

CURRICULUM STUDIES WORLDWIDE



# **CURRICULUM AS MEDITATIVE INQUIRY**

ASHWANI KUMAR



# Curriculum As Meditative Inquiry Curriculum Studies Worldwide

**Ashwani Kumar**



## **Curriculum As Meditative Inquiry Curriculum Studies Worldwide:**

Curriculum as Meditative Inquiry A. Kumar, 2013-05-01 2013 Outstanding Academic Title by Choice Review Kumar asks in this volume Since characteristic features of human consciousness fear conditioning and fragmentation work against the educational experience how can we re imagine curriculum as a space for meditative inquiry and allow it to provide transformative educational experiences to teachers and their students Curriculum as Meditative Inquiry A.

Kumar, 2013-05-01 2013 Outstanding Academic Title by Choice Review Kumar asks in this volume Since characteristic features of human consciousness fear conditioning and fragmentation work against the educational experience how can we re imagine curriculum as a space for meditative inquiry and allow it to provide transformative educational experiences to teachers and their students *Curriculum as Meditative Inquiry* A. Kumar, 2015-12-09 Kumar asks in this volume Since characteristic features of human consciousness fear conditioning and fragmentation work against the educational experience how can we re imagine curriculum as a space for meditative inquiry and allow it to provide transformative educational experiences to teachers and their students **International Handbook of Curriculum Research** William F.

Pinar, 2013-10-15 Continuing its calling to define the field and where it is going the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide providing a panoramic view of the state of curriculum studies globally Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide Changes in the Second Edition Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally Countries absent in the First Edition are represented Chile Colombia Cyprus Ethiopia Germany Iran Luxembourg Nigeria Peru Poland Portugal Singapore South Africa Spain and Switzerland 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America This handbook is an indispensable resource for prospective and practicing teachers for curriculum studies scholars and for education students around the world *Curriculum in International Contexts* Ashwani Kumar, 2018-12-13 This book is an exposition of how political cultural historical and economic structures and processes shape the nature and character of curriculum landscapes globally By developing theoretical connections and providing contextual background Kumar explores how colonialism and imperialism state led ideological control and the wave of neoliberalism and capitalism insidiously impact the process of curriculum development in different parts of the world Kumar also underscores how intellectual movements such as Marxism and postmodernism have shaped curriculum theory in varied political and economic settings By emphasizing the connections between and among diverse cultural and political conceptualizations of curriculum this volume contributes to the internationalization of curriculum studies discourses **Engaging with**

**Meditative Inquiry in Teaching, Learning, and Research** Ashwani Kumar, 2022-05-30 This collection of multi inter

disciplinary essays explores the transformative potential of Ashwani Kumar's work on meditative inquiry a holistic approach to teaching learning researching creating and living in diverse educational contexts Aspiring to awaken awareness intelligence compassion collaboration and aesthetic sensibility among students and their teachers through self reflection critique dialogue and creative exploration this volume Showcases unique ways in which scholars from diverse disciplinary cultural and geographic contexts have engaged with meditative inquiry in their own fields Provides a space where African Asian Buddhist Indigenous and Western scholars engage with the idea of meditative inquiry from their own cultural philosophical and spiritual traditions perspectives and practices Explores a variety of themes in relation to meditative inquiry including arts based research poetic inquiry Africentricity Indigenous thinking martial arts positive psychology trauma dispute resolution and critical discourse analysis Offers insights into how the principles of meditative inquiry can be incorporated in classrooms and thereby contributes to the growing interest in mindfulness meditation and other holistic approaches in schools and academia The diverse and rich contributions contained in this volume offer valuable perspectives and practices for scholars students and educators interested in exploring and adopting the principles of meditative inquiry in their specific fields and contexts

**New Approaches to Curriculum as Phenomenological Text** James M.

Magrini, 2015-09-07 The scholarship of New Directions in Curriculum as Phenomenological Text manifests through close readings and interpretations of curriculum theorists and Continental philosophers presented in the form of speculative philosophical essays an important form of curriculum thinking writing all but lost to the general contemporary field of research

*Transnational Education and Curriculum Studies* John Chi-Kin Lee, Noel Gough, 2020-07-28 In recent years there has been increasing attention placed on international and transnational aspects of school and higher education curricula and the different research approaches and lenses through which these issues are studied This edited volume explores diverse perspectives and discourses of curriculum studies contributed by scholars both within and outside the majority world In addition it tackles both transnational cross border endeavours involving national governments and policy measures and the promises challenges and failings of those formal relationships The book consists of three sections The first section provides an introduction and overviews of transnational education in connection with curriculum studies schooling and higher education The second section deals with transnational and international perspectives on curriculum studies schooling and education The final third section highlights transnational and international perspectives on higher education This timely volume tackles the questions often posed by curriculum scholars and educational researchers around the possibility of a transnational approach to curriculum studies and how and if a common set of means can transcend national boundaries and sensitivities It looks at the common issues and problems across nations that international and transnational curriculum and educational research work could address This volume will appeal to researchers and policy makers interested in transnational education and curriculum studies

**Internationalizing Curriculum Studies** Cristyne Hébert, Nicholas

Ng-A-Fook, Awad Ibrahim, Bryan Smith, 2019-01-14 This book seeks to understand how to internationalize curriculum without imperializing or imposing the old colonial and so called first world conceptualizations of education teaching and learning The collection draws on the groundbreaking work of Dwayne Huebner in order to invite scholars into conversation with histories of curriculum studies and to posit them within it opening up new spaces to work in and through curricular issues This book will appeal to scholars teachers and students looking to reconceptualize international curriculum development and theory

**Influences and Inspirations in Curriculum Studies Research and Teaching** Carmen Shields, Adam Garry Podolski, John J. Guiney Yallop, 2021-09-30 This volume highlights lived experiences personal inspirations and motivations which have generated scholarship and influenced the research and teaching of scholars in the field of curriculum studies Offering contributions from new established and experienced scholars chapters foreground the ways in which the authors have been influenced by the mentorship and work of others by personal challenges and by the contexts in which they live and work Chapters also illustrate how scholars have engaged in variety of methodological and autobiographical processes including narrative and poetic inquiry autoethnography and visual arts research Through a range of contributions the book clarifies the origins and legacy of contemporary curriculum studies and in doing so provides inspiration for beginning scholars and academics as they continue to find their voices in academic communities Offering rich insight into the experiences and scholarship of a wide range of scholars this volume will be of interest to students scholars and researchers with an interest in curriculum studies as well as educational research and methodologies more broadly

*Curriculum Studies in India* W. Pinar, 2015-02-19 Curriculum Studies in India examines Indian scholars in dialogue regarding their intellectual life histories and subjective investments in their field With chapter introductions by William Pinar scholars explore their intellectual history and present circumstances of curriculum studies in India emphasized by their own engagement and research These works demonstrate the rapidity and scale of economic growth today and how it creates conflict dislocation inequality and echoes of a colonial past now present in globalization Pinar and his contributors conclude that historical discontinuities cultural conflict economic globalization and political tension characterize the present circumstances of curriculum studies in India

The Concept of Care in Curriculum Studies Jung-Hoon Jung, 2015-12-22 The question at the heart of the book is what might an education with self care and care for others look like Juxtaposing self understanding through the method of *currence* and the historical character of *hakbeolism* a concept indigenous to Korea referring to a kind of social status people achieve based on a shared academic background this book articulates how subjective reconstruction of self in conjunction with historical study can be transformative and how this can be extended to social change Articulating how having one's own standard can be a way of making one's life a work of art the author looks at how Korean schooling exercises coercive care disconfirmation and the whip of love for the children's own good Emphasis is given to the internalized status of these practices in both students and teachers and to teachers and parents culpability not

only in exercising but also in reproducing these practices through themselves. Going beyond describing and analysing the educational problem of academic intellectual achievement oriented education based on aggressive competition, this book suggests ways to address these issues through autobiography using the method of *carrere* to reconstruct one's subjectivity and an ethic of care. *Education, Civics, and Citizenship in Egypt* Ehaab D. Abdou, 2023-06-30. This book explores how to render curricular representations more inclusive and how individuals' interactions with competing historical narratives and discourses shape their civic attitudes and intergroup dynamics. Based on ethnographic research in the Egyptian context, it offers insights for curriculum developers, teacher educators, and teachers interested in the development of critical citizens who are able to engage with multiple narratives and perspectives. Drawing on theorizations of historical consciousness, critical pedagogy, and critical discourse analysis, it demonstrates the need for more nuanced and holistic analytical frameworks and pedagogical tools. Further, it offers insights towards building such analytical and pedagogical approaches to help gain a deeper understanding of connections between students' historical consciousness, tendencies, and their civic engagement as citizens.

**Educational Experience as Lived: Knowledge, History, Alterity** William F. Pinar, 2015-02-11. In this volume, Pinar enacts his theory of curriculum, detailing the relations among knowledge, history, and alterity. The introduction is Pinar's intellectual life history, naming the contributions he has made to understanding educational experience. Study is the center of educational experience, as he demonstrates in the opening chapter. The alterity of educational experience is evident in his conceptions of disciplinarity and internationalization, interrelated projects of historicization, dialogical encounter, and recontextualization. By reactivating the past, not by instrumentalizing the present, we can find the future explicated in his studies of the Eight Year Study, the Tyler Rationale, and the gendering and racialization of U.S. school reform. The interrelation of race and gender is emphasized in the chapters on Ida B. Wells and Jane Addams. The technologization of education is critiqued through analysis of the achievements of George Grant and Pier Paolo Pasolini. The educational project of subjective and social reconstruction is explored through study of Musil's essayism, a genre that corrects the problems accompanying ethnography and created by identity politics.

Imagining Time and Space in Universities Claudia Matus, 2016-01-26. *Imagining Time and Space in Universities* presents critical theorizations of time and space to analyze discourses and practices of globalization and internationalization. As both dimensions have been understood in separate and hierarchical modes, limited attention is given to cultural meanings embedded in these institutional policies and practices.

*A Praxis of Presence in Curriculum Theory* William F. Pinar, 2022-08-31. Building on his seminal methodological contribution to the field, *carrere* here, William F. Pinar posits a praxis of presence as a unique form of individual engagement against current cultural crises in education. Bringing together a series of updated essays, articles, and new writings to form this comprehensive volume, Pinar first demonstrates how a praxis of presence furthers the study of curriculum as lived experience to overcome self-enclosure, restart lived and historical time, and understand technology.

through a process of regression progression analysis and synthesis Pinar then further illustrates how this practice can inform curricular responses to countering presentism narcissism and techno utopianism in educators work with digital natives Ultimately this book offers researchers scholars and teacher educators in the fields of curriculum theory the sociology of education and educational policy more broadly the analytical and methodological tools by which to advance their understanding of currere and in doing so allows them to tackle the main cultural issues that educators face today

**Autobiography and Teacher Development in China** W. Pinar, 2016-04-27 This is the first investigation of the roles of autobiography in teacher education to be informed by concepts and examples from China Europe and North and South America Unique and timely this volume addresses multiple movements of teacher education reform worldwide

*Reconceptualizing Curriculum Development* James Henderson, and Colleagues, 2014-12-05 *Reconceptualizing Curriculum Development* provides accessible clear guidance on curriculum problem solving and educational leadership through the practice of a synoptic curriculum study This practice integrates three influential interpretations of curriculum curriculum as deliberative artistry curriculum as complicated conversation and curriculum as currere with John Dewey's lifetime work on reflective inquiry At its heart the book advances a way of studying as a way of living with reference to the question How might I live as a democratic educator The study guidance is organized as an open ended scaffolding of three embedded reflective inquiries informed by four deliberative conversations Study recommendations are provided by a carefully selected team The field tested study based approach is illustrated through a multi layered multi voiced narrative collage of four experienced teachers personal journeys of understanding in a collegial study context Applying William Pinar's argument that a conceptual montage enabling teachers to lead complicated conversations should be the focus for curriculum development in the field's current post reconceptualist moment the book moves forward the educational aim of facilitating a holistic subject self social understanding through the practice of a balanced hermeneutics of suspicion and trust It closes with a discussion of cross cultural collaboration and advocacy reflecting the interest of curriculum scholars in a wide range of countries in this study based lead learning approach to curriculum development

**Sociocultural Perspectives on Youth Ethical Consumerism** Giuliano Reis, Michael Mueller, Rachel Gisewhite, Luiz Siveres, Renato Brito, 2017-11-07 This exciting new book advances current practice based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically oriented consumerist habits More specifically this book studies how youth's participation in the global consumer market intersects with media technologies new literacies as well as science and the environment from sociocultural perspectives In addition it considers how school science has mediated youth participation in hyper consumerism from food and technology to shelter and transportation This important and timely book is a must read for those interested in topics such as critical youth studies critical media literacy STEM arts

based research STSE education citizenship education cultural studies policy studies curriculum studies socio scientific issues technology sustainability food studies social justice poverty and consumer behaviour A wide range of science technology and environmental educators from Australia Brazil Canada Netherlands and the United States have combined their perspectives to produce this exciting innovative timely and important book It should be essential reading for all teachers teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially culturally ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action Derek Hodson Emeritus Professor of Science Education Ontario Institute for Studies in Education OISE University of Toronto Professor of Science Education at The University of Auckland New Zealand and Founding Editor of the Canadian Journal of Science Mathematics and Technology Education CJSMT The authors in the book deconstruct and analyse intricate economic sociopolitical and affective networks that are behind the cycles of production distribution and consumption of objects that are present in youngsters daily lives and their attitudes towards them Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic the book connects with pedagogical approaches that value critical perspectives on the nature of the relationship between science technology society and environment It is a must read for both researchers and practitioners interested in issues related to sustainability and citizenship education Isabel Martins Professor of Science Education Universidade Federal do Rio de Janeiro Federal University of Rio de Janeiro UFRJ

**Arts-based and Contemplative Practices in Research and Teaching** Susan Walsh, Barbara Bickel, Carl Leggo, 2014-11-13 This volume presents a scholarly investigation of the ways educators engage in artistic and contemplative practices and why this matters in education Arts based learning and inquiry can function as a powerful catalyst for change by allowing spiritual practices to be present within educational settings but too often the relationship between art education and spirituality is ignored Exploring artistic disciplines such as dance drama visual art music and writing and forms such as writing witnessing freestyle rap queer performative autoethnograph and poetic imagination this book develops a transformational educational paradigm Its unique integration of spirituality in and through the arts addresses the contemplative needs of learners and educators in diverse educational and community settings



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