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Nota di contenuto	1. The possibilities of education in an era of schooling -- 2. A Festschrift for my friend? -- 3. Curriculum studies in Australia: Stephen Kemmis and the Deakin legacy -- 4. Recollecting the dilemmas of reform -- 5. Evolution of the Action Research Planners: Towards critical participatory action -- 6. Education, work and life -- 7. Action research and communicative spaces -- 8. Practitioner research in the company of others: Resistance in the face of normalising -- 9. Action reserach and praxis: Grasping the mystery of what happens? -- 10. Knowing pedagogical praxis in 21st century education -- 11. On practice theory, or what's practices got to do (got to do) with it? -- 12. Practice architectures and being stirred in to academic practices of a research

group -- 13. Practice architectures and ecologies of practices: Knowing practice within sites -- 14. Practice theory and policy: Redesigning 'quality' teacher education in Australia -- 15. Reminiscences, reflections, recognition: Living well in a world worth living in -- 16. Life in practices: Challenges for education and educational research.

Sommario/riassunto

This book is a Festschrift for Emeritus Professor Stephen Kemmis, who has a long and eminent career as an educational researcher and academic spanning over 40 years. His work in curriculum, evaluation, critical practice, action research and practice theory has been influential across all continents of the world. The book examines critical perspectives on educational practice and the participatory nature of action research, including practitioner research particularly as undertaken by teachers in schools. Including vignettes from Kemmis' colleagues and mentors, it draws on contributions from a range of academics whose scholarship has been inspired, influenced and initiated by his work. The chapters stem from a range of countries, including Australia, Canada, Finland, Sweden, the United Kingdom, United States of America, and Trinidad and Tobago - a testimony to the enduring and global legacy of Kemmis' scholarship. Contributing authors include leading educational research scholars, indigenous elders from Australia, and community leaders concerned with environmental sustainability. The concluding focus of this book turns towards practice theory. Kemmis' later work led to the development of the theory of practice architectures and gave rise to the development of the theory of ecologies of practices in education. Research drawing on the theory of practice architectures and ecologies of practices resulted in the leading text "Changing practices, changing education" (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer & Bristol, 2014, Springer) that reports on an Australian investigation of the ecological relationship between student learning, teaching, professional learning, leading and researching practices. This theory is now being applied to study practices across a wide range of international contexts, sites and disciplines including early childhood, school education, university education, vocational education and training, community environment, indigenous cultural sustainability and health.
