

# WORKING THE RUINS

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## FEMINIST POSTSTRUCTURAL THEORY AND METHODS IN EDUCATION

*edited by*

Elizabeth A. St. Pierre and Wanda S. Pillow

# Working Ruins Feminist Poststructural Theory And Methods In Education

**Elizabeth St. Pierre, Wanda S. Pillow**



## **Working Ruins Feminist Poststructural Theory And Methods In Education:**

**Working the Ruins** Elizabeth St. Pierre, Wanda S. Pillow, 2000-01-20 From some of the leading feminist scholars in education comes a collection of writings discussing how they use feminist poststructural theory in their classrooms and research. Drawing on real life situations in their work they show how using this theory has transformed their work. Topics covered include the following: theory in everyday life, ethnography, writing the body, emotions in the classroom, qualitative research and gossip as a counter discourse. The range of topics, processes and styles presented provides the reader with a variety of examples illustrating the diversity and power of the effects of poststructural theory as well as showing the possibilities of work still to be done.

**The Handbook of Critical Theoretical Research Methods in Education** Cheryl E. Matias, 2021-05-12 The Handbook of Critical Theoretical Research Methods in Education approaches theory as a method for doing research rather than as a background framework. Educational research often reduces theory to a framework used only to analyze empirically collected data. In this view theories are not considered methods and studies that apply them as such are not given credence. This misunderstanding is primarily due to an empiricist stance of educational research, one that lacks understanding of how theories operate methodologically and presumes positivism is the only valid form of research. This limited perspective has serious consequences on essential academic activities: publication, tenure and promotion, grants and academic awards. Expanding what constitutes methods in critical theoretical educational research, this edited book details 21 educationally just theories and demonstrates how theories are applied as method to various subfields in education. From critical race hermeneutics to Bakhtin's dialogism, each chapter explicates the ideological roots of said theory while teaching us how to apply the theory as method. This edited book is the first of its kind in educational research. To date no other book details educationally just theories and clearly explicates how those theories can be applied as methods. With contributions from scholars in the fields of education and qualitative research worldwide, the book will appeal to researchers and graduate students.

Feminisms and Educational Research Wendy R. Kohli, Nicholas C. Burbules, 2011-12-29 Feminist theory has come a long way from its nascent beginnings; no longer can it be classified as liberal, socialist or radical. It has shaped and evolved to take on multiple meanings and forms, each distinct in its own perspective and theory. In *Feminisms and Educational Research*, the authors explore the various forms of feminisms, tracing their history and their relation to gendered knowledge and identity. Unlike other books on feminism, the authors do not attempt to push that a particular theory is more correct than another, but rather they give a complete overview of each of the forms of feminism. The authors then couple the philosophical and theoretical ideas of western feminisms with the aims and conduct of educational research, exploring how they interact and influence each other. Focusing on more recent feminists both in education and related disciplines, the book highlights illustrative examples from research to form a basis of understanding how the different feminisms have changed education.

Doing Educational Research, 2015-01-01 In the second edition of *Doing Educational Research* we explore a

variety of critical issues and methodologies Authors include some of the most influential voices selected from across the spectrum of career disciplines The scholars provide detailed insights into dimensions of the research process that engage both students and experienced researchers with key concepts and recent innovations in the art of doing research The contributors adopt a stance that is practical as it introduces beginning scholars to social inquiry and innovative as it transforms the boundaries of conversations about educational research Doing Educational Research appears at a critical moment in which educational researchers are pushed to align with a pervasive scientism that embraces tenets of crypto positivism The book addresses logics of inquiry underpinning cutting edge approaches to educational research that extend far beyond limited visions that are presented through the lenses of positivism The chapters explore a variety of methodologies including action research bricolage ethnography hermeneutics historiography media based research psychoanalysis and conversation analysis in a matrix of social theory authentic inquiry critical pedagogy and differences in epistemology ontology and axiology A diverse array of complex topics are presented in accessible forms and will compel both scholars and students

**Education Policy and Contemporary Theory** Kalervo N. Gulson, Matthew Clarke, Eva Bendix Petersen, 2015-06-12 This book aims to posit theory as a central component to the study of education and education policy Providing clear introductory entries into contemporary critical theories and their take up in education policy studies the book offers a generative invitation to further reading thought and exploration Instead of prescribing how theory should be used the contributors elaborate on a set of possibilities for researching and critiquing education policy Education Policy and Contemporary Theory explores examples of how theoretical approaches generate a variety of questions for policy analysis demonstrating the importance of theory as a necessary and inevitable resource for exploring and contesting various policy realms and dominant discourses Each chapter provides a short overview of key aspects of a particular theory or perspective followed by suggestions of methodological implications and recommended readings to extend the outlined ideas Organized around two parts the first section focuses on theorists while the second section looks at specific theories and concepts with the intention that each part makes explicit the connection between theory and methodology in relation to education policy research Each contribution is carefully written by established and emerging scholars in the field to introduce new scholars to theoretical concepts and policy questions and to inspire extend or challenge established policy researchers who may be considering working in new areas

**The Routledge Handbook of Literacy Studies** Jennifer Rowsell, Kate Pahl, 2015-05-15 The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies With forty three chapters reflecting new research from leading scholars in the field the Handbook pushes at the boundaries of existing fields and combines with related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry The Handbook is divided into eight sections The foundations of literacy studies Space focused approaches Time focused approaches Multimodal approaches Digital approaches Hermeneutic approaches

Making meaning from the everyday Co constructing literacies with communities This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy The Routledge Handbook of Literacy Studies is an essential reference for undergraduate and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy

**(Post)Critical Methodologies: The Science Possible After the Critiques** Patti Lather, 2017-02-03 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Post Critical Methodologies forms a chronology through the texts and concepts that span Patti Lather s career Examining post critical feminist and poststructural theories Lather s work is organized into thematic sections that span her 35 years of study in this field These sections include original contributions formed from Lather s feminism and critical theory background They contain her most cited works on feminist research and pedagogy and form a collection of both early and recent writings on the post and post post with a focus on critical policy studies and the future of post qualitative work With a focus on the implications for qualitative inquiry given the call for scientifically based research in education this compelling overview moves through Lather s progressive thoughts on bridging the gap between quantitative and qualitative research in education and provides a unique commentary on some of the most important issues in higher education over the last 30 years This compilation of Lather s contribution to educational thinking will prove compelling reading to all those engaged in student learning in higher education worldwide

**Nomadic Education** , 2008-01-01 This comprehensive and thoughtful volume is the first book to investigate assess and apply a philosophy of education drawn from the great French philosopher Gilles Deleuze It contains powerful and beautiful essays by some of the most influential Deleuze and Guattari commentators the chapters by Bogue Colebrook May and Semetsky and Genosko are particularly rewarding The book provides very useful situations within the philosophy of education and some interesting experimental developments of Deleuze s work notably in terms of new technologies and original methods This is then an indispensable work on Deleuze and education It covers the historical background and begins shaping debates for future research in this exciting and growing area Professor James Williams Professor of European Philosophy School of Humanities University of Dundee author of Gilles Deleuze s Difference and Repetition A Critical Introduction and Guide and The Transversal Thought of Gilles Deleuze Encounters and Influences Deleuze always said that education was an erotic voluptuous experience perhaps the most important experience we can have This collection captures that excitement and challenges what we think about how Deleuze should be taught and just as importantly what he taught Ian Buchanan Centre for Critical and Cultural Theory Cardiff University author of Deleuze and Guattari s Anti Oedipus and founding editor of Deleuze Studies Here are thirteen encounters with Deleuze s work that not

only testify of the creativity and newness of Deleuze's own writing but that by taking these ideas into the field of education raise new questions signal new problems and provide genuinely new ways of educational thinking and being A rich source of inspiration for anyone who believes that education should not be about the reproduction of what already exists but should be committed to what is to become Gert Biesta University of Stirling author of *Beyond Learning Democratic Education for a Human Future* co editor of *Derrida Education*

**Young Children Becoming Curriculum** Marg Sellers, 2013-07-31 This book contests a tradition and convention in educational thinking that dichotomises children and curriculum by developing the notion of re-conceiving children in curriculum By presenting an innovative research project in which she worked with children to share their understandings of the internationally renowned Te Whāriki curriculum Marg Sellers explores what the curriculum means to children and how it works as demonstrated in games they played In generating different ways for thinking the author draws upon her work with the philosophical imaginaries of Gilles Deleuze and Felix Guattari whose ideas shape both the content and the non-linear structure of this book Topics covered include Rhizomes rhizo methodology and rhizoanalysis Plateaus De-territorialising lines of flight Dynamic spaces The notion of empowerment This assemblage of Deleuzo-Guattarian imaginaries generates ways for thinking differently about children's complex interrelationships with curriculum and opens possibilities for re-conceiving both reconceiving and receiving children's understandings within adult conceptions of how curriculum works for young children This book will be of interest to early childhood students scholars and practitioners alike also appealing to those interested in philosophical theoretical and practical understandings of curriculum in general

*Life and Learning of Korean Artists and Craftsmen* Dae Joong Kang, 2015-04-17 This book brings out the need for lifelong learning theory and explores how it is possible from a postmodern perspective The book uses life history that has gained its popularity in social science research to overcome the dichotomy between individual and society or between agency and structure Life history also reflects the postmodern or late modern conditions of social life In this book the author uses a collection of published oral history narratives of famous Korean artists and craftsmen The author maps out life and learning of five such artists and craftsmen with figurations of escaping creating controlling and formalizing These figurations are images of Rhizoactivity that the author proposes as a new conceptual tool to navigate lifelong learning from a postmodern perspective This book signals a new way of theory building in the field of adult and lifelong education

*The Life and Learning of Korean Artists and Craftsmen* Rhizoactivity conceptualises Adult learning in terms of postmodern and lifelong learning conditions Life histories as a method of researching lifelong learning The four facets of artistic journeys escaping creating controlling and formalizing This book will interest researchers focusing on lifelong and adult education Its use of social theories in its study of lifelong learning amongst Korean artists will also interest sociologists and educators concerned with the sociology of education

**Feminist Evaluation: Explorations and Experiences** Denise Seigart, Sharon Brisolaro, 2002 The authors of the texts in this volume try to advance some responses to the question if feminist evaluation

exists and if so what it does look like *Canadian Perspectives on the Sociology of Education* Cynthia Levine-Rasky, 2009  
This collection of original essays examines the complex relationship between schooling and society By taking a critical approach the text urges readers to formulate difficult questions about the practice of teaching and the experience of schooling The text also illustrates the multiple forces that come into play for both educators and for students and challenges the reductive and pragmatic approach adopted in conventional education courses Disruptive Pedagogies Anne René Elsbree, 2002 **Alberta Journal of Educational Research**, 2009 Undressing the Normal Stories of Schooling from Queer Asian American Youth Joan Varney, 2002 **Literacies Across Educational Contexts** Brian V. Street, 2005  
International scholars and practitioners apply the principles of the New Literacy Studies which views literacy as a social practice to diverse educational contexts Sixteen case studies explore what it means for students of all ages to learn and teachers to teach across diverse contexts Provided by the publisher place like home a teacher education perspective on literacies across educational contexts Jennifer Rowsell and Dorothy Rajaratnam Deconstructing academic practices through self reflexive pedagogies Penny Jane Burke and Monika Hermerschmidt **Determining Discourses** Kelly E. Grindstaff, 2010 **The Politics of Controversy and Public Opinion in and Around Pk-12 Education** Donald Fraynd, 2004 **Situational Analysis** Adele E. Clarke, 2005-03-30 This book provides a detailed and comprehensive introduction to situational analysis of qualitative data Adele E Clarke personally created the situational analysis approach no other book currently deals with it She carefully situates herself and the situational analysis approach vis vis other current approaches to grounded theory specifically and to qualitative data analysis more generally Situational analysis is unique in that it both uses and extends grounded theory it employs established coding and memoing strategies while extending the method to include three new kinds of maps and analyses of the situation focused upon in one s research This is also the first publication about using grounded theory with historical visual and discursive materials **Feminist Issues** Nancy Mandell, 2004

## Whispering the Secrets of Language: An Mental Journey through **Working Ruins Feminist Poststructural Theory And Methods In Education**

In a digitally-driven world wherever displays reign great and quick transmission drowns out the subtleties of language, the profound techniques and psychological subtleties concealed within words often go unheard. Yet, nestled within the pages of **Working Ruins Feminist Poststructural Theory And Methods In Education** a charming fictional value pulsing with raw emotions, lies a fantastic journey waiting to be undertaken. Composed by an experienced wordsmith, this wonderful opus invites visitors on an introspective trip, softly unraveling the veiled truths and profound influence resonating within the very cloth of each word. Within the emotional depths of this emotional evaluation, we will embark upon a heartfelt exploration of the book is primary styles, dissect its fascinating publishing style, and succumb to the strong resonance it evokes serious within the recesses of readers hearts.

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web krzysztof wodiczko is a former director of the center for advanced visual studies and the head of interrogative design group at mit and since 2010 is a professor and a coordinator of art design and the public domain a postgraduate mdes concentration at the graduate school of design at harvard university

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