

|                         |   |
|-------------------------|---|
| 1. Record Nr.           | UNINA9910156184603321   |
| Titolo                  | Theorizing Curriculum Studies, Teacher Education, and Research through Duoethnographic Pedagogy / / edited by Joe Norris, Richard D. Sawyer   |
| Pubbl/distr/stampa      | New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2017   |
| ISBN                    | 9781137517456<br>113751745X   |
| Edizione                | [1st ed. 2017.]   |
| Descrizione fisica      | 1 online resource (VII, 159 p. 2 illus.)  |
| Disciplina              | 375   |
| Soggetti                | Education - Curricula<br>Education - Philosophy<br>Teachers - Training of<br>School management and organization<br>Ethnology<br>Curriculum Studies<br>Educational Philosophy<br>Teaching and Teacher Education<br>Organization and Leadership<br>Ethnography  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references at the end of each chapters and index.  |
| Nota di contenuto       | Chapter 1. The Efficacy of Duoethnography in Teaching and Learning: A Return to its Roots -- Chapter 2. Teaching through Duoethnography in Teacher Education and Graduate Curriculum Theory Courses -- Chapter 3. Right and Wrong (and Good Enough): A Duoethnography within a Graduate Curriculum Studies Course -- Chapter 4. Dialogic Life History in Preservice Teacher Education -- Chapter 5. Duoethnography as a Pedagogical Tool that Encourages Deep Reflection -- Chapter 6. Exploring Duoethnography in Graduate Research Courses -- Chapter 7. Community, identity, and graduate education: Using duoethnography as a mechanism for forging |

connections in academia. .

---

## Sommario/riassunto

This book explores the value of duoethnography to the study of interdisciplinary practice. Illustrating how dialogic and relational forms of research help to facilitate deeply emic, personal, and situated understandings of practice, the editors and contributors promote personal reflexivity and changes in practice. Education, drama, nursing counselling, and art in classroom, university, and larger professional spaces are examined by students, teachers, and practitioners using duoethnography to become more aware, dialogic, imaginative, and relational in their teaching. .

---