

# Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice

Edited by  
Dolores Delgado Bernal, Rebeca Burciaga  
and Judith Flores Carmona

# Online Testimonios Pedagogical Methodological Activist Approaches

**Norman K. Denzin (ed), Yvonna S. Lincoln**



## **Online Testimonios Pedagogical Methodological Activist Approaches:**

*Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice* Dolores Delgado Bernal, Rebeca Burciaga, Judith Flores Carmona, 2017-10-02 While the genre of testimonio has deep roots in oral cultures and in Latin American human rights struggles the publication and subsequent adoption of *This Bridge Called My Back* Moraga Anzald a 1983 and more recently *Telling to Live* Latina Feminist Testimonios Latina Feminist Group 2001 have demonstrated the power of testimonio as a genre that exposes brutality disrupts silencing and builds solidarity among women of colour Within the field of education scholars are increasingly taking up testimonio as a pedagogical methodological and activist approach to social justice which transgresses traditional paradigms in academia Unlike the more usual approach of researchers producing unbiased knowledge the testimonio challenges objectivity by situating the individual in communion with a collective experience marked by marginalization oppression or resistance This approach has resulted in new understandings about how marginalized communities build solidarity and respond to and resist dominant culture laws and policies that perpetuate inequity This book contributes to our understanding of testimonio as it relates to methodology pedagogy research and reflection in pursuit of social justice A common thread among the chapters is a sense of political urgency to address inequities within Chicana o and Latina o communities This book was originally published as a special issue of *Equity Excellence in Education*

*Cases on Practical Applications for Remote, Hybrid, and Hyflex Teaching* Shinas, Valerie Harlow, Ly, Chu N., Ozden, Sule Yilmaz, 2022-03-18 The COVID 19 pandemic created a ripple effect that impacted education worldwide felt from Pre K through higher education In response to the pandemic teachers parents and students shifted to teaching and learning online to adjust to the affordances found in digital spaces However challenges quickly arose and it was found that research was sorely needed on adapting learning to these digital spaces including addressing issues with equitable access to technological tools meeting the social emotional needs of all learners and developing appropriate teaching strategies for young children in online spaces Situating our understanding of emerging research in this area of remote teaching and learning in Pre K through higher education is critical as we look to build upon evidence based practices to better support 21st century educators and learners *Cases on Practical Applications for Remote Hybrid and Hyflex Teaching* presents emerging case studies on the impacts of the COVID 19 pandemic and reports and responds to early evidence of these impacts and the predicted future impacts for students families teachers policymakers and higher education Building on knowledge of how teaching and learning in digital spaces work the literature presented in this book captures preliminary findings and emerging research examining how educators leverage teaching and learning across platforms and modalities and shares stories on how educators families and communities responded to the challenges of teaching and learning online to ensure all students were engaged and fully supported while learning remotely and as they transitioned back to the classroom Covering topics such as pedagogies remote teaching and parental responses it is ideal for teachers

academicians preservice teachers professors researchers community education providers and students      **Educación para construir sociedades más inclusivas** Victoria Pérez de Guzmán, Teresa Terrón Caro, 2022-09-09 Avanzar hacia una educación inclusiva requiere partir de la realidad del entorno tener claro hacia dónde se orienta la educación y crear ambientes adecuados Esta obra es el resultado del esfuerzo de un colectivo universitario con gran conocimiento y experiencia en los campos que se abordan Se afronta el reto de dar respuesta al desafío social y educativo que nos plantea la sociedad que requiere de una preparación académica más integral y humana capaz de afrontar una realidad cada vez más compleja Nos acerca a comprender que uno de los mayores retos para el sistema educativo es entender y promover políticas y prácticas de inclusión que permitan que todo el alumnado tenga la misma posibilidad de alcanzar los aprendizajes fundamentales La educación juega un papel fundamental para poder conseguir una ciudadanía comprometida Se hace necesaria una construcción social que genere un valor sostenible que permita desarrollar la capacidad de innovación y transferencia del conocimiento que se requiere en este momento Debemos trabajar desde la educación para construir sociedades más inclusivas igualitarias y comprometidas con la diversidad en el sentido más amplio del término y tanto a nivel mundial como regional nacional y local Los diez capítulos en los que se estructura la obra nos orientan desde una educación transformadora para hacer frente a las diversas formas de exclusión y marginación que existen y la inclusión y la equidad constituyen la base para lograrlo Las diferentes aportaciones de esta obra nos enseñan desde una visión teórica práctica a construir sociedades más inclusivas

Performativity and the Representation of Memory: Resignification, Appropriation, and Embodiment Dinis, Frederico, 2024-08-21 The age of digital culture has not only brought significant transformations in how we perceive memory history and heritage but it has also raised pressing questions about authenticity and ownership of memory The role of digital technologies in shaping collective identities is a topic of intense scrutiny Moreover contemporary societies grapple with complex issues in the politics of memory especially with the proliferation of diverse narratives and the manipulation of public spaces The book's content is therefore highly relevant offering critical reflection and scholarly analysis to these societal challenges Performativity and the Representation of Memory Resignification Appropriation and Embodiment offers a comprehensive exploration of these issues examining how contemporary practices of re-enactment intersect with digital contexts to shape our understanding of memory and heritage The book analyzes the processes of memory creation and transmission in digital environments providing a nuanced understanding of how memory is constructed shared and contested in the digital age It also explores the role of arts based research and participatory practices in documenting and preserving collective memories offering insights into new forms of memory sharing and identity formation      **Scholars in COVID Times** Melissa Castillo Planas, Debra A. Castillo, 2023-09-15 Scholars in COVID Times documents the new and innovative forms of scholarship community collaboration and teaching brought about by the COVID 19 pandemic In this volume Melissa Castillo Planas and Debra A Castillo bring together a diverse range of texts from research based studies to self reflective

essays to reexamine what it means to be a publicly engaged scholar in the era of COVID. Between social distancing, masking, and remote teaching, along with the devastating physical and emotional tolls on individuals and families, the disruption of COVID-19 in academia has given motivated scholars an opportunity or necessitated them to reconsider how they interact with and inspire students, conduct research, and continue collaborative projects. Addressing a broad range of factors from anti-Asian racism to pedagogies of resilience and escapism, digital pen pals to international performance, the essays are connected by a flexible, creative approach to community engagement as a core aspect of research and teaching. Timely and urgent but with long-term implications and applications, *Scholars in COVID Times* offers a heterogeneous vision of scholarly and pedagogical innovation in an era of contestation and crisis.

**The SAGE Handbook of Qualitative Research** Norman K. Denzin (ed), Yvonna S. Lincoln, 2005. A thoroughly revised, updated edition, this volume includes new chapters on autoethnography, critical race theory, queer theory, testimonies.

## **Online Testimonios Pedagogical Methodological Activist Approaches** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has be much more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Online Testimonios Pedagogical Methodological Activist Approaches**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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