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Nota di contenuto	Front Matter -- Copyright page -- Foreword: Searching Ruminations / Carl Leggo -- List of Illustrations -- Notes on Contributors -- Engaging Self-Study to Untangle Issues of Identity / Ellyn Lyle -- "We Arrive, as It Were, Too Late" / David W. Jardine -- My Students' Stories Became a Gift: A Tale of Poetic Professional Learning / Kathleen Pithouse-Morgan -- Being Indigenous in the Indigenous Education Classroom: A Critical Self-Study of Teaching in an Impossible and Imperative Assignment / Jennifer Markides -- Leveraging Arts Integration to Transform Mathematics Praxis / Timothy M. Sibbald -- The Transformative Becomings of a Nature-Based Educator / Cher Hill -- Negotiating Fear and Whiteness / Elizabeth Kenyon -- A Self-Study of Culturally Relevant Pedagogy in a Higher Education Institution in the United Arab Emirates / Sepideh Mahani -- Seeing Ourselves on the Walls: Teacher Identity and Visual Displays in Schools / Sherry Martens -- Negotiating Identity in a Relational Pedagogy: A Cross-Cultural Perspective / Chinwe H. Ikpeze -- Opening into Aletheia / Kate McCabe -- Navigating a Narrative Path: A Self-Study on Using Stories to Deepen Learning in Pre-Service Teaching / Deborah Graham -- International Novice Teacher Educators Navigating Transitional Sel(f)ves in Multicultural Education Teaching / Vy Dao -- Finding Layers in Our Stories: Using Collective Memory Work as Transformative Praxis / Sara K. Sterner , Amanda C. Shopa , Lee C. Fisher and Abby Boehm-Turner -- Eavesdropping on a Conversation: Thinking through Critical Self-

Reflexivity, Whiteness, and Gender / Teresa Anne Fowler and Willow S. Allen -- Illuminating Teacher Educators' Self-Understanding through the Study of Relationships in the Teacher Education Classroom / Aaron Zimmerman -- Always Becoming: Life as Self-Study / Charity Becker -- Looking In – Leading Out / Diane Burt -- Writing from the Heart-Mind: Cultivating Not-Knowing towards an “Earthly Pedagogy” / Jodi Latremouille.

Sommario/riassunto

It has long been established that teaching and learning are autobiographical endeavours, so it follows that self-study is central to sound practice. As a framework, self-study allows researchers to use their experiences to examine self-in-practice with the aim of both personal and professional growth. By its very design, it makes transparent personal processes of inquiry by offering them up for public critique. This type of public inquiry of the personal happens in at least two ways: first, through the inclusion of trusted others who can provide different perspectives on our closely held discourses; and, second, through making our research publicly available so that others might learn from our inquiries. Self-study, then, requires openness to vulnerability as we continuously re/negotiate who we are as teachers. Approaching inquiry from this perspective has at its core deepened self-knowledge coupled with intent to transform praxis. This transformation is sought through integrated ways of being and teaching that support embodied wholeness of teachers and learners. Through critical, qualitative, creative, and arts-integrated approaches, this collection seeks to advance teacher self-study and, through it, transformative praxis. Contributors are: Willow S. Allen, Charity Becker, Yue Bian, Abby Boehm-Turner, Diane Burt, Vy Dao, Lee C. Fisher, Teresa Anne Fowler, Deborah Graham, Cher Hill, Chinwe H. Ikpeze, David Jardine, Elizabeth Kenyon, Jodi Latremouille, Carl Leggo, Ellyn Lyle, Sepideh Mahani, Jennifer Markides, Sherry Martens, Kate McCabe, Laura Piersol, Kathleen Pithouse-Morgan, Amanda C. Shopa, Timothy Sibbald, Sara K. Sterner, and Aaron Zimmerman.
