

CRITICAL EDUCATION NARRATION, PLACE, AND THE SOCIAL AND SOCIOMATERIAL PRACTICE



Critical Education Sociomaterial Practice Environmental

Robert J. Helfenbein

Critical Education Sociomaterial Practice Environmental:

Critical Education and Sociomaterial Practice Marcia McKenzie, Andrew Bieler, 2016 Critical Education and Sociomaterial Practice presents a situated approach to learning that suggests the need for more explicit attention to sociomaterial practice in critical education Specifically it explores social place and narrative dimensions of practical experience as they unfold in schools in place based learning and teacher education contexts Such an orientation to practice both links social and material conditions social relations other species physical context objects to human consciousness and learning and considers the relationship between such learning and broader cultural change The core of the book is an examination of critical situated learning undertaken through three separate empirical studies each of which we use to elaborate a particular domain or dimension of practical experience In turning to the sociomaterial contexts of learning the book also underscores how social and environmental issues are necessarily linked such as in the production of food deserts in cities or in the pollution of the drinking water in Indigenous communities through oil development More social movements globally are connecting the dots between sexism heteronormativity racism colonization White privilege globalization poverty and climate justice including with issues of land territory and sovereignty water food energy and treatment and extinction of other species As a result categorizing some concerns as social justice or critical issues and others as environmental becomes increasingly untenable The book thus suggests that more integrative and productive forms of critical education are needed to respond to these complex and pressing socio ecological conditions **New Materialisms and Environmental Education** David A. G. Clarke, Jamie Mcphie, 2023-07-24 New materialisms refers to a broad contemporary and significant movement of thought across the social sciences and cultural studies which attempts to re turn to renew or create alternative philosophies of matter Such philosophies spring from multiple sources but are in general an attempt to bring the indissolubility of the social and environmental more forcefully into our analytical frames and modes of inquiry and tackle a perceived over reliance on discourse and language in the so called post modern era of philosophy and social science This movement in thought is underlaid by and meets up with the climate and biodiversity crises and the nature of the human condition and modes of learning or becoming within the field of environmental education This volume brings together academics working at differing intersections of environmental education and new materialisms highlighting tensions knots and lines of flight across and for research practice and theory As such this collection draws on multiple interpretations and streams of thought within new materialisms and demonstrates their significance for those engaging with environmental education policy practice and research This book was originally published as a special issue of the journal Environmental Education Research

Practising Immanence David A. G. Clarke,2023-11-28 Practising Immanence Living with Theory and Environmental Education makes creative contributions to both qualitative inquiry and environmental education by exploring how each of these ideas seep and fuse into one another creating a space where methodology becomes pedagogy and where each of these

is already always environmental indivisible with life Clarke's energising and innovative approach offers a challenge to conventional research practices and shows ways in which inquiry can be done differently Drawing on new materialisms affect theory and the practical philosophy of Gilles Deleuze and Felix Guattari the book details the PhD journey of the author merging stories and theory and stories of theory in the production of eight haecceities a philosophical concept which prioritises the thisness of a thing or event This move allows a novel methodological approach whereby the haecceities act as sites of variation on the events of the book the self as unstable and posthuman the environment as everything immanent rather than as an overly romantic or a green version of nature and the tensions that these moves create for ethical orientations in education inquiry and life in the Anthropocene Practising Immanence brings theory to life through a diffractively critical style and a unique approach to environmental pedagogic practice. This radical and vitalising book will be of interest to those inspired to explore environmental problems and inquiry with each other and to those drawn to creative relational narrative embodied and post qualitative approaches to research The International Science and Evidence Based Education (ISEE) Assessment UNESCO MGIEP, 2022-03-22 The International Science and Evidence Based Education ISEE Assessment is an initiative of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development MGIEP and is its contribution to the Futures of Education process launched by UNESCO Paris in September 2019 In order to contribute to re envisioning the future of education with a science and evidence based report UNESCO MGIEP embarked on the first ever large scale assessment of knowledge of education Ethical Literacies and Education for Sustainable Development Olof Franck, Christina Osbeck, 2017-05-06 This book explores the ethical dimensions surrounding the development of education for sustainable development within schools and examines these issues through the lens of ethical literacy. The book argues that teaching children to engage with nature is crucial if they are to develop a true understanding of sustainability and climate issues and claims that sustainability education is much more successful when pupils are treated as moral agents rather than being passive subjects of testing and assessment The collection brings together a range of fresh and creative perspectives on how issues around ethical literacies can be elaborated and expanded with regard to democratic sustainability education The use of children's books in teaching about sustainability is carefully explored as are the ethical and aesthetic dimensions of environmental education Including an afterword by Arjen Wals Professor of Transformative Learning for Socio Ecological Sustainability the book will be of great interest to students and researchers in the field of sustainability education Researching Global Education Policy D. Brent Edwards Jr., Antoni Verger, Marcia McKenzie, Keita Takayama, 2024-07-30 The movement of policy is a core feature of contemporary education reform Many different concepts including policy transfer borrowing and lending travelling diffusion and mobility have been deployed to study how and why policy moves across jurisdictions scales of governance policy sectors or organisations However the underlying theoretical perspectives and the foundational assumptions of different approaches to policy

movement remain insufficiently discussed To address this gap this book places front and center questions of theory ontology epistemology and method related to policy movement It explores a wide diversity of approaches to help understand the policy movement phenomena providing a useful quide on global studies in education as well as insights into the future of this dynamic area of work Researching Early Childhood Education for Sustainability Sue Elliott, Eva Ärlemalm-Hagsér, Julie Davis, 2020-04-08 This book captures the now burgeoning research field of early childhood education for sustainability ECEfS and comprises insights from an ever widening and diverse pool of researchers who are promoting engaging and explaining the latest ECEfS research in the light of local national and United Nations global policy directives With the increasing urgency of global climate disruptions resource depletions and biodiversity losses alongside greater human dislocation the international scope of research and theory in this book provides a comprehensive guide to the role of sustainability in early childhood education at a time when it is needed more than ever Elliott rlemalm Hags r and Davis have brought together a collection of studies that offer new insights and approaches to ECEfS which challenge dominant narratives surrounding early childhood education and sustainability including topics such as how diverse worldviews and cultures challenge perceptions of sustainability how bold national early education policies and urgent shifts in teacher education are imperative for driving transformative practices and how ECEfS curriculum and pedagogy can be incorporated successfully into early years settings This book will both inspire researchers and more deeply enable early years educators to practise sustainability with children and so will be of great interest to scholars lecturers and researchers as well as undergraduate and postgraduate students across the increasingly intersecting fields of sustainability and early childhood education Critical, Transdisciplinary and Embodied Approaches in STEM Education Pratim Sengupta, Marie-Claire Shanahan, Beaumie Kim, 2019-12-16 Over the past decade integrated STEM education research has emerged as an international concern creating around it an imperative for technological and disciplinary innovation and a global resurgence of interest in teaching and learning to code at the K 16 levels At the same time issues of democratization equity power and access including recent decolonizing efforts in public education are also beginning to be acknowledged as legitimate issues in STEM education Taking a reflexive approach to the intersection of these concerns this book presents a collection of papers making new theoretical advances addressing two broad themes Transdisciplinary Approaches in STEM Education and Bodies Hegemony and Decolonization in STEM Education Within each theme praxis is of central concern including analyses of teaching and learning that re imagines disciplinary boundaries and domains the relationship between Art and STEM and the design of learning technologies spaces and environments In addition to graduate research seminars at the Masters and PhD levels in Learning Sciences Science Education Educational Technology and STEM education this book could also serve as a textbook for graduate and pre service teacher education courses Education and the Mobility Turn Kalervo N Gulson, Colin Symes, 2018-12-18 The mobile turn in human geography sociology and cultural studies has resulted in a hitherto unparalleled focus on the critical role that mobility

plays in conserving and regenerating society and culture In this instance mobility refers not just to the physical movement of goods and peoples ideas and symbols it can also be analytically applied to the technologies used to facilitate their movement One such technology is education which has yet to fall the under the purview of the mobility lens something that this collection endeavours to redress Its contributing authors drawn from Canada Australia the United States and the United Kingdom explore salient issues relating to education and mobility These include studies of the career implications for academics of moving across borders the impact of university study on prison populations policy mobility and the charter school movement affect theory and policy development in Canada educational advertising on Sydney trains and stations and the employment mobile approaches to track policy development and implementation One notable feature of the mobility turn is the willingness of its adoptees to explore innovative research methods Variously demonstrating the efficacy and cogency of autoethnography affect theory textual ethnography and human geography for a mobility empowered education analytics this collection is no exception This book was originally published as a special issue of Critical Studies in Education

Migration, Participation and the Making of Homes Susanne Berliner, 2025-07-31 This book is an ethnographic inquiry into the socio ecological relationalities in an intercultural community garden in Germany created in 2015 as a Refugees Welcome project It explores this quietly political space of civic everyday which seeks to foster care for both people and planet In three narrations the book offers power critical reflections on social encounters participation in equalities and home making In innovative ways the narrations also shed light on how people s doings are entangled with the more than human plants soils animals water and more Migration Participation and the Making of Homes increases our understanding of how communities navigate social heterogeneity and how people with refugee biographies shape their surroundings as active agents The narrations show that a cosmopolitan spirit is alive in this garden and the plants play a significant part in its expression Yet while the garden works as a retreat from hostilities that people may experience outside it also remains a racialised space Power relations work in complex ways positioning individuals as not belonging where conflicts occur At the same time in instances less shaped by the local habitus new dynamics develop between guest and host The narrations demonstrate how all people in the garden are engaged in unique home making processes and in the making of the shared home which is the garden The gardeners connect in the joy of tending and watching life grow as the plants speak in their own way about vital continuity Contributing to the social scientific exploration of the dynamics of migration belonging and community making in pluralistic societies this book takes a transdisciplinary shape entering into dialogue with literature from various fields As such it will be of interest for researchers and university students of all levels in the areas of sociology education social work anthropology environmental studies political science and related fields This book will also be useful for civil organisations working in refugee support and or integration policymakers and local governments Walking as Critical Pedagogy Maggie O'Neill, Danielle O'Donovan, John Barimo, Gerard Mullally, Amin Sharifi Isaloo, Kieran Keohane, Tom

Spalding, Katharina Swirak, Tom Boland, Ray Griffin, 2025-09-16 Defining the principles and practices of walking as critical pedagogy this book engages with social questions and challenges related to understandings of the Anthropocene Through a series of chapters that operationalize walking as a form of participatory pedagogy it explores issues including migration and borders sustainability and climate change gender and feminist thought the labour market crime and rehabilitation and urban life and regeneration Showing how walking enables us to learn creatively convivially and critically on the move in city spaces while thinking relationally the authors demonstrate the importance of space time and place the layers of history embedded in the present and the importance of active embodied participatory collaborative creative and place based learning A pioneering approach to walking as a form of engagement and learning Walking as Critical Pedagogy will appeal to researchers and students across the social sciences interested in new methods and research methodologies and creative ways of teaching and learning about and engaging with major global issues in society Globalisation and Education Bob Lingard, 2020-10-28 This collection focuses on education policy in the context of globalisation and draws together influential research dealing with the interplay between education policy and globalisation Globalisation and neo liberalism in relation to education policy are addressed as is the impact of the global financial crisis the recent rise of ethno nationalism and progressive challenges to neo liberal hegemony A number of chapters deal with the new spatialities instantiated by globalisation s new technology and consider the implications for education policy Also discussed are global policy actors such as the OECD EU and edu businesses in education policy the significance of international large scale assessments to an emergent global policy field refugees and education English language policy and globalisation off shore schools and the importance of affect in policy in the context of globalisation The collection closes with two methodological contributions that consider the implications of globalisation in today s critical education policy analysis The collection is brought together in a substantial introduction that traverses the literature and research on globalisation and education policy and also situates the chapters and approaches in the collection within the field The chapters in this book were originally published as articles in various Taylor and Francis Critical Practice in Higher Education Karen Gravett, 2025-01-23 What is critical practice what is critique And journals what do these ideas have to do with higher education This book argues that engaging in critical practice is fundamental to meaningful teaching learning and research Critical practice is key to understanding societies technologies and the power relations that pervade our practice Critical approaches are vital for responding meaningfully to some of the knotty questions that we face in higher education And yet there is a need to re examine critical theorising in contemporary times to address the limitations of current conceptions of criticality where critique is at risk of becoming stale redundant even harmful International in scope this book engages theory and empirical data from recent research to offer new ways of thinking and doing critical practice Case studies are drawn from teachers and academics working in the UK Australia and America across a breadth of disciplines and learning environments Specifically the book proposes a move towards a relational critical

practice After many years of attention that has been paid to cognitive notions of critical thinking skills and dispositions assumed to take place within the boundaries of rational individual minds this book takes us beyond thinking about criticality as an individualised activity Elaborating a critical practice that considers the affective embodied and relational nature of criticality this text will explore how we might look more closely at the entanglement of ideas and practice of mind and body of thinking feeling and doing In doing so this book argues for a celebration of critique and for the value of a relational critical practice in higher education Critical Qualitative Health Research Kay Aranda, 2020-01-21 Critical Qualitative Health Research seeks to deepen understandings of the philosophies politics and practices shaping contemporary qualitative health related research This accessible lively controversial introduction draws on current empirical examples and critical discussion to show how qualitative research undertaken in neoliberal healthcare contexts emerges and the complex issues qualitative researchers confront This book provides readers with a critical interrogative discussion of the histories and the legacies of qualitative research as well as of the more recent calls for renewed criticality in research to respond to global health concerns Contributions further showcase a range of contemporary work engaging with these issues and the complex encounters with philosophies politics and practices this involves from seeking explicit engagements with posthuman ideas or detailed explorations of deeply engaged humanist approaches to critical discussions of the politics and practices of emerging novel digital and creative methods This book offers postgraduate researchers health researchers and students alike opportunities to engage more deeply with the emergent complex and messy terrain of qualitative health related research

Inclusive Online and Distance Education for Learners with Dis/abilities Mary F. Rice, Michael Dunn, 2023-07-24 The term Inclusive Online Education has generated great interest within and across educational levels and contexts yet practical applications of it remain elusive in many institutional settings Chapters in this book highlight define and interrogate definitions of inclusion The research studies reported here focus on moving the conversation about inclusive online education away from individual accommodations for which students must qualify to models where learning experiences are designed for the success of all students and teachers both technically and relationally While some authors do mention the need to know and understand the Universal Design for Learning UDL the authors in these chapters go beyond UDL to include understandings about historical challenges with inclusive education emerging understandings about designing strong online instruction and how placed based thinking and social settings provide resources from which to draw in creating online learning environments and experiences that are not only humanized but humane This book highlights research focused on moving the conversation about inclusion away from individual accommodations for which students must qualify to models where learning experiences are designed to address historical inequities and promote success for all students and teachers Collectively the chapters underscore the need to choose materials design assessments plan instruction and engage with students in accordance with relational commitments to equity Inclusive Online and Distance Education for Learners with Dis

abilities will be a great resource for academics researchers and advanced students of Education Education Policy Educational Research and Disability Studies in Education The chapters included in this book were originally published as a special issue of Distance Education Actions of Their Own to Learn ,2017-01-01 What does it mean to take actions of one s own to learn How do human beings create meaning for themselves and with others How can learners active efforts to build knowledge be encouraged and supported In this edited compilation scholars from a diverse range of academic and professional backgrounds address these guestions grounded in the conviction that the ability to take effective action of one s own to learn is itself an essential form of knowledge In an era of dramatic social environmental and political change the need to access vast amounts of information to make decisions demands that learners become active agents in their own knowledge development Educators are transforming ideas about their roles as they strive to provide guidance to help learners take the lead in their own learning Learners are building new ideas about their capacities to gather and organize information while working with others No longer simply consumers of information they are beginning to see themselves as capable and effective researchers Researchers are also expanding ideas about their knowledge gathering work and identities No longer simply reporters of information researchers are seeing themselves as learners as they engage in deeper more collaborative ways with participants in their research Chapter authors describe their dedicated and often career long journeys to show the vital connections between knowledge acting to learn identity and being To engage in this work means disrupting traditional ideas about how knowledge is most effectively acquired This book will inspire researchers educators and educational planners as they build the kinds of new participative structures needed to support individual and collective actions to learn See inside the book Critical Geographies of Education Robert J. Helfenbein, 2021-06-17 WINNER 2023 Society of Professors of Education Outstanding Book Award Critical Geographies of Education Space Place and Curriculum Inquiry is an attempt to take space seriously in thinking about school schooling and the place of education in larger society In recent years spatial terms have emerged and proliferated in academic circles finding application in several disciplines extending beyond formal geography Critical Geography a reconceptualization of the field of geography rather than a new discipline itself has been theoretically considered and practically applied in many other disciplines mostly represented by what is collectively called social theory i e anthropology sociology cultural studies political science and literature The goal of this volume is to explore how the application of the ideas and practices of Critical Geography to educational theory in general and curriculum theorizing in specific might point to new trajectories for analysis and inquiry This volume provides a grounding introduction to the field of Critical Geography making connections to the significant implications it has for education and by providing illustrations of its application to specific educational situations i e schools classrooms and communities Presented as an intellectual geography that traces how spatial analysis can be useful in curriculum theorizing social foundations of education and educational research the book surveys a range of issues including social justice and racial equity in schools

educational reform internationalization of the curriculum and how schools are placed within the larger social fabric

Handbook of Critical Environmental Politics Pellizzoni, Luigi, Leonardi, Emanuele, Asara, Viviana, 2022-10-20 This timely Handbook offers a comprehensive outlook on global environmental politics providing readers with an up to date view of a field of ever increasing academic and public significance Its critical perspective interrogates what is taken for granted in current institutions and social and power relations highlighting the issues preventing meaningful change in the relationship between human societies and their biophysical underpinnings This title contains one or more Open Access chapters

Critical Built Heritage Practice and Conservation Johnathan Djabarouti, 2024-01-23 Critical Built Heritage Practice and Conservation Evolving Perspectives supports an alternative point of departure for engaging with the historic built environment by critically questioning the legitimacy of dominant conservation concepts and methods that are often taken for granted within building conservation architecture and adaptive reuse The meaning of heritage is changing From pastness to presentness from preservation to participation and from tangible to intangible heritage is increasingly understood as a dynamic social and intangible process across many disciplines Consequently the role and remit of the built heritage practitioner and in particular the architectural conservationist is becoming progressively complex and in need of a critical gaze Is restoration really a falsehood from beginning to end Should the condition of existing materials determine the conservation method Is authenticity really an inherent quality within old buildings By engaging with a critical interpretation of heritage this book makes space for practitioners to consider the evolution of their own role within a rapidly changing context of built heritage practice Reinforced by a shift in emphasis from materials to meanings a socio material outlook is proposed which champions an enhanced focus on intangible heritage within the built heritage sector whilst still acknowledging the physical condition of old buildings is a priority for many stakeholders. This book has been written with practitioners students and educators of architectural conservation in mind although will also be of relevance to the broader built heritage industry as well as academics researchers and heritage students with a passion for contemporary dialogues in Collaboration in Higher Education Sandra Abegglen, Tom Burns, Sandra Sinfield, 2023-05-18 heritage studies Collaboration in Higher Education an open access book focuses on the opportunities and challenges created by engaging in collaboration and partnership in higher education As higher education institutions become ever more competitive to sustain their place in a global neoliberal education market students and staff are confronted with alienating practices Such practices create an individualistic audit and surveillance culture that is exacerbated by the recent COVID 19 pandemic and the wholesale pivot to online teaching In this atomised and competitive climate this volume synthesises theoretical perspectives and current practice to present case study examples that advocate for a more inclusive cooperative collaborative compassionate and empowering education one that sees learning and teaching as a practice that enables personal collective and societal growth The human element of education is at the core of this book focusing on what we can do and achieve

together students academic staff higher education institutions and relevant stakeholders. The ebook editions of this book are available open access under a CC BY NC ND 4 0 licence on bloomsburycollections com Open access was funded by Knowledge Unlatched

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Critical Education Sociomaterial Practice Environmental Introduction

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