

TEACHING
the
POSTMODERN
Fiction and Theory

**BRENDA K.
MARSHALL**

600x

Teaching The Postmodern

Patrick Slattery

Teaching The Postmodern:

Teaching the Postmodern Brenda Marshall, 2013-10-28 Brenda Marshall engages with both literary texts and theory providing an accessible and rigorous introduction to everything you wanted to know about postmodernism [Teaching the Postmodern](#) Brenda K. Marshall, 1992 Brenda Marshall's *Teaching The Postmodern* aims to provide an introduction to postmodernism accessible enough for the undergraduate reader and rigorous enough to inform and challenge the graduate student and professor. Designed for the classroom, *Teaching The Postmodern* reads both literary texts and theory. Marshall introduces the reader to key terminology and concepts: structuralism, poststructuralism, the critique of subjectivity, the critique of representation, intertextuality, historiographic metafiction, and counter memory. Fiction by Italo Calvino, J. M. Coetzee, Michel Tournier, Christa Wolf, Salman Rushdie, Timothy Findley, and Toni Morrison roots the theory in practice. Taking on the notoriously inaccessible *Teaching The Postmodern* sets out to demonstrate that postmodernism can be comprehensible and even fun.

EBOOK: Reflective Teaching in the Postmodern World Stuart Parker, 1997-03-16 A well-written and stimulating excursion into postmodern education. Parker's challenge to critical educational theory can in the long run only help the left rethink and deepen its political project. Peter McLaren, University of California Los Angeles. This is a book about two stories of education. In one story there is a vocabulary of means, efficiency, bureaucracy, inspection and science; in the other one of autonomy, democracy, emancipation and action research. One is the story of positivist, managerialist approaches to education; the other is the story of reflective teaching. This book displaces both of these stories. By applying the techniques of deconstruction, Stuart Parker overturns the assumptions common to both of these positions and, in doing so, jettisons some widely-cherished beliefs about education, autonomy and rationality. Moving beyond current debates, this book articulates a new manifesto for education in postmodernity and highlights the implications for educational practices and institutions.

Reflective Teaching in the Postmodern World Stuart Parker, 1997 This is a book about two stories of education. In one story there is a vocabulary of means, efficiency, bureaucracy, inspection and science; in the other one of autonomy, democracy, emancipation and action research. One is the story of positivist, managerialist approaches to education; the other is the story of reflective teaching. This book displaces both of these stories. By applying the techniques of deconstruction, Stuart Parker overturns the assumptions common to both of these positions and, in doing so, jettisons some widely-cherished beliefs about education, autonomy and rationality. Moving beyond current debates, this book articulates a new manifesto for education in postmodernity and highlights the implications for educational practices and institutions.

Postmodernism and Education Robin Usher, Richard Edwards, 1994 This book responds to the growing interest in postmodernism as a way of understanding social, cultural and economic trends and explores the impact which postmodernism has had upon the theory and practice of education using a broad analysis of postmodernism and an in-depth introduction to key writers in the field. Contents: Introduction 1 Postmodernism, Postmodernity and the Postmodern Moment 2 Speaking

Truthfully Science Psychology and Subjectivity 3 Knowing Oneself Subjectivity and Mastery 4 Subject Disciplines and Disciplining Subjects The Subject in Education 5 Examining the Case Competences and Management 6 The End of the Educational Project 7 Education and Textuality 8 Telling Stories The Legitimising of Knowledge 9 The End of the Story Education Efficiency and Resistance 10 The Cultivation of Desire 11 Catching the Last Post References Index

International Handbook of Research in Arts Education Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme **Adult Education and the Postmodern Challenge** Ian Bryant, Rennie Johnston, Robin Usher, 2004-08-02 This book offers some suggestions as to ways forward from this dilemma Drawing on the new intellectual frameworks of critical pedagogy feminism and postmodernism and their impact upon educational theory practice and research the book focuses on the changing contexts of adult education By building on the notion of going beyond the limits of certain current adult education orthodoxies the authors try to provide alternatives for practice The final three chapters deal with research focusing on a critical macro analysis of mainstream paradigms a review of alternative approaches and a more micro analysis centering on the role of the socially located self in the research process

Curriculum and Teaching , 2004 **A Teacher's Introduction to Postmodernism** Ray Linn, 1996 In this overview of intellectual and artistic trends from the seventeenth century to the present Linn unpacks the logic assumptions and philosophical implications wrapped up in what has become the founding statement of modern rationalism Descartes s I think therefore I am from publisher description **Researching Visual Arts Education in Museums and Galleries** M. Xanthoudaki, L. Tickle, V. Sekules, 2003-11-30 Researching Visual Arts Education in Museums and Galleries brings together case studies from Europe Asia and North America in a way that will lay a foundation for international co operation in the future development and communication of practice based research The research in each of the cases directly stems from educational practice in very particular contexts indicating at once the variety and detail of practitioners concerns and their common interests **Teaching Postmodernism - Postmodern Teaching** Klaus Stierstorfer, Laurenz Volkmann, 2004-01-01 *Resources in Education* , 1997 *Education and the Postmodern Condition* Michael A.

Peters,1995-01-30 This collection of essays brings together a number of contributions on Lyotard's work made by philosophers educationalists and sociologists around the special focus of education Their intent is to examine Lyotard's notion of the postmodern condition and its relevance to education **Curriculum Development in the Postmodern Era**
Patrick Slattery,2012-10-12 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation

Companion Website new for this edition *Digital Learning in Motion* David Kergel,2020-11-05 Digital Learning in Motion provides a theoretical analysis of learning and related learning media in society The book explores how changing media affects learning environments which changes the learning itself showing that learning is always in motion This book expounds upon the concept of learning reconstructing how learning unfolds and analyzing the discourse around pedagogy and Bildung in the age of new digital media It further discusses in detail the threefold relationship between learning and motion considering how learning is based on motion generated by new experiences and changes with the environment and through its own mediatization The book presents a normative model that outlines how learning can be structured on the basis of society's values and self understanding discourses in the digital age This book will be of great interest for academics postgraduate students and researchers in the fields of digital learning and inclusion education research educational theory communication and cultural studies *Journal of Geoscience Education* ,1999 Beyond the Modern-postmodern Struggle in Education Ilan Gur-Ze'ev,2007 This book is an attempt to historically and conceptually address the present human condition and the current specific role of education as a distinctively creative symbolic violence In doing so the book reevaluates the various manifestations and conflicting alternatives to normalizing education The author suggests a unique Diasporic counter education that transcends modern politics postmodern philosophical assumptions and spiritual telos towards an impetus for the re birth of what the author refers to as the enduring improviser It is a first step towards a new critical language that addresses the challenges of globalizing capitalism of the cyberspace of racism and of the new

antisemitism that springs from postcolonialism The book calls for a creative rearticulation of the relations between the aesthetic the ethical the intellectual and the bodily dimensions of the cosmos and human life It is an invitation for a new Diasporic religiosity one which turns courageously towards the exile of the gods It addresses the ever strengthening and tempting sophistication of the anti humanistic dimensions of our postmodern pleasure machine of pre modern redemption projects and of modern deceiving offers for emancipation The book is of special relevance for students of critical sociology critical philosophy Jewish philosophy cultural studies feminist studies education and for all friends of the free spirit *Art Education* James Hutchens,Marianne Stevens Suggs,1997 This book examines the effect of postmodern discourse on the content and practice of art in the K 12 schools and university preservice education programs for art teachers an education that references and places emphasis upon the economic political social and cultural factors inscribed upon the artworld [Http://www.naea-reston.org/publications/list.html](http://www.naea-reston.org/publications/list.html) *Curriculum Development in the Postmodern Era* Patrick Slattery,2006 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to read the entire entries New analysis of the current accountability movement in schoolsincluding the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition

Teaching towards Democracy with Postmodern and Popular Culture Texts Patricia Paugh,Tricia Kress,Robert Lake,2014-11-26 This edited volume supports implementation of a critical literacy of popular culture for new times It explores popular and media texts that are meaningful to youth and their lives It questions how these texts position youth as literate social practitioners Based on theories of Critical and New Literacies that encourage questioning of social norms the chapters challenge an audience of teachers teacher educators and literacy focused scholars in higher education to creatively integrate popular and media texts into their curriculum Focal texts include science fiction dystopian and other youth central novels picture books that disrupt traditional narratives graphic novels video games other arts based texts film novel hybrids and even the lives of youth readers themselves as texts that offer rich possibilities for transformative literacy Syllabi and concrete examples of classroom practices have been included by each chapter author

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