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The Pedagogy of the Social Sciences Curriculum

 Springer

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Foreword

If this volume did no more than bring into view a wide range of ideas appropriate for the social science curriculum in the twenty-first century, it would have been worthwhile. And it most assuredly does this. Heutagogy (self-directed learning), learning *in* communities, learning oriented *towards* communities, solution-focused teaching, grappling with exclusion and marginalisation and the complex notion of engagement: all these and many other ideas are examined and practical examples are cited. But this volume does much more than this. In particular, as intimated by its title, it shows how *both* pedagogy and curriculum are important matters, that neither is reducible to the other and, most important of all, neither can be seriously considered without bringing the other dimension into play.

The curriculum cannot satisfactorily be pursued unless questions arise about the student and her or his learning: just *how* is it to be accomplished? And pedagogical matters cannot be adequately examined without raising matters of the curriculum: it is all very well wanting to promote student independence and even to have a broader sense of students as persons making their way in the wider society but such aims cannot be brought off in the abstract. Questions about the matters with which the student is expected to grapple—the curriculum—have also to be addressed. That this volume adroitly holds all of these dimensions together marks it out as having a distinctive and valuable contribution to the development of academic practice.

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Acknowledgements

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

Both of us as editors of this book have worked in the higher education sector for a number of years. The processes of teaching and learning are at the heart of what we do in our daily lives. This edited volume derives from two workshops funded by the Higher Education Academy (HEA). ‘The Pedagogy of Community Development and Engagement’ workshops took place in February 2014 and March 2014.

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Huddersfield, UK

Jamie P. Halsall
Michael Snowden

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