

Education, Participatory Action Research, and Social Change



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Drawing primarily from critical traditions in social and educational research, this book frames contemporary issues and several conceptual, theoretical-analytical and onto-epistemic approaches towards the development and practice of PAR (Participatory Action Research) in multiple educational spaces and initiatives for socio-cultural change. These environments consist primarily in indigenous and globally South (Africa, Asia, Latin America) contexts. These include indigenous conceptions from Berber (Algeria), Cree& Innuit (Canada), Maori (New Zealand), Adivasi (India) and African indigenous communities in Tanzania and Zimbabwe, while critical Euro-American traditions address neoliberal cooptation of PAR, Habermasian applications in higher education, critical pedagogy and critical ecological perspectives in North America and Australia.

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目录:

[Education, Participatory Action Research, and Social Change](#) [下载链接1](#)

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