

daniel mclaughlin and william g. tierney

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lives



personal narratives and the process of educational change

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

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## **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. 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 a 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

**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 Say Say 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

From Here to University Alexander Jun, 2001 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company

**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

**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

**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

**Reconsidering Feminist Research in Educational Leadership** Michelle D. Young, Linda Skrla, 2012-02-01 Ten prominent feminist researchers from diverse backgrounds examine educational leadership by focusing on critical questions about the theories methods and epistemologies feminist researchers use The contributors analyze the impact of research on participants and assess the ethical and political implications of researching across groups They explore the types of strategies feminist researchers have developed to address the problems of the field and propose alternative epistemologies that provide for more sensitive research methods and more complex research results The book provides a timely examination of how gender inequalities were created and structured within U S systems of school administration how they are maintained and perpetuated and how they might best be understood and dismantled

**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

**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

**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

**Handbook of Ethnography** Paul Atkinson, 2001-03-22 This handbook provides a critical guide to the past present and future of ethnography

The Subject of Childhood Michael O'Loughlin, 2009 The Subject of Childhood is a collection of essays on early childhood education childhood studies that brings critical psychological psychoanalytic and cultural studies perspectives to bear on understanding the lives children live Central concerns running through these essays are the emergence of subjectivity in the child the complexity of conceptualizing the relationship between external cultural and social forces and the internal sense of agency that we know that each child possesses Together the volume is a blending of interdisciplinary theoretical writing personal autobiographical inquiry and concrete examples from the author's work with teachers in schools and from his clinical practice as a child psychoanalyst Written for advanced undergraduate and graduate

students and professionals across the English speaking world in early childhood education childhood education educational foundations and cultural studies in education this book functions as a core text for advanced undergraduate and graduate courses in child development child psychology sociology of education childhood studies and early childhood education

Qualitative Inquiry in Higher Education Organization and Policy Research Penny A. Pasque, Vicente M.

Lechuga, 2016-11-25 Qualitative Inquiry in Higher Education Organization and Policy Research provides readers with the theoretical foundations and innovative perspectives for undertaking qualitative research to influence policy and practice discussions Well known chapter authors discuss innovative strategies for investigating complex problems helping readers understand how research can consider the culture of the institution administrative hierarchy students faculty and external constituencies From both an organizational and policy perspective chapter pairings explore a range of methodologies including ethnography case study critical qualitative inquiry and the notion of grit This volume explores how qualitative inquiry can advance understanding of organizational inequities in higher education and it offers graduate students and educational researchers the tools to improve the organizational function of institutions while contributing to meaningful change

Action for Social Justice in Education Morwenna Griffiths, 2003-09-16 Once again Morwenna Griffiths has produced a book on an important topic that speaks to theorists and practitioners alike Read it Professor Alison Assiter University of the West of England Bristol This is a must read for anyone who wants to be provoked and supported toward action and change in education Professor Marilyn Johnston College of Education Ohio State University USA a thoroughly engaging text British Journal of Educational Studies Socrates said we can't teach anyone anything but only help them to think that's what this book did for me and that's why I liked this book and would recommend it to my students my friends and my colleagues Unlike the majority of academic books I found myself treating it like a novel and saving it up to read before I went to sleep at night reading it more slowly as it got near the end not wanting it to be finished I liked it because it resonated with many of my experiences over the years and reminded me that I'm not alone in finding the struggle for social justice in education hard but passionately worthwhile InService Education Social justice is a verb This book puts forward a view of social justice as action orientated rather than as a static theory Complex discussions of difference equality recognition and redistribution are made accessible and relevant to issues of class race gender sexuality and disability Interwoven with the discussion are compelling individual accounts of the pleasures and pains the pitfalls and glittering prizes to be found in education told by individuals coming from a diversity of social economic and ethnic backgrounds The second part of the book includes examples of successful interventions in real situations related to self esteem empowerment partnership and the initiation of individual and joint action to improve social justice in education The discussion is kept open through answering back sections by educators committed to social justice Deborah Chetcuti Max Biddulph Ghazala Bhatti Roy Corden Melanie Walker Jon Nixon and Kenneth Dunkwu

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



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