

Expanding Curriculum Theory

Dis/positions and Lines of Flight

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Expanding Curriculum Theory Dis Positions And Lines Of Flight

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Expanding Curriculum Theory Dis Positions And Lines Of Flight:

Expanding Curriculum Theory William M. Reynolds, Julie A. Webber, 2004-05-20 This book brings together some of the newest work in curriculum studies to explore central questions that swirl inside and out of the field What counts as curriculum research What procedures are considered legitimate for the production of knowledge What forms shape the making of explanations What constitutes proof It forefronts work by curriculum theorists who are interested in looking at educational problems from a vantage point that questions current models of research one that suggests adopting lines of flight or multiplicities that offer promise to disentangle curriculum theory from traditional research hierarchies and methods driven dependence on formalities In *Expanding Curriculum Theory Dis positions and Lines of Flight* The essays are connected by their shared concern for combining alternative methodologies such as textual analysis discourse theory hermeneutics and post structuralism with perspectives on race class gender and sexual orientation Disciplinary boundaries are blurred as curriculum theory is interwoven with cultural studies political theory psychoanalysis dance technology and other fields To assist readers in understanding the various essays as well as comparing contrasting and connecting them with each other each chapter opens with a Thinking Beyond section The questions posed are designed to make the text engaging and pedagogically friendly By doing all this within an overall poststructural framework that encourages and demonstrates creativity multidisciplinary and new lines of flight this volume makes a unique contribution to expanding curriculum theory It is a stimulating text for students faculty and researchers in the field *Itinerant Curriculum Theory* João M.

Paraskeva, 2024-06-27 This book advances new ways of thinking about emergence and impact of Itinerant Curriculum Theory ICT Written by authors based in Algeria Brazil Chile China Estonia South Korea Spain and the USA the chapters examine the opportunities and challenges paved by ICT in the struggle to open up and decolonize curriculum policies The contributors show how ICT can help us to pave a new way to think about and to do curriculum theory and announce ICT as a declaration of epistemological liberation one that helps to resist Eurocentric dominance The chapters cover topics including ecologies of the Global South education discourse in South Korea China s Curriculum Reform and the history of colonialism in the Middle East Building on the work of Antonia Darder Boaventura de Sousa Santos and others this book posits that the future of the field is the struggle against curriculum epistemicides and this is ultimately a struggle for social justice The book includes a Foreword by the leading curriculum historian William Schubert Professor Emeritus of Curriculum and Instruction at the University of Illinois at Chicago USA Curriculum Theory, Curriculum Theorising, and the Theoriser , 2020-12-29

Curriculum studies is at the core of the educational endeavour and informs what happens in every educational institution As a result of its criticality or primacy every educational practitioner appears to claim expertise in curriculum matters and what direction the field should take In Africa the curriculum practitioner has been given little or no space to theorise and orient the future of the field in Africa Instead European and American curriculum theorists have been allowed to exert a marked

influence on the nature and direction of African theoretical and philosophical underpinnings This situation raises fundamental questions about the future of education in Africa and this volume explores and answers these questions relating to curriculum theory theorising and the theoriser by breaking traditions and experimenting on alternative approaches and pathways Contributors are Aruna Ankiah Gangadeen Lynn Biggs Eunice Champion Taryn Isaacs De Vega Kehdinga George Fomunyam Nadaraj Govender Angela James Simon Bheki Khoza Noma China Kubashe Nehemiah Latolla Jacqui L ck Dumisa Celumusa Mabuza Simeon Maile Suriamurthee Maistry Makhulu A Makumane Zvisinei Moyo Cedric Bheki Mpungose Pascal Nadal Blanche Ntombizodwa Ndlovu Christopher Ndlovu Emily Mangwaya Ndlovu Nellie Ngcongco James Deirdre Pratt Mukhtar Raban Nolundi Radana Makhosazana Edith Shoba Mahlapahlapana Themane Molaodi Tshelane and Denise Zinn

The Concept of Care in Curriculum Studies Jung-Hoon Jung, 2015-12-22 The question at the heart of the book is what might an education with self care and care for others look like Juxtaposing self understanding through the method of currere and the historical character of hakbeolism a concept indigenous to Korea referring to a kind of social status people achieve based on a shared academic background this book articulates how subjective reconstruction of self in conjunction with historical study can be transformative and how this can be extended to social change Articulating how having one s own standard can be a way of making one s life a work of art the author looks at how Korean schooling exercises coercive care disconfirmation and the whip of love for the children s own good Emphasis is given to the internalized status of these practices in both students and teachers and to teachers and parents culpability not only in exercising but also in reproducing these practices through themselves Going beyond describing and analysing the educational problem of academic intellectual achievement oriented education based on aggressive competition this book suggests ways to address these issues through autobiography using the method of currere to reconstruct one s subjectivity and an ethic of care **Trajectories in the**

Development of Modern School Systems Daniel Tröhler, Thomas Lenz, 2015-05-15 As contemporary education becomes increasingly tied to global economic power national school systems attempting to influence one another inevitably confront significant tensions caused by differences in heritage politics and formal structures Trajectories in the Development of Modern School Systems provides a comprehensive theoretical and empirical critique of the reform movements that seek to homogenize schooling around the world Informed by historical and sociological insight into a variety of nations and eras these in depth case studies reveal how and why sweeping convergent reform agendas clash with specific institutional policies practices and curricula Countering current theoretical models which fail to address the potential pressures born from these challenging isomorphic developments this book illuminates the cultural idiosyncrasies that both produce and problematize global reform efforts and offers a new way of understanding curriculum as a manifestation of national identity *Curricular Conversations* Margaret Macintyre Latta, 2013 Curricular Conversations is about play as a medium for teaching and learning that asks teachers and students to participate through adapting changing building and creating meaning Social

Efficiency and Instrumentalism in Education James M. Magrini, 2014-04-03 Distinct among contemporary philosophical studies focused on education this book engages the history of phenomenological thought as it moves from philosophy proper the European phenomenological hermeneutic tradition through curriculum studies It thus presents the best of both worlds for the reader there is a play or movement from philosophy proper to educational philosophy and then back again in order to locate and explicate what is intimated suggested and in some cases left unsaid by educational philosophers This amounts to a work on education philosophy that elucidates through various permutations within the unique foci of each essay the general phenomenological theme of the fundamental ontology of the human being as primordial learner Reflecting his experience as scholar teacher and perennial learner the author suggests how research in phenomenology might prove beneficial to the enhancement of both the theoretical and practical aspects of education readers are invited to envision education as far more than merely a means by which to organize an effective learning experience in which knowledge is assimilated and skill sets are efficiently imparted but rather as a holistic and integrated process in which knowing acting and valuing are original ways of Being in the world

Nonviolence and Education Hongyu Wang, 2014-02-03 In current global politics which positions China as a competitor to American leadership in depth understandings of transnational mutual engagement are much needed for cultivating nonviolent relations Exploring American and Chinese professors experiences at the intersection of the individual society and history and weaving the autobiographical and the global this book furthers understanding of their cross cultural personal awareness and educational work at universities in both countries While focusing on life histories it also draws on both American and Chinese intellectual traditions such as American nonviolence activism Taoism and Buddhism to formulate a vision of nonviolence in curriculum studies Centering cross cultural education and pedagogy about for and through nonviolence this volume contributes to internationalizing curriculum studies and introduces curriculum theorizing at the level of higher education Hongyu Wang brings together stories dialogues and juxtapositions of cross cultural pathways and pedagogies in a powerful case for theorizing and performing nonviolence education as visionary work in the internationalization of curriculum studies

Children's Books for Grown-Up Teachers Peter Appelbaum, 2017-09-25 Teachers and prospective teachers read children s books but that reading is often done as a teacher that is as planning for instruction rather than as a reader engaged with the text Children s Books for Grown Up Teachers models the kind of thinking about teaching and learning the sort of curriculum theorizing accomplished through teachers interactions with the everyday materials of teaching It starts with children s books branches out into other youth culture texts and subsequently to thinking about everyday life itself Texts of curriculum theory describe infrastructures that support the crafts of inquiry and learning and introduce a new vocabulary of poaching weirding dark matter and jazz At the heart of this book is a method of reading Each reader pulls idiosyncratic concepts from children s books and from everyday life Weaving these concepts into a discourse of curriculum theory is what makes the difference between going through the

motions of teaching and designing educational experiences This book was awarded the 2009 AERA Division B Curriculum Studies Outstanding Book Award **Educating for Peace in a Time of Permanent War** Paul R. Carr,Brad J.

Porfilio,2012-05-31 What is the meaning of peace why should we study it and how should we achieve it Although there are an increasing number of manuscripts curricula and initiatives that grapple with some strand of peace education there is nonetheless a dearth of critical cross disciplinary international projects books that examine peace education in conjunction with war and conflict Within this volume the authors contend that war military conflict violence are not a nebulous far away mysterious venture rather they argue that we are all collectively involved in perpetrating and perpetuating militarization conflict violence inside and outside of our own social circles Therefore education about and against war can be as liberating as it is necessary If war equates killing can our schools avoid engaging in the examination of what war is all about If education is not about peace then is it about war Can a society have education that willfully avoids considering peace as its central objective Can a democracy exist if pivotal notions of war and peace are not understood practiced advocated and ensconced in public debate These questions according to Carr and Porfilio and the contributors they have assembled merit a critical and extensive reflection This book seeks to provide a range of epistemological policy pedagogical curriculum and institutional analyses aimed at facilitating meaningful engagement toward a more robust and critical examination of the role that schools play and can play in framing war militarization and armed conflict and significantly the connection to peace

Autobiography of a Democratic Nation at Risk JoVictoria Nicholson-Goodman,2009 Reframing the curricular challenge educators face after a decade of school deform the books published in Peter Lang s Complicated Conversation series testify to the ethical demands of our time our place our profession In this resounding series of scholarly and pedagogical interventions into the nightmare that is the present we hear once again the sound of silence breaking supporting us to rearticulate our pedagogical convictions in this time of terrorism reframing curriculum as committed to the complicated conversation that is intercultural communication self understanding and global justice *Reconceptualizing Plato's Socrates at the Limit of Education* James M. Magrini,2016-11-25 Bridging the gap between interpretations of Third Way Platonic scholarship and phenomenological ontological scholarship this book argues for a unique ontological hermeneutic interpretation of Plato and Plato s Socrates Reconceptualizing Plato s Socrates at the Limit of Education offers a re reading of Plato and Plato s Socrates in terms of interpreting the practice of education as care for the soul through the conceptual lenses of phenomenology philosophical hermeneutics and ontological inquiry Magrini contrasts his re reading with the views of Plato and Plato s Socrates that dominate contemporary education which for the most part emerge through the rigid and reductive categorization of Plato as both a realist and idealist in philosophical foundations texts teacher education programs This view also presents what he terms the questionable Socrates as teacher model which grounds such contemporary educational movements as the Paideia Project which claims to incorporate through a scripted curriculum with Socratic lesson

plans the so called Socratic Method into the Common Core State Standards Curriculum as a technical skill that can be taught and learned as part of the students critical thinking skills After a careful reading incorporating what might be termed a Third Way of reading Plato and Plato s Socrates following scholars from the Continental tradition Magrini concludes that a so called Socratic education would be nearly impossible to achieve and enact in the current educational milieu of standardization or neo Taylorism Social Efficiency However despite this he argues in the affirmative that there is much educators can and must learn from this non doctrinal re reading and re characterization of Plato and Plato s Socrates

Who Benefits From Special Education? Ellen A. Brantlinger, 2006-08-15 *Who Benefits From Special Education* Remediating Fixing Other People s Children addresses the negative consequences of labeling and separating education for students with disabilities the cultural biases inherent in the way that we view children s learning difficulties the social construction of disability the commercialization of special education and related issues The theme that unifies the chapters is that tension exists between professional ideology and practice and the wishes and expectations of the recipients of professional practice children adolescents and adults with disabilities and their families These voices have rarely taken center stage in formulating important decisions about the quality and characteristics of appropriate practice The dominant view in the field of special education has been that disability is a problem in certain children rather than an artifact that results from the general structure of schooling it does not take into consideration the voices of people with disabilities their families or their teachers Offering an alternative perspective this book deconstructs mainstream special education ideologies and highlights the personal perspectives of students families and front line professionals such as teachers and mental health personnel It is particularly relevant for special education disabilities studies graduate students and faculty and for readers in general education curriculum studies instruction theory and critical theory

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 *The SAGE Guide to Curriculum in Education* integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter

teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

Provoking Curriculum Encounters Across Educational Experience Teresa Strong-Wilson, Christian Ehret, David Lewkowich, Sandra Chang-Kredl, 2019-08-15 This book collects recent and creative theorizing emerging in the fields of curriculum studies and curriculum theory through an emphasis on provoking encounters Drawn from a return to foundational texts the emphasis on an encountering curriculum highlights the often overlooked pre conceptual aspects of the educational experience these aspects include the physical emotional and spiritual dimensions of teaching and learning The book highlights that immediate components of one's encounters with education across formal and informal settings comprise a large part of the teaching and learning processes Chapters offer both close readings of specific work from the curriculum theory archive as well as engagements with cutting edge conceptual issues across disciplinary lines with contributions from leading and emerging scholars across the field of curriculum studies This book will be of great interest to researchers academics and post graduate students in the fields of curriculum studies and curriculum theory

The Reason of Schooling Thomas S. Popkewitz, 2014-09-04 Problematizing the reason of schooling as historical and political in this book leading international and interdisciplinary scholars challenge the common sense of schooling and the relation of society education and curriculum studies Examining the limits of contemporary notions of power and schooling the argument is that the principles that order school subjects the curriculum and teaching reforms are historical practices that govern what is thought acted on and talked about Highlighting the dynamics of social exclusion the normalizing of people through curriculum and questions of social inclusion The Reason of Schooling underscores the urgency for rethinking curriculum research

Curriculum Studies Handbook - The Next Moment Erik Malewski, 2009-09-10 What comes after the reconceptualization of curriculum studies What is the contribution of the next wave of curriculum scholars Comprehensive and on the cutting edge this Handbook

speaks to these questions and extends the conversation on present and future directions in curriculum studies through the work of twenty four newer scholars who explore each in their own unique ways the present moment in curriculum studies To contextualize the work of this up and coming generation each chapter is paired with a shorter response by a well known scholar in the field provoking an intra inter generational exchange that illuminates both historical trajectories and upcoming moments From theorizing at the crossroads of feminist thought and post colonialism to new perspectives that include critical race currere queer southern studies Black feminist cultural analysis post structural policy studies spiritual ecology and East West international philosophies present and future directions in the U S American field are revealed

Place, Race, and Identity Formation Ed Douglas McKnight, 2017-04-07 In this work of curriculum theory Ed Douglas McKnight addresses and explores the intersections between place with specific discussion of Kincheloe's and Pinar's conceptualization of place and identity and race specifically Winthrop Jordan's historical analysis of race as an Anglo European construction that became the foundation of a white mythos To that end he employs a form of narrative construction called curriculum vitae course of life a method of locating and delineating identity formation which addresses how theories of place race and identity formation play out in a particular concrete life By working through how place racializes identity and existence the author engages in a long Southern tradition of storytelling but in a way that turns it inside out Instead of telling his own story as a means to romanticize the sins of the southern past he tells a new story of growing up within the white discourse of the Deep South in the 1960s and 70s tracking how his racial identity was created and how it has followed him through life Significant in this narrative is how the discourse of whiteness and place continues to express itself even within the subject position of a curriculum theorist teaching in a large Deep South university The book concludes with an elaboration on the challenges of engaging in the necessary anti racist complicated conversation within education to begin to work through and cope with heavy racialized inheritances

Lingering with the Works of Ted T. Aoki Nicole Y. S. Lee, Lesley E. Wong, Joanne M. Ursino, 2021-12-23 This unique collection of essays from emerging and established curriculum theory scholars documents individuals personal encounters and lingering interactions with Ted T Aoki and his scholarship The work illuminates the impact of Aoki's lifework both theoretically and experientially Featuring many of the field's top scholars the text reveals Aoki's historical legacy and the contemporary significance of his work for educational research and practice The influence of Aoki's ideas pedagogy and philosophy on lived curriculum is vibrantly examined Themes include tensionality multiplicity and bridging of difference Ultimately the text celebrates an Aokian way of being whilst engaging a diversity of perspectives knowledges and philosophies in education to reflect on the contribution of his work and its continual enrichment of curriculum scholarship today This text will benefit researchers academics and educators with an interest in curriculum studies educational research teacher education and the philosophy of education more broadly Those specifically interested in international and comparative education as well as interdisciplinary approaches which include perspectives in arts language

and literacy sciences technology and higher education curriculum will also benefit from this book Reconceptualizing Study in Educational Discourse and Practice Claudia W. Ruitenberg, 2017-04-07 Addressing studying as a distinct educational concept and phenomenon in its own right the essays in this volume consider study and studying from a range of perspectives Countering dominant educational discourses which place a heavy emphasis on learning and instruction the contributors explore questions such as What does it mean to study something How is studying something different from being taught about it or learning something about it What does the difficulty demanded by study mean for the one who studies and for the teacher What mode of existence does study induce The book highlights the significance of study not only or even primarily for its educational outcome but as a human activity

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