

Performance Theories In Education



Power, Pedagogy, and the Politics of Identity

Edited by

Bryant K. Alexander • Gary L. Anderson • Bernardo P. Gallegos

Performance Theories In Education Power Pedagogy And The Politics Of Identity

Dina Tsagari



Performance Theories In Education Power Pedagogy And The Politics Of Identity:

Performance Theories in Education Bryant Keith Alexander, Gary L. Anderson, Bernardo Gallegos, 2004-12-13

Performance Theories in Education Power Pedagogy and the Politics of Identity breaks new ground by presenting a range of approaches to understanding the role function impact and presence of performance in education It is a definitive contribution to a beginning dialogue on how performance as a theoretical and pragmatic lens can be used to view the processes procedures and politics of education The conceptual framework of the volume is the editors argument that performance and performativity help to locate and describe repetitive actions plotted within grids of power relationships and social norms that comprise the context of education and schooling The book brings together performance studies and education researchers teachers and scholars to investigate such topics as the relationship between performance and performativity in pedagogical practice the nature and impact of performing identities in varying contexts cultural and community configurations that fall under the umbrella of teaching education and schooling and the hot button issues of educational policies and reform as performances With the aim of developing a clearer understanding of the effect affect and role of performance in education the volume provides a crucial starting point for discourse among theorists and teacher practitioners who are interested in understanding and acknowledging the politics of performance and the practices of performative social identities that always and already intervene in the educational endeavor

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

Affective Movements, Methods and Pedagogies Anne Harris, Stacy Holman Jones, 2020-12-09 Affective Movements Methods and Pedagogies invites readers to think with affect about performance pedagogies and their inherent activist embodied and collective natures It works across multiple spheres to help readers understand how to deploy affective approaches rather than to simply think with affect theory about traditional methods The book is structured and curated across three main thematic sections affective movements methods and pedagogies each of which treats the core explorations of affect and performance through a different perspective It is concerned with the ways performance and theatrical methods work with and through a theoretics of affect The sixteen

chapters include work that models theoretical practices in writing and demonstrates how theorising affect and its methods is itself a performative practice The contributors offer rich examples from diverse geopolitical as well as disciplinary contexts innovative methods and finally intersectional theoretics This collection will be of interest to higher education students exploring methodologies and academic researchers and teachers in the fields of performance studies communication critical studies sociology and the arts

The Pedagogies of Cultural Studies Andrew Hickey, 2016-03-31 This volume provides an exploration of the manifold ways pedagogy is enacted in cultural studies practice Pedagogy in the book comes to stand as far more than simply the art of teaching contributors explore how pedagogy defines and shapes their practice as cultural studies scholars Chapters variously highlight the role of pedagogy in cultural studies practice including formal classroom situations where cultural studies is deployed to teach as part of degree or coursework programs but importantly also as something removed from the formal classroom as situated within the research act via public engagement or through social activism as a public pedagogy In so doing the book charts a course for understanding cultural studies as an active and engaged discipline interested in understanding cultural flows and production as sites of learning and exchange

The SAGE Handbook of Performance Studies D. Soyini Madison, Judith Hamera, 2006 Publisher description

Visual Pedagogies, 2022-12-12 This international collection presents theoretical empirical and practice led considerations of what can be envisioned as visual pedagogies offering classic creative and contemporary re workings of these paradigms In complementary yet overlapping parts this book explores understandings of visual pedagogies as learning with through and or about images visual and digital environments embodied performances and immersive experiences As visual practices in academia gain momentum the need to navigate visibility in ways that enhance sensibility and awareness of how what we observe analyze criticize and reflect on in any given moment continues to grow We understand visual pedagogies as nomadic in the sense that the how and the what of image centered learning is not separable What does this mean First it means recognizing pedagogical practices as always already implicated In other words the form itself carries its own message Visual pedagogies respond to and are actualized within the cultural contexts in which they are working At the same time they carry the possibilities of being taken up in diverse ways beyond one particular context As living morphing practices visual pedagogies expand on contextual affordances while at the same time providing the means of exceeding them Thus there are folk literacies in perpetual movement that are producing visual pedagogies where points of traction for theorizing and research can form These then can be mobilized as springboards for analysis and examination of how visual pedagogies become apparent This book takes up multiple diverse contexts through an international selection of authors The parts work to address conceptual empirical and practical considerations through different emphases yet in conversation with each other

The Guided Reader to Teaching and Learning Music Jonathan Savage, 2013-06-26 The Guided Reader to Teaching and Learning Music draws on extracts from the published work of some of the most influential education writers to provide insight guidance and clarity about key issues

affecting Music teachers The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms The extracts are accompanied by a summary of the key ideas and issues raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters cover Analysing your own work as a music teacher Concepts of musicality Notions of musical development and progression Pedagogies for teaching music musically Music inside and outside the school Formal informal and non formal approaches to music education Productive methods of assessment and transition for music education Creativity and music education Supporting the gifted and talented in music Using ICT within music education Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well practicing teachers this accessible but critically provocative text will be an essential resource for all teachers that wish to deepen their understanding of Music Education

Producing Success Peter Demerath, 2009-12-15 Middle and upper middle class students continue to outpace those from less privileged backgrounds Most attempts to redress this inequality focus on the issue of access to financial resources but as Producing Success makes clear the problem goes beyond mere economics In this eye opening study Peter Demerath examines a typical suburban American high school to explain how some students get ahead Demerath undertook four years of research at a Midwestern high school to examine the mercilessly competitive culture that drives students to advance Producing Success reveals the many ways the community's ideology of achievement plays out students hone their work ethics and employ various strategies to succeed from negotiating with teachers to cheating parents relentlessly push their children while manipulating school policies to help them get ahead and administrators aid high performers in myriad ways even naming over forty students valedictorians Yet as Demerath shows this unswerving commitment to individual advancement takes its toll leading to student stress and fatigue incivility and vandalism and the alienation of the less successful Insightful and candid Producing Success is an often troubling account of the educationally and morally questionable results of the American culture of success

This Bridge We Call Communication Leandra Hinojosa Hernández, Robert Gutierrez-Perez, 2019-01-15 This Bridge We Call Communication Anzald's Approaches to Theory Method and Praxis explores contemporary communication research studies performative writing poetry Latina/o studies and gender studies through the lens of Gloria Anzald's theories methods and concepts Utilizing different methodologies and approaches testimonio performative writing and interpretive rhetorical and critical methodologies the contributors provide original research on contexts including healing and pain woundedness identity Chicana and black feminisms and experiences in academia

Performance Ronald J Pelias, 2016-09-16 Performance uses the alphabet as an organizational device to present a series of short pieces that approach performance from multiple perspectives and various compositional strategies Pelias's essays poetry dialogue personal narratives quick speculations and other literary genres explore the key themes in this field encapsulating the

essence of performance studies for the novice and providing food for thought for the expert Its brief evocative and reflexive pieces introduce performative writing as a method of research for those in performance and many other fields **Critical Qualitative Research and Social Justice** Penny A. Pasque,2025-06-23 Critical Qualitative Research and Social Justice is an encyclopedia esque book that is a must have for any researcher interested in critical and social justice qualitative research It helps readers understand and navigate the labyrinthine of critical and social justice concepts available for qualitative research studies The book focuses on critical decolonial transformative critical interpretivist participatory or related approaches that disrupt dominant paradigms unapologetically name issues of power identify and overturn oppressive policies and engage with communities in meaningful ways There are 28 chapters that take up a different critical and or social justice research concept and define it for readers The chapters are not mutually exclusive but overlap and connect with each other As such readers can draw from different chapters as they create their own critical and or social justice research designs This book will be of interest to researchers faculty institutional researchers graduate students nonprofit research or assessment people etc across fields and disciplines who are interested in crafting quality research designs and making a concerted difference with their research **Teacher Retention in an Age of Performative Accountability** Jane

Perryman,2022-03-30 In this insightful and timely volume Jane Perryman provides a definitive analysis of the crisis in teacher recruitment and retention through a critique of the culture of performative accountability in education bringing together theory literature and empirical data Drawing on data across several long term research projects and through a Foucauldian theoretical framework Perryman argues that teachers working lives both in the UK and internationally are being increasingly affected by the rise in the neoliberal performativity and accountability culture in schools Teachers work is increasingly directed towards assessment exams progress measures and preparation for review and inspection and drawn away from the more individualistic and creative aspects of the job This culture of hyper accountability and super performativity Perryman argues has created a discourse of disappointment where the hopes and aspirations of teachers are crushed beneath the performative pressures under which they work Teacher Retention in an Age of Performative Accountability offers a convincing compellingly written critical analysis of how the values purposes and practices embedded in education affect the working experience of teachers over time Perryman makes a significant contribution to our understanding of the effects of accountability and performativity mechanisms in schools and offers insight into why so many teachers leave the profession This analysis is important to scholars educators and policymakers alike *Festschrift in Honor of Norman K. Denzin*

Shing-Ling S. Chen,2022-10-17 Due to his major contributions in qualitative inquiries Norman K Denzin is regarded as the Father of Qualitative Inquiries Volume 55 of Studies in Symbolic Interaction is a compilation of writings published in his honor Surfing, Street Skateboarding, Performance, and Space Hunter H. Fine,2018-09-15 Surfing Street Skateboarding Performance and Space On Board Motility draws from critical cultural studies political philosophy postcolonial studies urban

sociology and poststructuralist theory in the context of human communication and performance to construct an epistemology of riding boards This book ponders why we move the way we do and examines the ways in which movements communicate developing as a result a theoretical perspective or board motility that is gestural and fluid moving in relation to shifting social and physical landscapes By combining the discourses and practices of critical theory and physical movement this text presents a sustained analysis of radical political philosophy In the book the symbolic narratives associated with each physical practice are deconstructed as their theoretical counterparts are thoroughly established Then through performance the author narrows the divide between these two forms of thinking verbal and nonverbal outlining and embodying an ontological and epistemological stake in the process that emerges from riding boards on both waves and streets *The Guided Reader to Teaching and Learning* Denis Hayes,2010-10-04 The Guided Reader to Teaching and Learning draws on extracts from the published work of some of the most influential education writers in recent times to provide insight guidance and clarity about key issues affecting practitioners at all levels **Pedagogies of Post-Truth** Ahmet Atay,David H. Kahl Jr.,2021-12-06 Pedagogies of Post Truth explores the national and international political developments in what has been called a post truth society specifically in which conservative groups target media outlets claiming fabrication of news and that the veracity of evidence based reporting should be questioned Truth has been reduced to the validation of opinions instead of the presentation of scientific facts This collection responds to these issues by initiating a scholarly dialogue about teaching in the era of post truth in which research based findings that do not align with political viewpoints are judged criticized and often described as fake Contributors evaluate the pedagogical challenges of post truth discourse and how post truth messages negatively affect instructors and students By highlighting ways instructors and students can resist the hegemony of post truth this book creates a dialogue among scholars illustrates the challenges and offers pedagogical techniques to discuss post truth the role of the educator the role of media and the role of other story makers of our society **Classroom-based Assessment in L2 Contexts** Dina Tsagari,2016-06-22 This edited volume addresses issues that promote the notion of Classroom based Language Assessment CBLA for the academic community and beyond The book explores recent thinking and research on CBLA within the fields of language testing assessment and general education based on theoretical and research papers presented at the recent CBLA SIG EALTA Symposia held in Cyprus and the pre conference EALTA workshops in various countries around Europe The volume contains 17 chapters which involve both high stakes tests and classroom based assessments conducted by academics professionals and researchers in the field It brings together high quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention Overall this edited collection with its international scope offers a ground breaking resource bringing together in balanced relationship the fields of education and second language testing and assessment **Theory and Educational Research** Jean Anyon,2008-08-18 Most empirical researchers avoid the use of theory in their studies providing data but little or no

social explanation Theoreticians on the other hand rarely test their ideas with empirical projects As this groundbreaking volume makes clear however neither data nor theory alone is adequate to the task of social explanation rather they form and inform each other as the inquiry process unfolds Theory and Educational Research bridges the age old theory research divide by demonstrating how researchers can use critical social theory to determine appropriate empirical research strategies and extend the analytical critical and sometimes emancipatory power of data gathering and interpretation Each chapter models a theoretically informed empiricism that places the data research yields in constant conversation with theoretical arsenals of powerful concepts Personal reflections following each chapter chronicle the contributors trajectories of struggle and triumph utilizing theory and its powers in research In the end this rich collection teaches education scholars how to deliberately engage with critical social theory in research to produce work that is simultaneously theoretically inspired politically engaged and empirically evocative **Teaching Bilingual/bicultural Children** Lourdes Diaz Soto, Haroon Kharem, 2010 This edited volume is dedicated to contemporary teachers Its goal is to provide a practical book for in service and pre service teachers of bilingual bicultural children The authors each of whom is herself bilingual bicultural share personal wisdom garnered from working in classrooms with bilingual bicultural learners This book provides practical knowledge for teachers who are struggling to meet the needs of increasingly diverse classrooms *Simming* Scott Magelssen, 2014-05-12 How simulated experiences from living history to emergency preparedness drills create meaning in performance

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