

daniel mclaughlin and william g. tierney

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personal narratives and the process of educational change

# Naming Silenced Lives Personal Narratives And The Process Of Educational Change

**Nicola Yelland**



## **Naming Silenced Lives Personal Narratives And The Process Of Educational Change:**

**Naming Silenced Lives** Daniel McLaughlin, William G. Tierney, 1993 Naming Silenced Lives presents a series of autobiographical histories which demonstrate how educational organizations often marginalize and silence different groups Each chapter examines the way in which a specific group has been silenced by various educational arrangements considers the import of using autobiographies and other narrative methods to alter individuals received circumstances and describes how this naming of silenced lives and relationships to educational institutions has proposed change **Whiteness,**

**Pedagogy, Performance** Leda M. Cooks, Jennifer S. Simpson, 2008-03-01 Whiteness Pedagogy Performance is unique in bringing together these three important topics in the context of communication teaching and scholarship with an eye toward interdisciplinary perspectives In fourteen chapters the leading whiteness scholars in the field of communication analyze the process of teaching and learning and the complicated intersections of whiteness racial identity and cross racial dialogue Toward these ends these essays offer a variety of theoretical and practical approaches to the analysis of identity construction racial privilege and pedagogies toward equality and social justice Above all for teachers students and anyone interested in these issues this book is a challenge to re think the ways our curricula texts disciplinary boundaries and moreover how our interactions and performances re inscribe racial privileges Chapters provide innovative and accessible analyses of teaching and learning that will appeal to students teachers administrators and anyone interested in how race works

**Understanding Curriculum** William F. Pinar, 1995 Perhaps not since Ralph Tyler s 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike Life History and Narrative J.

Amos Hatch, Richard Wisniewski, 2002-11 Narrative inquiry refers to a subset of qualitative research design in which stories are used to describe human action This book contains current ideas in this field of research and will be of interest to qualitative researchers **Crises Of Identifying** Dymaneke D. Mitchell, 2013-04-01 Although there has been an increase in literature regarding children of color with disabilities it mainly focuses on their experiences in one social context Crises of Identifying Negotiating and Mediating Race Gender and Disability within Family and Schools includes narratives on the familial and educational experiences in public private and institutional educational settings of five African American adults who have disabilities associated with blindness cerebral palsy and speech impairment As a deaf African American female the author and researcher also highlights her familial and educational experiences throughout the book as a frame of analysis This book can serve as a literary resource to academics and educational programs and or institutions as well as an informational guide to parents teachers administrators and paraprofessionals caregivers of children with disabilities

regarding the significance of leadership advocacy activism and identification development within familial and educational contexts on the experiences of children including the impact of complex dynamics that exist within and between families and schools Hopefully this book will provide parents teachers administrators and paraprofessionals with an understanding and comprehension of complexities concerning disability gender and race within family and schools including their association with crises of identifying essentialist discourses as well as power and privilege dynamics This book consists of nine chapters which are organized into three parts Part I focuses on background rationale theoretical and methodological underpinnings of the research this book is based on Part II introduces the reader to the narratives of five African Americans with disabilities Each narrative provides insights into the lived experiences and leadership qualities of two males and three females Part III presents the concluding chapters of the book and highlights the significance of this research for the educational field including disability studies teacher education programs and special education

**Navigating Gender and Sexuality in the Classroom** Heather Killelea McEntarfer, 2016-01-08 Gender identity and sexuality play crucial roles in the educational experiences of students parents and teachers Teacher education must more directly address the ways that schools reflect and reproduce oppressive gender norms working to combat homophobia transphobia heteronormativity and gendered expectations in schools This volume examines teacher candidates experiences with gender and sexuality in the classroom offering insight and strategies to better prepare teachers and teacher educators to support LGBTQ youth and families This volume addresses the need for broader more in depth qualitative data describing teacher candidates responses to diversity in the classroom including gender sexuality race class and religion By using pedagogical tools such as narrative writing and positioning theory teacher candidates explore these issues to better understand their own students narratives in deeply embodied ways This book calls for schools to be places where oppression in all its complexity is explored and challenged rather than replicated

**The Qualitative Inquiry Reader** Norman K. Denzin, Yvonna S Lincoln, 2002 The Qualitative Inquiry Reader offers a selection of landmark articles from the SAGE journal Qualitative Inquiry These works introduce framework that will allow scholars and students to interpret cutting edge work in the field of qualitative inquiry

**The Oxford Handbook of Qualitative Research** Patricia Leavy, 2020 The Oxford Handbook of Qualitative Research Second Edition presents a comprehensive interdisciplinary overview of the field of qualitative research Divided into eight parts the forty chapters address key topics in the field such as approaches to qualitative research philosophical perspectives narrative inquiry field research and interview methods text arts based and internet methods analysis and interpretation of findings and representation and evaluation The handbook is intended for students of all levels faculty and researchers across the disciplines and the contributors represent some of the most influential and innovative researchers as well as emerging scholars This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject while providing substantive contributions to the field that will be of interest to even the most experienced

researchers It serves as a user friendly teaching tool suitable for a range of undergraduate or graduate courses as well as individuals working on their thesis or other research projects With a focus on methodological instruction the incorporation of real world examples and practical applications and ample coverage of writing and representation this volume offers

everything readers need to undertake their own qualitative studies      **Disrupting Privilege, Identity, and Meaning** Alison L. Neilson, 2008-01-01 This narrative about the research journey explores the motivation to study practices of environmental education and the privilege that supports the authors ability to do so It is about the process of dislodging individual privilege in environmental education research and being part of a community of practice It is written to invite participation in reciprocal learning teaching about and knowledge construction of environmental education as collaborative reflexive practice

**The Experiences of Refugee Youth from Burma in an American High School** Lisa Roof, Mary B. McVee, 2020-12-29 This timely volume uses critical ethnographic methods to trace the experiences and identities of refugee students from Burma as they move through their final year of schooling in an urban high school in the United States Against the backdrop of increasing tensions surrounding immigration and identity in America The Experiences of Refugee Youth from Burma in an American High School presents an analysis of the academic paths of adolescent immigrants and the challenges they face throughout their schooling Delving into the historical and socio political context of the school and surrounding landscape this volume offers an immersive insider perspective of the educational circumstances of SaySay Paw Htoo and Hlaing the three newcomer youths from Burma Through detailed ethnographic narratives readers are introduced to resilient adolescents who navigate their way through the maze of social expectations language learning demands and ethnic related tensions to rebuild their identities in the United States By highlighting the students stories and identities the book shows how racism is subtly woven into the fabric of education in the United States and how schools can provide more equitable schooling for newcomers from other nations This volume will benefit graduate students researchers academics and pre service teachers in the fields of English language learning refugee and immigrant education and the sociology of education Those with an interest in urban and multicultural education will also find this text useful      **Handbook of Ethnography** Paul Atkinson, 2001-03-22 This

handbook provides a critical guide to the past present and future of ethnography      **Collecting and Interpreting Qualitative Materials** Norman K. Denzin, Yvonna S. Lincoln, 2012-10-24 This book is the third of three paperback volumes taken from The SAGE Handbook of Qualitative Research Fourth Edition It introduces the researcher to basic methods of gathering analyzing and interpreting qualitative empirical materials Part 1 moves from narrative inquiry to critical arts based inquiry to oral history observations visual methodologies and autoethnographic methods It then takes up analysis methods including computer assisted methodologies focus groups as well as strategies for analyzing talk and text The chapters in Part II discuss evidence interpretive adequacy forms of representation post qualitative inquiry the new information technologies and research the politics of evidence writing and evaluation practices      **From Here to University** Alexander Jun, 2001

First Published in 2002 Routledge is an imprint of Taylor Francis an informa company      **White Reign** Joe L. Kincheloe, Shirley R. Steinberg, Nelson M. Rodriguez, Ronald E. Chennault, 2000-03 What does it mean to be white in today's society Is whiteness an ethnicity White Reign tackles questions like these by examining whiteness as a cultural concept that our society has created and exposing the systems that teach us how we think about race including schools media and even cyberspace These essays examine the construction of white identity and the possibility of reshaping whiteness in a progressive nonracist manner presenting a culture of whiteness that can be employed by educators parents and citizens concerned with racial justice      Routledge Encyclopedia of Narrative Theory David Herman, Manfred Jahn, Marie-Laure Ryan, 2010-06-10 The past several decades have seen an explosion of interest in narrative with this multifaceted object of inquiry becoming a central concern in a wide range of disciplinary fields and research contexts As accounts of what happened to particular people in particular circumstances and with specific consequences stories have come to be viewed as a basic human strategy for coming to terms with time process and change However the very predominance of narrative as a focus of interest across multiple disciplines makes it imperative for scholars teachers and students to have access to a comprehensive reference resource      Disability and the Life Course Mark Priestley, 2001-07-05 Disability and the Life Course first published in 2001 explores the global experience of disability using a novel life course approach The book explores how disabling societies impact on disabled people's life experiences and highlights the ways in which disabled people have acted to take more control over their own lives It provides a unique combination of analysis policy issues and autobiography offering the reader a rare opportunity to make links between the theoretical the political and the personal in a single volume The material is set in a truly international context with contributions from thirteen different countries bringing together established and emerging writers both disabled and non disabled The book bridges some important gaps in the existing disability literature by including issues relevant to disabled people of all ages and with different kinds of impairments and also by offering a unique analysis of the relationship between disability and generation in a changing world

**Writing Games** Christine Pears Casanave, 2005-04-11 This work explores how writers from several different cultures learn to write in their academic settings and how their writing practices intersect with their evolving identities as students and professionals in academic environments      **Critical Issues in Early Childhood Education** Nicola Yelland, 2005-04-16 This book is a valuable contribution to the creation of a more critical and theoretically diverse approach to early childhood policy and practice Through many vivid examples and a varied cast list of authors both academics and practitioners it shows the potential of this approach for pedagogical work in early childhood institutions and the education of the early childhood workforce Professor Peter Moss Institute of Education University of London UK In the era of No Child Left Behind in the US you might think that the landscape of educational research and practice has been transformed into a row of scientific models and unvarying curricular scripts Nicola Yelland's volume will persuade you that in contrast the landscape in early childhood

education is varied and full of unconventional angles The authors examine virtually every significant aspect of curricular practice and postmodernist theory while challenging readers to be skeptics themselves to engage with risky ideas on the way to transformative actions Celia Genishi Professor of Education Teachers College Columbia University USA This book challenges long established beliefs about early childhood education It offers readers the opportunity to think about the aspects of their profession that are fundamental to providing effective and equitable educational opportunities for young children in the 21st century Well known contributors explore issues that are not only critical in terms of being fundamental to early childhood education but also critical in that they present alternative ideas and use frameworks that are not traditional to the field Organized in three parts the book considers Contemporary views of early childhood education and teaching The rethinking of early childhood practices The emergence of new technologies and multiliteracies The chapters in the book focus on aspects of early childhood education that have for a long time been accepted as truisms or have been too hard to deal with and thus often ignored For example they include a consideration of issues that range from examining play that might be sexual in focus or learning how to cope with traumatic events in young children s lives to the ways in which popular culture and new literacies impact on what young children are interested in and how they can be engaged in learning with information and communications technology Essential reading for students in all early childhood studies programmes as well as early childhood practitioners who want to engage in more reflective practices around their work Contributors Yarrow Andrew Chelsea Bailey Mindy Blaise Elizabeth Brooker Sheralyn Campbell Gaile Cannella Richard Johnson Anna Kilderry Jackie Marsh Jeanette Rhedding Jones Leonie Rowan Sharon Ryan Jonathan Silin Jennifer Sumsion Daniel Walsh Nicola Yelland

**Multicultural Issues in Literacy Research and Practice** Arlette Ingram Willis, Georgia Earnest

Garcia, Rosalinda B. Barrera, Violet J. Harris, 2014-04-04 Brings together current research that addresses multicultural issues in literacy theory research practice Included are a range of methodologies naturalistic ethnographic

**The SAGE Handbook of Gender and Education** Christine Skelton, Becky Francis, Lisa Smulyan, 2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews syntheses and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad

background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community



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