

1. Record Nr.	UNINA9910963797003321
Autore	Lenz-Taguchi Hillevi
Titolo	Going beyond the theory/practice divide in early childhood education : introducing an intra-active pedagogy // Hillevi Lenz-Taguchi
Pubbl/distr/stampa	Abingdon, Oxon ; ; New York, NY, : Routledge, 2009
ISBN	1-282-28359-6 9786612283598 0-203-87295-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (222 p.)
Collana	Contesting Early Childhood
Disciplina	372.2101
Soggetti	Early childhood education - Philosophy Early childhood teachers - Training of
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.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Introduction by the series editors; Acknowledgements; Introduction; Chapter 1: Going beyond the theory/practice and discourse/matter divides; Chapter 2: Learning and becoming in an onto-epistemology; Chapter 3: The tool of pedagogical documentation; Chapter 4: An intra-active pedagogy and its dual movements; Chapter 5: Going beyond binary practices in early childhood teacher education; Chapter 6: The hybrid-writing process: Going beyond the theory/practice divide in academic writing Chapter 7: An ethics of immanence and potentialities for early childhood education References; Index
Sommario/riassunto	Going Beyond the Theory/Practice Divide in Early Childhood Education focuses on the use of pedagogical documentation as a tool for learning and transformation. Based on innovative research, the author presents new approaches to learning in early childhood education, shifting attention to the force and impact which material objects and artefacts can have in learning. Drawing upon the theories of feminist Karen Barad and philosophers Gille Deleuze and Felix Guattari, Hillevi Lenz Taguchi discusses examples of how pens, paper, clay and construction materials can be understood as activ

