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Note generali	Through critical, qualitative, creative, and arts-integrated approaches, this collection explores the co-curricular capacity of lived experience to re/centre human being in education.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Foreword / Celeste Nazeli Snowber -- Living and being with/in education / Ellyn Lyle and Chantelle Caissie -- The gifting of feather : a kaleidoscopic visioning to reanimate learning / Alexandra Fidyk and Darlene St. Georges -- The monarch lecture / Alysha J. Farrell -- "We are not seen as human" : re/telling stories of dis/citizenship / Muna Saleh -- A pedagogy of relatedness : braiding re(story)ative co-inquiry through metissage / Hilary Leighton -- Currere as a wayfinding process of writing the learning self / Lucrecia Raquel Fuhrmann -- (Re)centring our presence in education with story : experiences of Ts'eli Iskwew and Dinjii Zhuh scholars / Anita Lafferty and Crystal Gail Fraser -- Feeling connection and belonging : factors for veteran students' university success / Lorrie Miller, Tim Laidler, Eric Lai and Benjamin Hertwig -- Perform(actively) sacred : rehumanizing learners through ritualized embodied inquiry / Steven Noble -- Our relationships with water : how student lived experience helps reorient inquiry into water issues / Carmen Schlamb -- The art of rebraiding : re/centring self to humanize praxis / Jennifer Blue and Ellyn Lyle -- Centring the lives and lived experiences of girls of colour in mathematics / Mahtab Nazemi -- Re/centring families : principal as school landscape architect / Debbie Pushor and Esther Maeers -- Freirean variations : toward humanistic

dialogue and listening in piano lessons / Jee Yeon Ryu -- Re/centring montage in artistic/educational practices / Natalie Leblanc -- Awakening conscious bodies in relational learning/living places / Danielle Denichaud, Andrea Nann, Michelle Silagy and Phil Davis -- Extending scientific literacy : a scientist's lived experiences and relational connections through hula / Poh Tan -- Situated English language learning : lessons learned from a Jamaican inner-city classroom / Shawnee Hardware and Clement Lambert -- Ethnodramatic inqueery : re/centring queer lives and queer experiences / Patrick Tomczyk -- Pedagogy, people, and place : a rural experience / Barbara Gilbert Mulcahy.

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### Sommario/riassunto

Teaching and learning are profoundly personal experiences, yet systems of education often prioritize disembodied and decontextualized approaches that continue the historical marginalization of the lives they seek to represent. Re/centring teachers and learners places individuals at the heart of education and, in so doing, re/positions knowledge as contextual and constructivist. This approach, at once pedagogical and practical, has the capacity to transform the classroom from a place too often characterized by what is missing to a place of presence. Through critical, qualitative, creative, and arts-integrated approaches, this collection explores the co-curricular capacity of lived experience to re/centre human being in education.

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