

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

**Tonya Huber**



## **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 *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 conversations 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

**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 cultural 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 discussion of contrasting notions of monocultural literacy and the relationship 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 incorporating 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 populations often ignored and linkages between schools and homes in order to empower the disenfranchised and isolated

**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

**The Power of the Story**

Afra Kavanagh, 1998

**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      **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 elearning processes emphasising the role of reflexive 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      **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      CCCC Bibliography of Composition and Rhetoric 1991 Gail E. Hawisher,Cynthia L. Selfe,1993 The CCCC Bibliography of Composition and Rhetoric published for the Conference on College Composition and Communication offers teachers and researchers an annual classified listing of scholarship on written English and its teaching at the college level The 1991 volume lists and annotates 1 925 articles books dissertations and papers that with few exceptions were published during the 1991 calendar year A group of 171 contributing bibliographers prepared the citations and annotations for the entries appearing in this volume The CCCC Bibliography includes an index of authors and editors a subject index and entries cross referenced according to subject matter Considerably more comprehensive than other bibliographies in composition studies the CCCC Bibliography of Composition and Rhetoric draws upon a large group of experts in the field to aid teachers and researchers in sorting through a vast body of interdisciplinary material making their work easier and more effective Annotations accompany all entries in this volume They describe a publication s contents and are intended to help users

determine its usefulness Annotations are brief and insofar as the English language allows are meant to be descriptive not evaluative they explain what an entry is about while leaving readers free to judge for themselves the work s merits Most annotations serve one of three functions they present the document s thesis main argument or major research finding they describe the work s major organizational divisions or they indicate the purpose or scope of the work The subject index lists most of the topics discussed in the works cited in this volume Consulting the Subject Index will help users locate sections and subsections containing large numbers of entries addressing the same topic Each document is cited and annotated only once under one of the five major sections of the CCCC Bibliography Each entry however receives an entry number so that cross references to other sections are possible This feature is especially useful because much scholarship in composition and rhetoric is interdisciplinary in nature Cross references appear as a listing of entry numbers preceded by See also found at the end of each subsection Entries appear under five major categories bibliographies and checklists theory and research teacher education administration and social roles curriculum and testing measurement and evaluation Although the CCCC Bibliography excludes master s theses textbooks computer software and book reviews from its coverage it furnishes citations to review essays articles appearing in some 220 journals scholarly monographs and essay collections dissertations abstracted in Dissertation Abstracts International and selected documents and conference materials available through ERIC

*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     **Middle School Journal** ,1999     **Storied Inquiries in International Landscapes** Tonya Huber,2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author s graduate research according to Cabell s Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebastião Salgado s Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through

Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research

**Student Writing in Higher Education** Mary Rosalind Lea, Barry Stierer, 2000 This is the first book to examine student writing in the context of major changes taking place in today's higher education For example students now come to higher education from an increasingly wide range of cultural and linguistic backgrounds to study in a number of diverse learning environments Their courses often no longer reflect traditional academic subject boundaries with their attendant values and norms there is also an increasing recognition of the importance of lifelong learning and the necessity for universities to adapt their provision to make it possible for learners to enter and return to higher education at different points in their lives

**Stories of Teaching** Stephen Preskill, Robin Smith Jacobvitz, 2001 This unique and compelling collection of stories emphasizes the challenges and joys of teaching that inspire teachers to commit themselves to a profession that is adventurous generous and nurturing It is the only book of its kind to combine highlights and the analysis of stories written by skilled teachers with a discussion of the history of teaching narratives The book contains chapters on the history of teaching narratives and the methods used to entice teachers to write their own stories of teaching This inspires teachers to personalize their own teaching role to see their own evolution and to reflect on their experiences and what they have learned Narratives by Kozol Rose Tompkins and Paley are analyzed and showcased to familiarize readers with the writings of several experts in the field For use at in service teacher seminars or for anyone considering a career in the field of education

**Approaches to Literature Through Literary Form** Paula Kay Montgomery, 1995-11-10 The form in which literature is fashioned and presented often determines its impact Approaches to Literature through Literary Form discusses the various structures of literature narration exposition persuasion procedure and description and identifies sources that will engage student interest Activities teaching techniques and resources are provided for introducing the forms of literature that are explored

House of Mirrors Renee Norman, 2001 This textual House of Mirrors explores and performs autobiography in as research through the presentation of poetry personal stories and theoropoetic ruminations The themes of writing mothering and teaching are reflected by examining the self selves in the context of textual and living others This book also incorporates the contributions of women's autobiographical writings and provides some curricular applications for autobiography in education Drawing upon feminist and literary thought House of Mirrors reflexively enacts the possibilities ethical complications and disruptions of writing autobiographically about self others and autobiography

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up to 28 august 22 bc julian the date in both calendars was the same the dates in the alexandrian and julian calendars are in  
one to one correspondence except for the period from 29 august in the year preceding a julian leap year to the following 24  
february

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it assigns a julian day jd to every year without having to worry about b c e or c e it was invented by french scholar joseph justus scaliger in 1583 who proposed that the julian period starts at noon on january 1 4713 b c e julian calendar and lasts for 7980 years this was determined because it is a time period long enough to include

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currently the julian calendar is 13 days behind the gregorian calendar so to convert from the julian calendar to the gregorian calendar add 13 days to convert in the opposite direction subtract 13 days the gap between the two calendar

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specifically for dates on or before 4 october 1582 the julian calendar is used for dates on or after 15 october 1582 the gregorian calendar is used thus there is a ten day gap in calendar dates but no discontinuity in julian dates or days of the week 4 october 1582 julian is a thursday which begins at jd 2299159 5 and 15 october

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