

1. Record Nr.	UNINA9910728931603321
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Titolo	Rhizome Metaphor [[electronic resource]] : Legacy of Deleuze and Guattari in Education and Learning // edited by Myint Swe Khine
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023
ISBN	9789811990564 9789811990557
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (208 pages)
Disciplina	370.1523
Soggetti	Educational technology Educational psychology Teachers—Training of Digital Education and Educational Technology Educational Psychology Teaching and Teacher Education Aprentatge Tecnologia educativa Internet en l'ensenyament Professors en pràctiques Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Rhizomatic learning and digital pedagogies -- Chapter 2. Rhizomatic approach to building a territorial identity -- Chapter 3. Applying Deleuzian and Guattarian principle of 'a-signifying rupture' to students' online rhizomatic engagement patterns -- Chapter 4. The autonomous learner: Rhizomatic learning in professional learning contexts -- Chapter 5. Student teachers' art-informed learning as rhizomatic formations in primary teacher education: An exploratory approach -- Chapter 6. Rhizomatic learning: A critical appraisal -- Chapter 7. Becoming learners in laboratories of learning: A rhizomatic assemblage of Nomadic pedagogies -- Chapter 8. Rhizome and Nomadology: A blended conceptual metaphor framework for the post

[1]digital 21st-century education -- Chapter 9. Rhizomatic learning in the postmodern era -- Chapter 10. Toward a rhizomatic international studies -- Chapter 11. Rhizomatic learning environments: Possibilities for education -- Chapter 12. Changing the image of thought: Rhizomatic learning in the Anthropocene.

Sommario/riassunto

This comprehensive volume highlights the paradigm shift, creative approaches, and theoretical and practical aspects of rhizomatic learning. The great French theorists Deleuze and Guattari introduced the concept of the rhizome to allow educators to explore the educative process with the rhizomatic lens. The chapters cover digital pedagogies, the conceptual framework of rhizome and nomadic pedagogy in 21st-century education. It creates rhizomatic learning environments and rhizome metaphors to illuminate learning and teacher professional development. It covers an extensive range of issues and challenges related to teaching and learning in the techno centric education systems. It presents an up-to-date and comprehensive analysis of rhizomatic learning approaches in various disciplines. It examines the following key questions: What is the conception of rhizomatic learning and nomadic pedagogy? In which ways can rhizomatic learning transform teaching methods in the digital era? How can educators implement a rhizomatic learning approach in practice? What is the connection between the rhizomatic process and divergent thinking in socially mediated and technology-driven learning environments? Combining theory and practice, this book is essential reading for educational policymakers, teacher educators, university faculty, researchers, instructional designers, learning technologists, teachers, and undergraduate and graduate students worldwide.
