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**Curriculum and Imagination**

-James McKernan

2007-08-07 Curriculum and Imagination

Describes an alternative ‘process’ model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key
principles of procedure. This comprehensive and authoritative book offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers’ human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic ‘ends-means’ notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

Curriculum Theory, Curriculum Theorising, and the Theoriser- 2020-12-29 This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

A Curriculum of Imagination in an Era of Standardization-Robert Lake 2013 In A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire, a volume in Landscapes of Education [Series Editors: William H. Schubert, University of Illinois at Chicago & Ming Fang He, Georgia Southern University], Robert Lake explores with the reader what is meant by imagination in the work of Maxine Greene and Paulo Freire and their relevance in an era of increasingly standardized and highly scripted practices in the field of education. The author explores how imagination permeates every aspect of life with the intent to develop capacity with the readers to look beyond the
taken-for-granted, to question the normal, to develop various ways of knowing, seeing, feeling, and to imagine and act upon possibilities for positive social and educational change. The principal aspect of the work illustrated in this book that distinguishes it from other work is that an "imaginary" dialogue between Maxine Greene and Paulo Freire runs through the book using actual citations from their work. Each chapter starts with such a dialogue interspersed with the works of others and the author's critical autobiographical reflections. With a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author explores some of the current iterations of imagination including the eugenics movement and "dark" imagination, sensing gaps and creative/critical imagination, metaphors as the language of the imagination, and empathy as social imagination. All of these ideas are then incorporated in a curriculum of imagination that is envisioned through Joseph Schwab's four commonplaces of curriculum followed by a discussion of emerging tensions, issues and possibilities for praxis and scholarship in present and future inquiry.

**KNOWLEDGE AND CURRICULUM**-Dr. K. MANIKANDAN

**Curriculum at Your Core**-Lauren Porosoff
2014-09-19 Curriculum at Your Core is a practical guide to designing curriculum that meets standards, serves personal and institutional values, and intentionally leads to
successful student learning.

**Miracle of Education**-Hannele Niemi
2016-11-25 "Finnish pupils’ success in international student assessment tests and the characteristics of the Finnish educational system are the focus of interest all around in the world. The significance of Finnish educational policy and societal atmosphere are continuously discussed. This book provides explanations, answers and reflections to these questions. Over 30 expert authors have contributed to this book by bringing their own specific research-based points of view. The second edition of the book introduces the new national curriculum for basic education that now provides guidelines for school-based curricula. Students’ learning with engagement and schools as learning communities are core visions of the reform. The authors also reflect on the PISA 2012 results. The book gives an example on how to use PISA information for national improvements. In Finland, all evaluations are enhancement-led and this also includes PISA measurements. The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching, learning materials and research on these issues. The book provides important insight and reflections to international researchers, teachers, students, journalists and policy makers, who are interested in teaching and learning in Finnish schools. It shows the results of the systematic and persistent work that has been done on education and schooling in Finland. The main features of education in Finland are: Strong equity policy. Teachers as autonomous and reflective academic experts. Flexible educational structures and local responsibility for curriculum development. Evaluation for improvements, not for ranking. No national testing, no inspectorate. Research-based teacher education. Teachers’ high competence in content knowledge and pedagogy. Trust in education and teachers."
Learning to Teach in the Primary School-
Peter Hudson 2013-05-06 Education is in a constant state of change and development. Learning to Teach in the Primary School provides a pathway into Australian education for preservice primary teachers. This practical and engaging text includes strong links to the Australian Curriculum, and frames teaching around understanding primary students, how they learn, and their contexts. The book includes numerous valuable teaching resources such as: • applied learning boxes, discussion questions, and research topics • specific information related to the teaching of literacy, mathematics and science • practical guidance across a range of key learning areas, exploring the breadth and depth of teaching and learning opportunities for primary students. Drawing on the wide-ranging expertise of each contributor, this text provides techniques to engage primary students in high-quality education. The concluding chapters of the book focus on professional growth, making this a valuable resource throughout preservice teachers' tertiary coursework and into their professional careers.

Curriculum and Environmental Education-
Alan Reid 2019-11-14 This collection traces the development and findings of curriculum studies of environmental education since the mid-1970s. Based on a virtual special issue of the Journal of Curriculum Studies, the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics, planning and implementation, including which educative experiences should a curriculum foster and why; what the scope of a worthwhile curriculum should be and how it should be decided, organised and reworked; why distinctive curricula are provided to different groups of students; and how curriculum should best be enacted and evaluated? The editor and contributors call for renewed attention to the possibilities for future directions in research, in light of previously published work and
innovations in scholarship. They also offer critical commentary on curriculum, critique and crisis in environmental education, through new material and previous studies from the journal, by addressing three key themes: perspectives on curriculum and environment education; accounting for curriculum in environmental education; and changes in curriculum for environmental education.

**Transformative Learning and Teaching in Physical Education** - Malcolm Thorburn

2017-04-07 Transformative Learning and Teaching in Physical Education explores how learning and teaching in physical education might be improved and how it might become a meaningful component of young people’s lives. With its in-depth focus on physical education within contemporary schooling, the book presents a set of professional perspectives that are pivotal for realising high-quality learning and teaching for physical education. With contributions from a range of international academics, chapters critically engage with vital issues within contemporary physical education. These include examples of complex learning principles in action, which are discussed as a method for bettering our understanding of various learning and teaching endeavours, and which often challenge hierarchical and behaviourist notions of learning that have long held a strong foothold in physical education. Authors also engage with social-ecological theories in order to help probe the complex circumstances and tensions which many teachers face in their everyday work environments, where they witness first-hand the contrast between discourses which espouse transformational change and the realities of their routine institutional arrangements. This book enables readers to engage in a fuller way with transformative ideas and to consider their wider implications for contemporary physical education. Its set of professional perspectives will be of great interest to academics, policymakers, teacher educators and teachers in the fields of physical education, health and well-
being. It will also be a useful resource for postgraduate students studying in these subject areas.

Reviving Don Bosco’s Oratory. Salesian Youth Ministry, Leadership and Innovative Project Management - Michal Vojtěch 2017-10-30

Education and Society in the Middle East and North Africa - Sergio Saleem Scatolini 2020-01-17 In the past, the Middle East and the so-called Muslim world used to be beacons of learning and critical thought. Although historical variables—such as conquest, internal conflict, and colonization—demoted their position on the global stage, changes are now in the offing. In these interesting times, a growing number of educators, thinkers and visionaries are trying both to find and to generate new approaches to the past, present, and future of the region. This book is a collection of articles which reflect on various aspects related to education and society in the Middle East and North Africa (also known as the MENA region), their peoples and educational processes. It provides a platform for people to join the global conversation and to contribute to it with data which are relevant to regional concerns, research and practices. This is necessary because many of the theories and research findings which are still being used to understand the region were generated elsewhere and, despite their lack of regional representativeness, were generalized as the most trustworthy interpretive tools across the world. Hence, there is a need for the world to open up to the voices from the MENA region.

Action Research - Jean McNiff 2013 Since its first publication, Action Research: Principles and Practice has become a key text in its field. This new updated edition clearly describes and explains the practices of action research and its underlying values, and introduces important new ideas, including: all professionals should be reflective practitioners; they should produce
their personal theories of practice to show how they are holding themselves accountable for their educational influences in learning; the stories they produce become a new people’s history of action research, with potential for influencing new futures. This new edition has expanded in scope, to contribute to diverse fields including professional development across the sectors and the disciplines. It considers the current field, including its problems as well as its considerable hopes and prospects for new thinking and practices. Now fully updated, this book contains:

- A wealth of case-study material
- New chapters on the educational significance of action research
- An overview of methodological and ethical discussion

The book is a valuable addition to the literature on research methods in education and nursing and healthcare, and professional education, and contributes to contemporary debates about the generation and dissemination of knowledge and its potential influence for wider social and environmental contexts. Practitioners across the professions who are planning action research in their own work settings will find this book a helpful introduction to the subject while those studying on higher degree courses will find it an indispensable resource.

The Oxford Handbook of Philosophy in Music Education - Ana Lucía Frega 2012-05-25

In The Oxford Handbook of Philosophy in Music Education, editors Wayne D. Bowman and Ana Lucía Frega have drawn together a variety of philosophical perspectives from the profession's most exciting scholars from all over the world. Rather than relegating philosophical inquiry to moot questions and abstract situations, the contributors to this volume address everyday concerns faced by music educators everywhere. Emphasizing clarify, fairness, rigor, and utility above all, The Oxford Handbook of Philosophy in Music Education will challenge music educators all over the world to make their own decisions and ultimately contribute to the conversation themselves.
EBOOK: Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice- John Lea 2015-08-16

The core purpose of this distinctive book is to offer academics working in higher education practical support in achieving formal accreditation of their teaching practice with the Higher Education Academy (HEA). It maps a range of key themes against the UKPSF (United Kingdom Professional Standards Framework) and invites readers to engage with the all-important dimensions of practice. This book is relevant both to those who are in the process of preparing an application for an HEA fellowship and to those who are preparing assignments they might be producing for a PG Cert (HE) programme. The book explains the dimensions of practice in detail and offers readers suggestions for ways in which they might engage with particular aspects of the UK PSF at the end of each section and thus evidence the quality of their teaching practice. Each section also offers suggestions on ways to develop teaching as related to the themes. Its distinctive features include: Linking explicitly to the UK PSF (UK Professional Standards Framework) and offering practical advice to those making a fellowship application. Integrating this practical element with some of the wider debates about the purpose of higher education. Incorporating a thread of student engagement throughout the book, including students' own perspectives on the themes of the book. Not only will the book support academics following an accreditation route, the book will also be a useful companion text on taught courses since the UK PSF is the overarching framework for people working in HE in a teaching capacity. Whether you are working in higher education or working in college based higher education then this is the book for you.

Interventions in Education Systems- David Scott 2015-01-15

Interventions in Education Systems draws on research conducted in England, Mexico, Singapore and Finland to illuminate reform processes to education systems in a range of contexts, to develop a better...
understanding of intervention processes and to promote the development of more sophisticated models for reforming education systems. The authors compare policy implementations and interventions in countries with different socio-economic profiles and different levels of development, highlighting how these processes in practice all too frequently are side-tracked and distorted, often unintentionally, by political, economic and social forces.

**Curriculum as Cultural Practice**-Yatta Kanu 2006 Curriculum as Cultural Practice aims to revitalize current discourses of curriculum research and reform from a postcolonial perspective.

**A Curriculum of Imagination in an Era of Standardization**-Robert Lake 2013-03-01 A Curriculum of Imagination in an Era of Standardization In A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire, a volume in Landscapes of Education [Series Editors: William H. Schubert, University of Illinois at Chicago & Ming Fang He, Georgia Southern University], Robert Lake explores with the reader what is meant by imagination in the work of Maxine Greene and Paulo Freire and their relevance in an era of increasingly standardized and highly scripted practices in the field of education. The author explores how imagination permeates every aspect of life with the intent to develop capacity with the readers to look beyond the taken-for-granted, to question the normal, to develop various ways of knowing, seeing, feeling, and to imagine and act upon possibilities for positive social and educational change. The principal aspect of the work illustrated in this book that distinguishes it from other work is that an “imaginary” dialogue between Maxine Greene and Paulo Freire runs through the book using actual citations from their work. Each chapter starts with such a dialogue interspersed with the works of others and the author’s critical autobiographical
reflections. With a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author explores some of the current iterations of imagination including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of imagination and empathy as social imagination. Reflecting upon emerging tensions, challenges, and possibilities curriculum workers face in such an era of standardization, the author calls for a curriculum of imagination. After providing a brief overview of the socio-cultural evolution of imagination from pre-literate times to the present, the author looks at some of the current iterations of imagination, including the eugenics movement and “dark” imagination, sensing gaps and creative/critical imagination, metaphors as the language of imagination, and empathy as social imagination. All of these ideas are then incorporated in a curriculum of imagination that is envisioned through Joseph Schwab’s four commonplaces of curriculum followed by a discussion of emerging tensions, issues and possibilities for praxis and scholarship in present and future inquiry.

The Wiley Handbook of Social Studies Research - Meghan McGlinn Manfra 2017-03-13

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.
Critical Pedagogy and Marx, Vygotsky and Freire - Luis S. Villacañas de Castro 2015-11-03
This book explores Marx's theory of the phenomenal forms in relation to critical pedagogy and educational action research, arguing that phenomenal forms pose a pedagogical obstacle to any endeavour that seeks to expand an individual's awareness of the larger social whole.

Leading Learning - Tom O'Donoghue 2009-10-16
The study of educational leadership makes little sense unless it is in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact. Series Editors - Clive Dimmock, Mark Brundrett and Les Bell
The notion that school transformation is dependent on exceptional leaders is increasingly seen as unrealistic and unsustainable. Instead, the idea of distributed leadership, which promotes the view that all stakeholders have complementary leadership roles to play in enhancing student learning, is now being promoted as a more useful framework for understanding schools and how they might be changed. Subscribing to the notion of distributed leadership, O'Donoghue and Clarke identify two key groups: the 'leaders of learning' and the 'leaders for learning'. The leaders of learning – and the focus of this book – are those working at the school level to improve the quality of learning in the classroom, such as teachers, principals, pupils and involved members of the local school community. The leaders for learning are the policy-makers and administrators whose support is crucial. The authors argue that in order to be effective leaders, both groups require an
understanding of: Broad trends in contemporary leadership theory Recent views on learning theory The importance of teachers engaging continually in learning about their practice The significance of creating and sustaining schools as learning organisations Forging links between leadership and learning The book’s examination of the shifting approaches to leading learning in contemporary schools is enriched by innovative examples drawn from a range of international contexts. Leading Learning will appeal to students involved in masters and doctoral courses relevant to the field and those undertaking programmes of school leadership preparation and development. It will also be of interest to academics working in the field of educational leadership and management.

Supporting Creativity And Imagination In The Early Years-Duffy, Bernadette 2006-05-01
Reviews of the first edition â€œIn addition to expected information about developmental stages and caregiver response, Duffy discusses diversity and accessibility issues that affect childrenâ€™s response to opportunities to express their creativity â€¦ an admirably detailed guide to creativity for persons involved in caring for young children.â€ Education Review â€œThe strength of Bernadette Duffyâ€™s book is her ability to share through tables, examples, theory and reflections her deep understanding of childrenâ€™s creative processâ€¦â€ Montessori International Magazine Learning through the arts has the potential to stimulate open ended activity that encourages discovery, exploration, experimentation and invention, thus contributing to childrenâ€™s development in all areas of learning and helping to make the curriculum meaningful to them. Bernadette Duffy draws on her extensive experience of promoting young children’s creativity and imagination to examine how visual representations, music, dance, imaginative play and drama can enable children to express their feelings, thoughts and responses. She highlights examples of good practice and provides practical guidance for those working with young children in a variety of settings,
including home, school and centre-based care. Updated throughout, this second edition considers creativity and imagination in the light of contemporary initiatives such as Every Child Matters, Birth to Three Matters, Sure Start and the Foundation Stage curriculum. Supporting Creativity and Imagination in the Early Years is essential reading for early years practitioners and students, as well as anyone who delights in young children's learning and development and wants to explore new ways of supporting it.

**Race, Education and Educational Leadership in England** - Paul Miller 2019-04-18 In recent years, the issue of race in education in the UK have been submerged in wider discourses of diversity, leading to an invisibility of the quotidian experiences of marginalised peoples in educational institutions. Race, Education and Educational Leadership in England looks at how the experiences of black and ethnic minority (BME) students and academics in education has changed and investigates how the implementation of current policies on race equality are being monitored by the government. The contributors take an integrated approach, looking at issues and themes that occur across all educational phases in England and draw on expertise from within and outside the education system. The editors highlight areas of weakness and good practice in access, curriculum, progression and the lived experience. This book makes a compelling argument for why race equality matters in England's education system.

**Imagination and Literacy** - Karen Gallas 2003-11-28 In her newest book, teacher researcher and bestselling author Karen Gallas investigates imagination in the classroom to understand its function in literacy learning. Using rich examples from her elementary classroom, she proposes that imagination is a central, but untapped, component of learning across all subject areas—language arts, science, social studies, and math.
Basic Principles of Curriculum and Instruction-Ralph W. Tyler 2013-08-09 In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. Since then, Basic Principles of Curriculum and Instruction has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept Basic Principles of Curriculum and Instruction a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that integrates national objectives with their students' needs.

Curriculum Leadership-Allan A. Glatthorn 2011-12-05 Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative
leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.

Pedagogies of the Imagination - Timothy Leonard 2008-06-11 I have long admired the mythopoetic tradition in curriculum studies. That admiration followed from my experience as a high-school teacher of English in a wealthy suburb of New York City at the end of the 1960s. A “dream” job—I taught four classes of 15–20 students during a nine-period day—in a “dream” suburb (where I could afford to reside only by taking a room in a retired teacher’s house), many of these often Ivy-League-bound students had everything but meaningful lives. This middle-class, Midwestern young teacher was flabbergasted. In one sense, my academic life has been devoted to understanding that searing experience. Matters of meaning seemed paramount in the curriculum field to which Paul Klohr introduced me at Ohio State. Klohr assigned me the work of curriculum theorists such as James B. Macdonald. Like Timothy Leonard (who also studied with Klohr at Ohio State) and Peter Willis, Macdonald (1995) understood that school reform was part of a broader cultural and political crisis in which meaning is but one casualty. In the mythopoetic tradition in curriculum studies, scholars labor to understand this crisis and the conditions for the reconstruction of meaning in our time, in our schools.

EBOOK: Supporting Creativity and Imagination in the Early Years - Bernadette Duffy 2006-05-16 This book draws on her extensive experience of promoting young children’s creativity and imagination to examine
how visual representations, music, dance, imaginative play and drama can enable children to express their feelings, thoughts and responses. She highlights examples of good practice and provides practical guidance for those working with young children in a variety of settings, including home, school and centre-based care.

**Imagination in Teaching and Learning**

Kieran Egan 2013-10-16 Young people learn most readily when their imaginations are engaged and teachers teach most successfully when they are able to see their subject matter from their pupils' point of view. It is, however, difficult to define imagination in practice and even more difficult to make full use of its potential. In this original and stimulating book, Kieran Egan, winner of the prestigious Grawemeyer award for education in 1991, discusses what imagination really means for children and young people in the middle years and what its place should be in the midst of the normal demands of classroom teaching and learning. Egan uses a bright and witty style to move from a brief history of the ways in which imagination has been regarded over the years, through a general discussion of the links between learning and imagination. A selection of sample lesson plans show teachers how they can encourage effective learning through stimulating pupils' imaginations in a variety of curriculum areas, including maths, science, social studies and language work.

**Meeting Standards Through Integrated Curriculum**

Susan M. Drake 2004 A guide to integrating standards across the curriculum through the Know/Do/Be framework.

**How to Use Problem-based Learning in the Classroom**

Robert Delisle 1997 Details the problem-based learning process, explores the teacher's role, and provides background information, lessons, problems, a chart for organizing student research, and information about assessment.
The British National Bibliography-Arthur James Wells 2007

The Process of Education, Revised Edition-Jerome S. BRUNER 2009-06-30 Jerome Bruner shows that the basic concepts of science and the humanities can be grasped intuitively at a very early age. Bruner's foundational case for the spiral curriculum has influenced a generation of educators and will continue to be a source of insight into the goals and methods of the educational process.

What Is Curriculum Theory?-William F. Pinar 2012-03-22 This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar’s formulation of allegories-of-the-present — a concept in which subjectivity, history, and society become articulated through the teacher’s participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.
Imaginative Education - Kieran Egan 2010

Education, Modernity, and Fractured Meaning - Donald W. Oliver 1989-07-18
An indictment of the ideology of modernity, which has resulted in our leading incoherent and fragmented lives, Oliver and Gershman’s book explores the profound paradigmatic differences that exist among the world’s people and describes a rich theory of knowing and being, commonly called “process philosophy.” The promise of process philosophy is in its potential to allow us to participate more fully in the flow of all of time and nature. But what does it mean for a teacher and student in the learning situation to have a process point of view? The authors also discuss many of the various implications in regard to language, space, power relationships, and time as they place process philosophy in the educational context.

Handbook of Whiteheadian Process Thought - Michel Weber 2013-04-30
Gathering 115 entries written by 101 internationally renowned experts in their fields, the Handbook of Whiteheadian Process Thought aims at canvassing the current state of knowledge in Whiteheadian scholarship and at identifying promising directions for future investigations through (internal) cross-elucidation and (external) interdisciplinary development. Two kinds of entries are weaved together in order to interpret Whitehead secundum Whitehead and to read him from the vantage point of interdisciplinary and crossdisciplinary research. The “thematic” entries provide (i) a broad contextualisation of the issue at stake; (ii) a focus on Whitehead's treatment (if any) or of a possible Whiteheadian treatment of the issue; (iii) a history of relevant scholarship; (iv) a personal assessment by the Author. The “biographical” entries provide (i) a brief vita of the targeted thinker; (ii) a sketch of his/her categories relevant to the Whiteheadian scholarship; (iii) a personal assessment of the actual (or possible) Whiteheadian semantic transfer to or from the

Renewal of Life by Transmission. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

Imagination in Educational Theory and Practice - 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.

Curriculum Development in the Postmodern Era - Patrick Slattery 2006 Curriculum Development in the Postmodern Era provided the first introduction to and analysis of contemporary concepts of curriculum development in relation to postmodernism. It challenged educators to transcend purely traditional approaches to curriculum development and instead to incorporate various postmodern discourses into their reflection and action in schools. Since its publication in 1995, the curriculum studies field has exploded, the very notion of the postmodern has shifted and the landscape of American schooling has changed dramatically - federal policies like "No Child Left Behind" have dramatically increased the focus on accountability and consequently what and how teachers teach. In this much-anticipated and thoroughly updated edition, noted curriculum studies scholar Patrick Slattery tackles these and other issues to reflect on the current state of curriculum development and on where the field may go from here.

The Art and Science of Teaching - Robert J. Marzano 2007-01-01 The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular
students in their classroom.