

Nonviolence And Education Hongyu Wang

Unveiling the Energy of Verbal Art: An Mental Sojourn through **Nonviolence And Education Hongyu Wang**

In some sort of inundated with screens and the cacophony of instant communication, the profound energy and emotional resonance of verbal art usually fade into obscurity, eclipsed by the continuous assault of sound and distractions. Yet, set within the lyrical pages of **Nonviolence And Education Hongyu Wang**, a interesting function of fictional brilliance that impulses with organic emotions, lies an unforgettable trip waiting to be embarked upon. Composed by a virtuoso wordsmith, that exciting opus instructions readers on an emotional odyssey, delicately exposing the latent possible and profound impact stuck within the complicated internet of language. Within the heart-wrenching expanse of the evocative evaluation, we can embark upon an introspective exploration of the book is main subjects, dissect its fascinating publishing model, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

International Handbook of Curriculum Research
William F. Pinar 2013-10-15 Continuing its
calling to define the field and where it is going,

the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic

view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

Educational Experience as Lived: Knowledge,

History, Alterity William F. Pinar 2015-02-11 In this volume, Pinar enacts his theory of curriculum, detailing the relations among knowledge, history, and alterity. The introduction is Pinar's intellectual life history, naming the contributions he has made to understanding educational experience. Study is the center of educational experience, as he demonstrates in the opening chapter. The alterity of educational experience is evident in his conceptions of disciplinarity and internationalization, interrelated projects of historicization, dialogical encounter, and recontextualization. By reactivating the past, not by instrumentalizing the present, we can find the future, explicated in his studies of the Eight-Year Study, the Tyler Rationale, and the gendering and racialization of U.S. school reform. The interrelation of race and gender is emphasized in the chapters on Ida B. Wells and Jane Addams. The technologization of education is critiqued through analysis of the achievements

of George Grant and Pier Paolo Pasolini. The educational project of subjective and social reconstruction is explored through study of Musil's essayism, a genre that corrects the problems accompanying ethnography and created by identity politics.

Infrastructures for Peace in Sub-Saharan Africa Mediel Hove 2019-06-14 Cultures of violence are characteristic of many countries in sub-Saharan Africa and attempts to move towards cultures of peace have often proved difficult and ineffectual. And yet, the wide variations in levels of violence within and between countries show that it is not inevitable; rather, it is the result of choices made at individual, community and societal levels. This book examines the potential of peace infrastructures as vehicles to strengthen and spread progress towards cultures of peace. Peace infrastructures vary hugely in sophistication and level. The examples examined in this book range from tiny structures which help resolve conflicts between individuals and

within community organisations, peace committees which serve local communities, peace education and peace club programmes in schools, mediation mechanisms to prevent election violence and to ministries of peace to coordinate government and non-government efforts in peacemaking and peacebuilding. The overall finding is that the development of peace infrastructures at all levels has great potential to build cultures of peace. 1. It is the only book available which documents the experience and potential of nonviolence in post-independence sub-Saharan Africa. 2. It makes a persuasive case for the development of various peace infrastructures in order to make peace sustainable. 3. It explains how strategic planning can be utilised, both to bring about change and to institutionalise it.

Internationalizing Curriculum Studies Cristyne Hébert 2019-01-14 This book seeks to understand how to internationalize curriculum without imperializing or imposing the old,

colonial, and so-called first-world conceptualizations of education, teaching, and learning. The collection draws on the groundbreaking work of Dwayne Huebner in order to invite scholars into conversation with histories of curriculum studies and to posit them within it, opening up new spaces to work in and through curricular issues. This book will appeal to scholars, teachers, and students looking to reconceptualize international curriculum development and theory.

Curriculum Histories in Place, in Person, in Practice Petra Hendry 2023-03-10 This book situates the Curriculum Theory Project at Louisiana State University within a larger historical framework of curriculum work, examining the practices which have sustained this type of curricular vitality over the lifetime of the field's existence. Divided into seven parts, the authors illuminate seven practices which have sustained the scholarship, graduate programs, mentorship, and networking that have

been critical to maintaining a web of international relationships. This exploration and coming together of intergenerational stories reveals a more complete and nuanced narrative of the development of curriculum theory over the last 60 years. Crucially, the project exemplifies the continuing resilience of curriculum theory despite ongoing neo-liberal aspirations to reframe education as a business. Reflecting upon the lived experiences and articulated memories of those who have participated in the project and analysis of documents collected over its 25-year history, it considers curriculum history(ies) writ large through and from this lens of practice. As such, it opens up fresh insights for cultivating the vitality and vigor of curriculum theory more broadly on an international scale and with a view to future directions for the field. It will appeal to both new and experienced scholars working across education foundations, urban education, philosophy of education, and higher education,

and researchers from across history, sociology, anthropology, ethnic studies, and gender studies.

Re/humanizing Education 2022-05-16 Through critical, qualitative, creative, and arts-integrated approaches, this collection aims to explore the co-curricular capacity of lived experience to re/humanize education.

Curriculum in a New Key Ted T. Aoki 2004-09-22 Ted T. Aoki, the most prominent curriculum scholar of his generation in Canada, has influenced numerous scholars around the world. *Curriculum in a New Key* brings together his work, over a 30-year span, gathered here under the themes of reconceptualizing curriculum; language, culture, and curriculum; and narrative. Aoki's oeuvre is utterly unique--a complex interdisciplinary configuration of phenomenology, post-structuralism, and multiculturalism that is both theoretically and pedagogically sophisticated and speaks directly to teachers, practicing and prospective.

Curriculum in a New Key: The Collected Works of Ted T. Aoki is an invaluable resource for graduate students, professors, and researchers in curriculum studies, and for students, faculty, and scholars of education generally.

Nonviolence and Education Hongyu Wang 2014-02-03 In current global politics, which positions China as a competitor to American leadership, in-depth understandings of transnational mutual engagement are much needed for cultivating nonviolent relations. Exploring American and Chinese professors' experiences at the intersection of the individual, society, and history, and weaving the autobiographical and the global, this book furthers understanding of their cross-cultural personal awareness and educational work at universities in both countries. While focusing on life histories, it also draws on both American and Chinese intellectual traditions such as American nonviolence activism, Taoism, and Buddhism to formulate a vision of nonviolence in curriculum

studies. Centering cross-cultural education and pedagogy about, for, and through nonviolence, this volume contributes to internationalizing curriculum studies and introduces curriculum theorizing at the level of higher education.

Hongyu Wang brings together stories, dialogues, and juxtapositions of cross-cultural pathways and pedagogies in a powerful case for theorizing and performing nonviolence education as visionary work in the internationalization of curriculum studies.

International Handbook of Curriculum Research

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Love, Peace, and Wisdom in Education Jing Lin

2006 Love, Peace, and Wisdom in Education challenges our schools to shift from a rationalistic, functionalist perspective emphasizing tests and efficiency to a

constructive, transformative paradigm in which the Integrated development of students' intellectual, moral, emotional, spiritual, and ecological abilities to promote understanding of the world helps nurture respect for human beings and nature."--BOOK JACKET.

Cross-Cultural Studies in Curriculum

Claudia Eppert 2012-09-10 This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice. It is a very timely work in light of the progressively globalized nature of education and educational studies and the increasingly widespread attunement to Eastern educational theories in the West. By introducing Eastern perspectives, this book questions taken-for-granted thinking in Western educational thought about the foundations of teaching and learning, curriculum theory, educational policy, and educational

issues such as teaching for social justice, service-learning initiatives, human rights and environmental education, and the teaching of content area subjects. It provides an important opportunity for scholars from different countries and different disciplines to establish a solid yet accessible foundation of East-West inquiry that furthers the scope and depth of curriculum studies and to disseminate the insights from this book in the venues in which they work.

Researchers, faculty, and graduate students in the fields of curriculum theory, curriculum and instruction, educational foundations, philosophy of education, international/comparative education, and multicultural educational studies will welcome this book. It is appropriate as a text for upper-level courses in these areas.

Cross-cultural Studies in Curriculum Claudia Eppert 2008 This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and

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Speaking of Learning . . . Avraham Cohen

2014-09-11 I have no doubt that many of you who read this book will be captivated by it, just as I have been captivated. This book is woven through evocative stories told by masterful educators who came together to explore the meanings of learning, teaching, and life. For those who have read *Speaking of Teaching*, it is not a surprise to hear, again, the profoundly touching, humane, and imaginative voices of these authors. This book draws me in, touches my heart, and refreshes my mind. —Hongyu Wang, Professor, Oklahoma State University, Tulsa, OK, US The authors invite us to join them in asking, “What else can learning be?” What else indeed? What is beyond the recipes, rubrics,

formulas, and credentials of contemporary education? Deep in the heart of their own personal stories, told and untold, spoken and unspoken, the authors search and tell. With an artful admixture of stories, poems, artwork, and reflections, this book is a rare opportunity to listen in on an eight-year extended conversation amongst these gifted educators as they become increasingly present in their learning journeys.

—Arden Henley, Professor and Principal,
Canadian Programs, City University of Seattle,
Vancouver, BC, Canada

The Contemplative Practitioner John P. Miller
2014-01-01 Describes how the experience of the whole through mindful contemplation can release energy and knowledge for practical use in the classroom and in the place of business.

The SAGE Guide to Curriculum in Education
Ming Fang He 2015-06-05 The SAGE Guide to Curriculum in Education integrates, summarizes, and explains, in highly accessible form, foundational knowledge and information

about the field of curriculum with brief, simply written overviews for people outside of or new to the field of education. This Guide supports study, research, and instruction, with content that permits quick access to basic information, accompanied by references to more in-depth presentations in other published sources. This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia. It addresses the ties between and controversies over public debate, policy making, university scholarship, and school practice. While tracing complex traditions, trajectories, and evolutions of curriculum scholarship, the Guide illuminates how curriculum ideas, issues, perspectives, and possibilities can be translated into public debate, school practice, policy making, and life of the general public focusing on the aims of education for a better human condition. 55 topical chapters are organized into four parts: Subject Matter as Curriculum, Teachers as Curriculum, Students as Curriculum, and Milieu as Curriculum based

upon the conceptualization of curriculum commonplaces by Joseph J. Schwab: subject matter, teachers, learners, and milieu. The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision-making processes that involve local and state school boards and government agencies, educational institutions, and curriculum stakeholders at all levels that address the central curriculum questions: What is worthwhile? What is worth knowing, needing, experiencing, doing, being, becoming, overcoming, sharing, contributing, wondering, and imagining? The Guide benefits undergraduate and graduate students, curriculum professors, teachers, teacher educators, parents, educational leaders, policy makers, media writers, public intellectuals, and other educational workers. Key Features: Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic; what are the pressing issues and

contemporary concerns about the topic; what historical, social, political, economic, geographical, cultural, linguistic, ecological, etc. contexts surrounding the topic area; how the topic, relevant practical and policy ramifications, and contextual embodiment can be understood by theoretical perspectives; and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice, policy, context, and theory. Further readings and resources are provided for readers to explore topics in more details.

At the Dawn of Belt and Road Andrew Scobell
2018-12-05 China has always felt vulnerable, and, in the 1990s, it began forming agreements with other nations, eventually culminating in the Belt and Road Initiative. The authors analyze China's engagement with the Developing World.
Contemplative Pedagogies for Transformative Teaching, Learning, and Being Jing Lin 2019-11-01 In our current

systems of education, there is a trend toward compartmentalizing knowledge, standardizing assessments of learning, and focusing primarily on quantifiable and positivist forms of inquiry. Contemplative inquiry, on the other hand, takes us on a transformative pathway toward wisdom, morality, integrity, equanimity, and joy (Zajonc, 2009). These holistic learning practices are needed as a counterbalance to the over-emphasis on positivism that we see today. In addition to learning quantifiable information, we also need to learn to be calmer, wiser, kinder, and happier. This book aims to find and share various pathways leading to these ends. This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning, peace, tranquility, equanimity, and wisdom to gain new understanding about self and life, and to grow holistically. Embodiment is a central concept in this book. We hope to highlight strategies for exploring internal

wisdoms through engaging ourselves beyond simply the rational mind. Contemplative pedagogies such as meditation, yoga, tai chi, dance, arts, poetry, reflective writing and movements, can help students embody what they learn by integrating their body, heart, mind, and spirit.

Engendering Curriculum History Petra Hendry 2011-05-20 How can curriculum history be re-envisioned from a feminist, poststructuralist perspective? Engendering Curriculum History disrupts dominant notions of history as linear, as inevitable progress, and as embedded in the individual. This conversation requires a history that seeks re-membrance not representation, reflexivity not linearity, and responsibility not truth. Rejecting a compensatory approach to rewriting history, which leaves dominant historical categories and periodization intact, Hendry examines how the narrative structures of curriculum histories are implicated in the construction of gendered subjects. Five central

chapters take up a particular discourse (wisdom, the body, colonization, progressivism and pragmatism) to excavate the subject identities made possible across time and space.

Curriculum history is understood as an emergent, not a finished, process – as an unending dialogue that creates spaces for conversation in which multiple, conflicting, paradoxical and contradictory interpretations can be generated as a means to stimulate more questions, not grand narratives.

Newsgames Ian Bogost 2012-09-21 How videogames offer a new way to do journalism. Journalism has embraced digital media in its struggle to survive. But most online journalism just translates existing practices to the Web: stories are written and edited as they are for print; video and audio features are produced as they would be for television and radio. The authors of Newsgames propose a new way of doing good journalism: videogames. Videogames are native to computers rather than a digitized

form of prior media. Games simulate how things work by constructing interactive models; journalism as game involves more than just revisiting old forms of news production. Wired magazine's game *Cutthroat Capitalism*, for example, explains the economics of Somali piracy by putting the player in command of a pirate ship, offering choices for hostage negotiation strategies. Videogames do not offer a panacea for the ills of contemporary news organizations. But if the industry embraces them as a viable method of doing journalism—not just an occasional treat for online readers—newsgames can make a valuable contribution.

Yogic Peace Education Katerina Standish 2017-12-07 This introduction to peace education and yogic science provides a good toolkit to help bring contemplative peacebuilding (efforts to stop harm) practices to the classroom and community center. The latest research is presented alongside personal reflections of

teachers and facilitators who have used these methods for instructing students or participants on facing the hectic realities of life with self-regulation and nonviolence. Exercises and practices are included, along with creative activities for emotional grounding and stress management.

Psychological Capital: Developing the Human Competitive Edge

Fred Luthans
2006-08-04 Although there are as many answers to the question of how organizations can gain competitive advantage in today's global economy as there are books and experts, one lesson seems very clear: traditional answers and resources are no longer sufficient. This seminal book offers not only an answer regarding how to gain competitive advantage through people, but also a brand new, untapped human resource--psychological capital, or simply PsyCap. Generated from both the positive psychology movement and the authors' pioneering work on positive organizational behavior, PsyCap goes

beyond traditionally recognized human and social capital. But PsyCap is not a vague or unscientific concept: to be included in PsyCap, a given positive construct must be based on theory, research, and valid measurement, must be open to development, and must have measurable performance impact. The positive constructs that have been determined to best meet these PsyCap criteria, efficacy (confidence), hope, optimism, and resiliency, are covered in separate chapters in Psychological Capital. After exploring other potential positive constructs such as creativity, wisdom, well being, flow, humor, gratitude, forgiveness, emotional intelligence, spirituality, authenticity, and courage, the authors summarize the research demonstrating the performance impact of PsyCap. They go on to provide the PsyCap Questionnaire (PCQ) as a measurement tool, and the PsyCap Intervention (PCI) as a development aid. Utility analysis indicates that investing in the development of PsyCap as presented in this

book can result in a very substantial return. In total, Psychological Capital provides theory, research, measurements, and methods of application for the new resource of psychological capital, a resource that can be developed and sustained for competitive advantage.

Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity Hongyu Wang 2021-08-01 Creativity in the West is often perceived as “cutting edge” and “ground-breaking” in a singular act of giving birth to the new. However, to what degree has this model of breaking away from others and the world contributed to the current crisis in education, society, and ecology even before the tragic COVID-19 pandemic and responses to it? How can our reimagining of creativity contribute to the mutual flourishing of humanity and of relations between humans and the planet? Daoist creativity, based upon relationality and interdependence, has much to offer to today’s curriculum as a complicated conversation to

sustain life and renew the world. Integrative, emergent, embodied, co-creative, and ecological, Daoist creativity has a built-in opening to difference through the organic relationality of Yin/Yang dynamics. This book focuses on one essential thread in Daoism—integrative creativity through organic relationality—and weaves its interplay with Western thought through multiple and intertwined dimensions of curriculum. Exploring Dao as dynamic and setting creative curriculum in motion, this book juxtaposes the notion of Wuwei and self-organization to conceptualize emergent classroom dynamics, and re-envision the inner landscape of education through negotiating dialogues between the Jungian psyche and Daoist dynamics. Further, it explores gendered implications of Daoism to interact with feminism and formulates the pursuit of inner and outer peace through creative harmony to inform nonviolence curriculum. Synthesizing cross-cultural insights and wisdom, it provides an in-

depth and intuitive understanding of the interactions between Daoist and Western creativity and elaborates a curriculum of integrative creativity for students, teachers, and their educational community. Let us all attend to the urgent call for individual and collective awakenings and for creativity that connects. Praise for Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity: "Hongyu Wang's book on Daoism is a treasure. It is beautifully written and includes a diverse literature that demonstrates her impressive scholarship. She explores the relevance of Daoism's ancient wisdom to many current issues including gender, nonviolence, peace education, as well as teaching and learning. This is an important addition to growing literature on Daoism. In a time of division we need Daoism's cosmic perspective on how we can live peacefully and harmoniously on this earth." ~ Jack Miller The Ontario Institute for Studies in Education University of Toronto

"One barrier to meaningful educational reform is our inability to imagine things differently. Wang's study offers a set of lenses drawn from Chinese Daoism that could stimulate meaningful educational reform by envisioning a curriculum that moves beyond analytical reasoning toward more peaceful, humane, and ecologically sustainable ways of teaching, learning, and knowing. Along the way, Wang explores the links between Daoism and complexity theory and Daoism's compatibilities and contrasts with aspects of Western philosophy, including recent scholarship on eco-feminism. Educators will be intrigued by this study of Daoism as a form of embodied curriculum that works toward the development of authentic personhood and transformative interconnectedness through an emphasis on lived experience in tandem with intellectual development and they will be inspired to examine and rethink their current practice." ~ Gay Garland Reed Professor Emerita, University of Hawaii "Hongyu Wang's

book offers us a solution for nowadays crises like social and ecological ones, by pointing out that the integrative creativity and curriculum is the key...Her ideas are accessible and can enrich our perspective as educationists. The novelty and uniqueness of the book is that it makes a bridge between Western culture and East culture, between past and present and it is also a bridge from today to the future of the entire Earth." ~ Maria Butucea, Teacher Training Department, Technical University of Civil Engineering, Bucharest

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.

Down to Earth Sociology James M. Henslin
2005 The twelfth edition's new readings include

selections on the unspoken rules of social interaction, the shocking disparities between upper- and lower-class life, America's changing attitudes toward work and family and the roles they fulfill, and the "McDonaldization" of American society. Together with these essential new articles, the selections by Peter Berger, Herbert Gans, Erving Goffman, Donna Eder, Zella Luria, C. Wright Mills, Deborah Tannen, Barrie Thorne, Sidney Katz, Philip Zimbardo, and many others provide firsthand reporting that gives students a sense of "being there." Henslin also explains basic methods of social research, providing insight into how sociologists explore the social world. The selections in *Down to Earth Sociology* highlight the most significant themes of contemporary sociology, ranging from the sociology of gender, power, politics, sports, and religion, to the contemporary crises of racial tension, crime, rape, poverty, and homelessness. *Engaging with Meditative Inquiry in Teaching, Learning, and Research* Ashwani Kumar

2022-05-30 This collection of multi/inter-disciplinary essays explores the transformative potential of Ashwani Kumar's work on meditative inquiry - a holistic approach to teaching, learning, researching, creating, and living - in diverse educational contexts. Aspiring to awaken awareness, intelligence, compassion, collaboration, and aesthetic sensibility among students and their teachers through self-reflection, critique, dialogue, and creative exploration, this volume: Showcases unique ways in which scholars from diverse disciplinary, cultural, and geographic contexts have engaged with meditative inquiry in their own fields. Provides a space where African, Asian, Buddhist, Indigenous, and Western scholars engage with the idea of meditative inquiry from their own cultural, philosophical, and spiritual traditions, perspectives, and practices. Explores a variety of themes in relation to meditative inquiry including arts-based research, poetic inquiry, Africentricity, Indigenous thinking, martial arts,

positive psychology, trauma, dispute resolution, and critical discourse analysis. Offers insights into how the principles of meditative inquiry can be incorporated in classrooms and, thereby, contributes to the growing interest in mindfulness, meditation, and other holistic approaches in schools and academia. The diverse and rich contributions contained in this volume offer valuable perspectives and practices for scholars, students, and educators interested in exploring and adopting the principles of meditative inquiry in their specific fields and contexts.

The Call from the Stranger on a Journey Home Hongyu Wang 2004 This book is a cross-cultural, gendered study of both self and curriculum. Initiating a conversation between and among Michel Foucault, Confucius, and Julia Kristeva, it searches for a new (third) cultural and psychic space of transformation and creativity. Weaving together philosophy, psychoanalysis, and autobiography through lived

experiences of curriculum, it calls for new configurations of subjectivity at the intersection of culture and gender, through the meeting between selfhood and the human psyche, in the dynamics of the semiotic and the symbolic, and through the interaction between the Western subject and the Chinese self. These multiple layers of inquiry provide unique perspectives for readers who are interested in curriculum theory, feminist analysis, philosophy of education, or East/West dialogue.

[A Journey to Unlearn and Learn in Multicultural Education](#) Hongyu Wang 2009 Multicultural teacher education does not work without attending to the inner landscapes of learners. This collection of essays depicts a journey of unlearning deeply cherished assumptions, and gaining new, difficult understandings of race, ethnicity, gender, sexuality, class, and global issues in teacher education. Foregrounding learners' own voices and highlighting those intimate moments of awakening through a

process-oriented and dialogic approach, this book, in its profoundly moving narrative and critically reflective voices, speaks directly to pre-service and in-service teachers and informs teacher educators' multicultural pedagogical theory and practice. Demonstrating the power of multicultural education through the learner's lens, this compelling and inspirational book is a much-needed text for undergraduate and graduate courses in teacher education, multicultural education, curriculum studies, and social foundations of education.

Navigating Educational Change in China

Fang Wang 2017-08-04 This book is a reflection on the complexity of educational change in China through the lens of a senior academic who has occupied many diverse roles in the academe, from political worker to dean of faculty. It narrates his journey through different layers of historical, societal, and institutional transformation while trying to make sense of his own life and work. In this book, the professor is

situated at the intersection of history, culture, and society where the search for personal identity becomes a lifelong project. Landmarks in his intellectual journey are used to elucidate the effects of early influences, significant others, challenges and opportunities, human agency, and professional capital. His story illustrates the vicissitudes of a long career that combines scholarship and administration, and offers lessons for survival, advancement, and leadership in the fluid environment of Chinese higher education institutions.

Curriculum Studies in India W. Pinar

2015-02-19 Curriculum Studies in India examines Indian scholars in dialogue regarding their intellectual life histories and subjective investments in their field. With chapter introductions by William Pinar, scholars explore their intellectual history and present circumstances of curriculum studies in India, emphasized by their own engagement and research. These works demonstrate the rapidity

and scale of economic growth today, and how it creates conflict, dislocation, inequality, and "echoes" of a colonial past now present in globalization. Pinar and his contributors conclude that historical (dis)continuities, cultural conflict, economic globalization, and political tension characterize the present circumstances of curriculum studies in India.

The Character of Curriculum Studies W.

Pinar 2011-12-08 Assembles essays addressing the recurring question of the 'subject,' understood both as human person and school subject, thereby elaborating the subjective and disciplinary character of curriculum studies.

In the Spirit of Ubuntu 2009 This collection of stories from educators encourages teachers and researchers to embrace the spirit of Ubuntu, and bridge their academic work with community engagement, well-being, and transformation.

Curriculum as Community Building Liesa Griffin Smith 2021 This book explores the complicated intersections of difference,

embodiment, emergence, and relationality within the curriculum, to reimagine the possibilities of building the other community, one inclusive of difference.

Curriculum Development in the Postmodern Era Patrick Slattery 2013 The 3rd edition of this introduction to and analysis of contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies brings readers up to date on the major research themes within the historical development of the field.

Wandering on the Way Tzu Chuang 2000-04-01

In this vivid, contemporary translation, Victor Mair captures the quintessential life and spirit of Chuang Tzu while remaining faithful to the original text.

The Philosopher's Index 2008 Vols. for 1969-include a section of abstracts.

Jung on Art Tjeu Van den Berk 2012 First Published in 2012. Routledge is an imprint of Taylor & Francis, an informa company.

Complexifying Curriculum Studies Molly

Quinn 2018-09-14 The essays in this volume bring together leading-edge scholars to illuminate the work of William E. Doll, Jr., as a key curriculum thinker of global impact, and introduce his work and influence to new generations of scholars, teachers, and students of education. Drawing on their individual contexts, contributors cover a range of topics and themes, including engagement with pragmatism, the work of John Dewey, and the inclusion of post-modern, chaos, and complexity theories to education and curriculum. Advancing our understanding and conversation of existing problems and possibilities in education, this collection serves as both an homage to Doll and a call for action and consideration of what matters in education.

The Reconceptualization of Curriculum

Studies Mary Aswell Doll 2016-06-23 In this volume scholars from around the world consider the influential work of William F. Pinar from a variety of "conversations" his ideas have

generated. The major focus is on the What, Why, and How of the word "reconceptualization," which involves engaging critically and ethically as public intellectuals with gender, class, and race issues theorized in a variety of disciplines. The book introduces Pinar's seminal argument for curriculum to return to its root in the word *currere* (the running of the course of study) and its key concepts: autobiography as alternative to the denial of subjectivity in traditional curriculum studies, study, and place. Issues addressed include the ethics of study both of self and of the discipline of curriculum studies, the politics of presence, the curricular importance of entering the public sphere, the openness to complicating simple solutions, and the ethical dealing with alterity (the state of being other or different; otherness).

Fields of Green Marcia McKenzie 2009 Working across various fields, this draws together poetry, philosophy, journalism, sociology, curriculum studies, indigenous scholarship, feminist and

social justice work, environmental ethics, and a range of other fields of inquiry and practice to 'restore' the ways we live on this earth.

From the Parade Child to the King of Chaos

Hongyu Wang 2016-10-01 From the Parade Child to the King of Chaos depicts the pedagogical life history of an extraordinary teacher educator and internationally renowned curriculum scholar, William E. Doll, Jr. It explores how his life experiences have contributed to the formation and transformation of a celebrated teacher educator. From the child who spontaneously led a parade to the king of chaos who embraces complexity in education, complicated tales of Doll's journey through his childhood, youth, and decades of teaching in schools and in teacher education are situated in the historical, intellectual, and cultural context of American education. Seven themes are interwoven in Doll's life, thought, and teaching: pedagogy of play, pedagogy of perturbation, pedagogy of presence, pedagogy of patterns,

pedagogy of passion, pedagogy of peace, and pedagogy of participation. Based upon rich data collected over six years, this book demonstrates methodological creativity in integrating multiple sources and lenses. Profoundly moving, humorous, and inspirational, it is a much-needed text for undergraduate and graduate courses in teacher education, curriculum studies, theory and practice of teaching and learning, life history studies, chaos and complexity theory, and postmodernism.

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