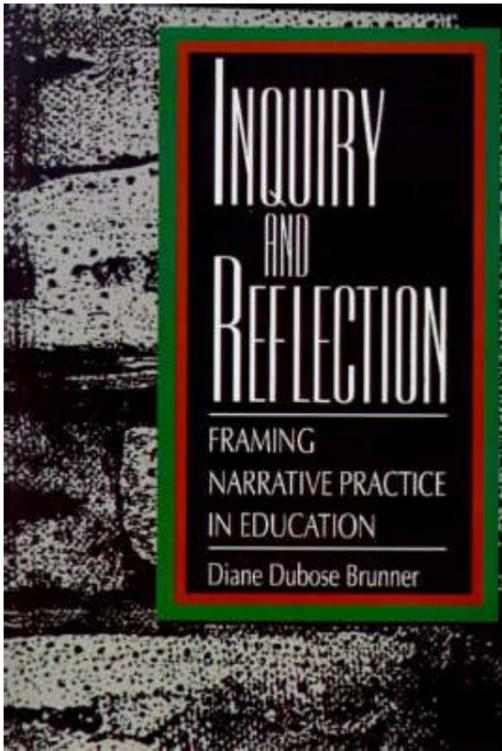


Inquiry And Reflection: Framing Narrative Practice In Education



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Inquiry and Reflection shows how stories of schooling can elucidate difficult, and unexamined problems facing teachers. While professional texts tend to raise issues of power and its distribution and questions of culture and ideology, often the manner of presentation is abstract, and pre service teachers have difficulty making connections. Yet literary, film, and video materials illuminate problems and suggest ideas to which teachers can actively respond. This book offers teacher educators a variety of resources for articulating a critical pedagogy and suggests an alternative to the technical, job training approach to teacher education by providing a unique educational curricula that illuminates issues of power, ideology, and culture.

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Inquiry and Reflection-Diane DuBose Brunner 1994-01-01 Inquiry and Reflection shows how stories of schooling can elucidate difficult, and unexamined problems facing teachers. While professional texts tend to raise issues of power and its distribution and questions of culture and ideology, often the manner of presentation is abstract, and pre-service teachers have difficulty making connections. Yet literary, film, and video materials illuminate problems and suggest ideas to which teachers can actively respond. This book offers teacher educators a variety of resources for articulating a critical pedagogy and suggests an alternative to the technical, job training approach to teacher education by providing a unique educational curricula that illuminates issues of power, ideology, and culture.

Narrative Inquiry in Practice-Nona Lyons 2002 What role does narrative play in building teachers' knowledge? In this timely volume, foremost scholars in the field of education not only open, but they deepen the conversation about the uses of narrative in the construction of teachers' knowledge.

Narratives and Reflections in Music Education-Tawnya D. Smith 2020-02-03 This volume offers chapters written by some of the most respected narrative and qualitative inquiry writers in the field of music education. The authorship and scope are international, and the chapters advance the philosophical, theoretical, and methodological bases of narrative inquiry in music education and the arts. The book contains two sections, each with a specific aim. The first is to continue and expand upon dialogue regarding narrative inquiry in music education, emphasizing how narrative involves the art of listening to and hearing others whose voices are often unheard. The chapters invite music teachers and scholars to experience and confront music education stories from multiple perspectives and worldviews, inviting an international readership to engage in critical dialogue with and about marginalized voices in music. The second section focuses on ways in which narrative might be represented beyond the printed page, such as with music, film, photography, and performative pieces. This section includes philosophical discussions about arts-based and aesthetic inquiry, as well as examples of such work.

The Psychology of Cinematic Popular Culture and Educators' Reflective Practices-Reuben Mikhael Castagno 2013-12-10 This e-book presents a crucial work in the systematic study of educators' cinematic reflections and to what extent could these be interpreted in terms of the theoretical framework of Habermas's domains of reflection and discursive acts. The chapters in this volume altogether describe important theoretical developments, data analysis, and significant findings about the importance of popular film in pedagogy. The topics in this book present an exploratory view of reflective practices, cinematic experiences and journaling. Sample essays are also provided for the benefit of readers. It is through these converging possible cinematic explorations that we may be able to move from solitary/monologic reflective practices to a rational reconstructive educational pedagogy. This e-book will be of interest to students, researchers and teachers in the realm of psychology, education and pedagogy.

Telling Stories in Book Clubs-Mary Kooy 2006-08-15 This book examines questions in the intersections of narrative, teaching, communities of learning, knowledge, women teachers and teacher development. Stories constitute the heart of this book and the glue that holds the pieces together. This book explores the ways women educators understand and make sense of their lives and develop their personal practical knowledge of teaching through narrative texts and experiences in informal learning groups.

Voices of Inquiry in Teacher Education-Thomas S. Poetter 2013-11-05 This book is an attempt to show that preservice teacher knowledge is substantive and should be part of the wider database of knowledge about teaching and learning in the field of teacher education. From the perspectives of five prospective teacher interns and a teacher educator, this volume brings the experiences of students conducting research during preservice teacher education to life. Charged to conduct a semester long study in the school, the intern-authors studied classroom scenes and their own work, and wrote case studies depicting their experiences. Their pieces -- in their entirety -- compose the central chapters of the book and serve as examples of preservice teacher research. The surrounding chapters examine the interns' experiences of conducting research during their preservice internship year primarily from the perspective of a teacher educator who studied them and the scene throughout the experience. The teacher educator examines the interns' approaches to research and the processes they employed to conduct and complete their studies, the interns' professional growth as a result of their participation in the study, and the impact the project had on the program. This book fills the gaps that exist in the present literature on the use of teacher research during preservice by including the inquiry works of preservice teachers as examples of legitimate, important preliminary research in their own rights, and by addressing the complex issues of conducting this type of study during preservice from multiple perspectives, not just that of the university researcher. While some texts include the perspectives of students and even include portions of students' own work, this text takes the step of co-authorship, sharing the academic discourse with intern teachers who have produced experience and knowledge that are informative for the field of education as a whole and specifically for teacher education. The text attempts to combine many voices into one thorough, narrative approach, ultimately urging the reader to consider the possibilities of teacher research for advancing knowledge in the field and for enhancing the professional development of the participants.

Curriculum and Teaching Dialogue-Barbara Slater Stern 2009-10-01 Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching-the "what to teach" aspect). Since its founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences, journals, and the interaction of its members. The purpose of the

organization was originally defined in Article 1, Section 2 of the AATC Constitution: "To promote the scholarly study of teaching and curriculum; all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged." Curriculum and Teaching Dialogue seeks to fulfill that mission.

Between the Masks-Diane DuBose Brunner 1998 *Between the Masks* articulates a study of representation and the 'politics of place' through a pedagogy of narrative-performing inquiry and a critical reflection on identity. As a resistance to essentialist politics, the text focuses on the identity making/marking role of cultural materials in the recovery of different and overdetermined histories. It proposes a multicultural revision of knowledge that displaces the binarisms of insider/outside rather than simply shifting the margin to the center. By combining perspectives that produce strong readings with a semiotic method of analysis, the essentialist representations of racial, ethnic, sexual, and class biases will be revealed as strategies of power that employ appearance in their seduction. By this method, Brunner suggests a view of reflexive performance that seeks not to legitimate, but to critique, displace, and liberate these illusions of identity. *Between the Masks* promotes critical teaching that can bring together the literary, the historic, the theoretical, and the sociological. Brunner suggests the combined study of cultural studies and education as a theoretical and pedagogical site which embraces curriculum theory, teacher preparation, and policy. This book marks a move toward intertextual, interdisciplinary study which will help educators modulate the complicated conversations and contexts of today's schools.

Self-Study in Physical Education Teacher Education-Alan Ovens 2014-05-22 In this in-depth examination of self-study as a research methodology, an international selection of physical education scholars share their ideas and experiences and consider the value of self-study as a vector for highlighting the emerging conflicts, dilemmas, and debates currently developing in teaching and teacher education pedagogies. A vital new addition to Springer's series *Self-Study of Teacher Education Practices*, the volume is divided into three sections assessing the significance of the approach itself, offering detailed subject-relevant case studies, and exploring the nuances and controversies attending the evolution of the methodology. The contributors show how self-study enables reflexivity in pedagogical practice, a notable lacuna in current critical research, and at the same time they make the technique accessible to scholars of physical education wanting a practicable introduction to the subject. The analysis also explores the implications of applying self-study to pedagogy itself, to the curriculum, and to human movement and educational practice more generally. By embracing more organic, emergent notions of research practice and learning, the book achieves a broader and more inclusive survey of pedagogical work in physical education teacher education that fully acknowledges the complexities of the field.

Organizational and Educational Change-Jean M. Bartunek 2014-04-08 Jean M. Bartunek, the 2001-2002 President of the Academy of Management, has written an excellent scholarly book on organizational and educational change. Using a joint insider/outsider approach, this book tells the story of a change agent group--a group of teachers--that was creating change in its organization setting, a Network of Independent Schools. The group's focus was on empowerment and professional

development for teachers in the Network. The book describes virtually everything that happened in the group over its first seven years and summarizes what happened during its final two years. It explores the identity, work, and evolution of change agent groups in organizations, with particular emphasis on teachers and educational change. Through the book's extensive quotations and narrative account, the reader is enabled to enter into the world of the teacher group studied over the course of its nine-year history. In addition, the book includes analysis of the underlying processes involved in the change, focusing on the change agent group's identity, its actions and relationships with stakeholders as they jointly evolved over time, and their impacts on the vitality of the change effort. It contributes a new understanding of fundamental processes involved in organizational change, especially when viewed from the perspective of change agents. In addition, the book provides practical implications for change agents, specifically change agents in schools. As such, this account will be useful for graduate students and researchers in organizational change, educational leadership, and professional development. It is a part of Lawrence Erlbaum Associates growing series in organization management.

Narrative Research on Learning-Sheila Trahar 2006-05-15 This book examines narrative research from a range of different perspectives. It discusses international and comparative experiences of doing narrative research on learning, paying particular attention to the cultural contexts within which the research is conducted. The ways in which narrative research can address some of the methodological and epistemological issues faced in conducting insightful and systematic research across cultures are also included. The book's approach is essentially an integrated one, exploring narrative as methodology in both theoretical and practical terms. It also emphasises the ethical issues that need to be considered by researchers engaged in this form of enquiry, particularly where cultural and religious contexts have a significant impact on research. The first section of the book considers different perspectives on narrative as methodology, including its value in particular cultural contexts. The second section provides readers with international and comparative perspectives on the practical application of narrative methodology in a wide range of arenas worldwide. This combination of methodological issues with practical examples provides opportunities to examine how narrative as a methodology is applied in a range of 'real world' situations. This original and imaginative volume bridges the professional and intellectual cultures and traditions of comparative and international education with those of counselling to show the rich benefits of such cross-fertilisation. It will be of interest to researchers in education and across the social sciences as well as those involved in teaching research methodology and those concerned with the complex ethical issues inherent in cross-cultural research.

The Qualitative Dissertation-Maria Piantanida 2009-03-25 Focused on making reflection an integral part of the journey, this updated resource guides readers through the process of researching, writing, and defending a qualitative dissertation.

Teaching and Learning in the (dis)Comfort Zone-D. Jensen 2009-12-21 The novice teacher and literacy coach need to form a team to share their expertise and continually evolve, to have opportunity for guided reflection and self-assessment of practice. This book shares these professional experiences

which delineates and describes the (dis)comfort of teaching and learning at the edge of the teachers' comfort zone.

Subject to Identity-Susan Talburt 2000-03-09 Challenges the ways "lesbian academics" have been socially constructed.

Memory, Identity, Community-Lewis P. Hinchman 1997-01-01 This multidisciplinary volume documents the resurrection of the importance of narrative to the study of individuals and groups and argues that narrative may become a lingua franca of future debates in the human sciences.

Role of Self in Teacher Development, The-Richard P. Lipka 1999-01-01 Reflects some of the major transition points in becoming a teacher and focuses explicitly on how issues of self and identity bear on these different points.

Educating New Americans-Donald F. Hones 1999-01-01 Educating New Americans examines what it means to be an American through the history of a refugee from Laos. Shou Cha is a community liaison for an elementary school, an evangelical preacher, a community leader, a husband, and a father. His lifetime of learning, presented mainly in his own voice, is framed by various historical and sociological contexts that have shaped his life, the lives of other Hmong refugees, and the lives of other Americans, old and new. These contexts include the history of immigrant education policies in the United States, as seen through the lives of immigrant children; the historical and sociological impact of warfare as well as missionary work in the lives of the Hmong people; and the sociology of generational conflict, especially as it is felt among immigrant groups. Finally, this book suggests that immigrant parents such as Shou Cha can contribute to the process of teaching peace to children, and making peace between diverse groups in America, the land of e pluribus unum.

Whisper Writing-Melissa M. Jones 2004 Three teenage girls share their stories about life as students, as young women with disabilities, and as minorities in a male-dominated special education school culture.

What Difference Does Research Make and for Whom?-Françoise Bodone 2005 Education is a discipline that is constantly emerging, and for which there are more questions than answers. Beyond the research reports, the articles in refereed journals, and the well-crafted presentations, what is happening in education? What difference does our work make in the lives of those we research? How is education as a whole different because of our effort? And what is the nature of the difference we make? This book provides some answers to those questions based on engaged and critical research from around the world. It is also a critical reflection on new possibilities for qualitative research, its implications and relevance to educational practice. Andrew Hargreaves, Enora Brown, Graham Hingagaroa Smith, Jack Whitehead, Mutindi Mumbua, Andrew Gitlin, Phil Carspecken, and others invite readers to join the conversation, and take it beyond these pages by enriching and extending the discourse within their communities of practice.

Human Resource Development-John P. Wilson 2005 ""The book is a perfect reference document...this text is an essential

to all professional practitioners and deserves a place on every bookshop."" -- Training Journal

Labeling-Glenn Hudak 2014-04-04 A diverse group of contributors, from the fields of education, psychology, philosophy and cultural studies, explore the social phenomenon of labeling. The authors question the nature of labeling, its contexts and processes, looking in particular at its prescriptive and confining effects. The assumption that labels are neutral and applied neutrally is rejected as the political nature of labeling is revealed. Topics discussed by the contributors include: *the politics of labeling *whiteness as a label for western cultural politics *labeling in institutions *popular culture and labeling *school communities and classrooms and the politics of labeling *labeling and race *sexual labelings *the impact of categorization on our children *labeling in the special education system *immigrants and limited English proficiency groups. Contributors include: Michael Apple, Peter McLaren, Cameron McCarthy and Maxine Greene.

A Guide to Research in Music Education-Roger P. Phelps 2005 An updated and practical approach to research concepts, techniques, and sources from the 4th edition.

Autoethnography as Method-Heewon Chang 2016-07 This methods book guides you through the process of conducting and producing an autoethnographic study through the understanding of self, other, and culture. It offers a series of hands-on steps for data collection, analysis, and interpretation with self-reflective writing exercises that will enable you to produce an autoethnographic work. Chang offers a variety of techniques for gathering data on the self--from diaries to culture grams to interviews--and shows how to transform this information into a study that is narratively sound, introspective, and sensitive to cultural diversity and identity. -- From publisher's description.

Routledge Encyclopaedia of Educational Thinkers-Joy A. Palmer Cooper 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and

development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

Fifty Modern Thinkers on Education-Liora Bresler

2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education. Among those included are: * Pierre Bourdieu * Elliot Eisner * Hans J. Eysenck * Michel Foucault * Henry Giroux * Jurgen Habermas * Susan Isaacs * A.S. Neill * Herbert Read * Simone Weill. Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

Fifty Modern Thinkers on Education-Joy Palmer 2001

Looks at fifty of the twentieth century's most significant contributors to the debate on education. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

Teachers' Reading/Teachers' Lives-Mary Kay Rummel

1997-01-01 Investigates teachers' classroom personal reading histories and how they influence the development of one becoming a resisting reader/teacher. "The premise of this book is important: that teachers' literacy experiences not only make a difference in their literacy instruction but also in their professional judgment and actions related to curriculum decisions, and their resistance to prescribed methods and materials which do not allow children's literacy to flourish. The teachers' own words in the autobiographical chapters offer powerful testimony supporting approaches to literacy that encourage and support the job of reading and writing, rather than pedantic and meaningless curriculum methods that emphasize isolated skills and drills. "There is currently a backlash against the whole language approach, which through the years has had other titles but has always emphasized the creative, responsive teaching described in meaningful, individual, integrated and joyful approaches to the teaching of reading and writing. This book could have a positive influence on the current discussions about the teaching of literacy.

American Dreams, Global Visions-Donald F. Hones

2014-04-04 This book presents the struggle for dialogue and understanding between teachers and refugee and immigrant families, in their own words. Forging a stronger connection between teachers, newcomers, and their families is one of the greatest challenges facing schools in the United States. Teachers need to become familiar with the political, economic, and sociocultural contexts of these newcomers' lives, and the role of the U.S. in influencing these contexts in positive and negative ways. The important contribution of American Dreams, Global Visions is to bring together global issues of international politics and economics and their effects on migration and refugee situations, national issues of language and social policy, and local issues of education and finding ways to live together in an increasingly diverse society. Narratives of four immigrant families in the United States

(Hmong, Mexican, Assyrian/Kurdish, Kosovar) and the teacher-researchers who are coming to know them form the heart of this work. The narratives are interwoven with data from the research and critical analysis of how the narratives reflect and embody local, national, and global contexts of power. The themes that are developed set the stage for critical dialogues about culture, language, history, and power. Central to the book is a rationale and methodology for teachers to conduct dialogic research with refugees and immigrants--research encompassing methods as once ethnographic, participatory, and narrative--which seeks to engage researchers and participants in dialogues that shed light on economic, political, social, and cultural relationships; to represent these relationships in texts; and to extend these dialogues to promote broader understanding and social justice in schools and communities. American Dreams, Global Visions will interest teachers, social workers, and others who work with immigrants and refugees; researchers, professionals, and students across the fields of education, language and culture, ethnic studies, American studies, and anthropology; and members of the general public interested in learning more about America's most recent newcomers. It is particularly appropriate for courses in foundations of education, multicultural education, comparative education, language and culture, and qualitative research.

Hmong and American-Vincent K. Her 2012

Job One-Peter Mark Magolda 2004 "Places new professionals' stories center stage. The book focuses on nine narratives written by new professionals about their introduction and transitions into student affairs work. These stories document their joys and angst felt as they prepare to move from graduate school to work, search for their first student affairs position, assimilate campus norms, formulate a professional identity, satisfy supervisors' expectations, mediate cultural conflicts, and remain true to their personal and professional values. ... Also includes four chapters co-written by senior student affairs professionals and preparation program faculty who synthesize, integrate, and theoretically interpret the new professionals' narratives. Recommendations included in the final chapter focus on reconceptualizing graduate preparation program curricula and professional development opportunities."--Page 4 of cover.

As We Are Now-W. S. Penn 1998 As we are now: mix blood essays on race and identity.

The Constructivist Leader- 2002-08-02 The Constructivist Leader provides educational leaders at all levels with a conceptual framework for leadership defined as reciprocal, purposeful learning in community. The updated Second Edition of this best-selling book enables readers to carry this constructivist vision and purpose forward, while effectively implementing standards-based reform, authentic assessment, and constructivist-based accountability. This new edition features: an expanded theory of Constructivist Leadership reflecting the most recent thinking in leadership, learning, and ethical communities; a comprehensive approach to issues of equity, diversity, and multiculturalism; additional strategies for the implementation of constructivist leadership practice; principles and examples to guide new approaches to accountability; and much more!

The Pedagogy of Pop-Edward A. Janak 2013 The Pedagogy of Pop: Theoretical and Practical Strategies for Success, edited by Edward A. Janak and Denise Blum, is a tool for educators at all levels to embrace infusing popular culture into their teaching in ways that both embrace and resist contemporary thinking. Its chapters provide a range of theoretical and practical suggestions—some widely accepted, some somewhat controversial—to elicit discussion and spark creativity amongst all students.

Nourishing Words-Wendy Atwell-Vasey 1998-04-16 Exploring the very human and moving autobiographies of teachers, and the promising insights of feminist and critical reading theory, this book asks how we can oppose the alienation and distancing that so often characterize curriculum in schools.

Semiotics-Semiotic Society of America. Meeting 1997

Overcoming Heterosexism and Homophobia-James Thomas Sears 1997 Few aspects of American military history have been as vigorously debated as Harry Truman's decision to use atomic bombs against Japan. In this carefully crafted volume, Michael Kort describes the wartime circumstances and thinking that form the context for the decision to use these weapons, surveys the major debates related to that decision, and provides a comprehensive collection of key primary source documents that illuminate the behavior of the United States and Japan during the closing days of World War II. Kort opens with a summary of the debate over Hiroshima as it has evolved since 1945. He then provides a historical overview of the events in question, beginning with the decision and program to build the atomic bomb. Detailing the sequence of events leading to Japan's surrender, he revisits the decisive battles of the Pacific War and the motivations of American and Japanese leaders. Finally, Kort examines ten key issues in the discussion of Hiroshima and guides readers to relevant primary source documents, scholarly books, and articles.

Performative Praxis-Jean Baxen 2010 It is widely recognized that the South African government's exemplary HIV/AIDS education policy is not making the behaviour-changing impact that it ought. Why is this? What is actually happening in the school classroom? In this book, Jean Baxen makes an important contribution towards understanding the complex interface between the HIV/AIDS education curriculum and what and how teachers are teaching in the classroom. Bringing Judith Butler's theory of performativity to bear in an analysis of the pedagogic practice of a number of teachers in the Western Cape and Mpumalanga, the author shows how teachers' personal conception of their role and identity as educators plays a vitally important role in filtering and shaping

the classroom transmission of key information and attitudes.

Race in the College Classroom-Maureen T. Reddy 2002 Winner of the 2003 American Educational Studies Association Critics' Choice Awards Winner of the 2003 Gustavus Myers Outstanding Book Award Did affirmative action programs solve the problem of race on American college campuses, as several recent books would have us believe? If so, why does talking about race in anything more than a superficial way make so many students uncomfortable? Written by college instructors from many disciplines, this volume of essays takes a bold first step toward a nationwide conversation. Each of the twenty-nine contributors addresses one central question: what are the challenges facing a college professor who believes that teaching responsibly requires an honest and searching examination of race? Professors from the humanities, social sciences, sciences, and education consider topics such as how the classroom environment is structured by race; the temptation to retreat from challenging students when faced with possible reprisals in the form of complaints or negative evaluations; the implications of using standardized evaluations in faculty tenure and promotion when the course subject is intimately connected with race; and the varying ways in which white faculty and faculty of color are impacted by teaching about race.

Educating Black Males-Ronnie Hopkins 1997-01-01 Offers insights into the creation of more effective and empowering schools and classrooms for Black males.

Engaging Equity-Leeno Karumanchery 2005-01-01 Contrary to those mainstream efforts that paint racism and social oppression as remnants of a troubled past, today's relations of social power remain intractable as they continue to mediate and discipline the lives of the oppressed. Recognizing that racism and other forms of oppression continue to evolve and adapt to our changing times, it is crucial that our strategies for resistance are equally dynamic and proactive. In this reader, Leeno Karumanchery has brought together some of critical theory's most powerful and insurgent voices to explore this vital strand of the anti-racist tapestry by asking, "How do we understand our oppression, and how do we frame and manage our resistance in the face of it?" Engaging Equity is framed as a sociohistoric expose of the Western educational system, revealing the banality of oppression in today's schools. Developed within a philosophy of hope, this book reminds us that real and meaningful change towards social justice can be achieved, but only if our politics, strategies, and resolve are equal to the task.

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