Teaching Positions

Pedagogy, and the Power of Address

Elizabeth Ellsworth

Teaching Positions Difference Pedagogy And The Power Of Address

Rosina Ehmann

Teaching Positions Difference Pedagogy And The Power Of Address:

Teaching Positions Elizabeth Ann Ellsworth, 1997 Drawing on media studies literary theory and the work of psychoanalytic feminist theorist Shoshana Felman Ellsworth portrays the work of pedagogy as a performative practice revealing the manner in which pedagogy positions teachers and students to engender gaps and silences in the communication of knowledge and self This provocative study of the teacher student relationship uses recent developments in film and literary studies to explore how education understands who it is teaching and how teachers understand who their students are The 'Poor Child' Lucy Hopkins, Arathi Sriprakash, 2015-07-16 Why are development discourses of the poor child in need of radical revision What are the theoretical and methodological challenges and possibilities for ethical understandings of childhoods and poverty The poor child at the centre of development activity is often measured against and reformed towards an idealised and globalised child subject This book examines why such normative discourses of childhood are in need of radical revision and explores how development research and practice can work to unsettle the global child It engages the cultural politics of childhood a politics of equality identity and representation as a methodological and theoretical orientation to rethink the relationships between education development and poverty in children's lives This book brings multiple disciplinary perspectives including cultural studies sociology and film studies into conversation with development studies and development education in order to provide new ways of approaching and conceptualising the poor child The researchers draw on a range of methodological frames such as poststructuralist discourse analysis arts based research ethnographic studies and textual analysis to unpack the hidden assumptions about children within development discourses Chapters in this book reveal the diverse ways in which the notion of childhood is understood and enacted in a range of national settings including Kenya India Mexico and the United Kingdom They explore the complex constitution of children's lives through cultural policy and educational practices. The volume s focus on children's experiences and voices shows how children themselves are challenging the representation and material conditions of their lives The Poor Child will be of particular interest to postgraduate students and scholars working in the fields of childhood studies international and comparative education and development studies Critical Voices in Teacher Education Barry Down, John Smyth, 2012-04-28 We live in dangerous times when educational policies and practices are debated largely in terms of how they fit with the needs of the free market This volume is a collection of writing by teacher educators that draws on their unique biographies experiences and perspectives to denounce these misguided norms It explores what it means practically and intellectually to teach for social justice in conservative times In a globalised world where the power of capital holds sway the purposes of social institutions such as universities and schools is being refashioned in ways that are markedly instrumental and technicist in nature The consequence is that teachers work is increasingly constrained by regimes of control such as standardised testing accountability transparency and national curricula In the meantime large numbers of

students and teachers are disengaging physically emotionally and intellectually from learning The contributors to this edited volume present both a powerful critique of these developments and a counter hegemonic vision of teacher education founded on the principles and values of social justice democracy and critical inquiry Teacher education they argue involves a commitment to critical intellectual work that subjects some deeply entrenched assumptions beliefs habits routines and practices to closer scrutiny The contributing authors expose how ideology and power operate in seemingly blameless rational ways to perpetuate social hierarchies based on class gender sexuality race and culture **Interpreting Difficult History** at Museums and Historic Sites Julia Rose, 2016-05-02 Interpreting Difficult History at Museums and Historic Sites is framed by educational psychoanalytic theory and positions museum workers public historians and museum visitors as learners Through this lens museum workers and public historians can develop compelling and ethical representations of historical individuals communities and populations who have suffered It includes various examples of difficult knowledge detailed examples of specific interpretation methods and will give readers an in depth explanation of the psychoanalytic educational theories behind the methodologies Audiences can more responsibly and productively engage in learning histories of oppression and trauma when they are in measured and sensitive museum learning environments and public history venues To learn more check out the website here http interpretingdifficulthistory com The Ethical Educator Susan E. Israel, Cynthia A. Lassonde, 2007 The Ethical Educator addresses critical aspects of ethical conduct related to teaching and teacher research Identifying strategies and opportunities for reflection it seeks to guide teachers and researchers in their quest for adherence to the highest level of ethical standards within their practice Written from an educational perspective this book will appeal especially to teachers engaged in research in classroom settings those engaged in collaborative research within the university and school and pre service teachers The book addresses the numerous ethical codes by which teachers are guided those of their professional associations as well as those set forth by teaching and research associations and the many ways in which world issues challenge our systems of teaching and research providing opportunities for self reflection on ethical behavior Globalization and Education Nicholas C. Burbules, Carlos Alberto Torres, 2013-12-16 In Globalization and Education Critical Perspectives an outstanding group of international contributors explore the increasingly important dimensions of globalization as it affects educational policy and practice in nation states around the world Changing conditions in a globalized world including travel international media transnational capitalism and the role of global organizations and institutions all have profound implications for the formation and implementation of education policy Addressing such issues as feminism multiculturalism and new technology this collection of original essays will broaden the context in which educational policy decisions are viewed Contributors Michael W Apple Jill Blackmore Nicholas C Burbules Juan Ram n Capella Luiza Cortes o Greg Dimitriadis Patrick Fitzsimmons Douglas Kellner Bob Lingard Allan Luke Carmen Luke James Marshall Cameron McCarthy Raymond A Morrow Michael Peters Thomas S Popkewitz Fazal Rizvi Stephen R

Stoer and Carlos Alberto Torres Culture, Education, and Community J. Lavia, S. Mahlomaholo, 2012-04-14 Provides a critical space in which to interrogate the ways in which postcolonial voices are imagined and struggle to be valued heard and responded to Takes the imagination of the postcolonial as its focus acknowledging that it is a troubling unsettling and ambiguous concept requiring re visiting and re interpretation **Handbook of Qualitative Research in Education** Michael R.M. Ward, Sara Delamont, 2020-08-28 This updated second edition unpacks the discussions surrounding the finest qualitative methods used in contemporary educational research Bringing together scholars from around the world this Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the processes of data collection analysis and representation offering fresh ideas to inspire and re invigorate researchers in educational research How Theatre Educates David Wallace Booth, Kathleen Gallagher, 2003-01-01 How Theatre Educates is a fascinating and lively inquiry into pedagogy and practice that will be relevant to teachers and students of drama educators artists working in theatre and the theatre going public **Critical Perspectives on the Curriculum of Teacher Education** Thomas Stewart Poetter, Thomas Lee Goodney, Jennifer Lynne Bird, 2004 Critical Perspectives on the Curriculum of Teacher Education is a collection of papers written by students in a widely recognized doctoral program in curriculum and educational leadership The editors have compiled these papers to discuss key ideas and present new possibilities for teachers in terms of formal and informal curriculum interventions This book will challenge readers to rethink long standing assumptions that pass for conventional wisdom in the field

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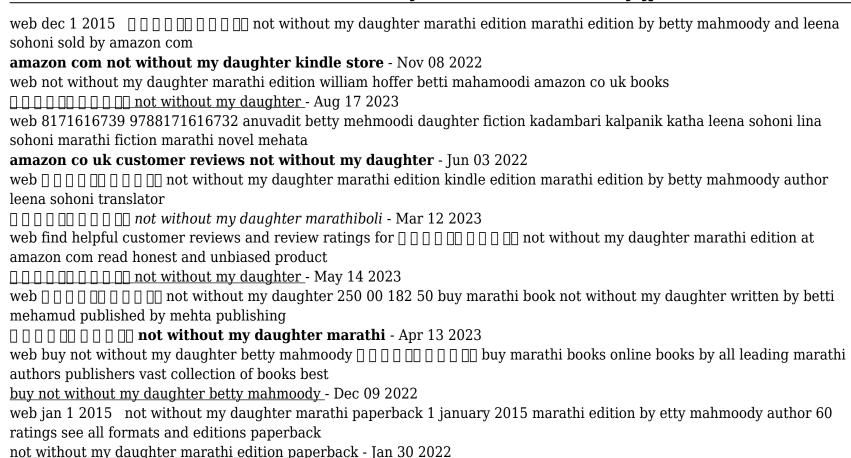
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