

# *Reflections from the Heart of Educational Inquiry*

Understanding  
Curriculum and Teaching  
through the Arts

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*Edited by  
George Willis and William H. Schubert*

# Reflections From The Heart Of Educational Inquiry Understanding Curriculum And Teaching Through The Arts

**Robert Fitzgerald, Thomas William  
Nielsen**



## **Reflections From The Heart Of Educational Inquiry Understanding Curriculum And Teaching Through The Arts:**

**Reflections from the Heart of Educational Inquiry** George Willis, William H. Schubert, 1991-02-19 Exquisitely refined observational technique entails that correspondingly refined thought be given to the frame upon which the observer stands. The physical issues thus encountered are immensely subtle. To the present volume nineteen experts from around the world have contributed eighteen state of the art reviews which are presented under these topical heads: Celestial reference frames, Terrestrial reference frames, Rotation of the Earth and the terrestrial and celestial frames, Relationships between frames, Time Standards. NW Thirty three essays discuss ways the arts have influenced curriculum inquiry and the teaching learning process. The first part focuses on aesthetic, epistemological, ethical, ontological and political explanations for the influence of arts or curricula. The second part offers personal accounts by scholars who have been influenced by works of art at the classroom, curricula and teaching levels. Paper edition, unseen 17 95. Annotation copyrighted by Book News Inc. Portland, OR.

*Understanding Curriculum* William F. Pinar, 1995 Perhaps not since Ralph Tyler's 1949 *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist, poststructuralist and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

**Thinking about and Enacting Curriculum in "frames of War"** Rahat Naqvi, Hans Smits, 2012-01-01 Rahat Naqvi and Hans Smits edited collection. *Thinking about and Enacting Curriculum in Frames of War* is centered on the theme of how the current global order creates precarious conditions for human life. The contributors respond to the challenges Judith Butler posed about the fragility of life and questions about how we apprehend and take up ethically our responsibilities for those who are considered Other. The overarching objective of the book is the meaning of a call to ethics and how discussion of framing and frames is a provocation to think about our responsibilities as curriculum scholars and practitioners.

**Teacher Personal Theorizing** Gail MacCutcheon, 1992-01-01 This book examines the relationship between teacher theorizing and teacher action as illustrated by the curricular and instructional practices of teachers. The authors show that all teaching is guided by theory developed by the teachers. Teachers could not begin to practice without some knowledge of the context of their practice and without ideas about what can and should be done in those circumstances. In this sense teachers are guided by personal practical theories that structure their activities and guide them in making decisions. This literature is very significant in explaining and interpreting many phenomena of schooling such as why teachers alter curriculum documents and other policies, how inservice education can be improved, how supervisors can help teachers to improve their practices and how administrators can become leaders to improve education. This perspective has broad and specific implications for every facet of education. Those interested in teacher education and development in supervision in curriculum and in administration will

find it especially relevant *International Handbook of Curriculum Research* William F. Pinar, 2003-04-01 The International Handbook of Curriculum Research is the first collection of reports on scholarly developments and school curriculum initiatives worldwide Thirty four essays on 28 nations framed by four introductory chapters provide a panoramic

*Integrating Multiple Literacies in K-8 Classrooms* Janet C. Richards, Michael C. McKenna, 2003-05-14 This text gives prospective and practicing teachers a comprehensive understanding of how to teach multiple literacies in elementary and middle school classrooms All of the literacies dance music visual arts popular culture media and computer technologies are integrated with reading and writing Balanced treatment is given to theoretical perspectives and practical applications The text also features authentic cases written by preservice teachers and commentaries on the cases from practitioners and university professors The cases are designed to prepare future teachers for the PRAXIS teacher certifying exam and others offered in many states Three theoretical chapters support the practical applications Chapter 1 addresses the benefits of writing and analyzing cases and the specific attributes of exemplary teaching cases and offers guidelines for teachers to author their own case narratives and questions for analyzing and discussing case issues with peers Chapter 2 discusses the role of electronic symbol making and multiple sign systems in children's literacy and how children use symbols to receive and express meaning Chapter 3 offers a theoretical framework that helps define and enable teachers to use the new literacies of Internet technology and provides a strong rationale for expanding traditional definitions of literacy **The Routledge**

**Companion to Arts Marketing** Daragh O'Reilly, Ruth Rentschler, Theresa Kirchner, 2013-12-17 The relationship between the arts and marketing has been growing ever more complex as the proliferation of new technologies and social media has opened up new forms of communication This book covers the broad and involved relationship between the arts and marketing It frames arts marketing in the context of wider related issues such as the creative and cultural industries cultural policy and arts funding developments in the different art forms and the impact of environmental forces on arts business models and markets The Routledge Companion to Arts Marketing provides a comprehensive up to date reference guide that incorporates current analyses of arts marketing topics by leaders of academic research in the field As such it will be a key resource for the next generation of arts marketing scholars and teachers and will constitute the single most authoritative guide on the subject internationally **A Visual Narrative Concerning Curriculum, Girls, Photography Etc.** Hedy

Bach, 2017-07-31 This multi genre book is a deconstructive project that reveals the elisions blind spots and loci within the complex web of daily life of four schoolgirls The girls who attend school and actively connect their learning to the study of art drama ballet and music programs in and out of school visually documented their lives both inside and outside of classrooms using disposable cameras to create 80 to 120 photographs One on one conversations with them about their images were taped and transcribed and the analysis of these images and texts provides a description of the evaded curriculum within adolescent life The research exposes pain reveals desire and pleasure and expresses the intensity of joy in making and

creating schoolgirl culture      *Love, Justice, and Education* William H. Schubert, 2010-01-01 Love Justice and Education by William H Schubert brings to life key ideas in the work of John Dewey and their relevance for the world today He does this by imagining continuation of a highly evocative article that Dewey published in the New York Times in 1933 Dewey wrote from the posture of having visited Utopia Schubert begins each of thirty short chapters with a phrase or sentence from Dewey's article in response to which a continuous flow of Utopians consider what is necessary for educational and social reform among Earthlings Schubert encourages the Utopians who have studied Earthling practices and literatures to recommend from their experience what Earthlings need for educational and social reform and how they can address obstacles to that reform The Utopians speak to myriad implications of Dewey's report by drawing upon a wide range of philosophical literary and educational ideas including many of Dewey's other writings Their central message is that loving relationships and empathic dedication to social justice are necessary for educational reform that responds wholeheartedly to learner needs and interests True to Dewey's original position such education must be built upon social reform that works to overcome acquisitive society based on greed the principal impediment to realizing human potential democratic society and educational relationships that enhance it To overcome the debilitating acquisitiveness that plagues Earth is the challenge for educators and all human beings who seek to involve the young in composing their lives and cultivating a world of integrity beauty justice love and continuously evolving capacities of humanity      *Imagination in Educational Theory and Practice* Robert Fitzgerald, Thomas William Nielsen, 2010-04-16 Inspired by papers developed for the 6th International Conference on Imagination and Education Imaginative Practice Imaginative Inquiry Canberra Australia 2008 this book connects a cross section of educators researchers and administrators in a dialogue and exploration of imaginative and creative ways of teaching learning and conducting educational inquiry Imagination is a concept that spans traditional disciplinary and professional boundaries The authors in this book acknowledge diverse theoretical and practical allegiances but they concur that imagination will play an essential role in the building of new foundations for education in the 21st century From our conception of human development through our ways of educating teachers to the teaching of mathematics they argue for the centrality of imagination in the realization of human potential and for its relevance to the most urgent problems confronting our world Introduced by a wide ranging literature review and extensively referenced this volume makes an important contribution to a rapidly expanding field      Embodied Curriculum Theory and Research in Arts Education Susan W. Stinson, 2015-10-26 This collection of articles by Susan W Stinson organized thematically and chronologically by the author reveals the evolution of the field of arts education in general and dance education in particular through narrative and critical reflections by this unique scholar and a few co authors It also includes contextual insights not available elsewhere The author's pioneering embodied research work in arts and dance education continues to be relevant to researchers today The selected chapters and articles were predominantly previously published in a variety of journals conference proceedings and books

between 1985 and the present Each section is preceded by an introduction and the author has written a post scriptum for each article to offer a commentary or response to the article from the current perspective

**Lights! Camera! Action and the Brain** Maher Bahloul, Carolyn Graham, 2012-01-17 Lights Camera Action and the brain The Use of Film in Education is about an innovative pedagogy whereby performing arts and digital production play a key role in teaching and learning The book combines theory and practice as such it lays solid neurological foundations for film and media literacy and provides several relevant practical applications from worldwide scholars The book contains thirteen chapters three of which address a number of theoretical issues related to the camera and the brain while the remaining ten are practical illustrations of the extent to which film and video are used as pedagogical tools In the book preface Nikos Theodosakis author of *The Director in the Classroom* writes that the book contributors have built a wonderful bridge for us to travel over In fact the book chapters transcend age restrictions to include diverse age groups children and young adults The topics range from learning language and philosophy to learning about one's self one's environment and one's cultural identity Much more importantly the book addresses the needs of regular and special needs learners Arts in general and films in particular are shown to display salient and dynamic roles in appealing to a wide variety of regular and special needs learners In short the book is highly beneficial to educators and to education managers it will have the power to change teaching and the way the curriculum is perceived for several generations to come

*Curriculum* William Pinar, 2014-01-21 This collection of essays by established writers in postmodern pedagogy stakes out new conceptual territories redefines the field and presents a complete review of contemporary curriculum practice and theory in a single volume Drawing upon contemporary research in political feminist theological literary and racial theory this anthology reformulates the research methodologies of the discipline and creates a new paradigm for the study of curriculum into the next century The contributors consider gender identity narrative and autobiography as vehicles for reviewing the current and future state of curriculum studies Special Features Presents new essays by established writers in postmodern pedagogy Reviews curriculum studies through the filters of race gender identity narrative and autobiography Offers in a single affordable volume a complete review of contemporary curriculum practice and theory

Teachers' Ethical Self-Encounters with Counter-Stories in the Classroom Teresa Strong-Wilson, 2021-04-21 Offering unique theoretical perspectives autobiographical insights and narrative accounts from elementary and secondary educators this monograph illustrates the need for teachers to engage critically with counter stories as they teach to issues including colonization war and genocide Juxtaposing Pinar's concept of ethical self encounters with theories of subjective reconstruction multidirectional memory and autobiographical narration this rich volume considers teachers ethical responsibility to interrogate the curriculum via self reflection and self formation Using cases from workshops and classrooms conducted over five years Strong Wilson traces teachers and students movement from implicated subjects to concerned subjects In doing so she challenges the neoliberal dynamics which erode teacher agency By working at the intersections of

pedagogy literary theory and memory studies this book introduces timely arguments on subjectivity and ethical responsibility to the field of education in the Global North It will prove to be an essential resource for post graduate researchers scholars and academics working with curriculum theory and pedagogical theory in contemporary education **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 **Reimagining Science Education in the**

**Anthropocene** Maria F. G. Wallace, Jesse Bazzul, Marc Higgins, Sara Tolbert, 2021-12-07 This open access edited volume invites transdisciplinary scholars to re vision science education in the era of the Anthropocene The collection assembles the works of educators from many walks of life and areas of practice together to help reorient science education toward the problems and peculiarities associated with the geologic times many call the Anthropocene It has become evident that science education the way it is currently institutionalized in various forms of school science government policy classroom practice educational research and public private research laboratories is ill equipped and ill conceived to deal with the expansive and urgent contexts of the Anthropocene Paying homage to myopic knowledge systems rigid state education directives and academic professional communities intent on reproducing the same practices knowledges and relationships that have endangered our shared world and shared presents presence is misdirected This volume brings together diverse scholars to reimagine the field in times of precarity *Curriculum Development in the Postmodern Era* Patrick Slattery, 2013 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers

to the Companion Website to read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition

**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

**Posthumanism and Educational Research** Nathan Snaza, John Weaver, 2014-09-25 Focusing on the interdependence between human animal and machine posthumanism redefines the meaning of the human being previously assumed in knowledge production This movement challenges some of the most foundational concepts in educational theory and has implications within educational research curriculum design and pedagogical interactions In this volume a group of international contributors use posthumanist theory to present new modes of institutional collaboration and pedagogical practice They position posthumanism as a comprehensive theoretical project with connections to philosophy animal studies environmentalism feminism biology queer theory and cognition Researchers and scholars in curriculum studies and philosophy of education will benefit from the new research agendas presented by posthumanism

**Growing Good Catholic Girls** Christine Trimingham Jack, 2003 Based on interviews with young Australian girls who lived in Sacred Heart convent boarding schools between 1940 and 1965 this illuminating study provides insight into the Catholic model of education before Vatican II when obedience conformity and repression were used to teach young girls how to be ladies and become good The school's social order and the ways that students responded to the regimen of study and religion are explored The narratives of one particular school provide a critique of gender fashioning traditional Catholic symbols and myths and effective methods of education



## **Reflections From The Heart Of Educational Inquiry Understanding Curriculum And Teaching Through The Arts**

Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has been evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Reflections From The Heart Of Educational Inquiry Understanding Curriculum And Teaching Through The Arts**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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