

SPACE, CURRICULUM, AND LEARNING

edited by
Richard Edwards and Robin Usher

A VOLUME IN
INTERNATIONAL PERSPECTIVES
ON CURRICULUM



Space Curriculum And Learning International Perspectives On Curriculum Richard Edwards

**Roz Ivanic, Richard Edwards, David
Barton, Marilyn Martin-Jones, Zoe
Fowler, Buddug Hughes, Greg
Mannion, Kate Miller, Candice
Satchwell, June Smith**

Space Curriculum And Learning International Perspectives On Curriculum Richard Edwards:

Space, Curriculum and Learning David Scott, 2006-01-01 In recent years there has been increasing interest in issues of space and spatiality in the social sciences and humanities generally if less so in the study of education This relative lack of interest is surprising given the importance of space and time in the organization of teaching learning and research For instance the timetable and project timeline are central to the organization of learning and knowledge production whether in schools colleges or universities Classrooms workshops and laboratories have different spatial layouts which support certain forms of interaction and communication When we add to this the increasing distances across which knowledge understanding and competence are being distributed through the use of information and communications technologies the fact that issues of space have not been taken up seems more than an oversight This relative lack of interest in space becomes even more surprising when one considers the extensive use of spatial metaphors in the discussion of education and pedagogy For instance the notions of open distance and distributed learning and student centredness border crossing and communities of practice all have a spatial dimension to them Notions of a spiral curriculum act as a spatial imaginary Indeed some metaphors such as flexibility seem to be suggestive of the possibility that all constraints of space and time can be conquered in the provision of learning opportunities throughout life This collection of chapters from researchers around the world attempts to address these issues to examine the significance of space for curriculum learning and identity

American Book Publishing Record, 2007 **Reading Across International Boundaries** Roger Openshaw, Janet Soler, 2007-06-01

Reading Across International Boundaries edited by Roger Openshaw and Janet Soler clearly demonstrates these broader characteristics of debates about the teaching of reading It sets the educational issues firmly in the context of the social cultural and political dynamics that inform and animate them and give them their meaning It does so by setting out to understand their historical and comparative dimensions Establishing the historical context highlights the origins and also the longevity of the problems and conflicts that are now widely familiar The comparative approach also gives purchase on the wide range of approaches taken to these issues in nations around the world More than this however this collection takes us into the realm of international influences It underlines how debates in this area are not simply national but are international and global in their scale Moreover this is the case not only in relation to the broad fabric of policy debate but also in the everyday struggles of pupils parents and teachers in schools classrooms and homes Such an agenda is unsettling and provocative It has the potential to challenge received opinion to hustle preconceptions It may also propose alternative visions for the improvement of teaching in this area that might be taken up and taken seriously in different localities or even more broadly Most of all it enables us to enrich and broaden our understanding of the learning and the teaching of reading at a time when awareness and vision are sorely needed This collection of articles by leading scholars based in several different countries will be a significant contribution to the research field but also a major resource when put to good use by policy

makers and practitioners as it should surely be *Space, Curriculum, and Learning* Richard Edwards, Robin Usher, 2003-01-01 In recent years there has been increasing interest in issues of space and spatiality in the social sciences and humanities generally if less so in the study of education This lack of interest is surprising given the importance of space and time in the organization of teaching and research This collection examines the significance of space *Emerging Approaches to Educational Research* Tara Fenwick, Richard Edwards, Peter Sawchuk, 2015-04-08 *Emerging Approaches to Educational Research* explores four significant framings to do with research on education and learning across the lifecourse It discusses how they are being taken up and utilised as well as their possibilities and limitations complexity science cultural historical activity theory CHAT actor network theory ANT spatiality theories **Learning Outside the Academy** Richard Edwards, Jim Gallacher, Susan Whittaker, 2006-11-22 This book weaves together different strands of research in the area of lifelong learning that concentrates particularly on learning in alternative settings and ways such experiential learning and informal and community learning Drawing upon international research the book examines how these strands of research can contribute to each other The contributions to this book are based on material presented at a conference at the Centre for Research in Lifelong Learning UK and they focus on research into key issues of policy and practice in lifelong learning Establishing a wider framework for debate about the meaning and significance of lifelong learning this timely and thought provoking book provides practitioners in the field with a relevant and current discussion on some very important ideas about non formal education **Complexity Theory and the Politics of Education**, 2010-01-01 Complexity theory has become a major influence in discussions about the theory and practice of education This book focuses on a question which so far has received relatively little attention in such discussions which is the question of the politics of complexity The chapters in this book engage with this question in a range of different ways Whereas some contributions make a case for the promotion of complexity in education others focus more explicitly on questions concerning the reduction of complexity in and through education The chapters do so using theoretical historical and empirical arguments paying attention to a range of different educational settings including early childhood education school education post compulsory education lifelong learning and work based education and focusing on different aspects of these practices such as curriculum pedagogy assessment architecture and management Taken together the chapters not only reveal the potential of complexity for engaging with questions about the politics of education in new and different ways They also provide examples of a more reflexive engagement with the politics of complexity in education itself Improving Learning in College Roz Ivanic, Richard Edwards, David Barton, Marilyn Martin-Jones, Zoe Fowler, Buddug Hughes, Greg Mannion, Kate Miller, Candice Satchwell, June Smith, 2009-03-04 This book explores the reading and writing associated with learning subjects across the college curriculum and considers ways of changing teaching practices to enable students to reach their full potential **Rethinking Contexts for Learning and Teaching** Richard Edwards, Gert Biesta, Mary Thorpe, 2009-02-06 Drawing upon a variety of academic

disciplines this book explores some of the different means of understanding teaching and learning both in and across contexts the issues they raise and their implications for pedagogy and research

Rhetoric and Educational Discourse Richard Edwards, Katherine Nicoll, Nicky Solomon, Robin Usher, 2013-02-01 Educational policy is often dismissed as simply rhetoric and a collection of half truths However this is to underestimate the power of rhetoric and the ways in which rhetorical strategies are integral to persuasive acts Through a series of illustrative chapters this book argues that rather than something to be dismissed rhetorical analysis offers a rich and deep arena in which to explore and examine educational issues and practices It adopts an original stance in relation to contemporary debates and will make a significant contribution to educational debates in elucidating and illustrating the pervasiveness of persuasive strategies in educational practices Rhetoric and Educational Discourse is a useful resource for postgraduate and research students in education and applied linguistics The book will also be of interest to academics and researchers in these fields of study and those interested in discursive approaches to research and scholarship

Nach Foucault Ludwig Pongratz, Michael Wimmer, Wolfgang Nieke, Jan Masschelein, 2013-03-13 Auch zwei Jahrzehnte nach seinem Tod hat Michel Foucault nichts von seiner inspirierenden und irritierenden Wirkung verloren Zwar tat sich die P dagogik zun chst schwer mit der Rezeption seiner diskurs und machtanalytischen Studien Inzwischen aber ist an die Stelle anf nglicher Abwehr eine wachsende Resonanz in erziehungs und bildungsphilosophischen Untersuchungen getreten Foucaults eigener Intention folgend verlieren sich die hier versammelten Beitr ge nicht in interpretativen Spitzfindigkeiten ber das richtige Foucault Verst ndnis sondern kn pfen an unterschiedliche Studien Foucaults an um den Verstrickungen von Wissen und Macht Subjektivierung und Bildung Erziehung und Gouvernamentalit t auf die Spur zu kommen

Globalisation & Pedagogy Richard Edwards, Robin Usher, 2007-08-08 With different pedagogic practices come different ways of examining them and fresh understandings of their implications and assumptions It is the examination of these changes and developments that is the subject of this book The authors examine a number of questions posed by the rapid march of globalisation incuding What is the role of the teacher and how do we teach in the context of globalisation What curriculum is appropriate when people and ideas become more mobile How do the technologies of the internet and mobile phone impact upon what is learnt and by whom The second edition of this important book has been fully updated and extended to take account of developments in technology pedagogy and practice in particular the growth of distance and e learning

The World as a Laboratory Sotiria Grek, Joakim Landahl, Martin Lawn, Christian Lundahl, 2024-09-23 This book covers the construction of international education research community in the 1950s 1990s and the growth of its disembedded laboratory i e networks spaces materiality travelling translations The book follows a sociology of science theoretical framework in order to examine the research archive of the Swedish internationally renowned educational scholar Torsten Hus n 1916 2009 The archive reveals the shifting and heterogenous transnational networks that contribute to the development of social science research beyond fixed time and

space dimensions and that extends social science beyond individual ideas researchers environments institutions and universities These are practices that create mobilise sustain and challenge relations between actors in innovations knowledge creation and various social activities In other words the archive represents the socio material manifestation not only of the intellectual trajectory of a key education actor but the growing organisation of a whole scientific field at the time

Distributed Learning Mary R. Lea, Kathy Nicoll, 2013-10-08 At a time of increasing globalisation the concept of open and distance learning is being constantly redefined New technologies have opened up new ways of understanding and participating in Learning Distributed Learning offers a collection of perspectives from a social and cultural practice based viewpoint with contributions from leading international authors in the field Key issues in this comprehensive text are the challenges of ICT to traditional teaching and learning practices the value and relevance of activity theory and communities of practice in educational institutions and the workplace perspectives on the relationship between globalisation and distributed learning and the breakdown of distinctions between global and local contexts issues of identity and community in designing courses for the virtual student language and literacies in distributed learning contexts This book provides useful introductory reading building a sound theoretical framework for practitioners interested in how distributed learning is shaping post compulsory education

The British National Bibliography Arthur James Wells, 2006 **Educational Leadership, Management, and Administration through Actor-Network Theory** Paolo Landri, 2020-11-05 Educational Leadership Management and Administration through Actor Network Theory presents how actor network theory ANT and the related vocabularies have much to offer to a critical re imagination of the dynamics of management in education and educational leadership It extends the growing contemporary perspective of ANT into the study of educational administration and management This book draws on case studies focusing on new configurations of educational management and leadership It presents new developments of ANT After ANT and Near ANT and clarifies how these sensibilities can contribute to thinking critically and intervening in the current dynamics of education The book proposes that ANT can offer an ecological understanding of educational leadership which is helpful in abandoning the narrow humanistic world of managerialism considering a post anthropocentric scenario where it is necessary to compose together new liveable assemblages of humans and nonhumans This book will be of great interest to academics scholars and post graduate students in the fields of educational management leadership and administration as well as education policy It will also be highly relevant to policy makers and experts of education policy at the national European and international levels Lifelong Learning - Signs, Discourses, Practices Robin Usher, Richard Edwards, 2007-05-22 This text explores the different ways in which the various social practices in which people participate becomes signed as learning how and why that occurs and with what consequences It takes seriously the linguistic turn in social theory to draw upon semiotics and poststructuralism through which to explore the significance of lifelong learning as an emerging discourse in education The text explores the different

ways in which learning conveys meaning and is given meaning Given this lifelong learning therefore is a way and a significant way in which learning is fashioned The text then explores the notion that if learning is lifelong and lifewide what precisely is learning as distinct from other social practices and how those practices are given meaning as learning

Culture and Processes of Adult Learning Richard Edwards, Ann Hanson, Mary Thorpe, 2013-12-16 The authors provide a variety of perspectives on the conceptualisation of adult learning drawing on sociology psychology adult education and applied research into how adults experience learning Bringing together a number of major contributions to current debates about what learning during adulthood is for what motivates learning and how best it might be developed the authors address a range of significant issues What should be the context of learning programmed for adults and who should decide What are the implications in general and for women in particular of the current emphasis on learning for work at work How do adults learn and how is learning best facilitated How might learning be used to empower individuals communities and organisations

British Education Index, 2004 *Actor-Network Theory in Education* Tara Fenwick, Richard Edwards, 2010-07-02 Actor network theory ANT has enjoyed wide uptake in the social sciences in the past three decades particularly in science and technology studies and is increasingly attracting the attention of educational researchers Across these diverse environments and uptakes the authors trace how learning and practice as assemblages of activity actors and spaces emerge show what scales are at play and demonstrate what this means for educational possibilities

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