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| Nota di contenuto | 1. Unfolding: Co-Conspirators, Contemplations, Complications and More -- Part I: Entangled Pedagogic Provocations -- 2. Sounds of Scissors: Eventicising Curriculum in Higher Education -- 3. Theatre for a Changing Climate: A Lecturer's Portfolio -- 4. A Manifesto for Teaching Qualitative Inquiry with/as/for Art, Science, and Philosophy -- 5. Posthuman Encounters in New Zealand Early Childhood Teacher Education -- 6. Putting Posthuman Theories to Work in Educational Leadership Programmes -- 7. Re-vitalizing the American Feminist-Philosophical Classroom: Transformative Academic Experimentations with Diffractive Pedagogies -- 8. Undoing and Doing-With: Practices of Diffractive Reading and Writing in Higher Education (Viewpoint) --Part II: Inventive Practice Intra-Ventions -- 9. Staying with the Trouble in Science Education: Towards Thinking with Nature—A Manifesto -- 10. Complex Knowing: Promoting Response-Ability Within Music and Science Teacher Education -- 11. Dramatizing an Articulation of the (P) Artistic Researcher's Posthumanist Pathway to a 'Slow Professorship' Within the Corporate University Complex -- 12. A Posthuman Pedagogy for Childhood Studies (Viewpoint) -- 13. Disruptive Pedagogies for Teacher Education: The Power of Potentia in Posthuman Times -- 14. Textual Practices as Already-Posthuman: Re-Imagining Text, Authorship and Meaning-Making in Higher Education -- 15. Body as Transformer: 'Teaching Without Teaching' in a Teacher |

Education Course Part III: Experimental Research Engagements -- 16. Playful Pedagogy: Autoethnography in the Anthropocene -- 17. Refiguring Presences in Kichwa-Lamista Territories: Natural-Cultural (Re)Storying with Indigenous Place -- 18. Indigenous Education in Higher Education in Canada: Settler Re-Education Through New Materialist Theory -- 19. Posthuman Methodology and Pedagogy: Uneasy Assemblages and Affective Choreographies -- 20. Response-Able (Peer) Reviewing Matters in Higher Education: A Manifesto -- 21. How Did 'We' Become Human in the First Place? Entanglements of Posthumanism and Critical Pedagogy for the Twenty-First Century.

Sommario/riassunto

This book explores ways in which posthumanist and new materialist thinking can be put to work in order to reimagine higher education pedagogy, practice and research. The editors and contributors illuminate how we can move the thinking and doing of higher education out of the humanist cul-de-sac of individualism, binarism and colonialism and away from anthropocentric modes of performative rationality. Based in a reconceptualization of ontology, epistemology and ethics which shifts attention away from the human towards the vitality of matter and the nonhuman, posthumanist and new materialist approaches pose a profound challenge to higher education. In engaging with the theoretical twists and turns of various posthumanisms and new materialisms, this book offers new, experimental and creative ways for academics, practitioners and researchers to do higher education differently. This ground-breaking edited collection will appeal to students and scholars of posthumanism and new materialism, as well as those looking to conceptualize higher education as other than performative practice. .
