 1975

The book delves into Teaching About Race Relations Problems And Effects. Teaching About Race Relations Problems And Effects is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Teaching About Race Relations Problems And Effects, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Teaching About Race Relations Problems And Effects
    - Chapter 2: Essential Elements of Teaching About Race Relations Problems And Effects
    - Chapter 3: Teaching About Race Relations Problems And Effects in Everyday Life
    - Chapter 4: Teaching About Race Relations Problems And Effects in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, the author will provide an overview of Teaching About Race Relations Problems And Effects. The first chapter will explore what Teaching About Race Relations Problems And Effects is, why Teaching About Race Relations Problems And Effects is vital, and how to effectively learn about Teaching About Race Relations Problems And Effects.
  3. In chapter 2, this book will delve into the foundational concepts of Teaching About Race Relations Problems And Effects. This chapter will elucidate the essential principles that need to be understood to grasp Teaching About Race Relations Problems And Effects in its entirety.
  4. In chapter 3, the author will examine the practical applications of Teaching About Race Relations Problems And Effects in daily life. This chapter will showcase real-world examples of how Teaching About Race Relations Problems And Effects can be effectively utilized in everyday scenarios.
  5. In chapter 4, the author will scrutinize the relevance of Teaching About Race Relations Problems And Effects in specific contexts. The fourth chapter will explore how Teaching About Race Relations Problems And Effects is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about Teaching About Race Relations Problems And Effects. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Teaching About Race Relations Problems And Effects.

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