

READING
AND
WRITING
THE
SELF

AUTOBIOGRAPHY IN EDUCATION
AND THE CURRICULUM

ROBERT J. GRAHAM

Reading And Writing The Self Autobiography In Education And The Curriculum

**Rebecca A. Martusewicz, William M.
Reynolds**



Reading And Writing The Self Autobiography In Education And The Curriculum:

Reading and Writing the Self Robert J. Graham, 1991 This text presents a thorough examination of the place and use of autobiography in today's educational system Graham investigates autobiography as a curricular tool that can be used across all grade levels and all types of subject matter from the perspectives of literary theory Deweyan philosophy and curriculum studies He explains how the study of autobiography can and should be an integral part of the curriculum for its own sake as well as for its ability to assist students in knowing themselves in their own minds and their own personal histories through literature

Queer Theory in Education William F. Pinar, 2012-10-02 Theoretical studies in curriculum have begun to move into cultural studies one vibrant and increasingly visible sector of which is queer theory Queer Theory in Education brings together the most prominent and promising scholars in the field of education primarily but not exclusively in curriculum in the first volume on queer theory in education In his perceptive introduction the editor outlines queer theory as it is emerging in the field of education its significance for all scholars and teachers and its relation to queer theory in literacy theory and more generally in the humanities

Encyclopedia of Life Writing Margaretta Jolly, 2013-12-04 First published in 2001 Routledge is an imprint of Taylor Francis an informa company

The Passionate Mind of Maxine Greene William F. Pinar, 2005-08-08 Maxine Greene is the most important philosopher of education in the United States today The author of *Teacher as Stranger* 1973 *Landscapes of Learning* 1978 *Dialectic of Freedom* 1988 and *Releasing the Imagination* 1995 Greene has influenced tens of thousands of teachers in North America as well as her colleagues in philosophy of education teacher education and curriculum studies While widely cited Greene has not until now been the subject of sustained scholarly analysis and investigation William F Pinar has organized a systematic study of Greene's contribution from several points of view studies of the four books studies of the intellectual and aesthetic influences upon her theory and her influence on the various specializations within the broad field of education the teaching of English arts education philosophy of education curriculum studies religious education cognitive theory and theory of teaching The book opens and concludes with Maxine Greene's own autobiographical statements

Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism Patricia Ruggiano Schmidt, Peter B. Mosenthal, 2001-07-01 This book offers a array of essays with challenging ideas and provoking new analyses of power asymmetries multiple epistemologies and vital concerns for the education of a different America the America of new immigrants people of color with other cultures languages and values The new American that many want to ignore and is becoming the only America This book also forces us to reflect on the educational challenges we must face especially in teacher education and the preparation of intellectual leaders None of the major agenda items associated with a new era of social justice can be either comprehended or accomplished without a profound understanding of multicultural literacy and of its relationship to ethnic racial cultural and linguistic diversity While in previous decades we used frequently a rhetoric of multiculturalism at a safe distance today we are living multiculturalism

and practicing ethnic cultural and racial diversity in our daily lives as we seek a marriage partner a business associate a friend a church Most of all we must live multiculturalism as we go school and see children s faces There is no way to escape the reality of ethnic racial and linguistic diversity as it comes entangled with many other cul tural and class differences between and within each group we encounter Suddenly an abrupt awakening for many mainstream educators what was peculiar of some areas in the Southwest has become common scenario in most metropolis and large cities The present volume brings us face to face with issues and challenges we can no longer sweep under the rug This outstanding volume lays down a solid general conceptual foundation that permits us to link our theoretical past with the post modern era It also provides a clear context for the dis cussion of contrasting notions of monocultural literacy and the relation ship of literacy and power The volume goes on to deal with the relationship of literacy and culture actually to specific cultures especially African American At this point the discourse turns to strategies for incor porating minority perspectives into the literacy curriculum and including the home cultures of disenfranchised peoples The last section of the book offers help on the practical issues of teacher education for student popula tions often ignored and linkages between schools and homes in order to empower the disenfranchised and isolated

Dyslexia and Effective Learning in Secondary and Tertiary Education Morag Hunter-Carsch, Margaret Herrington, 2001-10-22 Recent policy initiatives illuminate the need for greater teacher awareness about dyslexia in secondary and tertiary education Yet the debates about dyslexia are often narrowly based and can exclude some teachers This book attempts to open up the debate by bringing together different ways of talking and thinking about dyslexia Fundamental questions about how to respond to dyslexia in teaching and support contexts are addressed and the significance of exploratory conversions between learners and tutors is recognised The need to restructure the structured approach and to consider meta affectivity as well as metacognition is explored Practitioners in both secondary and tertiary sectors can gain ready access to contributions from internationally respected writers and teachers in the field Alan Hurst s preface refers to this important book as paving the way to a more truly inclusive attitude and approach to education in and beyond compulsory schooling

Revisiting a Progressive Pedagogy Nancy Nager, Edna K. Shapiro, 2000-03-02 Reviews the history and philosophy of a classic approach to teaching while emphasizing its continuing relevance for contemporary schooling

inside/out Rebecca A. Martusewicz, William M. Reynolds, 2012-12-06 This engaging text examines issues in education and curriculum theory from multiple critical perspectives Students are encouraged to look at education from the inside the complex processes methods and relations that operate within schools and from the outside the larger social economic and political forces that have affected schools over time Each essay begins with Guiding Questions and concludes with Questions for Discussion Teachers as Researchers activities and Suggested Readings

Chinese Currere, Subjective Reconstruction, and Attunement Wanying Wang, 2020-03-16 This book proposes a new way of understanding the concept of currere first described by William Pinar as an approach to curriculum studies Derived from her subject position as a

Chinese woman who has studied in Beijing and Hong Kong and now researches in Vancouver the author sets out to contribute to the distinctiveness of a Chinese cosmopolitan theory of curriculum as experienced the initial formulation of a Chinese currere Juxtaposing currere with elements of ancient Chinese philosophical thought to inform a cosmopolitan concept of spirituality chapters articulate the author's own journey through subjective reconstruction shedding light on how her subjectivity has been reconstructed through autobiography and academic study toward a coherent self capable of sustained critical and creative engagement with the world

Narrative Matters Dr Grant Bage, Grant Bage, 2012-10-02 In recent years there has been a massive revival of interest internationally in what story can offer to education This book covers a range of issues at the heart of teaching history such as the use of talk the pitfalls of narrative as a pedagogical tool translating curriculum content into lessons story telling and story making It also questions what it means to teach the difficulties for teachers of remaining constructively critical of policy and their own practice during periods of national legislation and change

Experiential Learning in Foreign Language Education Viljo Kohonen, Riitta Jaatinen, Pauli Kaikkonen, Jorma Lehtovaara, 2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner's mind As part of the changes assessment is seen as an important means of enhancing the learning processes emphasising the role of reflective self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education

The Power of the Story Afra Kavanagh, 1998

Playing with Possibilities Peter O'Connor, Claudia Rozas, 2018-01-23 Playing with Possibilities sits at the heart of all creative endeavours This collection brings together a multidisciplinary group of thinkers and writers to explore the potential of play to shape and reshape who we are and the worlds in which we live It offers a series of encounters with playful possibilities and asks us to question consider and ultimately celebrate the importance of fanciful approaches to living This book is a companion to The Possibilities of Creativity 2016

Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences James L. Paul, 2005 This rigorous volume focuses on the underlying perspectives justifying the major approaches currently being used in educational research Introductory chapters lay the foundation for exploring varying research perspectives Nine specific perspectives on research post positivism pragmatism constructivism ethics and deliberate democracy criticism interpretivism race ethnicity gender arts based research and post structuralism are examined through discussions written by senior scholars known for their expertise in the perspective And a guided tour of criticism is given in which these same scholars demonstrate the use of the critical method by critiquing six studies selected as exemplars

of different research approaches For education students who aspire to become researchers and for those who simply need to read and understand research literature *Challenges Bequeathed* ,2009-01-01 In this thoughtful and provocative collection of essays a group of scholars from varied backgrounds and interests have each taken up the educational challenges bequeathed by Dwayne Huebner in his 1996 essay *Challenges Bequeathed* Huebner encouraged educators to surpass the technical foundations of education affirm the significance of the imagination use the world s intellectual traditions and achievements engage in public discourse about education and speak out for children and youth Each author has extended and in some ways transcended the discussion of these five challenges yet still draw upon the considerable contribution Dwayne Huebner has made to the field of education The writers in this volume grapple with the complexities of teaching and learning as always in process and as always relational of schools as sites of creative and imaginative acts of knowing and being The book begins with Huebner s 1996 essay wherein he delineates the challenges for educators as he perceived them Readers are invited to begin with this chapter However after taking in Professor Huebner s prescience his ability to see years in advance of everyone else what is deeply at work in present times where it is headed and what needs to be done about it Smith this volume we encourage readers to dip into this volume randomly rather than in sequential order While doing so it is important to be mindful that these challenges do not exist in isolation of each other rather they are inextricably linked in myriad ways Each one of these challenges requires consideration of classroom spaces the individuals who occupy these spaces and how these spaces are influenced by external forces Tupper this volume We invite you to take up a challenge

Constructive Reading Stanley B. Straw,Deanne Bogdan,1993 Addressing the developments in the area of teaching literary reading this text is a collection of readings from respected teachers of response to literature Contributors include John Willinsky Trevor Gambell and Judith Millen Who Do They Think They Are? Connie M. Morrison,2010 Book title documents a descriptive case study of teenage girls who created autobiographical avatars for their social online spaces It explores the complex and often conflicted negotiations behind girlhood identity and representation in a cyber social world Back cover *Middle School Journal* ,1999 **Gender and Education in Pakistan** Rashida Qureshi,Jane Frances Akinyi Rarieya,2007 This book explores gender and education in Pakistan by looking at the underlying processes that result in different patterns of educational experiences of and outcomes for females and males All the chapters are based on research studies that were conducted in different parts of Pakistan and explore diverse aspects of gender in relation to education The book makes gender issues in education in Pakistan more visible by illustrating how gender is both a very personal and yet public issue and calls for more carefully thought out approaches to dealing with gender disadvantage in the education system

The English Quarterly ,1999

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