

Restructuring for Integrative Education

*Multiple Perspectives,
Multiple Contexts*

Edited by
Todd E. Jennings

Restructuring For Integrative Education Multiple Perspectives Multiple Contexts

Christine Clark, James O'Donnell



Restructuring For Integrative Education Multiple Perspectives Multiple Contexts:

Restructuring for Integrative Education Todd E. Jennings, 1997 *Restructuring for Integrative Education* Todd E. Jennings, 1997-07-16 How can education be restructured to align more closely with the complex ways in which students actually create meaning and learn The collection of essays asserts that this question must be the nexus of educational restructuring This book addresses educational restructuring with a specific goal the promotion of integrated education Addressing a variety of contexts elementary school through post secondary and written from a range of theoretical perspectives critical theory postmodernism constructivism the authors explore the educational structures that mediate the work of schools teachers and students The contributors explore how educational institutions can change to promote authentic and holistic learning Firmly rooted in theory the collection presents a vision for the integrated education linked to concrete practices and contexts Critical Pedagogy Barry Kanpol, 1999-04-30 Critical pedagogy refers to the means and methods of testing and attempting to change the structures of schools that allow inequities It is a cultural political tool that takes seriously the notion of human differences particularly those related to race class and gender Critical pedagogy seeks to release the oppressed and unite people in a shared language of critique struggle and hope to end various forms of human suffering In this revised edition Kanpol takes the pre and in service educators along some initial steps to becoming critical pedagogists As before university professors and public school teachers alike will learn how to address their own prophetic commitments to belief and faith in the fight against despair institutional chaos oppression death of spirit and exile

Postmodern Philosophical Critique and the Pursuit of Knowledge in Higher Education Roger Mourad, 1997-08-30 This work explores the philosophical positions of five postmodern thinkers Lyotard Rorty Schrag Foucault and Derrida to show how their critiques imply that scholars are unduly limited by the belief that inquiry is fundamentally about gaining knowledge of phenomena that are assumed to exist prior to and independent of inquiry and to persist essentially unchanged by inquiry The author argues that there are good reasons why this constraint is both unnecessary and undesirable and he resituates the disciplines within a more flexible foundation that would expand what counts as legitimate inquiry This foundation would emphasize the inquirer as a cause of reality not just an observer who aims to accurately describe and explain phenomena Mourad proposes an intellectual and organizational form which he calls post disciplinary research programs These dynamic programs would be composed of scholars from diverse disciplines who collaborate to juxtapose disparate disciplinary concepts in order to create contexts for post disciplinary inquiries **Racial Categorization of Multiracial Children in Schools** Jane A. Chiong, 1998-05-21 Multiracial students have unique needs that are not being met in schools because teachers and school personnel assume that those needs are the same as those of monoracial minority children Children of multiple races are in fact invisible in the schools On school and federal forms they are racially categorized based on one race only and such categorizations are not limited to documents Schools and teachers

may unknowingly transmit monoracial identity messages to multiracial students which is problematic for some students who may want to identify with more than one race Our racial categorization process reflects the deficiencies of the concept of race in American culture and needs to be renegotiated The multiracial child is a microcosm of the American cultural identity Current racial categorization of multiracial children reflects a society that is still renegotiating its own racial and ethnic identities and these children bear the burdens of the difficulties As America continues to become increasingly populated by diverse peoples what it means to be American is in transition Americans are moving away from a fixed notion of the American cultural identity toward an expanded more inclusive resolution Resources in Education ,1999 **Train Up a Child**

Karen M. Johnson-Weiner,2006-12-15 Train Up a Child explores how private schools in Old Order Amish communities reflect and perpetuate church community values and identity Here Karen M Johnson Weiner asserts that the reinforcement of those values among children is imperative to the survival of these communities in the modern world Surveying settlements in Indiana Michigan Ohio Pennsylvania and New York Johnson Weiner finds that although Old Order communities have certain similarities in their codes of conduct there is no standard Old Order school She examines the choices each community makes about pedagogy curriculum textbooks even school design to strengthen religious ideology preserve the social and linguistic markers of Old Order identity and protect their own community s beliefs and values from the influence of the dominant society In the most comprehensive study of Old Order schools to date Johnson Weiner provides valuable insight into how variables such as community size and relationship with other Old Order groups affect the role of these schools in maintaining behavioral norms and in shaping the Old Order s response to modernity *Train Up a Child* Karen Johnson-Weiner,2007 Train Up a Child explores how private schools in Old Order Amish communities reflect and perpetuate church community values and identity Here Karen M Johnson Weiner asserts that the reinforcement of those values among children is imperative to the survival of these communities in the modern world Surveying settlements in Indiana Michigan Ohio Pennsylvania and New York Johnson Weiner finds that although Old Order communities have certain similarities in their codes of conduct there is no standard Old Order school She examines the choices each community makes about pedagogy curriculum textbooks even school design to strengthen religious ideology preserve the social and linguistic markers of Old Order identity and protect their own community s beliefs and values from the influence of the dominant society In the most comprehensive study of Old Order schools to date Johnson Weiner provides valuable insight into how variables such as community size and relationship with other Old Order groups affect the role of these schools in maintaining behavioral norms and in shaping the Old Order s response to modernity **Designing Globally Networked Learning Environments** ,2008-01-01 Faculty administrators and others in higher education face growing pressures to position their institutions programs and courses in global markets and to prepare students for global work and citizenship These pressures raise urgent questions What might higher education look like in a globally networked world Do traditional industrial models of

learning suffice or what new visions for learning are emerging What does it take to implement and maintain these visions To address these questions *Designing Globally Networked Learning Environments* brings together 25 educators from four continents who share their richly diverse visions for teaching and learning in a globally networked world What unites these visions is that they break with traditional models of repackaging traditional institutionally bounded courses for online delivery in global markets Instead these educators build robust partnerships to design globally networked learning environments that connect students with peers instructors and communities across traditional institutional national and other boundaries to facilitate the kind of cross boundary knowledge making that students as professionals and citizens will need to participate in the shaping of an emerging global order and to address the most pressing global problems we face The book offers these visions as opportunities for faculty program directors administrators international program experts instructional designers faculty development experts and others in higher education to work together to deliberate develop and shape inspiring visions for globally networked learning and to become active participants in the globalization of higher education

Wittgenstein Michael Peters, James Marshall, 1999-02-28 Peters and Marshall examine the parallels between the later Wittgenstein and French poststructuralism and investigate the direct appropriation of Wittgenstein's work by poststructuralists They discuss the most pressing problems facing philosophy and education in the postmodern condition ethico political lines of inquiry after the collapse of the grand narrative other cultures in the curriculum and the notion of postmodern science Wittgenstein is a central figure in contemporary Anglo American philosophy His writings serve as a fulcrum in both modern philosophy and philosophy of education charting the shift away from the formalist approach of logical atomism to the more anthropological emphasis on language games in the analysis of ordinary language Wittgenstein's work served as a springboard for a range of today's leading intellectuals Peter Winch Thomas Kuhn Richard Rorty Stephen Toulmin and Stanley Cavell Wittgenstein is the source and authority for legitimating analytic philosophy of education the so called London school as a distinctive field of intellectual endeavor based on the method of conceptual analysis and the search for necessary and sufficient conditions

Policy, Pedagogy, and Social Inequality Penelope E. Herideen, 1998-11-19 Explores how pedagogy and educational theory can be utilized to redesign the community college so that it remedies rather than reproduces existing social inequities

Bell Hooks' Engaged Pedagogy Namulundah Florence, 1998-08-27 Bell hooks proposes an engaged pedagogy to counteract the overwhelming boredom disinterest and apathy that so often characterizes the way professors and students feel about the learning experience Hooks attributes student alienation in schools to discriminatory racist sexist and classist policies and practices This study is a critical analysis of hooks engaged pedagogy its basis challenge and promise for the learning teaching process xvi

Handbook of Adolescent Literacy Research Leila Christenbury, Randy Bomer, Peter Smagorinsky, 2011-06-10 The first comprehensive research handbook of its kind this volume showcases innovative approaches to understanding adolescent literacy learning in a variety of settings Distinguished

contributors examine how well adolescents are served by current instructional practices and highlight ways to translate research findings more effectively into sound teaching and policymaking The book explores social and cultural factors in adolescents approach to communication and response to instruction and sections address literacy both in and out of schools including literacy expectations in the contemporary workplace Detailed attention is given to issues of diversity and individual differences among learners Winner Literacy Research Association s Fry Book Award

Psychoanalysis and Pedagogy Stephen Appel, 1999-03-30 This edited collection looks at education through the lens of psychoanalysis and vice versa Each contribution asks in effect what does it mean to be a pedagogue and an educational theorist after Freud The authors include clinical practitioners Rivka Eifermann M Robert Gardner Stephen Appel as well as academics from philosophy Trevor Pateman John Wilson Yael Shalem David Bensusan sociology Deborah Britzman curriculum studies William Pinar Madeleine Grumet and social and literary theory Valerie Walkerdine Jane Gallop James Donald The authors do not share any particular theoretical perspective only a determination to demonstrate some exciting outcomes of understanding that pedagogy is to a crucial extent unconscious and that psychotherapy is in Freud s words an after education

Educational Reform Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicators

Naming the Multiple Michael Peters, 1998-06-18 Poststructuralism as a name for a mode of thinking a style of philosophizing a kind of writing has exercised a profound influence upon contemporary Western thought and the institution of the university As a French and predominantly Parisian affair poststructuralism is inseparable from the intellectual milieu of postwar France a world dominated by Alexandre Kojve s and Jean Hyppolite s interpretations of Hegel Jacques Lacan s reading of Freud Gaston Bachelard s epistemology George Canguilhem s studies of science and Jean Paul Sartre s existentialism It is also inseparable from the structuralist tradition of linguistics based upon the work of Ferdinand de Saussure and Roman Jakobson and the structuralist interpretations of Claude L vi Strauss Roland Barthes Louis Althusser and the early Michel Foucault Poststructuralism considered in terms of contemporary cultural history can be understood as belonging to the broad movement of European formalism with explicit historical links to both Formalist and Futurist linguistics and poetics and with aspects of the European avant garde especially Andr Breton s surrealism Each essay in this unique collection by and for educators is devoted to the work and educational significance of one of ten major poststructuralist philosophers

Thinking Again Nigel Blake, 1998-04-30 The postmodern condition in which instrumentalism finally usurps all other considerations has produced a kind of intellectual paralysis in the world of education The authors of this book show how such

postmodernist thinkers as Derrida Foucault and Lyotard illuminate puzzling aspects of education arguing that educational theory is currently at an impasse They argue that we need these new and disturbing ideas in order to think again fruitfully and creatively about education **Becoming and Unbecoming White** Christine Clark,James ODonnell,1999-02-28

Describes the racist tendency of Whites to always and forever to center the discussion of virtually any subject on whiteness and suggests how to get past this worldview The Rhetoric of Diversity and the Traditions of American Literary Study Leslie Antonette,1998-11-30 This book begins with an historical overview of the development of the concept of multiculturalism as it has been implemented in the American university The book defines American multiculturalism through a focus on the ways theories and practices of historical non critical multiculturalism have been used in the discourse of academic English departments The author maps the problematic relationship between radical theory and institutional practices which impedes the development of a critical multiculturalism that engages both literary theory and pedagogy This critical multicultural theory and practice work to reconsider the traditional value of difference _ Choice ,1997

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