

Makiguchi, Tsunesaburo

Education for creative living: ideas and prop...

Education For Creative Living Ideas And Proposals Of Tsunesaburo Makiguchi

Dennis Atkinson, Paul Dash



Education For Creative Living Ideas And Proposals Of Tsunesaburo Makiguchi:

Education for Creative Living Tsunesaburo Makiguchi, 1989 *Education for Creative Living* Tsunesaburō Makiguchi, 1989 Tsunesaburo Makiguchi (1871-1944) Jason Goulah, Andrew Gebert, 2016-04-08 This edited volume focuses on the life and work of Makiguchi Tsunesaburo 1871 1944 a Japanese elementary schoolteacher principal educational philosopher author activist and Buddhist war resister who has emerged as an important figure in international education Makiguchi is the progenitor of value creating soka pedagogy that informs practice in the Soka schools network which includes two universities in Japan and the U S a women s college Japan two secondary schools Japan three elementary schools Brazil and Japan and six Kindergartens Brazil Hong Kong Japan Korea Malaysia and Singapore as well as one of Japan s largest correspondence education programs In addition thousands of educators worldwide incorporate Makiguchi s ideas in their own curriculum and instruction and Brazil has instituted the Makiguchi in Action Project which has provided literacy training and teacher development for nearly a million people This edited volume is the first in the Anglophone literature to theoretically and empirically examine the nature and global application of Makiguchi s influential educational ideas The book was originally published as a special issue of *American Educational Studies* The Buddha Within Ourselves Maria I. Macioti, 2002 Maria Immacolata Macioti s *The Buddha Within Ourselves* contains the results of a five year study conducted by Professor Macioti and a team of young scholars under her direction This study focuses on Nichiren Buddhism as practiced by the members of the Italian Soka Gakkai one of 177 sister organizations associated with Soka Gakkai International a well known Japan based Buddhist association that promotes peace culture and education all over the world Richard M Capozzi s translation makes this book available to English speaking audiences for the first time **Education For Creative Living** Dayle M. Bethel, 2001 With special reference to Japan *Makiguchi Tsunesaburo in the Context of Language, Identity and Education* Jason Goulah, 2018-10-15 Makiguchi Tsunesaburo 1871 1944 was a Japanese schoolteacher principal educational philosopher and Buddhist war resister The progenitor of the value creating soka pedagogy that inspires thousands of teachers worldwide and informs the network of 15 Soka schools universities and a women s college across seven countries in Asia and the Americas Makiguchi has emerged as an important figure in international education curriculum studies and instructional practice Few educators in the global academy however know of Makiguchi s extensive and lifelong work in language education This edited volume including a translation of an early Makiguchi essay heretofore unavailable in English presents theoretical and empirical analyses of Makiguchi s perspectives and practices relative to language identity and education in historical and contemporary contexts First published as a special issue of *Journal of Language Identity and Education* this volume includes a new preface and three new chapters Makiguchi Tsunesaburo in the Context of Language Identity and Education advances the field of Makiguchi studies and is indispensable for scholars and practitioners engaged in language and literacy education international perspectives in education and curriculum theorizing

Contemporary Issues and Challenge in Early Childhood Education in the Asia-Pacific Region Minyi Li, Jillian

Fox, Susan Grieshaber, 2016-10-26 This book investigates the unique and dynamic approaches to key issues of changing images of child and childhood by different countries in the Asia Pacific. Key concepts considered are re conceptualizing early childhood education and care re examining early learning standards and redefining professionalism. The Asia Pacific region includes countries belonging to both the Majority and Minority worlds and which vary widely in terms of their cultural geography, social cultural beliefs and levels of development, demographic profiles, political systems and government commitments to early childhood services. An international team of experienced researchers from different countries guarantees diverse perspectives. By examining different countries' policy choices and evidence based practices, the authors show how best to provide for young children based on their countries' strategies.

Chanting in the Hillsides Jeaneane D.

Fowler, Merv Fowler, 2009 In 1983 a tiny group of people in Cardiff and a married couple in Aberporth, West Wales, were the only Welsh members of Soka Gakkai International, a Japanese movement based on the beliefs and teachings of the 13th century Buddhist Nichiren Daishonin. Today there are hundreds of members in Wales and the Borders. This book examines the history of the movement in these two areas and draws on original research gleaned from the members themselves. The research elicits facets of their faith practices and study as well as their testimonies to the success of such beliefs and practices in their daily lives. The book combines the twin goals of academic analysis of the Buddhism of Nichiren Daishonin in general with the warmth of its expression in the lives of its adherents in Wales and the Borders.

Resourcing Inclusive

Education Janka Goldan, Jennifer Lambrecht, Tim Loreman, 2021-01-18 Marking the first time an entire book has been dedicated to the topic of successful inclusive education, in this volume leading experts address international perspectives on funding models, the role of resources and the development of professionals for the implementation of effective inclusive education.

Reform of Teacher Education in the Asia-Pacific in the New Millennium Y.C. Cheng, King Wai Chow, Magdalena

Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization, IT intensification, international competition and local demands for developments, educators, scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium. This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation. With a total of 14 chapters prepared by 18 scholars from nine educational systems (Australia, Canada, China, Hong Kong, India, Japan, Korea, Malaysia and United States) in the Asia Pacific region, the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular. Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective. This volume is of interest to teachers, teacher educators, researchers, policymakers and other stakeholders in all developed and

developing countries Special Issue: Soka Approaches in Education Vol 9 No SI (2020) JIS Contributors, Special Issue Soka Approaches in Education Vol 9 No SI 2020 **Social and Critical Practice in Art Education** Dennis Atkinson, Paul Dash, 2005 This book takes a new exciting and important approach to art It shows how children and older students can use art to explore personal social and cultural issues that touch their lives The book covers new ground responding as it does to the increasingly diverse nature of cities and to recent government initiatives worldwide to foster social inclusion and equality of opportunity and support active citizenship The contributors are art educators They write about their ways of engaging with contemporary art practice in their particular fields so as to encourage young people to acquire critical understanding They also challenge the pedagogies that perpetuate long established forms of art practice Tim Rollins writes about his work with disaffected youths in the Bronx and John Johnston describes work in art to bring communities together in Northern Ireland Other contributors include Toby Jackson head of interpretation at Tate Modern Diedre Prinz curator of the Robben Island museum in South Africa the 198 Gallery in south London and Viv Golding who works in museums and gallery education Sinath Bannerjee explores socio cultural issues in comic novels in India and Sue Lok explores identities through art practices Educators at each level also contribute to this groundbreaking book Andy Gower describes his innovative art practice in a secondary school and children of Room 13 in a Scottish primary school report on their organization of their own focus for art Lesley Burgess and Nick Addison give an account of their development of critical and social practices in art education at London s Institute of Education The book is for all those working in art education in museums and galleries schools and communities Contributor information Tim Rollins work in New York with Kids of Survival KOS has achieved world wide acclaim Beginning in the 1980s Rollins taught a highly disaffected group of teenagers in the Bronx and together they established an art workshop where members of the group produced challenging conceptual art work Subsequently work was sold and is now held in major galleries around the world Through their visual practices many members of the group overcame feelings of rejection and alienation and developed self assurance and confidence John Johnston works with the Protestant communities in Belfast and through the use of visual practices he has been working with young people in a variety of community sites to explore issues of identity This is a difficult educational challenge given the history of Northern Ireland Recently he has been invited to work in Lebanon at a human rights summer school He has been working with young people there to explore themes of home and belonging through visual practices Room 13 consists of a highly creative group of children at Caol Primary School near Fort William in Scotland The children are producing contemporary art which has received much interest and acclaim nationally and internationally The children run Room 13 as an entirely self funding business independent from the school Rob Fairley and Claire Gibb are the only adults involved they offer advice but they are not the children s teachers An elected committee of children makes all decisions about the work and the business Viv Golding is a lecturer in museum studies at Leicester University She uses the concept of museum clearing to counter the discourses of

lack often a self fulfilling prophecy that frequently permeates much discussion of Black children and their under achievement in UK schools today The practical value of her critique is illustrated through a fieldwork project involving imaginative art and literacy school and museum work in south London with early years children Deidre Prins and her team work as education officers at Robben Island Museum in South Africa They provide some background to the work of the museum and introduce readers briefly to the legacy of creative forms used in the maximum security prison between 1960s and 1991 and the role it played in creating a process of normalization under conditions that were repressive and alienating A large part of the audiences of Robben Island Museum are children and youth All of them have no memory or experience of the colonial period in RSA history and very few of them have a memory or experience of apartheid These are two defining periods in the lives of all South Africans with the scars benefits and joys of a new democracy To create a dynamic learning environment in which children and youth can engage with a legacy which is at once painful and liberatory requires a process of making memory speaking about the past doing the past and understanding the past Their engagement with this past in turn creates their own memories and leaves its mark on Robben Island which is a living museum The theme of memory making will be described through the production of a photographic collage which is part of the annual Spring School activities 198 Gallery The team at the 198 Gallery write about their work on the Urban Visions scheme which is an outreach programme that deals with disaffected youth in south London Lucy Davies the chief administrator and other gallery staff will write about how their program has impacted on the learning experience of children from this diverse urban environment Many are excluded from schools or have learning difficulties which schools find difficult to address The gallery in its work across a range of media but more especially electronic media has earned the respect of many in educational and fine art circles both in this country and in mainland Europe Sue Lok is an artist and lecturer at Middlesex University She has a particular interest in the experience of Chinese British artists and young people Her work will explore themes central to their experience alongside issues emanating from her own experience as an artist and researcher Lesley Burgess and Nick Addison are art educators at the Institute of Education in London They have a nation wide reputation for their seminal publication Learning to Teach Art and Design in the Secondary School They have carried out further research in the arena of teacher education for this book Andy Gower is head of art at a north London comprehensive school He and his team have devised a way of teaching which is unique but very successful within the state system Their issues based approach extends across the year groups and encourages responses which address issues of personal social cultural and political concern The idea is not to focus greatly on the development of traditional skills in making art but in fostering a creative thinking environment in which children respond imaginatively and personally to issues which impact on their lives Sarnath is a comic artist he addresses issues through the graphic medium of comic imagery His work explores relationships and issues of exclusion both physical and psychological The ways in which his pieces unfurl encourage different interpretations and readings of what is being said It is

an extraordinarily intense and challenging comic style which demands constant revisiting and re reading His chapter invites us to enter the world of a south Asian man whose thoughts drift in and out of different points of experience It takes us on a physical and psychological journey and deposits us in a space that begs more questions about identity and belonging Sarnath Banerjee has initiated a scheme in the south Asian community of Tower Hamlets in east London which will see Bengali women make comics about their lives and thoughts He is developing a similar scheme among a number of minority ethnic communities in the Brixton area of south London He is shortl

Annals of Entrepreneurship Education and Pedagogy - 2025 Susana C. Santos, Sharon A. Simmons, 2025-01-09 If you are looking for the intersection of past practices current thinking and future insights into the ever expanding world of entrepreneurship education then you will want to read and explore the sixth edition of the *Annals of Entrepreneurship Education and Pedagogy* Prepared under the auspices of the United States Association for Small Business and Entrepreneurship USASBE this edited volume covers a broad range of scholarly practical and thoughtful perspectives on a compelling range of entrepreneurship education issues *Team Academy and Entrepreneurship Education* Elinor Vettraino, Berrbizne Urzelai, 2021-11-22 Within Entrepreneurship Education Team Academy TA is seen as an innovative pedagogical model that enhances social connectivity as well as experiential student centred and team based learning It also creates spaces for transformative learning to occur This first book of the Routledge Focus on Team Academy book series examines the place and purpose of the TA model in entrepreneurship education and indicates how and why the model has grown in popularity and interest over the last three decades This book is aimed at academics practitioners and learners engaged in the TA methodology pedagogy and model as well as those interested in the area of entrepreneurial team learning Readers will be inspired to innovate in their delivery methodologies and to explore learning by doing approaches to creating value The book also aims to challenge the discourse around entrepreneurship and entrepreneurial activities offering insights research stories and experiences from those learning and working in the TA approach

The Wiley International Handbook of Mentoring Beverly J. Irby, Jennifer N. Boswell, Linda J. Searby, Frances Kochan, Ruben Garza, Nahed Abdelrahman, 2020-03-10 The first collection in the area of mentoring that applies theory to real world practice research programs and recommendations from an international perspective In today s networked world society mentoring is a crucial area for study that requires a deep international understanding for effective implementation Despite the immense benefits of mentoring current literature on this subject is surprisingly sparse The Wiley International Handbook of Mentoring fills the need for a comprehensive volume of in depth information on the different types of mentoring programs effective mentoring practices and emerging practical and applicable theories Based on sound research methodologies this unique text presents original essays by experts from over ten different countries demonstrating the ways mentoring can make a difference in the workplace and in the classroom these experts have an understanding of mentoring worldwide having worked in mentoring in over forty countries Each of the

Handbook's four sections mentoring paradigms practices programs and possibilities include a final synthesis chapter authored by the section editors that captures the essence of the lessons learned applies a global context and recommends research avenues for further exploration This innovative volume demonstrates how mentoring in any culture can help employees to complete tasks and advance in their positions aid in socialization and assimilation in various settings provide diverse groups access to resources and information navigate through personalities politics policies and procedures and much more Offers an inclusive international perspective that supports moving mentoring into a discipline of its own and lays a theoretical foundation for further research Shows how emerging practical theories can be implemented in actual programs and various scenarios Examines a wide range of contemporary paradigms practices and programs in the field of mentoring including a panorama of introspections on mentoring from international scholars and practitioners Includes historical and epistemological content background information and definitions and overviews of fundamental aspects of mentoring The Wiley International Handbook of Mentoring is an essential volume for a global readership particularly teachers of mentoring courses trainers and researchers and practitioners in a variety of fields such as business education government politics sciences industry or sports

An Alternative Framework for Community Learning Centers in the 21st Century Michael F. Reber, 2003 Public Community Learning Centers CLCs at least in the context of the United States are social structures that have been established to address particular community needs In the beginning they were instituted as extensions of state departments human services in order to assist communities with programs such as adult literacy and high school graduation certification Today they have taken on a broader role as a result of the Elementary and Secondary Education Act Title X Part I that gives rural and inner city public schools nearly 2 billion over five years 1999 2004 to develop CLCs for programs such as mentoring in basic skills or helping high school students prepare for college Despite these noble efforts public CLCs are still not integral parts of community sustainability One could argue that a major cause for this is that they are established mainly for political purposes However the problem is much deeper Public CLCs today are unable to serve as sustainable social structures because they lack several foundational principles that assist communities with creating and maintaining sustainability In short they do not adequately reflect the values beliefs and knowledge of the current community education movement Thus an alternative framework within which communities can develop CLCs is needed Using a systemic design approach toward the design of a community learning system an alternative framework for CLCs is designed that enables communities to create the conditions whereby they can become self reliant self governing and sustainable

Peace, Value, and Wisdom George David Miller, 2021-11-22 This book introduces readers to the Buddhist based philosophy of education of Daisaku Ikeda Ikeda's philosophy of education offers human revolution value creation and dialogue as counterweights to the violence lurking in today's classrooms Where education becomes wisdom based it transforms learners into keen assessors of their inner lives and establishes a foundation for global citizenship

How to Improve Your Teaching of

Entrepreneurship Colin Jones, 2025-01-09 This indispensable guide enables the reader to develop confidence and capacity in understanding the fundamentals of entrepreneurship education Colin Jones provides support for those seeking continuous pedagogical development and examines realistic solutions to contemporary educator challenges including adapting to individual student learning contexts and designing unique learning tasks

A STUDY OF SELF-CONCEPT OF INTERMEDIATE STUDENTS IN RELATION TO THEIR FEELING OF SECURITY CHERUKURI

NARAYANAMMA, 2020-10-14 **Beyond Religion and the Secular** Wayne Hudson, 2022-11-17 Deploying a distinctive disaggregative approach to the study of religion this volume shows that spiritual movements with extensive counterfactual beliefs have been much more creative than one might expect Specifically Wayne Hudson explores the creativity of six spiritual movements the Bah s a Persian movement Soka Gakkai a Japanese movement Ananda Marga and the Brahma Kumaris two reformed Hindu movements and two controversial American churches The Church Universal and Triumphant and the Church of Jesus Christ of Latter day Saints Most of these movements have counterintuitive features that have led Western scholars making Enlightenment assumptions to dismiss them as irrational and or inconsequential However this book reveals that these movements have responded to modernity in ways that are creative and practical resulting in a wide range of social educational and cultural initiatives Building on research surrounding the ways in which spiritual movements engage in cultural productions this book takes the international research in a new direction by exploring the utopian intentionality such cultural productions reveal

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