

Back to the Basics of Teaching and Learning

Thinking the World Together



David W. Jardine • Patricia Clifford • Sharon Friesen

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Bryant Griffith



Back To The Basics Of Teaching And Learning Thinking The World Together:

Back to the Basics of Teaching and Learning Sharon Friesen, David William Jardine, Patricia Clifford, 2008 *Back to the Basics of Teaching and Learning* David W. Jardine, Patricia Clifford, Sharon Friesen, 2003-01-30 This book is about an ecological interpretive image of the basics in teaching and learning The authors explore the challenges of an interpretive approach in relation to child development mathematics education science curriculum teacher education n **Doing Educational Research** , 2006-01-01 Doing Educational Research explores a variety of important issues and methods in educational research Contributors include some of the most important voices in educational research In the handbook these scholars provide detailed insights into one dimension of the research process that engages both students as well as experienced researchers with key concepts and recent innovations in the domain The editors and authors believe that there is a need for a handbook on educational research that is both practical as it introduces beginning scholars to the field and innovative as it pushes the boundaries of the conversation about educational research at this historical juncture In this collection the editors and authors explore a variety of topics from methodologies such as ethnography action research hermeneutics historiography psychoanalysis literary criticism to issues such as social theory epistemology and paradigms Readers will be pleased with the way the book addresses complex topics in an accessible and readable manner **In Praise of Radiant Beings** David W. Jardine, 2016-09-01 This text is a collection of essays by noted curriculum scholar and philosopher of education David W Jardine It ranges over twenty five years of work with teachers and students in schools The main purpose of these essays is to provide teachers with new ways of thinking about their circumstances that side step some of the panic and exhaustion that is all too typical of many school settings Using ideas and images from Buddhism ecological thinking and hermeneutics the author shows how these lineages help with the practical work of thinking and acting differently regarding the knowledge entrusted to teachers and students in schools It offers the image of living fields of relations as an alternative to the fragmented industrial assembly machinations that drive much curriculum thinking and practice It roots this alternative in solid scholarly work both inside and outside of the orbit of educational literature This book can provide encouragement and example to those working in schools who have sensed the shifting of human consciousness and conscience over the past decades towards issues of sustainability interrelatedness diversity ancestry ecological well being and dependent co arising It provides solid classroom based examples coupled with substantial scholarly delving into the roots of such work in long standing streams of thinking that are born outside of the usual orbits of educational theory and practice but that provide that practice with a refuge and a relief and an alternative This book can also provide examples to those doing graduate work in education of how interpretive research into classrooms can be conducted and how this work is must be solid well rooted scholarly and meticulously thought out It is useful as a handbook and sourcebook for interpretive research or hermeneutic research and provides a wide array of sources and themes for the conduct of such work

Working with Uncertainty for Educational Change Carmel Conn, Bethan Mitchell, Matt Hutt, 2024-09-24 Working with Uncertainty for Educational Change explores the liberating possibilities for those who seek to embrace existing research into uncertainty and complexity at diverse levels in the world of education. The lives of education professionals are built upon a multitude of decision-making events that frame each working day. With a range of expert contributors, this insightful book brings together varied perspectives on the nature of complexity within educational contexts, focusing particularly on the emotional work involved in change. Organised into two major parts, its first part focuses on the intellectual challenge of thinking about uncertainty by exploring the dominant discourses of certainty in the field of education. The second part, on the other hand, considers how we can embrace uncertainty within practice by exploring conditions that support reflection, agency and acceptance of ambiguity. Presenting themes on a wide range of educational issues including curriculum, pedagogy, equity, leadership and professional learning, this book will appeal to teachers, educational leaders, practitioners and researchers as well as students on undergraduate and postgraduate programmes with an education focus. *Foucault & Education* Gail McNicol Jardine, 2005 This book explores the works of Michel Foucault and their relevance for educational theory and practice. Gail McNicol Jardine investigates Foucault's early examinations of the transformation of systems of knowledge as societies change, his in-depth critical analyses of Knowledge Power, and his increasingly more explicit examination of the relationship of the Self to acts of Knowledge Power. Specific themes that are explored from Foucault's work are: archeology, genealogy, disciplinary knowledge and power, normality, the gaze, panopticism, the examination critique, and resistance. This primer contains ample references that allow the reader to examine Foucault's own use of these important analytic concepts and tools. This book will be useful in undergraduate and graduate courses in education, critical theory, educational theory, critical pedagogy, philosophy, psychology, and sociology. In the Borderlands of Teaching and Learning Bryant Griffith, 2019-02-11 The craft of teaching and learning is like playing in a symphony orchestra: every instrument has a voice and every voice is integral to the whole. The arts, history, anthropology, and philosophy and their forged discourses offer us a series of cautionary tales about the multiplicity of ways we can see and understand our world, ways we often ignore in the classroom. In the case of epistemology and pedagogy, in particular, we have hinged our understanding on a binary of opposites engaged in a dialectic dance and a type of discourse constructed to describe and explain it. The art and act of teaching in this, as if world necessitates teachers to be public intellectuals, intellectual symbols who represent something more than just subject knowledge expertise but serve as conduits between the discourses of our world. Established genres and discourses are exclusionary. The vast migration of people and ideas is producing a new set of presuppositions. The manner in which we decode other discourses and fuse them into meanings, both personal and shared, is the root of both teaching and learning, giving us a window into the way that each form of thought is connected, both historically and experientially. Look around you: your school is becoming the United Nations, but it's not so united. Don't aim for truth; aim for understanding. Today's students

construct and deconstruct in a multitude of ways on an as needed just in time basis Since ideas of difference are often nudged but unacknowledged we are in danger of becoming pedagogical dinosaurs not heeding change until it is too late Teaching and learning are construction zones so get out your hard hat These constructions are possibilities that need to be discussed and negotiated allowing us to sidestep the traps of grand narratives and a hierarchy of disciplinarity and research methodology Our possibilities need to be forged on an anvil of diversity These are the spaces the interstices where our voices become innovative and our silence offers a safe harbor Spaces to listen collaborate and craft cautionary tales about our lives and the possibilities for a shared future

The Need for Revision David P. Owen, Jr., 2012-01-01 Can we have more teacher intellectuals in our classrooms This book demonstrates that we can But many things have to change before intellectual standards appear again in public schools David Owen attempts to show but not in outline form how we can revise our schools Can we escape the rut in which public education finds itself dominated by the inane tests the stifling reduction of school to job training and the insane transformation of a life affirming odyssey of the mind to cliché information gathering and slogans We can reclaim the beauty of an education if we join David and revise our classrooms Education is uncertain risky wonderfully adventurous yet schooling has become stale No tediously dreadful There is a need to revise Reject standardized tests Repeal pay for performance Eject No Child Left Behind before no child has a thoughtful mind left It is time to revise and David's book explains why Are we still interested in the mind soul and substance of the individual Does it matter who we are and become or just what we do If these questions still matter dwell carefully with David's ideas and transform yourself your students school community state nation and world It is time to revise them all John A Weaver Georgia Southern University

Rethinking Education Stephen Murgatroyd, 2011-10 This publication represents the first of a series of books that will profile some of the forward thinking work being undertaken by leading education researchers and policy experts focused on transforming the face of public education and the future of Alberta The Co creating a Learning Alberta book series is a partnership with leading public policy thinkers and the Alberta Teachers Association that flows from the public lecture series called Learning our Way to the Next Alberta Since its inception in 2004 this lecture series has drawn over 5 000 participants and continues to push our thinking about the hopes and possibilities for the future of this province and is profiled at www.learningourway.ca In these public lectures three questions have come to dominate the conversations about the future of the Alberta What is the Alberta that the world needs to see What kind of Albertans do we need to become to get us there and How will leadership in learning help us become our best selves

Curriculum in Abundance David W. Jardine, Patricia Clifford, Sharon Friesen, 2015-11-24 In this text Jardine Clifford and Friesen set forth their concept of curriculum as abundance and illustrate its pedagogical applications through specific examples of classroom practices the work of specific children and specific dilemmas images and curricular practices that arise in concrete classroom events The detailed classroom examples a

Exploring Elementary Science Teaching and Learning in Canada Christine D. Tippet, Todd

M. Milford, 2023-04-01 This edited volume showcases current science education research in Canada from pre Kindergarten to Grade 7 conducted in Canada by a diverse group of researchers from across the country We draw on the themes that emerged from our previous book Science Education in Canada Consistencies Commonalities and Distinctions to guide the structure of this book on elementary science education research In particular chapters on science teacher preparation Indigenous perspectives environmental education science technology engineering and mathematics STEM and science technology society and the environment STSE reflect a Canadian perspective However these themes are of global interest and authors include ideas for how science education research in Canada might be used by academics and researchers in other countries This book builds a cohesive picture of current elementary science education research in Canada highlighting themes that will resonate with international readers *Encyclopedia of Terminology for Educational Communications and Technology* Rita C Richey, 2013-11-08 The Encyclopedia of Terminology for Educational Communications and Technology is a volume of scholarly definitions and short discussions of approximately 180 key terms of the field Each 200 500 word entry includes material such as the salient attributes of the term any alternative views and interpretations of the term and future trends The definition discussions are supported with relevant literature from educational communications and technology and related fields such as communications or educational psychology Individual signed entries are written by over 50 established scholars from throughout the field and throughout the world The terms included in the encyclopedia cover the many topics addressed by the field s practitioners and scholars They encompass six general categories of educational technology content foundational subjects instructional design technology and media analysis and evaluation management and organizational improvement and research and theory *Life Writing and Literary Métissage as an Ethos for Our Times* Erika Hasebe-Ludt, Cynthia Chambers, Carleton Derek Leggo, 2009 This book introduces literary m tissage as a way to research teach and live ethically with all our relations in our precarious times The authors theorize and perform literary m tissage through the praxis of life writing braiding their autobiographical texts in various mixed genres into seven themes Life Writing and Literary M tissage as an Ethos for Our Times explores this writing praxis with its more inclusive and generative notions of knowledge and knowledge practices as a tool for creating more just societies and schools *Pragmatism, Post-modernism, and Complexity Theory* Donna Trueit, 2012-08-21 The first collection of the key works of the major curriculum studies scholar William E Doll Jr this volume provides an overview of his scholarship over his fifty year career and documents the theoretical and practical contribution he has made to the field The book is organized in five thematic sections Personal Reflections Dewey Piaget Bruner Whitehead Process And Transformation Modern Post Modern Structures Forms and Organization Complexity Thinking and Reflections on Teaching The complicated intellectual trajectory through pragmatism postmodernism and complexity theory not only testifies to Doll s individual lifetime works but is also intimately related to the landscape of education to which he has made an important contribution Of interest to curriculum scholars

around the world the book will hold special significance for graduate students and junior scholars who came of the age in the field Doll helped create one crafted by postmodernism and more recently complexity theory

Parental Experiences of Unschooling Khara Schonfeld-Karan, 2022-08-15 This volume explores unschooling as a growing phenomenon within the broader field of home education and considers the unique position of parents who engage in this self directed form of education with their children Drawing on an in depth hermeneutic phenomenological study the volume investigates the double consciousness of parents as they balance the costs benefits of unschooling and navigate the roles of leading following and parenting teaching in the education and upbringing of their children The author conceptualizes unschooling in the context of curriculum theory and situates it within the larger home education movement By highlighting the fluctuating undivided position that parents assume the volume examines how learning and living are rendered inseparable in unschooling thereby revealing unschoolers experience of a curriculum of learning through living This book will be of great interest to researchers scholars and postgraduates working across the fields of curriculum studies parenting and family studies and the sociology of education

Curriculum and Teaching Dialogue Barbara Slater Stern, 2006-10-01 Editorial Review Board Lynne Bailey University of North Carolina Charlotte Robert Boostrom University of Southern Indiana Monica Brown University of the West Indies Susan Brown University of Central Florida India Broyles University of New England Lynn M Burlbaw Texas A M University Jennifer Deets Robert Donmoyer University of San Diego Moira Fallon SUNY College at Brockport Lyn Forester Doane College Jeffrey Kaplan University of Central Florida J Randall Koetting Marian College Karen Riley Auburn University at Montgomery Judith J Slater Florida International University Julia D Sweeny James Madison University Jeanne L Tunks University of North Texas Editorial Advisory Board Michael Apple University of Wisconsin Madison Thomas Barone Arizona State University D Jean Clandinin University of Alberta Canada Elliot Eisner Stanford University Steve Selden University of Maryland at College Park William F Pinar University of British Columbia

Piaget & Education Primer David William Jardine, 2006 Piaget Education provides readers with a comprehensive introduction to the work of Jean Piaget This valuable classroom work roots Piaget s work in its historical context and then provides dozens of classroom based examples of how that work helps teachers understand the lives of children It is an excellent resource for practicing teachers and student teachers as well as undergraduate and graduate courses in teacher education curriculum and philosophy of education

Accessible Education for Blind Learners Shelley Kinash, Ania Paszuk, 2007-03-01 special supplemental workbook The goal of this manual is to enhance the capacity of all members of the educational context whether student parent teacher administrator or consultant to activate the benefits of infused technologies for all learners including those who are blind or have low vision To accomplish this purpose this manual provides background and practical information with respect to inquiry based education infused technologies and blindness and visual impairment You will discover vignettes of real life blind learners tips from a blind educator key components of accessible technology infused education including information on

adaptive technologies for applications that have not yet been designed for all learners and practical suggestions to make online courses and Web sites accessible For those who wish to explore further there are numerous recommendations for further reading organized to guide the reader to specific content *Reinventing Curriculum* Linda Laidlaw,2005-05-06 The premise of this book is that written texts and literacy processes are developed within a complex weave of particular contexts or ecologies and the unique particularity of the learner s experiences histories memories and interpretations Laidlaw

Reuben's Fall Sheri L Leafgren,2016-06-16 This study offers a lens on two kindergarten classrooms examining moments of disobedience as children interacted with children their teachers and the space and time elements of the classroom environments Through Eisner s educational criticism author Sherry Leafgren also examines the elements of school kindergarten and teachers within the spaces of their intersections with the children While past research has directed our attention to addressing the problem of classroom disobedience Leafgren provides an opportunity and means to view these familiar actions through fresh lenses of possibilities Predicated by an event in the researcher s teaching life she utilizes Deleuze and Guattari s rhizoanalysis to openly seek lateral paths of understanding by linking and folding the findings with texts other than those that would be normally used toward developing new understandings and questions regarding children s disobediences An earlier version of this book was awarded the distinguished dissertation award from the International Institute for Qualitative Methodology

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Table of Contents Back To The Basics Of Teaching And Learning Thinking The World Together

1. Understanding the eBook Back To The Basics Of Teaching And Learning Thinking The World Together
 - The Rise of Digital Reading Back To The Basics Of Teaching And Learning Thinking The World Together
 - Advantages of eBooks Over Traditional Books
2. Identifying Back To The Basics Of Teaching And Learning Thinking The World Together
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Back To The Basics Of Teaching And Learning Thinking The World Together
 - User-Friendly Interface
4. Exploring eBook Recommendations from Back To The Basics Of Teaching And Learning Thinking The World Together
 - Personalized Recommendations
 - Back To The Basics Of Teaching And Learning Thinking The World Together User Reviews and Ratings
 - Back To The Basics Of Teaching And Learning Thinking The World Together and Bestseller Lists
5. Accessing Back To The Basics Of Teaching And Learning Thinking The World Together Free and Paid eBooks
 - Back To The Basics Of Teaching And Learning Thinking The World Together Public Domain eBooks
 - Back To The Basics Of Teaching And Learning Thinking The World Together eBook Subscription Services
 - Back To The Basics Of Teaching And Learning Thinking The World Together Budget-Friendly Options

6. Navigating Back To The Basics Of Teaching And Learning Thinking The World Together eBook Formats
 - ePub, PDF, MOBI, and More
 - Back To The Basics Of Teaching And Learning Thinking The World Together Compatibility with Devices
 - Back To The Basics Of Teaching And Learning Thinking The World Together Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Back To The Basics Of Teaching And Learning Thinking The World Together
 - Highlighting and Note-Taking Back To The Basics Of Teaching And Learning Thinking The World Together
 - Interactive Elements Back To The Basics Of Teaching And Learning Thinking The World Together
8. Staying Engaged with Back To The Basics Of Teaching And Learning Thinking The World Together
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Back To The Basics Of Teaching And Learning Thinking The World Together
9. Balancing eBooks and Physical Books Back To The Basics Of Teaching And Learning Thinking The World Together
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Back To The Basics Of Teaching And Learning Thinking The World Together
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Back To The Basics Of Teaching And Learning Thinking The World Together
 - Setting Reading Goals Back To The Basics Of Teaching And Learning Thinking The World Together
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Back To The Basics Of Teaching And Learning Thinking The World Together
 - Fact-Checking eBook Content of Back To The Basics Of Teaching And Learning Thinking The World Together
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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