

educational psychology



DISRUPTING THE
DOMINANT DISCOURSE

Suzanne Gallagher

Educational Psychology Disrupting The Dominant Discourse

Joy Higgs, Franziska Trede



Educational Psychology Disrupting The Dominant Discourse:

Educational Psychology Suzanne Gallagher, 2003 Annotation With over a quarter century experience as an elementary school teacher and administrator Gallagher education Gwynedd Mercy College Pennsylvania argues that educational psychology is not a neutral objective and scientifically validated body of knowledge but is like all knowledge the result of social processes She worries that students of teaching are not learning about it but merely being enculturated into its most banal conventions Annotation c 2003 Book News Inc Portland OR booknews com [Educational Psychology: Disrupting the Dominant Discourse](#) , **Critical Educational Psychology** Antony J. Williams, Tom Billington, Dan Goodley, Tim Corcoran, 2016-10-18 The first textbook of its kind Critical Educational Psychology is a forward thinking approach to educational psychology that uses critical perspectives to challenge current ways of thinking and improve practice *An Intertextual Reading and Critical Analysis of the Discipline of Educational Psychology* Suzanne Gallagher, 1998

Disrupting and Countering Deficits in Early Childhood Education Fikile Nxumalo, Christopher P. Brown, 2019-08-15 This powerful edited collection disrupts the deficit oriented discourses that currently frame the field of early childhood education ECE and illuminates avenues for critique and opportunities for change Researchers from across the globe offer their insight and expertise in challenging the logic within ECE that often frames children and their families through gaps risks and deficits across such issues as poverty language developmental psychology teaching and learning Chapters propose practical responses to these manufactured crises and advocate for democratic practices and policies that enable ECE programs to build on the wealth of cultural and personal knowledge children and families bring to the early learning process Moving beyond a dependence on deficits this book offers opportunities for scholars researchers and students to consider their practices in early education and develop their understanding of what it means to be an educator who seeks to support all children *Deconstructing Teacher Education in Contemporary Times* Alka Behari, 2025-09-11 The book provides a comprehensive overview of the field of teacher education and analyses its concepts ideas notions theories debates and practices In this the journey of the development of teacher education in the global context and the policy journey of teacher education in India is traced in an interesting manner Several dimensions of teacher education are revisited with a view to compel the readers to reflect upon alternate ways of looking at them An examination of how the underlying socio political factors affect teacher education the initial preparation of teachers and their continued professional development forms a significant part of the book What are the debates and issues in teacher education Are there ready made solutions to resolve them Are there questions that are better left open ended which researchers continue to analyse and grapple with Engaging the readers in such a reflective exercise and taking them on a journey of exploring the large and new vista that teacher education has come to embody will enable them to understand it both as a discipline and a field of practice Given that teacher education is a compulsory component in all teacher education institutions this anthology will be an essential reading

for students scholars teachers and teacher educators It will be useful and purposeful for policymakers organisations and professionals working in the area of teacher education The variety of themes covered and the diverse styles of writing coupled with a unifying thread of building up the discourse in teacher education in contemporary times endow the book with a multicultural flavour A must read for all The SAGE Handbook of Research on Teacher Education D. Jean Clandinin,Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies Handbook of Critical Psychology Ian Parker,2015-04-17 Choice Recommended Read Critical psychology has developed over time from different standpoints and in different cultural contexts embracing a variety of perspectives This cutting edge and comprehensive handbook values and reflects this diversity of approaches to critical psychology today providing a definitive state of the art account of the field and an opening to the lines of argument that will take it forward in the years to come The individual chapters by leading and emerging scholars plot the development of a critical perspective on different elements of the host discipline of psychology The book begins by systematically addressing each separate specialist area of psychology before going on to consider how aspects of critical psychology transcend the divisions that mark the discipline The final part of the volume explores the variety of cultural and political standpoints that have made critical psychology such a vibrant contested terrain of debate The Handbook of Critical Psychology represents a key resource for researchers and practitioners across all relevant disciplines It will be of particular interest to students and researchers in psychology psychosocial studies sociology social anthropology and cultural studies and to discourse analysts of different traditions including those in critical linguistics and political theory *Service-Learning to Advance Access & Success* Travis T. York,Alan S. Tinkler,Barri E. Tinkler,2018-11-01 Throughout the 90s and early 2000s service learning research was intensely focused on the student outcomes That body of research has effectively brought service learning from the fringes into the mainstream of institutionalized pedagogies In the past decade service learning research has experienced an infusion

of exploration in three distinct ways first large scale quantitative methodologies second a proliferation of research that has explored how different sub groups of students experience the pedagogy differently thusly resulting in variation among outcomes and third a focus on the experiences and outcomes associated for communities and community partners engaged in service learning In an effort to support these movements this volume of the Advances in Service Learning Research series Service Learning to Advance Access Success Bridging Institutional and Community Capacity focuses on how service learning can advance access and success Not simply access and success of students but the ways that service learning can advance access and success for all through bridging institutional and community capacity building The chapters in this volume serve as a testament to the ways in which service learning research continue to be advanced by thoughtful scholar practitioners The 12 chapters included in this volume are organized into three sections The first section focuses on how institutional and community partnerships can be leveraged to build community capacity The second section focuses on how institutions might build their own capacity to effect change for the good of society The third and final section focuses on six studies exploring the relationship service learning pedagogy has with access and success for students Of the six studies three are situated within the context of teacher preparation programs

Employing Community-Based Experiential Learning in Teacher Education Gary Harfitt, Jessie Mei Ling Chow, 2020-07-18 This book positions itself at the intersection of the interrelationship between three key areas of initial teacher education constructivist learning theories teaching practicum and the promotion of reflective practices It presents an innovative approach to teacher preparation at undergraduate and postgraduate levels by critically examining the implementation of a mandatory experiential learning block across subject disciplines on undergraduate and postgraduate teacher preparation courses This book presents multiple examples and case studies of these varied experiential learning projects that will inform academics teachers and policymakers Through these rich examples the authors set out to address the theory practice dilemma in teacher education where teachers to be are often positioned as consumers of educational research in classrooms read reference books and academic papers on teaching and observe university and school experts before applying the same acquired theories and practices in their own classes In the book the authors argue for a shift away from this conventional teacher learning curriculum that is characterised by the separation of theory and practice choosing instead to promote pedagogy and methods courses where practice underpins all learning These pedagogical perspectives include the promotion of a diverse range of learning contexts including on and off campus learning sites for student teachers to experience during their time on teacher education courses

Practical Strategies to Reduce Childhood Trauma and Mitigate Exposure to the School-to-Prison Pipeline Alexander-Ashley, Belinda M., 2023-01-03 School closures due to the COVID 19 pandemic racial violence injustice and resource inequities highlight the need for multi disciplinary strategies and practices that support evidence based practices across a range of educational levels for leaders professors teachers educational professionals trauma survivors and youth and government programs for both in class and

remote learning environments Practical Strategies to Reduce Childhood Trauma and Mitigate Exposure to the School to Prison Pipeline provides practical strategies and tools focused on reducing childhood trauma while mitigating exposure to the school to prison pipeline Covering a range of crucial topics such as social justice trauma mindfulness and coaching this reference work is ideal for researchers scholars practitioners academicians educators leaders administrators school staff youth programs government organizations students and trauma survivors *Professional Practice Discourse Marginalia* Joy Higgs, Franziska Trede, 2016-07-23 This is a book for practitioners university educators workplace learning educators researchers and the professions It draws together two key elements of the lives of these people professional practice what people do and practice discourse what they write and say about what they do And it focuses these discussions around two spaces the core and the margins of practice and discourse Writing in the margins of texts has a very long history People have always left part of themselves their ideas personality and reflections in the margins of texts In this book we have taken up the idea of such written marginalia and we have expanded it into writing into the texts of practice discourse as well as speaking and acting in the margins of professional practice Such deliberate practice changes in marginal practice spaces and in written practice discourse provides ways of shaping and critically appraising current and future professional practice This book provides a dialogue between two fascinating phenomena professional practice and discourse In the 21st century these two are facing challenges as they negotiate their contested spaces in a rapidly changing global society They draw on strong established traditions and expectations but they cannot be complacent in these illusory stabilities Rather they must be awake to the imperatives of their own re invention and re claimed relevance to today s society and today s professional class in the workforce Across the chapters we explore the core spaces of professional practice discourse from the vantage point of the margins of this space and the margin spaces as they interact with the core Marginalia serves as an architect of destabilisation challenge revolution reflection or sometimes affirmation of the central discourse space There are five sections in the book Section One Professional practice discourse Section Two Leading the practice discourse Section Three Writing from inside practice Section Four Writing onto and into practice and Section Five Marking trails and stimulating insights Readers are invited to contribute to our exploration of the phenomenon and practice of professional practice discourse marginalia Educational Psychology Greg S. Goodman, 2008 Critical constructivist pedagogy considers social justice and the freedom of students to learn as the most important aspects of the teacher s work in the classroom Educational Psychology An Application of Critical Constructivism is a clarion call for pre service teachers to identify their students needs and apply critical constructivist pedagogy to facilitate their learning Collectively these essays emphasize the need for pre service teachers to consider their role as fundamental to the development of their students leadership and awareness of social justice and equality in education as critical for a healthier and saner world Dalit Women's Education in Modern India Shailaja Paik, 2014-07-11 Inspired by egalitarian doctrines the Dalit communities in India have been fighting for basic

human and civic rights since the middle of the nineteenth century In this book Shailaja Paik focuses on the struggle of Dalit women in one arena the realm of formal education and examines a range of interconnected social cultural and political questions What did education mean to women How did changes in women s education affect their views of themselves and their domestic work public employment marriage sexuality and childbearing and rearing What does the dissonance between the rhetoric and practice of secular education tell us about the deeper historical entanglement with modernity as experienced by Dalit communities Dalit Women s Education in Modern India is a social and cultural history that challenges the triumphant narrative of modern secular education to analyse the constellation of social economic political and historical circumstances that both opened and closed opportunities to many Dalits By focusing on marginalised Dalit women in modern Maharashtra who have rarely been at the centre of systematic historical enquiry Paik breathes life into their ideas expectations potentials fears and frustrations Addressing two major blind spots in the historiography of India and of the women s movement she historicises Dalit women s experiences and constructs them as historical agents The book combines archival research with historical fieldwork and centres on themes including slum life urban middle classes social and sexual labour and family marriage and children to provide a penetrating portrait of the actions and lives of Dalit women Elegantly conceived and convincingly argued Dalit Women s Education in Modern India will be invaluable to students of History Caste Politics Women and Gender Studies Education Studies Urban Studies and Asian studies *Deconstructing Doctoral Discourses* Deborah L. Mulligan, Naomi Ryan, Patrick Alan Danaher, 2023-01-01 This book identifies and challenges assumptions about the doctorate and the discourses associated with it The editors and contributors subvert and transform the de facto assumptions that frame the ways in which the doctorate is spoken and written and thus underpin approaches to planning conducting and evaluating doctoral research Giving voice to doctoral students and supervisors the book opens a pathway for their own stories why students entered doctoral study the understandings and experiences they gleaned from it and the implications for their own character The book questions what kinds of discourses help to construct contemporary doctoral research and how these might be de and reconstructed and asks what doctoral study might look like in the future Academics students and practitioners alike will find an avenue into rigorous research design from reflective and insightful scholars who provide a voice for doctoral strategies for success Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments Mariano, Gina J., Figliano, Fred J., 2019-01-25 Learning strategies for critical thinking are a vital part of today s curriculum as students have few additional opportunities to learn these skills outside of school environments Therefore it is of utmost importance for pre service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills The Handbook of Research on Critical Thinking Strategies in Pre Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical

thinking skill development into courses While highlighting topics including deep learning metacognition and discourse analysis this book is ideally designed for educators academicians researchers and students Dominant Discourses in Higher Education Ian M. Kinchin,Karen Gravett,2022-01-13 This book examines the dominant discourses in higher education From the moment teachers enter higher education they are met with dominant discourses that are often adopted uncritically including concepts such as teaching excellence student voice and student engagement Teachers are also met with simplistic binaries such as teaching vs research quantitative vs qualitative research and constructivists vs positivists Kinchin and Gravett suggest that this may present a distorted view contributing to the disconnect between the aims and observable practice of higher education Rather than celebrating difference dominant discourses tend to seek similarities in an attempt to simplify and manage the environment In this book the authors share their belief that teaching and learning should be a thoughtful endeavour Thinking with a breadth of theories the authors explore the overlaps between different perspectives in order to offer a richer and more inclusive interrogation of the dominant discourses that pervade higher education Offering methodological approaches to explore these perspectives the authors bring together academics working in different parts of the university and examine the concept of a rich cartography considering how this can offer meaning within higher education research and practice **Educational Psychology for Learning and Teaching** Dr Sue Duchesne,Dr Anne McMaugh,2018-10-01 Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn and how educators can be more effective in their teaching practice Featuring current research on the various dimensions of learning and teaching alongside traditional theories it provides a clear framework of theory and evidence that supports modern education practices Taking a comprehensive approach this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality particularly for accommodating individual student needs This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond With a greater focus on resilience in education settings the discussion of creativity alongside intelligence and a broader discussion on diversity this new edition is up to date for the pre service teacher New print versions of this book come with bonus online study tools on the CourseMate Express and Search Me platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools [cengage.com/au/learning/solutions](https://www.cengage.com/au/learning/solutions) *Research Handbook of Academic Mental Health* Marissa S. Edwards,Angela J. Martin,Neal M. Ashkanasy,Lauren E. Cox,2024-10-03 There has been much recent commentary regarding a crisis in academic mental health and wellbeing This Research Handbook showcases cutting edge studies and insightful narratives on the wellbeing of doctoral students early career researchers and faculty members illuminating the current state of academic mental health research Importantly authors also offer potential solutions to the increasingly poor mental health reported by those working and studying in the higher education sector Classroom

Teaching Skills Susan R. Goldman, James Michael Cooper, 2006 Designed for beginning teachers this text introduces the teacher as reflective decision maker responsible for planning implementing evaluating and making management decisions in the classroom Each chapters considers a particular teaching skill first discussing the theory behind it and then presenting the reader with practice situations in which knowledge about the skill can be applied and evaluated The Eighth Edition continues to address the importance of core INTASC standards and highlights developing issues including the Digital Divide the use of personal digital assistants PDAs in and outside of the classroom cooperative learning and dealing with behavioral issues Core INTASC standards are addressed in regard to each chapter s objectives A correlation table between chapter and standard is located on the inside front cover of the text to facilitate documentation of where and how INTASC standards are addressed New Marginal notations appear throughout the text to call out key concepts and assist students with comprehension and review New Two color design helps to organize the information more clearly for students Chapter 10 focuses on assessment and includes extended discussion of rubrics with additional examples as well as a new section on electronic portfolios Chapter 9 has been revised to include a focus on cooperative learning and other strategies brought back from the Sixth Edition of Classroom Teaching Skills Chapter 8 focuses on issues of behavior management in the classroom including parental involvement and the role of record keeping in resolving behavioral issues Chapter 7 Teaching and Learning with Technology has been completely updated Among the topics covered are the Digital Divide using personal digital assistants in and outside of the classroom micro media and simulation technology and new productivity tools for teachers The opening chapters have an increased emphasis on decision making teaching models and determining one s own teaching goals

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