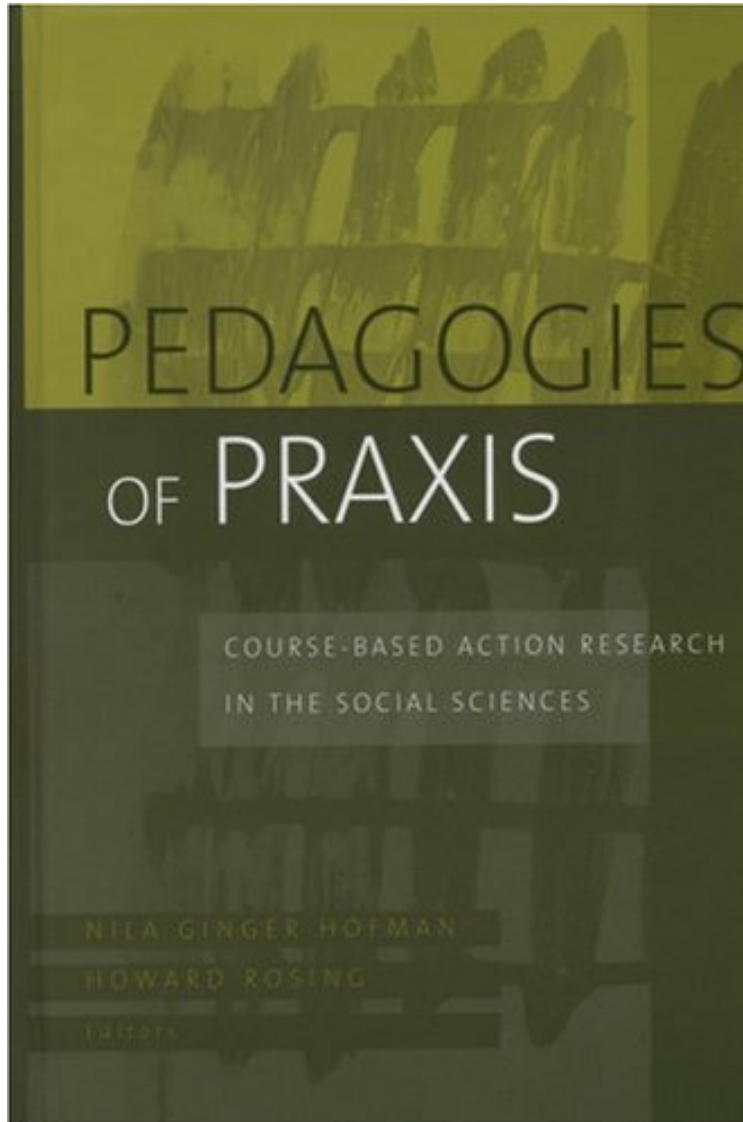


(Mobile ebook) Pedagogies of Praxis: Course-Based Action Research in the Social Sciences

Pedagogies of Praxis: Course-Based Action Research in the Social Sciences

From Brand: Jossey-Bass
*audiobook / *ebooks / Download PDF / ePub / DOC*



[Download](#)

[Read Online](#)

#2843250 in Books Jossey-Bass 2007-01-01 2006-12-01 Original language: English PDF # 1 9.30 x .70 x 6.201, .90 #File Name: 1933371099220 pages | File size: 29.Mb

From Brand: Jossey-Bass : Pedagogies of Praxis: Course-Based Action Research in the Social Sciences before purchasing it in order to gauge whether or not it would be worth my time, and all praised Pedagogies of Praxis: Course-Based Action Research in the Social Sciences:

This book is about building public interest partnerships between institutions of higher education and local community-based organizations. It is not a how-to guide, but rather a compilation of case studies that discusses the implications, successes, and failures of such partnerships. In particular, this book documents the ways in which course-based action research (CBAR) within the social sciences functions as an effective resource for establishing and reinforcing partnerships among students, academic officers, and local communities. Students and faculty, guided through CBAR, learn how to develop advocacy strategies for marginalized communities through firsthand exposure to local-level politics and power imbalances in these communities. Contents include: Course-based action research on corner stores in Chicago Participatory action research and the university classroom An exploration of an anthropological service-learning with premeds Social action in a university-community partnership Introducing urban geography and engaging community in Pilsen, Chicago Community-based learning at a community-based university Action research in a visual anthropology class Collaborative action research at interchange: A UK model The aftermath of course-based action research

From the Back Cover This book is about building public interest partnerships between institutions of higher education and local community-based organizations. It is not a how-to guide, but rather a compilation of case studies that discusses the implications, successes, and failures of such partnerships. In particular, this book documents the ways in which course-based action research (CBAR) within the social sciences functions as an effective resource for establishing and reinforcing partnerships among students, academic officers, and local communities. Students and faculty, guided through CBAR, learn how to develop advocacy strategies for marginalized communities through firsthand exposure to local-level politics and power imbalances in these communities. Course-based action research on corner stores in Chicago Participatory action research and the university classroom An exploration of an anthropological service-learning with premeds Social action in a university-community partnership Introducing urban geography and engaging community in Pilsen, Chicago Community-based learning at a community-based university Action research in a visual anthropology class Collaborative action research at interchange: A UK model The aftermath of course-based action research About the Author Nila Ginger Hofman is assistant professor of anthropology, and Howard Rosing is an anthropologist and associate director of the Steans Center for Community-based Service Learning, both at DePaul University.