

# Reinventing Curriculum

*A Complex Perspective on Literacy and Writing*



LINDA L. LAYNE, PhD

# Reinventing Curriculum A Complex Perspective On Literacy And Writing

**S Ben Porath**



## **Reinventing Curriculum A Complex Perspective On Literacy And Writing:**

**Reinventing Curriculum** Linda Laidlaw, 2005-05-06 In this book Linda Laidlaw explores the questions What happens when children begin to write Why is it that the teaching and practice of writing seems at times to be difficult in schools How might teachers work differently to create more inviting spaces for developing literacy The premise is that written texts and literacy processes are developed within a complex weave of particular contexts or ecologies and the unique particularity of the learner s experiences histories memories and interpretations Laidlaw offers new information about writing and literacy pedagogy linked to current research in the complexity sciences and cognition and considers the possibilities that might emerge for pedagogy when alternative metaphors images and structures are considered for writing and curriculum The volume includes qualitative and narrative description of writing and literacy situations events and pedagogy and elaborates the historical theoretical and curricular background in which such instruction exists within contemporary schooling **Reinventing Curriculum A Complex Perspective on Literacy and Writing** addresses literacy through a focus on writing rather than on reading develops an approach to literacy and writing pedagogy that incorporates recent theories and research on learning and the complexity sciences examines perspectives on writing from both a teaching perspective and that of the work of writers makes connections between the acquisition of literacy to research in other domains examines both the benefits and the costs of literacy and challenges commonsense understandings within instruction for example that literacy teaching and learning can occur apart from other aspects of children s learning context and subjectivity or that learning occurs individually rather than collectively This book is important reading for researchers professionals teacher educators and students involved in literacy education and writing instruction and an excellent text for courses in these areas

**Reinventing Curriculum** Linda Laidlaw, 2005-05-06 The premise of this book is that written texts and literacy processes are developed within a complex weave of particular contexts or ecologies and the unique particularity of the learner s experiences histories memories and interpretations Laidlaw     **Complexity and Education** Brent Davis, Dennis Sumara, 2014-06-03 This book explores the contributions actual and potential of complexity thinking to educational research and practice While its focus is on the theoretical premises and the methodology not specific applications the aim is pragmatic to present complexity thinking as an important and appropriate attitude for educators and educational researchers Part I is concerned with global issues around complexity thinking as read through an educational lens Part II cites a diversity of practices and studies that are either explicitly informed by or that might be aligned with complexity research and offers focused and practiced advice for structuring projects in ways that are consistent with complexity thinking Complexity thinking offers a powerful alternative to the linear reductionist approaches to inquiry that have dominated the sciences for hundreds of years and educational research for more than a century It has captured the attention of many researchers whose studies reach across traditional disciplinary boundaries to investigate phenomena such as How does the brain work What is

consciousness What is intelligence What is the role of emergent technologies in shaping personalities and possibilities How do social collectives work What is knowledge Complexity research posits that a deep similarity among these phenomena is that each points toward some sort of system that learns The authors intent is not to offer a complete account of the relevance of complexity thinking to education not to prescribe and delimit but to challenge readers to examine their own assumptions and theoretical commitments whether anchored by commonsense classical thought or any of the posts such as postmodernism poststructuralism postcolonialism postpositivism postformalism postepistemology that mark the edges of current discursive possibility Complexity and Education is THE introduction to the emerging field of complexity thinking for the education community It is specifically relevant for educational researchers graduate students and inquiry oriented teacher practitioners

**Drama and Theatre in Urban Contexts** Kathleen Gallagher, Jonothan Neelands, 2014-03-05 Urban theatre can be described as theatre made with or by those whose lives are marked by the urban landscape and its social limits and possibilities At the heart of this text lies the question of how theatre can illuminate the urban and how theatre is illuminated by the urban The city like a play is a space where everything adopts multiple meanings It is an objective thought and a subjective experience a charged and symbolic thing as well as a real material lived reality The chapters in this book illustrate the theatre s uncanny ability to narrate and symbolize the physical and psychic space of the city Running through all of the pieces presented are the themes of power and of young people s sense of agency within the structures they dwell in and are shaped by Through drama education and applied theatre practices the affinity between the urban and its theatres is radically replaced by marginal spaces boulevards and schools As Guillermo Gomez Pea suggests the theatre has gone to the people to serve their local and immediate need for a means of holding the urban and the self so that both can be interrogated and re imagined so that the various dystopias of urban existence can be envisaged as places of urban solidarity and as utopias at least of the mind This book was originally published as a special issue of Research in Drama Education The Journal of Applied Theatre and Performance

**International Handbook of Research in Arts Education** Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

*Classroom Literacy Assessment* Jeanne R. Paratore, Rachel L. McCormack, 2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the

learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **Cartographies of Becoming in Education** Diana Masny, 2013-04-20

**Cartographies of becoming in education A Deleuze Guattari Perspective** proposes a non hierarchical approach that maps teaching and learning with the power of affect and what a body can do become in different educational contexts Teaching and learning is an encounter with the unknown and happen as specific responses to particular problems encountered with in life In this edited volume international scholars map out potential ruptures in teaching and learning in order to conceptualize education differently One way is through the multidisciplinary lens of MLT Multiple Literacies Theory in which reading is intensive and immanent The authors deploy different aspects of MLT while creating and experimenting with ethology teaching learning curriculum teacher education and technology in relation to visual arts music mathematics theatre workplace literacy second language education and architecture With the forces of globalization digital media and economic re structuring reconfiguring the social political and economic landscape societies require innovative ways of thinking about education **Cartographies of becoming in education A Deleuze Guattari Perspective** is a response to problems posed by such forces The problematic surrounding Deleuze Guattari and education continues to grow Diana Masny s scholarship in this area is well known and appreciated through her many essays and books that develop MLT Multiple Literacies Theory **Cartographies of Becoming in Education A Deleuze Guattari Perspective** continues her effort to broaden the notion of education and show its intersections with MLT The series of essays do this by forming a number of entries five to be precise politicizing education affect and education literacies and becoming teacher becomings and deterritorializing boundaries Each entry explores the way an MLT inflected orientation enables us to further grasp the creative inventiveness of the Deleuze Guattarian tool kit that can be applied to areas of music education ethnography art drama literacy mathematics landscape ecology ethology and teacher education It is a vivid illustration of the cartography that maps the rhizomatic movements that are taking place by international scholars who are deterritorializing education as a discipline of modernity I highly recommend this collection of essays to those of us who are continually asking how might education be rethought through the unthought It opens up new territories Jan Jagodzinski University of Alberta Author of *Psychoanalyzing Cinema*

**Child-Parent Research Reimagined** , 2020-05-06 **Child Parent Research Reimagined** challenges the field to explore the meaning making experiences and the methodological and ethical challenges that come to the fore when researchers engage in research with their child grandchild or other relative As scholars in and beyond the field of education grapple with ways that youth make meaning with digital and nondigital resources and practices this edited volume offers insights into nuanced learning that is highly contextualized and textured while also re initiating important methodological and epistemological

conversations about research that seeks to flatten traditional hierarchies honor youth voices and co investigate facets of youth meaning making Contributors are in alphabetical order Charlotte Abrams Sandra Schamroth Abrams Kathleen M Alley Bill Cope Mary Kalantzis Molly Kurpis Linda Laidlaw Guy Merchant Daniel Ness Eric Ness E O Keefe Joanne O Mara Anthony J Onwuegbuzie Sarah Prestridge Lourdes M Rivera Dahlia Rivera Larkin Nora Rivera Larkin Alaina Roach O Keefe Mary Beth Schaefer Cassandra R Skrobot and Bogum Yoon

**The Routledge International Handbook of Learning with Technology in Early Childhood** Natalia Kucirkova, Jennifer Rowsell, Garry Falloon, 2019-03-04 The Routledge International Handbook of Learning with Technology in Early Childhood focuses specifically on the most cutting edge innovative and international approaches in the study of children s use of and learning with digital technologies This edited volume is a comprehensive survey of methods in children s technologies and contains a rich repertoire of studies from diverse fields and research including both educational and developmental psychology post humanist literacy applied linguistics language and phenomenology and narrative approaches For ease of reference the Handbook s 28 chapters are divided into four thematic sections introduction and opening reflections studies answering ontological questions which theorize how children take on original identities in becoming literate with technologies studies answering epistemological questions which focus on how children s knowledge and learning are co constructed with a diverse range of technologies studies answering practice related questions which explore the resources and conditions that create the most powerful learning opportunities for children Expertly edited this interdisciplinary and international compendium is an ideal introduction to such a diverse multi faceted field

**Secret Lives of Children in the Digital Age** Linda Laidlaw, Joanne O'Mara, Suzanna Wong, 2021-12-28 A 2023 SPE Outstanding Book Award Winner 2023 CHOICE Outstanding Academic Title Award Secret Lives of Children in the Digital Age Disruptive Devices and Resourceful Learners offers an examination of the impact on children their families and their teachers as digital technologies and new literacy practices have rapidly transformed how children learn play and communicate While ease of access to enormous knowledge bases presents many benefits and advantages mobile screen technologies are often perceived by parents and teachers as disruptive and worrisome Developed from a wide range of the authors research over the past decade to an examination of remote learning during the COVID 19 pandemic this book posits that while teachers parents and governments are focused on protecting children what is often neglected is children s own agency and capacity to engage with mobile technologies in ways that support them in pursuing their own interests pleasures and learning This text works to disrupt boundaries in research policy and practice between home and school and across virtual and actual worlds positioning children as both users of media texts and coproducers of digitally mediated knowledge with peers family and teachers Secret Lives of Children in the Digital Age brings together over a decade of shared research conversations writing and friendships across diverse geographies Over the past decade digital technologies have rapidly transformed how children learn play and communicate Tablet devices such as iPads are now ubiquitous in the lives of many

children Such devices are easy to use and provide multimodal options i.e. operable via touch speech and icons as well as conventional text Users do not need to be conventionally literate to have access to powerful search engines social media platforms a range of apps and games or to be able to share their own creations on publication venues such as YouTube TikTok and more While such ease of access can present many benefits and advantages when positioned in relation to children's use but this access is not without concern since mobile screen technologies are often perceived by parents and teachers as disruptive and worrisome with popular media ramping up fears via publication of sensational articles Secret Lives of Children in the Digital Age contributes to research on digital literacies and offers a pedagogical examination of digital possibilities for bringing playfulness and innovation into learning Perfect for courses such as Introduction to Literacy Research Qualitative Research Methods Early Literacy Research Methods in Language and Literacy Introduction to Qualitative Research New and Digital Literacies Digital Media Education Theories of Language and Literacy Asking Better Questions, 3rd Edition Juliana Saxton, Carole Miller, Linda Laidlaw, Joanne O'Mara, 2018-09-05 How do we help students make sense of our increasingly complex digital world This third edition of this classic text shows teachers how to empower students with the skills they need to ask critical and reflective questions about the overwhelming amount of information around them Asking Better Questions offers comprehensive tools and strategies to promote critical thinking and discussion in the classroom and encourage engaged and empathetic listening Stimulating activities throughout the book promote lifelong inquiry skills that will help teachers and students grow in the classroom and explore broader issues in the community beyond Challenge your students to assume a deeper ownership of their learning ask questions that are important to them and care about the answers Asking Better Questions Norah Morgan, Juliana Saxton, 2006 Asking better questions The Literate Mind Andy Wells, 2017-09-16 Literacy is about 5 000 years old Since it was invented it has transformed human societies and knowledge fundamentally Indeed civilisation is built on literacy What is it about the process of making marks on paper or other surfaces that gives literacy this remarkable power The Literate Mind A Study of Its Scope and Limitations proposes that the evolved pre literate qualities of the human mind combined with the representational capacities of alphabets and other symbol systems provide uniquely powerful means for the generation and storage of knowledge The creation storage and sharing of texts augment the social and cognitive capacities of human minds and allow us to develop social institutions within which further new knowledge can be deployed and used Taking an approach that is equally applicable to print and digital media the book draws on evolutionary theory and the theory of computation to explain the remarkable power of literacy and its transformational effects on human society and knowledge It demonstrates that the universe of possible texts is infinite in extent and proposes that the combination of a reader and a text can be treated as an ecosystem of unlimited scope Ideas That Changed Literacy Practices Dennis Sumara, Donna E. Alvermann, 2021-10-29 A 2022 SPE Outstanding Book Award Winner How do ideas change practices and people In Ideas That Changed Literacy Practices 32 influential scholars in

literacy education get personal about how they have worked on ideas and how those ideas have worked on them Together the essays offer never before revealed personal histories of the authors published writing about ideas that have shaped the field of literacy education As a collection the essays highlight some of the major themes that have guided and changed literacy practices over the last few decades They also offer a rare glimpse into the complex ways histories of research emerge alongside personal and political influences on policy and practice The volume includes an introductory chapter by Sumara and Alvermann in which they detail the processes they used in creating a context for the significance of this work They begin with the premise that most literacy scholars rarely if ever reveal their personal and intellectual investments in ideas that have animated their research and other scholarly endeavors That this observation rang true for all of the contributors was evidenced in their responses to the invitation For example some replied by saying this was the most exciting project they had engaged in because it required reflection on what motivated them to write the requested 3 500 word essay others mentioned they were looking forward to reading what their peers would share Ideas That Changed Literacy Practices is a unique collection of autobiographical essays that situates literacy learning and teaching in a rich context of personal and professional knowledge that highlights and celebrates the vibrant complexities of the field of literacy education It is a unique and valuable resource for researchers and educators whether in K 12 or higher education Perfect for courses such as Introduction to Literacy Research Literacy Research and Methods Language Literacy and Culture Literacy Policy and Practice Narrative Research Interpretive Inquiry Research Methods in Education Foundations of Literacy Education Research Methods in Language and Literacy Popular Culture in Literacy Classrooms New and Digital Literacies History of Literacy Practices Educational Philosophy Reading and Language Arts Critical Theory Poststructuralism Digital Media Education Creative Writing Politics of Literacy

**Good Question** Michael Emme, 2017-09-14 Good Question is a textbook intended for children and youth teachers and researchers interested in doing collaborative research in their community The volume starts out as comic book research methods textbook that intends to introduce children and youth to the fundamental structure of the research process its elements and steps as well as with the research activities associated with the different aspects of research practice in general and arts based image based research in particular This unique approach allows children and youth to learn the e craft of researche in a play ful way and to become knowledgeable and competent co researchers with adults contributing to all phases of the study s design The volume encourages teachers and researchers to see the important role of play in teaching children and young people about the research process and gives them the tools to engage children and youth in playful arts based image based inquiries The complexity of exploring collaborative research required an innovative way of overcoming the linearity of a paper bound print text and the way we read it The volume is intentionally organized in three sections starting with the comic book because it invites an openness to layered non linear research literacy The volume also includes an anthology of research examples of conducting arts based image based research



with children and several theoretical essays focused on play as research and collaborative arts based image based research The later sections featuring research examples and theory though heavily illustrated have been peer reviewed and formatted more in the academic tradition Thus Good Question represents an attempt to make sense of children s play ful engagement in arts based image based inquiry activities with adults as research By playing with the forms and traditions of the comic book the research methods textbook and the academic book together we have attempted to respectfully disassemble and reassemble book form We invite readers to discover those research conventions that are capable of establishing what is gathered and presented here as collaborative research with children We imagine this volume contributing to the quest e for new ways of living together of generating more and more incisive and inclusive dialogues Greene 1994 p 459 as both a personal and a collective endeavor

**Emerging Approaches to Educational Research** Tara Fenwick,Richard Edwards,Peter Sawchuk,2015-04-08 Emerging Approaches to Educational Research explores four significant framings to do with research on education and learning across the lifecourse It discusses how they are being taken up and utilised as well as their possibilities and limitations complexity science cultural historical activity theory CHAT actor network theory ANT spatiality theories

**Reinventing STEM in Early Childhood Education** Eugene Geist,2025-05-09 Teaching STEM to young children is about more than helping them learn their numbers and facts It is an important and complex process that to be effective should honor the way children s brains are developing This book outlines how early childhood educators can best support young children s STEM journeys as children naturally take in information about their environment synthesize it and grow in the process This comprehensive text details different theories of learning research on how young brains develop practical information on preparing your environment and yourself for teaching STEM to children guidance for supporting diverse populations of students and developmental guidelines sample standards resources and lesson plans Organized chronologically the book connects relevant STEM topics with each developmental age range and outlines common school standards for each grade Reinventing STEM in Early Childhood Education is meant to be a core text for preservice teachers in math and science methods courses and is also important reading for teacher educators and professional development programs

Re-Imagining Writing: Interdisciplinary Perspectives Phil Fitzsimmons,Johanna Pentikäinen,2019-01-04 This volume was first published by Inter Disciplinary Press in 2014 Across the globe the nature of writing in the twentifirst century is coming under increasing scrutiny as technology becomes an ever increasing component of everyday life and as measuring human output also takes hold in many disciplines This book offers an alternative to these twin developments providing instead many alternatives Coming from an international set of authors with different world views paradigms and praxes the common theme of writing is explored with deep enthusiasm interest in productivity and human capacity and that leads to a polyphonic and progressive inquiry to the subject matter Each author s initial contribution suggest that writing as an object of study needs reimagining be it connected to learning knowledge creation or artistic expression Writing is a deeply

person centred process and its open transformative and multidimensional nature escaped definitions but can be understood through the metaphor of the gift      Reinventing Business Practices, Start-Ups, & Sustainability

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Resources in Education ,1999

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