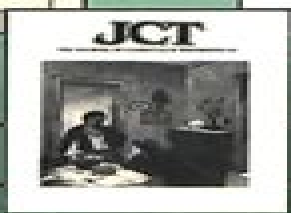
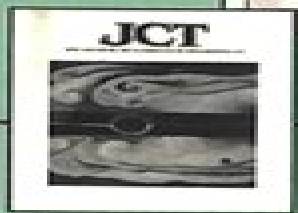
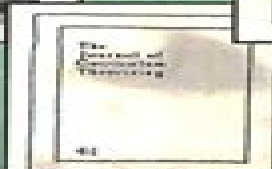


Contemporary Curriculum Discourses

Twenty Years of JCT



Edited by

William F. Pinar

Contemporary Curriculum Discourses Twenty Years Of Jct By Pinar

Ellyn Lyle



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Contemporary Curriculum Discourses William F. Pinar, 1999 JCT was the most important journal of curriculum studies during the field's paradigm shift in the 1970s. Its editors sponsored a yearly conference which also supported the intellectual breakthrough that was the reconceptualization of American curriculum studies. This collection brings together the best of JCT articles plus key documentary material of importance to scholars and students alike. Undergraduate and graduate students in curriculum instruction and foundations would find this book useful and insightful.

Storied Inquiries in International Landscapes Tonya Huber, 2010-04-26 This book showcases research from the Journal of Critical Inquiry Into Curriculum and Instruction initiated by Tonya Huber in 1997. It features diverse cultural perspectives, innovative methodologies, and focuses on liberatory pedagogy and social justice action research, enhancing educational scholarship.

The Mythopoetics of Currere Mary Aswell Doll, 2018-04-19 In *The Mythopoetics of Currere*, Doll uses depth psychology, myth, and literature to offer a new approach to currere, the root of curriculum, through essays exploring significant literary images that open doorways into the fictions that layer the self. Offering a focus on the body, queer love, false belief, strangeness, otherness, and chaos, this book suggests new metaphors for understanding why currere is what matters most in curriculum.

Teachers as Researchers (Classic Edition) Joe Kincheloe, 2012-01-30 *Teachers as Researchers* urges teachers as both producers and consumers of knowledge to engage in the debate about educational research by undertaking meaningful research themselves. Teachers are being encouraged to carry out research in order to improve their effectiveness in the classroom, but this book suggests that they also reflect on and challenge the reductionist and technicist methods that promote a top-down system of education. It argues that only by engaging in complex critical research will teachers rediscover their professional status, empower their practice in the classroom, and improve the quality of education for their pupils. Now re-released to introduce this classic guide for teachers, the new edition of *Teachers as Researchers* now also includes an introductory chapter by Shirley R. Steinberg that sets the book within the context of both the subject and the historical perspective. In addition, she also provides information on some key writing that extends the bibliography of this influential book, thereby bringing the material fully up to date with current research. Postgraduate students of education and experienced teachers will find much to inspire and encourage them in this definitive book.

Identity Landscapes Ellyn Lyle, 2020-03-09 Beginning from the notion that self is constructed, contributors in *Identity Landscapes*. *Contemplating Place and the Construction of Self* are particularly interested in how relationships with place inform identity development. Locating identity inquiry in methodologies that encourage an explicit examination of self, e.g., autoethnography, self-study, autobiographical inquiry, autoethnography, and reflexive inquiry, authors situate themselves epistemologically and geographically as they explore where place and identity converge. Through critical, qualitative, creative, and arts-integrated approaches, this collection aims to advance thought regarding the myriad ways that place informs identity development.

Currere from Apartheid to Inclusion Shani

Steyn,2024-06-14 This volume demonstrates the instrumental use of Currere as a methodology to bring about Deracialisation through transformational learning by a white educator in Post Apartheid South Africa Offering an honest and vulnerable recognition of privilege and exclusivity it disrupts deep seated racial bias and assumptions unveils racial blind spots and confronts the discourse that South African white educators are overtly or covertly perpetuating systemic racism within schools Based on autoethnographic analyses of the author s lived educational experiences within the Apartheid regime it uses the theoretical concepts of Currere to initiate her journey towards Deracialisation and transform her current pedagogical practice In doing so the book demonstrates how critical self examination of underlying beliefs that lead to actions and how the past in this case being born raised and educated within the Apartheid era can influence one s teaching in ways that harm the educational development of culturally diverse learners Grappling with how autoethnographical experiences in a specific setting can inform current pedagogy and be used to bring about professional and personal transformation this book will be of interest to scholars postgraduate students and educational researchers with interests in curriculum theory race and education transformative learning Deracialisation and autoethnography

Immigration and Development Tiago Sequeira,2018-02-14 This book deals with several issues linking immigration and social development Following several approaches from economic to sociological ones it covers the many effects of the rising phenomenon of immigration It deals with the effects of immigration on economic growth on human capital accumulation and on the government budget Moreover it also includes contributions on the social integration of immigrants and on the effects they have in some different cities It covers studies in countries such as Norway the USA Romania and South Africa The book Immigration and Development is an essential reading for those who want to get a social sciences multidisciplinary approach to immigration as a social phenomenon

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 s information gathering and slogans We can reclaim the beauty of an education if we join David and re vise our classrooms Education is uncertain risky wonderously 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

JCT. ,1997 Are You Mixed? A War Bride's Granddaughter's Narrative of Lives In-Between

Contested Race, Gender, Class, and Power Sonia E. Janis, 2016-02-05 In *Are You Mixed* Sonia Janis reflects on her journey as a multiracial educator challenging rigid racial categories and embracing identity's fluidity This memoir invites educators and policymakers to rethink multicultural education fostering inclusive and culturally responsive learning environments

Books of the Century Catalog Craig Alan Kridel, 2000 **Getting Beyond the Facts** Joe L. Kincheloe, 2001

Annotation Kincheloe education City U of New York and Brooklyn College believes that social studies education in the U S has gone through 40 years of confusion and is now in critical need of reform In this text he explores how those who believe in and teach about the potentials of democracy can deal with postmodern American society and the feelings associated with it Throughout the text the author examines the relationship between teaching social studies and the lessons of the larger social cultural and political realms emphasizing the need for social studies educators to teach within the context of contemporary society Annotation c Book News Inc Portland OR booknews com

The Journal of Museum Education, 2006 Annual Meeting Program

American Educational Research Association, 1999 *Curriculum Visions* William E. Doll, Noel Gough, 2002 *Curriculum Visions* challenges the singular guiding vision that has dominated Western educational thought for the past four centuries from Peter Ramus to Ralph Tyler and beyond Influenced by the spirit of John Dewey *Curriculum Visions* moves beyond his ghost to see what he never saw a playful integration of the scientific the storied and the spiritfult In so doing *Curriculum Visions* asks each of us to develop our own curricular vision based on the logic of reason the personality and culture of society and the awesomeness and mystery of creation *Turning Points in Curriculum* J. Dan Marshall, 2007

Turning Points in Curriculum A Contemporary American Memoir 2nd edition is a text designed to engage readers in a story of curriculum as a field of intellectual study and invite them to identify with and ultimately participate in this important work Focusing on the United States it contains five parts the first of which offers a backdrop or contextual panorama for parts two through five which present curriculum's journey through the last half of the twentieth century Throughout the book the authors use the term curriculum work over curriculum studies theory or development The broader notion of work allows for variations that include reflection study theorizing construction inquiry and deliberation At the same time the possibilities for interpretation inherent in the notion of curriculum work allow the authors to steer clear of the more fixed and differential meanings typically associated with more distinctive phrases such as curriculum theorizing or curriculum development An important goal of *Turning Points* is to provide readers with multiple levels of engagement in its complex conversation Toward this end the authors have combined five distinct elements into the book with an eye toward personalizing readers

interpretative processes Publisher description **Standards and Schooling in the United States** Joe L. Kincheloe, Danny K. Weil, 2001 Publisher description Essays by 54 scholars illuminate the historical social cultural political administrative psychological and philosophical issues behind the standards debate In addition to coverage of the historical and current status of standards the essays offer systematic critiques and practical suggestions for improvement that will benefit teachers

educational leaders politicians parents students and concerned citizens A complete chronology a general bibliography a resource list and a comprehensive index offer further aids to research and understanding **American Educational Research Association Annual Meeting Program** American Educational Research Association,2000 *Intellectual Advancement Through Disciplinarity* William Pinar,2007 Skepticism toward disciplinarity William F Pinar points out is etched deeply in the U S field drawn by progressive education s efforts to reconfigure the school curriculum as child centered and or as focused on social reconstruction Skepticism toward disciplinarity had also been affirmed by Bobbitt and Charters positioning of adult activity as the organizer of the school curriculum Add to these historical dispositions the contemporary legitimation crisis of the academic disciplines and the rage for interdisciplinary trans disciplinary post disciplinary anything but disciplinary research and curriculum becomes intelligible The intellectual labor of understanding constitutes the discipline of disciplinarity Through the discipline of disciplinarity one contributes to the field s intellectual advancement and to one s own Appreciating the centrality of disciplinarity to intellectual advancement requires us Pinar argues to replace Schwab s syntactical and substantive structures of the disciplines Focused on methodology and the concepts research methodology generates Schwab s schema was more appropriate to the natural and social behavioral sciences than it is to the humanities and the arts Pinar replaces these with two structures more appropriate to a discipline associated with the humanities and the arts and focused on the education of the public horizontality and verticality Explicating Spivak s notion of planetarity to specify the structures of subjectivity these structures of disciplinarity invite Pinar illustrates these concepts through introductions to the scholarship of Ted Aoki Tom Barone Mary Aswell Doll Maxine Greene James Henderson Dwayne Huebner Rita Irwin David Jardine Kathleen Kesson James B Macdonald Janet Miller Marla Morris Alice Pitt William Reynolds John Weaver among others Of significance to all specializations in the broad and fragmented academic field of education *Intellectual Advancement through Disciplinarity* provides the intellectual tools by means of which education scholars worldwide can participate in the complicated conversation that is internationalization in order to contribute to the intellectual sophistication of their nationally distinctive fields *Journal of Computing in Teacher Education* ,2002

The Enigmatic Realm of **Contemporary Curriculum Discourses Twenty Years Of Jct By Pinar**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Contemporary Curriculum Discourses Twenty Years Of Jct By Pinar** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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