



Seeking Passage

Post-Structuralism
Pedagogy
Ethics

Rebecca A. Martusewicz

Seeking Passage Post Structuralism Pedagogy And Ethics

Marcellus Forh Mbah, Petra Molthan-Hill, Ernest L. Molua

Seeking Passage Post Structuralism Pedagogy And Ethics:

Seeking Passage Rebecca A. Martusewicz, 2001 In this eloquent collection of essays Rebecca Martusewicz positions a philosophy of education that relies on what transpires between teachers and learners in various contexts She thoughtfully analyzes how in the relationship between teachers and learners all kinds of ideas beliefs interpretations and meanings are generated as a result of potent generative forces that depend as she demonstrates using post structuralist theories on difference as their fuel Ultimately she argues that to become educated requires an attention to the welfare of self and others and a willingness to confront and shift one's own habits practices and beliefs for that purpose This work contains Clear translations of post structuralist theories such as those of Deleuze Serres and Derrida Well written essays that blend good storytelling theory and ethical analysis to reconceptualize education as the means toward social justice A clear argument for the drawing together of analyses of difference introduced by post structuralism with attention to ethics and social justice as they apply to education

Seeking Passage Rebecca A. Martusewicz, 2001 In this eloquent collection of essays Rebecca Martusewicz positions a philosophy of education that relies on what transpires between teachers and learners in various contexts She thoughtfully analyzes how in the relationship between teachers and learners all kinds of ideas beliefs interpretations and meanings are generated as a result of potent generative forces that depend as she demonstrates using post structuralist theories on difference as their fuel Ultimately she argues that to become educated requires an attention to the welfare of self and others and a willingness to confront and shift one's own habits practices and beliefs for that purpose This work contains clear translations of post structuralist theories such as those of Deleuze Serres and Derrida well written essays that blend good storytelling theory and ethical analysis to reconceptualize education as the means toward social justice and a clear argument for the drawing together of analyses of difference introduced by post structuralism with attention to ethics and social justice as they apply to education

Contemporary Studies in Environmental and Indigenous Pedagogies Andrejs Kulnieks, Dan Roronhiakewen Longboat, Young Young, 2013-06-13 Contemporary Studies in Environmental and Indigenous Pedagogies A Curricula of Stories and Place Our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across North America Contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices This work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments This book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an Indigenous Environmental Studies and Eco justice Education frameworks This integrated collection of theory and practice of

environmental and Indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women s studies Moreover this work documents methods of developing ways of implementing Indigenous and Environmental Studies in classrooms and local communities through a framework that espouses an eco ethical consciousness The proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across North America who are actively teaching and researching in this burgeoning field Ecocritical Perspectives in Teacher Education ,2022-11-21 In Ecocritical Perspectives in Teacher Education the editors share a collection of chapters from diverse critical scholars in teacher education Teachers and their students are faced with demands that require teacher educators to work toward better preparing them to teach in a changed world a world where diversity human rights sustainability and democracy must be paramount This text calls together teacher educators who address the complex ways that social and environmental injustices like racism sexism classism ableism and speciesism weave together to produce dangerous conditions for all life The volume shares with readers a glimpse into alternatives possible for teaching that are situational local and in support of social justice and sustainability Contributors are Marissa E Bellino Melissa Bradford Greer Burroughs Nataly Chesky Brandon Edwards Schuth Alison Happel Parkins Kevin Holohan Agnes C Krynski John Lupinacci Emilia Maertens Rebecca Martusewicz Emma McMain Michio Okamura Clayton Pierce Meneka Repka Graham B Slater Silvia Patricia Sol s JT Torres Rita Turner Robert G Unzueta and Mark Wolfmeyer **A Pedagogy of Responsibility** Rebecca A. Martusewicz,2018-09-03 Drawing on the theories of author and conservationist Wendell Berry for the field of EcoJustice Education this book articulates a pedagogy of responsibility as a three pronged approach grounded in the recognition that our planet balances an essential and fragile interdependence between all living creatures Examining the deep cultural roots of social and ecological problems perpetuated by schools and institutions Martusewicz identifies practices relationships beliefs and traditions that contribute to healthier communities She calls for imaginative re thinking of education as an ethical process based in a vision of healthy just and sustainable communities Using a critical analytical process Martusewicz reveals how values of exploitation mastery and dispossession of land and people have taken hold in our educational system and communities and employs Berry s philosophy and wisdom to interrogate and develop a pedagogy of responsibility as an antidote to such harmful ideologies structures and patterns Berry s critical work and the author s relatable storytelling challenge taken for granted perspectives and open new ways of thinking about teaching for democratic and sustainable communities *A Mindful Teaching Community* Kelly Hanson,2017-09-29 A Mindful Teaching Community Possibilities for Teacher Professional

Learning describes a grassroots professional learning journey wherein a group of practicing classroom teachers researches their teaching practices and the role of mindfulness in their learning. Using a mix of methods, this book illustrates how the stories of an educator can be uncovered, investigated, and transformed through practicing mindfulness within a community. Through the stories told in this collection, the teachers learn to see greater connections between their individual ways of thinking, their actions, and the greater system they live and work in. The storied inquiry of the educators offers unique possibilities for teachers' professional learning.

Emancipatory Practices: Adult/Youth Engagement for Social and Environmental Justice, 2010-01-01 Adults and youth who are engaged in social and ecological justice in community and educational work will find this book a critical overview of the role played by adults in the joint endeavours of adults and youth. Through various case studies, the book offers a glimpse into the work being undertaken by a wide range of international educators and community development workers where common themes emerge across the different sites. The book explores the development of and the internal and external constraints upon adult and youth emancipatory practices as well as the effective adult and youth beliefs and actions that facilitate collaborative leadership in issues of social and ecological justice. The authors offer a critical examination of the degree to which youth are able to participate in decision-making processes or to the extent to which they were given space and power to truly explore democratic and dialogic partnerships. With an emphasis on the power dynamics inherent in adult-youth relationships and the potential of these relationships to engage in democratic transformation, the book examines the patterns, benefits, and limitations of the youth-adult connections.

Expanding Curriculum Theory William M. Reynolds, Julie A. Webber, 2016-04-28 Expanding Curriculum Theory Second Edition carries through the major focus of the original volume to reflect on the influence of Deleuze and Guattari's concept of lines of flight and its application to curriculum theorizing. What is different is that the lines of flight have since shifted and produced expanded understandings of this concept for curriculum theory and for education in general. This edition reflects the impact of events that have contributed to this shift, in particular the illogic of school policy changes and reforms in the past decade and the continued explosion of social media and its effect on the collective understanding of how both knowledge and education work as forms of repression. The introduction updates the text and puts it into current debates in the field and in the larger socio-economic milieu. New positions are presented that explore central questions circulating within and outside curriculum studies. Exciting scholarship on a range of topics includes notions of desire and commodities, youth culture and violence, new directions in curriculum theory, Eco-Ethical consciousness, new Deleuzian views of normality, the diffusion of technology, and lines of flight in transnational curriculum inquiry.

Narrating Transformative Learning in Education M. Gardner, U. Kelly, 2008-02-04 This collection highlights the experiences of an international group of educators as they explore the art of teaching, the philosophy of learning, and the tensions of working across socially constructed borders.

Encyclopedia of Educational Leadership and Administration Fenwick W. English, 2006-02-16 The SAGE

Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled

Starting with Gender in International Higher Education Research Emily Henderson,Z Nicolazzo,2018-12-07 Bridging a gap between higher education research and women s and gender studies this volume explores the conceptual underpinnings and methodological implications involved in researching different concepts commonly associated with gender including queer trans women men feminisms intersectionality alongside discussions about the term gender itself Drawing on a range of empirical experiences and methodological frameworks chapter authors consider the ethical political theoretical and practical questions that arise when conducting gender related research in college and university contexts This book is a foundation for understanding the complexities of gender as well as a site for envisioning new futures for educators and researchers in this emerging global discipline

COVID-19: Paving the Way for a More Sustainable World Walter Leal Filho,2021-05-25 This book gathers and disseminates opinions viewpoints studies forecasts and practical projects which illustrate the various pathways sustainability research and practice may follow in the future as the world recovers from the COVID 19 pandemic and prepares itself to the possibilities of having to cope with similar crisis a product of the Inter University Sustainable Development Research Programme IUSDRP <https://www.haw-hamburg.de/en/ftz/nk/programmes/iusdrp.html> and the European School of Sustainability Science and Research ESSSR <https://esssr.eu> The COVID 19 pandemic has led to severe human suffering and to substantial damages to economies around the globe affecting both rich countries and developing ones The aftermath of the epidemic is also expected to be felt for sometime This will also include a wide range of impacts in the ways sustainable development is perceived and how the principles of sustainability are practised There is now a pressing need to generate new literature on the connections between COVID 19 and sustainability This is so for two main reasons Firstly the world crisis triggered by COVID 19 has severely damaged the world economy worsening poverty causing hardships and endangering livelihoods Together these impacts may negatively influence the implementation of sustainable development as a whole and of the UN Sustainable Development Goals in particular These potential and expected impacts need to be better understood and quantified hence providing a support basis for future recovery efforts Secondly the shutdown caused by COVID 19 has also been having a severe impact on teaching and research especially but not only on matters related to sustainability This may also open new opportunities e g less travel more Internet based learning which should be explored further especially in the case of future pandemics a scenario which cannot be excluded The book meets these perceived needs

Teaching Social Foundations of Education Dan W. Butin,2014-04-08 Examines the multiple layers and issues involved in

constructing meaningful learning environments within the social foundations of education classrooms Provides readers with the language tools and insights necessary to foster a more productive engagement *HCI International 2024 - Late Breaking Papers* Panayiotis Zaphiris,Andri Ioannou,Robert A. Sottilare,Jessica Schwarz,Matthias Rauterberg,2024-12-10 This nine volume set LNCS 15473 15482 constitutes the proceedings of the 26th International Conference HCI International 2023 in Washington DC USA in June July 2024 For the HCCII 2024 proceedings a total of 1271 papers and 309 posters was carefully reviewed and selected from 5108 submissions Additionally 222 papers and 104 posters are included in the volumes of the proceedings published after the conference as Late Breaking Work These papers were organized in the following topical sections HCI Theories Methods and Tools Multimodal Interaction Interacting with Chatbots and Generative AI Interacting in Social Media Fintech Consumer Behavior and the Business Environment Design for Health and Wellbeing Ergonomics and Digital Human Modelling Virtual Experiences in XR and the Metaverse Playing Experiences Design for Learning New Cultural and Tourism Experiences Accessibility and Design for All Design for Older Adults User Experience Design and Evaluation Novel Approaches and Case Studies Safety Security and Privacy HCI in Automated Vehicles and Automotive HCI in Aviation Transport and Safety Human Centered AI AI for Decision Making and Sentiment Analysis *Practices, Perceptions and Prospects for Climate Change Education in Africa* Marcellus Forh Mbah,Petra Molthan-Hill,Ernest L. Molua,2025-04-08 This open access book presents peer reviewed chapters that introduce the subject of climate change within formal and informal sectors of education in Africa as key to building the capacity of current and future generations to address the most pressing global issue An insight into existing practices perceptions and prospects for climate change education in Africa can bring to light relevant frameworks that can support a climate resilient future in the continent Among others the book contends that there is a need to rethink current practices of climate change education in the continent by optimizing Indigenous knowledge systems and context relevant pedagogies as important strategies Governments civil society and other stakeholders in Africa can draw on the rich insights captured in this book as they consider feasible approaches to resolve the current climate crisis **The English Language Teacher in Global Civil Society** Barbara M. Birch,2009-06-02 How can English language teachers contribute to peace locally and globally English language teachers and learners are located in the global civil society an international network of civil organizations and NGOs related to human rights the environment and sustainable peace English with its special role as an international language is a major tool for communication within this network On the local level many teachers are interested in promoting reconciliation and sustainable peace but often do not know how to do so This book provides information analysis and techniques to help teachers around the world take action toward this goal Balancing in a readable and accessible way the global and the local core and periphery cultural diffusion and resistance theory and practice pessimism and optimism outsider and insider perspectives the expert role and the apprentice role and prescriptive and elicitive methods it offers an alternative to

literature about critical applied linguistics globalization and peace education that is simply too complex and wordy to spread easily from theoretician to the classroom teacher The English Teacher in Global Civil Society synthesizes threads from many fields and topics into a coherent and empowering argument for the activist role English language teachers can take to promote social change draws on humanistic education peace education cross cultural understanding problem posing cooperative learning and critical thinking methodologies to help English language teachers learn how to teach conflict resolution skills in their classrooms covers issues in critical applied linguistics approaches and methodologies in ESL EFL global and local curricular issues and specific skill areas such reading writing and speaking suggests a new goal for English language teachers global citizenship This engaging informative provocative and highly readable book is a welcome resource for English language teacher trainers pre service teachers practicing classroom teachers and Peace Corps workers around the world

Narratives of Social Justice Educators Shirley Mthethwa-Sommers, 2014-07-31 This book presents narratives of eminent social justice educators which provide a window into why these educators have made it their mission to educate for attainment of social justice it succinctly defines what social justice education is and what it is not Eleven nationally and internationally eminent narratives of social justice educators namely Beverly Daniel Tatum Sonia Nieto Kevin Kumashiro Valerie Ooka Pang Teresita Aguilar Gaille Canella Christine Sleeter Julie Andrzejewski Norma Bailey Kent Koppelman and Cathy Pohan are featured Racial gender socio economic class and sexuality diversity of the social justice educators enriches the book by providing multidimensional perspectives on the impact of social positioning in choosing to educate for social justice Chapter One Introduction to Social Justice Educators provides an in depth introduction to the social justice educators who are featured in the book It delineates reasons they were selected to participate in the study of narratives for social justice educators This chapter highlights diverse paths that contributed to the participants engaging in social justice education and outlines all their contributions to social justice education Chapter Two Personal Influence describes the participants personal influences and how formative years of interacting with family members and peers contributed in shaping their identities as social justice educators In addition this chapter examines how their varied racial gender and sexuality identities served to prepare them for their profession Chapter Three Professional Influence offers a window into the participants professional life influences on their choice to work toward social justice education The educators discuss the impact of individual teachers and professors the field in which they work and exposure to specific curriculum and readings that served to ignite their interest in educating for social justice Chapter Four Impact of Social and Historical Events explores the influence of social and historical events had in the evolution of social justice educators Such events compelled social justice educators to critically reflect on their roles in society and the importance of engaging in social justice activism through their work Chapter Five Reasons for Standing Firm focuses on reasons that keep social justice educators holding firm to their convictions of social justice education and teaching for social change It explores the role of spirituality and their

sense of commitment Chapter Six Epilogue offers a synthesis of the experiences of social justice educators implications for teacher education programs and lessons that can be gleaned from their narratives Stories from the social justice educators provide theoretical and pedagogical frameworks for teaching about social justice issues in education Each chapter concludes with lessons that can be gleaned from the narratives and applied when working with students The Call from the Stranger on a Journey Home Hongyu Wang, 2004 This book is a cross cultural gendered study of both self and curriculum Initiating a conversation between and among Michel Foucault Confucius and Julia Kristeva it searches for a new third cultural and psychic space of transformation and creativity Weaving together philosophy psychoanalysis and autobiography through lived experiences of curriculum it calls for new configurations of subjectivity at the intersection of culture and gender through the meeting between selfhood and the human psyche in the dynamics of the semiotic and the symbolic and through the interaction between the Western subject and the Chinese self These multiple layers of inquiry provide unique perspectives for readers who are interested in curriculum theory feminist analysis philosophy of education or East West dialogue

Teaching for Deep Understanding Kenneth Leithwood, Pat McAdie, Nina Bascia, Anne Rodrigue, 2006-04-28 Empower students to reach new levels of thinking through teaching for deep understanding How do teachers successfully bridge the chasm between large numbers of very specific educational standards and deep understanding of important ideas This well researched text is based on the collaborative work between researchers and school practitioners to help answer this fundamental question The authors have drawn from the most up to date research to help teachers curriculum developers and school leaders discover how to implement and promote learner centered quality teaching strategies that encourage students understanding Organized into five parts this text systematically uncovers how to Advance student learning using leading edge research on powerful forms of instruction Foster metacognition in students and encourage them to take control of their own learning Extend learning from academic thinking to real world application across all disciplines Learn how to instill a culture of deep understanding among students while still meeting specific achievement standards found in most district and state curricula This timely and accessible resource reveals how rethinking school curriculum and teaching for deeper knowledge transfer can help students take control of their own learning **Curriculum, Environment, and the Work of**

C. A. Bowers Audrey M. Dentith, David Flinders, John Lupinacci, Jennifer S. Thom, 2021-06-25 This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A Bowers to curriculum and ecological studies globally Chapters provide in depth explanation of Bowers central contributions to the field including his identification of the linguistic roots of ecological degradation the need for school curricula to support sustainability and the principles of cultural commons eco justice and ecological intelligence Building on these ideas and emphasizing the links between curriculum studies social justice and environmental education the text illustrates how Bowers ideas must now inform future approaches to schooling teacher education research and Indigenous communities to guard

against the global ecological crises we now face This text will benefit researchers academics and educators with an interest in curriculum studies sustainability education and environmental studies in particular Those interested in the sociology of education educational change and school reform will also benefit from the book

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