



Liminal Spaces and Call for Praxis(ing)

Edited by Miryam Espinosa-Dulanto,
David L. Humpal,
Leilya Pitre, and
Jolanta Smolen Santana

A Volume in
Curriculum and Pedagogy

Liminal Spaces And Call For Praxising Curriculum And Pedagogy

Carlos Alberto Torres



Liminal Spaces And Call For Praxising Curriculum And Pedagogy:

Liminal Spaces and Call for Praxis(ing) Miryam Espinosa-Dulanto, David L. Humpal, Leilya Pitre, Jolanta Smolen Santana, 2013-10-01 Liminal Spaces and Call for Praxis ing follows the theme of the Curriculum Pedagogy conference that highlighted issues of power privilege and supremacy across timelines and borders This volume comprises of an interconnected mosaic of theoretical research and praxis Facing the current and future challenges of corporatization of education it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy This volume includes works of those scholars who identified or worked with communities of color and or who drew on the activist and intellectual traditions of peoples of color third world feminism indigenous liberation sovereignty civil rights and anticolonial movements *Who Are You Without Colonialism?* Clelia O. Rodríguez, Josephine Gabi, 2023-10-01 This is not a conventional book because the seed comes from the depth of the volcanic cauldron that awaits silently underneath the Lake Ilopango the umbilical cord of our Humanity and yours It is a scream it is an offering it is pain and it is love It is a collective offering to those who are responding to a call of Liberation based on Indigenous Principles to protect and defend the land beyond theories beyond rhetorical and metaphorical questions This is a tiny tiny glimpse into Lak ech A living testament that today there are people buried on sand on water on air on blood among carcasses of bodies eaten by vultures literally and metaphorically a living testament of open wounds that heal and are traumatized again and again because you the reader the listener the writer the transcriber the colonizer the upholder of patriarchy and caste and class the translator and the guardian of the door of the Master s House refuse to listen politically

BIPOC Alliances Indira Bailey, Christen Sperry García, Glynnis Reed, Leslie C. Sotomayor II, 2022-09-01 BIPOC Alliances Building Communities and Curricula is a collection of reflective experiences that confront challenge and resist hegemonic academic canons BIPOC perspectives are often scarce in scholarly academic venues and curriculum This edited book is a curated collection of interdisciplinary underrepresented voices and lived experiences through critical methodologies for empowerment Reilly Lippard 2018 Gloria Anzaldú a s 2015 autohistoria teor a is a lens for decolonizing and theorizing of one s own experiences historical contexts knowledge and performances through creative acts curriculum and writing Gloria Anzaldú a coined autohistoria teor a a feminist writing practice of testimonio as a way to create self knowledge belonging and to bridge collaborative spaces through self empowerment Anzaldú a encouraged us to focus towards social change through our testimonios and art t he healing images and narratives we imagine will eventually materialize Anzaldú a Keating 2009 p 247 For this collection we use lived experience or testimonios as an approach a method to conduct research and to bear witness to learners and one s own experiences Reyes Rodr guez 2012 Maxine Greene s 1995 concept of an emancipated pedagogy merges art culture and history as one education that empowers students with Gloria Anzaldú a s 2015 autohistoria teor a to re imagine individual and collective inclusion by allowing students to read and to name to write and to rewrite their

own lived worlds Greene 1995 pp 147 Greene and Anzaldú reach beyond theorizing and creating curriculum for awareness and expand the crossings into active and critical self reflective work to rewrite one's own empowered stories and engage in a healing process **The Kaleidoscope of Lived Curricula** Karin Ann Lewis, Kimberly Banda, Martha Briseno, Eric J.

Weber, 2021-11-01 Within the context of recent and ongoing plural pandemics such as COVID 19 up ending lives social and racial chaos and catastrophe political pressures and economic convulsions *The Kaleidoscope of Lived Curricula Learning Through a Confluence of Crises* offers a journey through a collection of scholarly reflective creative pieces stories of lived curricula Like a kaleidoscope filled with loose pieces of simple colored glass and objects transforming into an infinite variety of beautiful forms and patterns with the slightest turn the collection of pieces in this book reflect images of the sky that nurtures life sun that illuminates understanding earth that shifts and grounds us fire that is primal intending to spark and extend curricular and pedagogical conversations and understandings This book provides a lens through which to observe and experience how plural pandemics shifted the lived curricula the colored glass and objects in the lives of others to surface contextualize confront and curate challenges as well as celebrate the courageous and elevate and empower marginalized groups to relate learn and heal through stories of lived curricula This beautiful collection brings readers to an awareness understanding and appreciation of the lived curricula unlike they have ever experienced before **Collective Unravelings**

of the Hegemonic Web Becky L. Noël Smith, Katherine Becker, Libbi R. Miller, Natasha S. Reid, Michele D.

Sorensen, 2014-08-01 *Collective Unravelings of the Hegemonic Web* represents the culmination of work that emerged from 2013 Curriculum Pedagogy annual conference The notion of the hegemonic web is the defining theme of the volume In this collection authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking being and making meaning They also grapple with understanding the role that hegemony plays and the influence that it has on identity curriculum teaching and learning Finally scholars included in this volume describe their efforts to engage and undergo counter hegemonic movements by sharing their stories and struggles *Walking Away*

Alexander B. Pratt, Kevin Donley, Sage Hatch, Staci L. Tharp, Freyca Calderon-Berumen, 2024-09-01 *Walking away* is both refusal and production Tuck Grant Woodson Harney Hartman 2007 *survivance* Powell 2002 Sabzalian 2019 Vizenor 2008 *testimonios* Calderon Berumen 2021 Delgado Bernal Burciaga Latina Feminist Group 2001 and other forms of critical pedagogy and curriculum In other words walking away presumes both the rejection of a form of status quo walking away from something and a new direction taken a walking toward something else In the context of education many teachers and researchers have reached that breaking point where when no more curricular pedagogic violence can be survived and it is in that moment that those researchers and teachers actively remove themselves from those systems and assert new courses with new possibilities This edited volume is a collection of works chronicling acts of refusal that manifest as walking away In some cases what is walked away from is the erasure of experience in curriculum while in others it is a fundamentalist

religious experience In still other cases what is walked away from is the carceral nature of school discipline policies In each case walking away is resistance refusal and re co producing new possibilities and agencies What is walked toward is a new curriculum pedagogy of resistance sometimes within and sometimes without that place ENDORSEMENTS Walking Away provides a window into what it is for educators to form a new world Enter Walking Away and walk into Leonard Harris Purdue University Walking away is sure to inspire pre service educators practicing teachers and others to participate in the construction of more just and equitable worlds Tristan Gleason Cal Poly Humbolt Ultimately Walking Away represents the capacious thinking that emerges from the various connections conversations and profound contributions of each author Boni Wozolek Pennsylvania State University Abington Campus This important book insists that we as curriculum scholars seriously ask ourselves what our roles and responsibilities are as academics researchers and educators in these dire times Jennifer A Sandlin Arizona State University

Voices of Social Education Bernardo E. Pohl, Cameron White, Christine Beaudry, 2021-02-01 There is only one place where social education can occur and flourish through the voices that create a pedagogy of change And it is these voices where the most exciting and provocative moments can occur for those of us who are passionate about education teaching social justice equity and love As such social education is a journey an endeavor that makes us savor the experience of the journey more than the destination And social education is a journey that ins enhanced through educator and student voices because it occurs in the most important spaces of our personal and professional lives It occurs in the hallways of the schools we teach in the staff meetings we attend in the mountain villages we venture to visit in the places we work and in the spaces we occupy Moreover social education is a unique kind of journey because it is a human experience that seldom occurs alone It happens with our colleagues and our loved ones It happens with our students administrators and other professionals who are fighting for the same things that we so fervently believe In the end social education occurs and flourishes in the trenches because it is the active pursuit of getting our hands dirty in our endless pursuit for a better and more just world Social education is also a narrative which takes on a different meaning for each one of us This is because sooner or later each person that embarks into the journey of social education develops its own personal definition of what social education entails through his or her own personal landscape and knowledge This personal landscape has been evolving since we were very young with some of the best examples of human courage and tenacity in the fight for social justice Voices of Social Education A Pedagogy of Change is a collection of personal stories In this volume academics teachers students activists and artists share their personal stories of triumph tribulations and courage in their daily fight for social justice and equality The term social education is not defined as a set number of guidelines or a specific definition we give the term an organic fluency to stress that social education is a point of encounter a common space where we can share with each other our experiences values and culture to form a more genuine and just social experience

Decolonial Arts Praxis Injeong Yoon-Ramirez, Alejandra I. Ramírez, 2023-12-19 Decolonial Arts Praxis Transnational Pedagogies and Activism

illustrates the productive potential of critical arts pedagogies in the ongoing work of decolonization by engaging art activism and transnational feminisms. Offering contributions from scholars, educators, artists, and activists from varied disciplines, the volume highlights how arts can reveal intersectional forms of oppression, inform critical understandings, and rebuild transnational solidarities across geopolitical borders. The contributors present forms of inquiry, creative writing, art, and reflection that grapple with issues of colonialism, racism, and epistemological violence to illustrate the power of decolonial arts pedagogies in formal and informal education. Using a range of multiple and intersectional critical lenses through which readers can examine ways in which transnational feminist theorizing and art pedagogy inform, shape, and help strategize activism in various spaces, it will appeal to scholars, postgraduate students, and practitioners with interests in arts education, the sociology of education, postcolonialism, and multicultural education.

Curriculum Studies as an International Conversation Daniel F. Johnson-Mardones, 2018-04-09. Examining Curriculum Studies from an international perspective, this book focuses on the relations between the Anglo-Saxon and Latin American educational traditions. Informed by William F. Pinar's conceptualization of curriculum as *cursus*, Johnson-Mardones reconsiders curriculum as an international conversation and advances an intercultural dialogue among educational traditions to put forth a more comprehensive and inclusive theory of curriculum. Moving beyond the Anglo-Saxon space and into the Global South, Johnson-Mardones brings in his own non-Western educational experience to the center of this inquiry and situates cosmopolitanism as a necessary but complex component of Curriculum Studies.

Curriculum Theory, Curriculum Theorising, and the Theoriser, 2020-12-29. Curriculum studies is at the core of the educational endeavour and informs what happens in every educational institution. As a result of its criticality or primacy, every educational practitioner appears to claim expertise in curriculum matters and what direction the field should take. In Africa, the curriculum practitioner has been given little or no space to theorise and orient the future of the field. Instead, European and American curriculum theorists have been allowed to exert a marked influence on the nature and direction of African theoretical and philosophical underpinnings. This situation raises fundamental questions about the future of education in Africa, and this volume explores and answers these questions relating to curriculum theory, theorising, and the theoriser by breaking traditions and experimenting on alternative approaches and pathways. Contributors are Aruna Ankiah, Gangadeen Lynn Biggs, Eunice Champion, Taryn Isaacs, De Vega Kehdinga, George Fomunyam, Nadaraj Govender, Angela James, Simon Bheki Khoza, Noma China Kubashe, Nehemiah Latolla, Jacqui L. Ck Dumisa, Celumusa Mabuza, Simeon Maile, Suriamurthee Maistry, Makhulu A. Makumane, Zvisinei Moyo, Cedric Bheki Mpungose, Pascal Nadal, Blanche Ntombizodwa, Ndlovu Christopher, Ndlovu Emily, Mangwaya Ndlovu, Nellie Ngcongco, James Deirdre Pratt, Mukhtar Raban, Nolundi Radana, Makhosazana Edith, Shoba Mahlapahlapana, Themane Molaodi, Tshelane, and Denise Zinn.

Smallest Circles First Mindy R. Carter, 2022-04-27. Drawing from studies with pre- and in-service teachers in Quebec, *Smallest Circles First* looks at how teacher agency engages with the educational calls to action from Canada's Truth and

Reconciliation Commission Using drama education and theatre Smallest Circles First explores how the classroom can be used as a liminal educational site to participate in reconciliatory praxis Smallest Circles First presents several arts based educational research examples that illustrate how the arts provide a space for students teachers and communities to explore and learn about reconciliation praxis and responsibilities By implementing arts based counter narratives set against settler Canadian history and geography Smallest Circles First considers the implications of systemic racism colonization and political social and economic ramifications of governmental policies Tangible examples from the book showcase how teachers and students can use the arts to learn specifically about their responsibilities in engaging with Canada s Truth and Reconciliation Commission in addition to how this work can still meet curricular learning outcomes **The SoJo Journal**

Brad J. Porfilio, Azadeh F. Osanloo, 2019-12-01 The SoJo Journal Educational Foundations and Social Justice Education is an international peer reviewed journal of educational foundations San Jose State University hosts the journal It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives The SoJo Journal Educational Foundations and Social Justice Education is interested in research studies as well as conceptual theoretical philosophical and policy analysis essays that challenge the existing state of affairs in society schools and in formal education The SoJo Journal Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal For instance three of the leading journal in education foundations journals e g The Journal of Educational Studies British Journal of Sociology of Education The Journal of Educational Foundations solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations who are equally committed to social change and promoting equity and social justice inside and outside of K 16 schools The SoJo Journal Educational Foundations and Social Justice Education s audience is K 12 teachers K 12 teacher educators educational leaders social activists political economists and higher education personnel across the globe The journal is marketed to Educational Foundation Teacher Education and Educational Leadership programs which have embraced the intellectual work of the various editorial members [A/r/tography](#) Rita L. Irwin, Alexandra Lasczik, Anita Sinner, Valerie Triggs, 2023-11-06 The focus of this edited book is to evoke and provoke conceptual conversations between early a r tographic publications and the contemporary scholarship of a r tographers publishing and producing today Working around four pervasive themes found in a r tographic literature this volume addresses relationality and renderings ethics and embodiment movement and materiality and propositions and potentials In doing so it advances concepts that have permeated a r tographic literature to date More specifically the volume simultaneously offers a site where key historical works can easily be found and at the same time offer new scholarship that is in conversation with these historical ideas as they are discussed expanded and changed within contemporary contexts The organizing themes offer conceptual pivots for thinking through

how a r tography was first conceptualized and how it has evolved and how it might further evolve Thus this edited book affords an opportunity for all those working in and through a r tography to offer refined revised revisited or new conceptual understandings for contemporary scholarship and practice Part of the Artwork Scholarship International Perspectives in Education series

The Wiley Handbook of Paulo Freire Carlos Alberto Torres, 2019-07-19 Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece Pedagogy of the Oppressed this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire Written by the most premier exponents and experts of Freirean scholarship it explores the currency of Freire s contribution to social theory educational reform and democratic education It also analyzes the intersections of Freire s theories with other crucial social theorists such as Gramsci Gandhi Habermas Dewey Sen etc The Wiley Handbook of Paulo Freire studies the history and context of the man as a global public intellectual moving from Brazil to the rest of the world and back Each section offers insides on the epistemology of the global south initiated by Freire with his work in Latin America the connections between class gender race religion the state and eco pedagogy in the work of Freire and the contributions he made to democratic education and educational reform Presents original theory and analysis of Freire s life and work Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents Provides a complete historical study of Freire s contributions to education Systematically analyzes the impact of Freire in teachers training higher education and lifelong learning The Wiley Handbook of Paulo Freire is an ideal book for courses on international and comparative education pedagogy education policy international development and Latin America studies

Collecting and Interpreting Qualitative Materials Norman K. Denzin, 2008 Collecting and Interpreting Qualitative Materials Third Edition is the third volume of the paperback versions of The SAGE Handbook of Qualitative Research Third Edition This portion of the handbook considers the tasks of collecting analyzing and interpreting empirical materials and comprises the Handbook s Parts IV SMethods of Collecting and Analyzing Empirical Materials and V SThe Art and Practices of Interpretation Evaluation and Presentation Collecting and Interpreting Qualitative Materials Third Edition introduces the researcher to basic methods of gathering analyzing and interpreting qualitative empirical materials Part I moves from interviewing to observing to the use of artifacts documents and records from the past to visual and autoethnographic methods It then takes up analysis methods including computer assisted methodologies as well as strategies for analyzing talk and text Key Feature of the Third Edition Contains a new Reader s Guide prepared by the editors that helps students and researchers navigate through the chapters locating the different methodologies methods techniques issues and theories relevant to their work Presents an abbreviated Glossary of terms that offer students and researchers a ready resource to help decode the language of qualitative research Offers recommended Readings that provide readers with additional sources on specific topic areas linked to their research Intended Audience This text is designed for graduate

students taking classes in social research methods and qualitative methods as well as researchers throughout the social sciences and in some fields within the humanities

Spirituality, Ethnography, & Teaching Will Ashton, Diana Denton, 2006 Today more than ever we need an ethnography of spirit so we can identify and describe how spirit dwells and how it communicates Our lives and our humanity depend on making the connection to spirit more visible and concrete to ourselves to those we love and to those we fail to understand Educators have a special role to play in making the connection to spirit more visible and concrete In this vital new book a wide range of scholars and educators share stories about their own personal calls to spirituality From the Amazon to the coast of Ireland from the Talmud to the Book of Mormon and in classrooms across the world contributors explore the scenes in which spirit lives through insightful autoethnographic research and reporting Spirituality Ethnography and Teaching is dedicated to the journey to the heart of teaching and learning Each chapter reveals that spirituality ethnography and teaching are linked concretely in our experience of and desire for freedom This collection of stories invites the reader to share in a way of knowing that discloses a radical union in which freedom communication and spirit coalesce This ethnography of spirit calls upon the reader to dwell more deeply in the humanness of life and vocation and to let love flow

Revisiting Rape in Antiquity Susan Deacy, José Malheiro Magalhães, Jean Zacharski Menzies, 2023-06-01 How did the Greeks and Romans perceive rape How seriously was it taken and who were seen as its main victims These are two central questions that Rape in Antiquity Sexual Violence in the Greek and Roman Worlds 1997 edited by Susan Deacy and Karen F Pierce aimed to approach in twelve chapters Setting out to understand if the ancients had a concept of rape and how it was understood through different angles including legal social cultural and historiographical Rape in Antiquity made an invaluable contribution to the scholarship on sexual violence in the ancient world impacting upon the development of new approaches in the decades that followed its publication Revisiting Rape in Antiquity Sexualised Violence in Greek and Roman Worlds maps out the influence of Rape in Antiquity while exploring how far cultural changes since the 1990s have reshaped the scholarly landscape This collection comprising chapters by established scholars and early career researchers from many countries provides a new window into sexual and sexualized violence Covering a long chronology this book journeys from Homer to Byzantium to modern receptions to the analysis of wartime rape ancient Greek tragedy classical myth how stories involving rape are retold for children ancient law and rhetoric classical art Ovid Late Antiquity modern literature comic books and cinema This book is the culmination of a rich scholarly inheritance setting out new perspectives that will hopefully inspire researchers for decades to come

Critically Assessing the Reputation of Waldorf Education in Academia and the Public: Recent Developments the World Over, 1987-2004 Ann-Kathrin Hoffmann, Marc Fabian Buck, 2024-05-01 The second of two volumes dedicated to this little explored topic continues to gather international perspectives to critically assess how Waldorf education has been perceived and discussed in both public and academic arenas Both books thereby challenge the historic concept of Waldorf education as

an international movement championing progressive education Spanning the period 1987 2004 this second volume focuses on more recent developments in Waldorf education in Japan Israel Spain Poland Kenya France Slovenia and China Throughout both books over 25 leading scholars present 16 case studies spanning 14 countries to discuss the history and perception of Waldorf education in the context of respective school systems and societies By exploring the ramifications of these case studies against the background of existing research the books offer cutting edge perspectives and prompts for scholarly debates for this as yet underresearched field This book will be of interest to researchers scholars and postgraduate students in international and comparative education the theory of education and the philosophy of education Policy makers interested in the history of education as well as practicing teachers and school staff at Waldorf education institutions may also benefit from the volume

Excursions and Recursions Brandon Sams, Jennifer Job, James C. Jupp, 2012-12-01 The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society Accordingly the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction educational empowerment individual and collectivized agency and social justice The purpose of the series is to create and nurture democratic spaces in education an aspect of educational thought that is frequently lacking in the extant literature often jettisoned via efforts to depoliticize the study of education Rather than ignore these conversations this series offers the capacity for educational renewal and social change through scholarly research arts based projects social action academic enrichment and community engagement Authors will evidence their commitment to the principles of democracy transparency agency multicultural inclusion ethnic diversity gender and sexuality equity economic justice and international cooperation Furthermore these authors will contribute to the development of deeper critical insights into the historical political aesthetic cultural and institutional subtexts and contexts of curriculum that impact educational practices Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices this book series brings together prose poetry and visual artistry from teachers professors graduate students early childhood leaders school administrators curriculum workers and planners museum and agency directors curators artists and various under represented groups in projects that interrogate curriculum and pedagogical theories

Advancing Critical Pedagogy and Praxis across Educational Settings, 2023-11-13 Advancing Critical Pedagogy and Praxis Across Educational Settings is both an inquiry and response of gratitude to the work of critical scholars educators practitioners and researchers who honor the complex realities of partnerships between school communities and institutions of higher education This volume centers the voices of those who explore across time and in between spaces to illuminate synergistic approaches pathways to new ideas and consciousness relationships of mutual respect and human centered perspectives This collective of narratives reveals the

power of local schools and communities partnering with universities and organizations to disrupt inequitable social processes
The authors interrogate the creation and permeation of boundaries to understand interconnectivity of educational practices
community and the impact of social contexts

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Liminal Spaces And Call For Praxis Curriculum And Pedagogy Introduction

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