

TEACHERS AS CURRICULUM PLANNERS
Narratives of Experience

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Foreword by Elliot Eisner

Teachers As Curriculum Planners Narratives Of Experience

A. Mattos



Teachers As Curriculum Planners Narratives Of Experience:

Teachers as Curriculum Planners F. Michael Connelly, D. Jean Clandinin, 1988 *International Handbook of Research in Arts Education* Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological 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 lived 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 centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme Narrative and Experience in Multicultural Education JoAnn Phillion, Ming Fang He, F. Michael Connelly, 2005-03-23 Narrative and Experience in Multicultural Education provides compelling stories that raise questions advance understandings and promote insight into the challenges and hopes of teaching for diversity and democracy The works contained are compelling for the stories they tell and as such there is value in their presence That the thoughtful reader can glean important lessons with respect to multicultural education and the value of narrative inquiry as academic disciplines is intellectual icing on the cake Francisco Rios University of Wyoming This work is a very exciting important and badly needed piece of scholarship offered by some of the most leading edge professors in the field The diversity and diverse viewpoints it presents are unparalleled in the field of education Cheryl J Craig University of Houston The narratives in this book allow readers to put a human face to an issue related to multicultural education A reflective reader will begin to see himself herself in the narratives of the text Edmundo F Litton Loyola Marymount University The inclusion of chapters that deal with classroom realities elevate the text for education teacher candidates above those existing volumes that tend to deal with multi inter cultural issues in the abstract One of the strengths of this volume is that it will resonate with new and experienced classroom practitioners Jon G Bradley McGill University Narrative and Experience in Multicultural Education explores the untapped potential that narrative and experiential approaches have for understanding multicultural issues in education The research featured in the book reflects an exciting new way of thinking about human experience The studies focus on the lives of students teachers parents and communities highlighting experiences seldom discussed in the literature The authors are diverse and their inquiries are far ranging in terms of content ethnic groups studied and geographic locations They also bring their personal experience to the inquiries actively participate in the lives of the people with whom they work care deeply about the concerns of their participants and search for ways to act upon these concerns Most

importantly the work emphasizes the understanding of experience and transforming this understanding into social and educational significance Key Features Addresses new ways to explore multicultural issues in education rather than relying on theoretical generalizations the book focuses explicitly on individual and group experiences Emphasizes the transformation of experience into education especially through the study of complex multicultural issues Challenges readers assumptions of multicultural issues by offering numerous narrative accounts and research studies for work with various ethnic groups Narrative and Experience in Multicultural Education is designed for use in courses in multicultural education and qualitative research especially in departments of education anthropology and sociology Professional educators researchers and consultants will also find this a valuable introduction to narrative research and a welcome addition to the literature

Narratives on Teaching and Teacher Education A. Mattos, 2009-07-06 This book brings in an international perspective on a much debated area namely teacher education Through narrative research the chapters in this collection provide a wide variety of stories of discovery transformation and hope in teaching and learning to teach *Narratives from the Classroom* Paul Chamness Miller, 2005 Narratives from the Classroom An Introduction to Teaching introduces the reader to many of the important classroom issues surrounding the field of teaching This book is unique in that it is a collection of personal accounts and ideas written by the teachers and teacher educators who lived those experiences Because this is an introduction to teaching each chapter addresses a different topic ranging from the purpose of schools and teachers issues about policies and programs in the school and various practices found within the classroom walls There is also a section that addresses preparation for the job market and what the first year of teaching is like This book deliberately avoids being prescriptive and encourages the reader to form his or her own conclusions about the presented issues Teachers' Narrative Inquiry as Professional Development Karen E. Johnson, Paula R. Golombek, 2002-07-08 This book explores teachers understanding of the personal and professional experiences that have informed their language teaching The intent of the hardback edition is to bring into our professional conversations teachers ways of knowing that is teachers understanding of the experiences that have informed their language teaching By making teachers ways of knowing public open to review and accessible to others in this profession this text hopes to validate in ways afforded to other forms of scholarly work teachers own understanding of the activity of language teaching **Journeys in Narrative Inquiry** D Jean Clandinin, 2019-09-20 Organized around a metaphor of an academic journey D Jean Clandinin offers published tracings of an unfolding journey over 40 years that at its outset appeared to focus only on questions of epistemology However the book illuminates how that apparent beginning focus shape shifted to questions of methodology ethics ontology and subsequently political concerns Clandinin shows that even at the outset her research wonders were grounded in relational understandings of experience understandings that were simultaneously ontological methodological epistemological and ethical Jean s work is collaborative an engagement alongside others and within the contexts in which they and she lived and worked including those who were participants in the research

She continues to acknowledge that narrative inquiry changes people's ways of being in the world and those changes have ethical significance. While what she and her colleagues now call relational ethics has always been central, recently her sense of ethics has become more explicitly political. She shows the development of ideas over time, beginning as she entered doctoral work and continuing through 2019 and onward. Jean's work centered on relational understandings of experience highlights ethical dimensions and has come to define narrative understandings for generations of researchers. This book will be an invaluable resource for researchers and graduate students and professional researchers in both educational and healthcare settings.

Narrative Inquiry into Reciprocal Learning Between Canada-China Sister Schools Yuhua Bu, 2021-01-29. This edited volume explores how Chinese school-based educators learn from others and attain awareness in dialogue with the world in an era of increasing globalization and information exchange. Minzhu Primary School in Shanghai, China, and Bay Street School in Toronto, Canada, have been connected as sister schools of cross-cultural exchange since 2008. Together they have explored ways to reciprocally learn in a cross-cultural partnership while remaining grounded in their home culture and language. In this book, chapter authors examine how Chinese school-based educators view themselves, understand others, and grow and develop as a consequence of a decade of cross-cultural reciprocal learning as sister schools. Further, the authors discuss prospects for future educational interactions between Canada and China.

Progress in Educations R. Nata, 2004. This series presents substantial results from around the globe in selected areas of educational research. The field of education is consistently on the top of priority lists of every country in the world, yet few educators are aware of the progress elsewhere. Many techniques, programs, and methods are directly applicable across borders. This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again.

Smudging Composition Lines of Identity and Teacher Knowledge Elaine Chan, Vicki Ross, 2023-12-08. The dilemmas and tensions uncovered directly from the perspective of teachers and teacher educators develop narrative inquiry as a methodological approach to examining teacher knowledge in cross-cultural teaching, providing invaluable findings for teachers, teacher educators, and educational researchers internationally.

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