

1. Record Nr.	UNINA9910254963703321
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Titolo	Embodied Curriculum Theory and Research in Arts Education : A Dance Scholar's Search for Meaning / / by Susan W. Stinson
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	9783319207865 3319207865
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (317 p.)
Collana	Landscapes: the Arts, Aesthetics, and Education, , 2214-0069 ; ; 17
Disciplina	793.307
Soggetti	Art - Study and teaching Education - Curricula Arts Creativity and Arts Education Curriculum Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Acknowledgements and Biographies -- Introduction -- Section I: Essays on Curriculum, Pedagogy and Practice -- Prelude I Chapter 1: Curriculum and the Morality of Aesthetics (1985) -- Chapter 2: Reflections on Teacher Education in Dance (1991) -- Chapter 3: Seeking a Feminist Pedagogy for Children's Dance (1998) -- Chapter 4: Choreographing a Life: Reflections on Curriculum Design, Consciousness and Possibility (2001) -- Chapter 5: What We Teach Is Who We Are: The Stories of Our Lives (2002) -- Chapter 6: My Body/Myself: Lessons from Dance Education (2004) -- Chapter 7: The Hidden Curriculum of Gender in Dance Education (2005) -- Chapter 8: Dance in Schools: Valuing the Questions (2006) -- Chapter 9: Questioning Our Past and Building a Future: Teacher Education in Dance for the 21st Century (2010) -- Chapter 10: Rethinking Standards and Assessment (2015) -- Section II: Research -- Prelude II Section A: Methodology and Pedagogy -- Chapter 11: Research as Art: New Directions for Dance Educators (1985) -- Chapter 12: Body of Knowledge (1995) -- Chapter 13: Teaching research and writing to

dance artists and educators (with co-author Ann Dils and Doug Risner) (2009) -- Chapter 14: Searching for Evidence: Continuing Issues in Dance Education Research (2015) -- Section B: Voices of Young People -- Chapter 15: Voices of Young Women Dance Students: An Interpretive Study of Meaning in Dance (with co-authors Donald Blumenfeld-Jones and Jan Van Dyke) (1990) -- Chapter 16: Meaning and Value: Reflecting on What Students Say about School (1993) -- Chapter 17: A Question of Fun: Adolescent Engagement in Dance Education (1997) -- Chapter 18: "It's work, work, work, work": Young People's Experiences of Effort and Engagement in Dance (with co-author Karen E. Bond) (2007) -- Chapter 19: Dance/Teaching/Research: The Practice of Living (2015).

Sommario/riassunto

This collection of articles by Susan W. Stinson, organized thematically and chronologically by the author, reveals the evolution of the field of arts education in general and dance education in particular, through narrative and critical reflections by this unique scholar and a few co-authors. It also includes contextual insights not available elsewhere. The author's pioneering embodied research work in arts and dance education continues to be relevant to researchers today. The selected chapters and articles were predominantly previously published in a variety of journals, conference proceedings, and books between 1985 and the present. Each section is preceded by an introduction and the author has written a postscriptum for each article to offer a commentary or response to the article from the current perspective.
