



TEACHING PERFORMANCE STUDIES

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Teaching Performance Studies

Daniel F McAuley

Teaching Performance Studies:

Teaching Performance Studies Nathan Stucky,Cynthia Wimmer,2002 Edited by Nathan Stucky and Cynthia Wimmer Teaching Performance Studies is the first organized treatment of performance studies theory practice and pedagogy This collection of eighteen essays by leading scholars and educators reflects the emergent and contested nature of performance studies a field that looks at the broad range of human performance from everyday conversation to formal theatre and cultural ritual The cross disciplinary freedom enacted by the writers suggests a new vision of performance studies a deliberate commerce between field and classroom

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International Performance Research Pedagogies Sruti Bala,Milija Gluhovic,Hanna Korsberg,Kati Röttger,2018-08-23 This book offers a unique and much needed interrogation of the broader questions surrounding international performance research which are pertinent to the present and the future of Theatre and Performance studies Marking the completion of eight years of the Erasmus Mundus MA Programme in International Performance Research MAIPR a programme run jointly by the universities of Warwick UK Amsterdam Netherlands Helsinki Tampere Finland Arts in Belgrade Serbia and Trinity College Dublin Ireland the essays in this volume take stock of the achievements insights and challenges of what international performance research is or ought to be about By reflecting on the discipline of Performance Studies using the MAIPR programme as a case study in point the volume addresses the broader question of the critical link between the discipline of Performance Studies and humanities education in general examining their interactions in the contemporary university in the context of globalisation

The SAGE Handbook of Performance Studies D. Soyini Madison,Judith Hamera,2006 Publisher description

The Performing School Dennis Gleeson,Chris Husbands,2004-11-23 This specially commissioned collection of perspectives offers an analysis of the new organisation of the teaching profession reconstructed around the notion of performance and the implications of a performance culture The Performing School examines the roots directions and implications of the new structure by drawing together insights from policy research and practice at this time of rapid change and debate This unique volume addresses three interconnected issues of modernisation and education what is the background to and significance of performance management in modernising schools and teachers at the present time what are the likely future effects of a performance culture on teaching learning and schooling what will it take to ensure that performance management improves pedagogy and professionalism beyond the narrow confines of performativity managerialism and market reform in education

The

cyclopediad of education: a dictionary of information for the use of teachers, school officers, parents and others Jacob Schem,1876 Annual Report of the Board of Education Massachusetts. Board of Education,1885 The Influence of Diverse and Shifting Educational Accountability Policies on Non-core High School Curriculum Byron Carl Anderson,2006

Journal of Education ,1894 **Collective Bargaining in Education in Times of Fiscal Austerity and Declining Enrollment** ,1981 Teacher Representations in Dramatic Text and Performance Melanie Shoffner,Richard St.

Peter,2019-09-06 This book examines representations of the teacher on stage in both theatrical performances and dramatic text in order to demonstrate how these representations have shaped society s perceptions of educators in and out of the classroom At the heart of this book is the interaction between theatre and teacher education By considering how dramatic portrayals reimagine reinforce and or undermine our understanding of the teacher s personal and professional roles this volume bridges the gap between truth in dramatic literature and truth in the classroom Chapters critically explore the personas embodied by fictional teachers in well known works such as Educating Rita School of Rock and The History Boys and illustrate how educators might use dramatic literature and performance to interrogate entrenched ideas about the student teacher dynamic By bringing together a diverse set of contributors from the fields of teacher education and theatre this book takes a critical look at performance text society and culture to promote a new understanding of teaching and learning This unique book will be of great interest to graduate and postgraduate students academics and researchers in the fields of teacher education drama and theatre education *The Pennsylvania School Journal* Pennsylvania. Dept. of Public

Instruction,1875 **The Principles and Practice of Common-school Education** James Currie,1872 *Alberta Journal of Educational Research* ,1970 No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005

Patrick J. McGuinn,2006 Education is intimately connected to many of the most important and contentious questions confronting American society from race to jobs to taxes and the competitive pressures of the global economy have only enhanced its significance Elementary and secondary schooling has long been the province of state and local governments but when George W Bush signed into law the No Child Left Behind Act in 2002 it signaled an unprecedented expansion of the federal role in public education This book provides the first balanced in depth analysis of how No Child Left Behind NCLB became law Patrick McGuinn a political scientist with hands on experience in secondary education explains how this happened despite the country s long history of decentralized school governance and the longstanding opposition of both liberals and conservatives to an active reform oriented federal role in schools His book provides the essential political context for understanding NCLB the controversies surrounding its implementation and forthcoming debates over its reauthorization how the struggle to define the federal role in school reform took center stage in debates over the appropriate role of the government in promoting opportunity and social welfare He places the evolution of the federal role in schools within the context of broader institutional ideological and political changes that have swept the nation since the 1965 Elementary and

Secondary Education Act chronicles the concerns raised by the 1983 report *A Nation at Risk* and shows how education became a major campaign issue for both parties in the 1990s McGuinn argues that the emergence of swing issues such as education can facilitate major policy change even as they influence the direction of wider political debates and partisan conflict McGuinn traces the Republican shift from seeking to eliminate the U S Department of Education to embracing federal leadership in school reform then details the negotiations over NCLB the forces that shaped its final provisions and the ways in which the law constitutes a new federal education policy regime against which states have now begun to rebel and that only by understanding the unique dynamics of national education politics will reformers be able to craft a more effective national role in school reform

Report of the Commissioner of Education USA. Bureau of Education,1887 **The Publishers Weekly** ,1879 **The Public-school Journal** ,1895 Musical Times and Singing Class Circular ,1898

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