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important to society, yet research is segmented by approach, methodology or topic. Legitimation Code Theory or 'LCT' extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism. This book shows how LCT can be used to build knowledge about education and society. Comprising original papers by an international and multidisciplinary group of scholars, Knowledge-building offers the first primer in this fast-growing approach. Through case studies of major research projects, Part I provides practical insights into how LCT can be used to build knowledge by: - enabling dialogue between theory and data in qualitative research - bringing together quantitative and qualitative methodologies in mixed-methods research - relating theory and practice in praxis - conducting interdisciplinary studies with systemic functional linguistics Part II offers a series of studies of pressing issues facing knowledge-building in education and beyond, encompassing: - diverse subject areas, including physics, English, cultural studies, music, and design - educational sites: schooling, vocational education, and higher education - practices of research, curriculum, pedagogy and assessment - both education and informal learning contexts, such as museums and masonic lodges Carefully sequenced and interrelated, these chapters form a coherent collection that gives a unique insight into one of the most thought-provoking and innovative ways of building knowledge about knowledge-building in education and society to have emerged this century. This book is essential reading for all serious

students and scholars of education, sociology and linguistics.

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In the Johannesburg township of Soweto, a young, black gangster in South Africa, who

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School integration
means, among
other things, that

the divisions
created by
apartheid need to
be addressed
systematically and
systemically.
Integration is not
merely about
changing the racial
demographics of
learner and
educator bodies. It
means schools
changing to meet
the needs of all
children, fostering
meaningful
interaction among
learners in the
classroom, on the
playground and in
extra-mural
activities as well as
instilling a human
rights culture. It
means constructing
curricula, texts and
pedagogies that are

informed by a
democratic ethos
and it requires
teachers, school
managers and
communities that
are equipped to
promote a
democratic school
environment. In
short, it is about
inclusivity and
social cohesion.
And the issue of
integration is as
pertinent
internationally as it
is in South Africa -
questions of race,
racism, citizenship
and diversity are
central to school
systems
throughout the
world. This book
contains the
proceedings of a
colloquium held in

October 2003, attended by leading South African and international researchers, to take stock of the status quo in school integration and identify new directions research should be taking to support the process of change.

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goal is to help
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evaluating claims
about the language
and the people who

use it.

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