

Meeting The Challenge Innovative Feminist Pedagogies In Action

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Feminism Women in Higher Education Composing Feminism(s) Teaching as Activism The Feminist Classroom Resources for Feminist
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Innovation Teaching Science in Diverse Settings Theoretical Frameworks for Research in Chemistry/science Education NWSA
Journal Literacy, Sexuality, Pedagogy Ellen Rose Tracy Penny Light Debjani Chakravarty Daphne Patai Ana M. Martínez Alemán Kay
Siebler Linda June Muzzin Frances A. Maher Julie Jung Gal Harmat Londa L. Schiebinger Carolyn Haynes Joan Rothschild Angela
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this collection demonstrates how feminist pedagogy can be implemented in a variety of institutional and disciplinary settings unlike most of
the current literature it provides a vast array of examples of feminist pedagogy in action it suggests practical ways of creating classroom
environments open to feminist and anti racist teaching way feminists at universities can intervene in community programs and how to apply
feminist pedagogy to new challenges such as distance education cyberspace fiscal constraints and the changing political climate meeting
the challenge also looks to other nations for examples of how to successfully implement feminist pedagogy

in this new collection contributors from a variety of disciplines provide a critical context for the relationship between feminist pedagogy and
academic feminism by exploring the complex ways that critical perspectives can be brought into the classroom this book discusses the

processes employed to engage learners by challenging them to ask tough questions and craft complex answers wrestle with timely problems and posit innovative solutions and grapple with ethical dilemmas for which they seek just resolutions diverse experiences interests and perspectives together with the various teaching and learning styles that participants bring to twenty first century universities necessitate inventive and evolving pedagogical approaches and these are explored from a critical perspective the contributors collectively consider the implications of the theory practice divide which remains central within academic feminism s role as both a site of social and gender justice and as a part of the academy and map out some of the ways in which academic feminism is located within the academy today

transnational feminist pedagogies meanings methods and experiences explores how transnational feminist pedagogies are practiced challenged and reimagined in contemporary classrooms this interdisciplinary volume brings together a rich collection of contributions that examine the evolving terrain of higher education through the lens of transnational and decolonial feminist theories the book addresses pressing issues including the corporatization of higher education censorship and the negotiation of identity within institutional frameworks contributors from across the globe offer strategies for teaching under political and institutional duress while centering collaboration social movements and marginalized voices through case studies curricula and reflections on learning and unlearning the book provides concrete pedagogical tools that respond to the challenges of teaching in a time of heightened surveillance precarity and resistance ideal for students and educators in women s and gender studies sociology education and related fields transnational feminist pedagogies meanings methods and experiences will resonate with those committed to critical pedagogy intersectional analysis and transnational collaboration in both theory and practice

in this new and expanded edition of their controversial 1994 book the authors update their analysis of what s gone wrong with women s studies programs their three new chapters provide a devastating and detailed examination of the routine practices found in feminist teaching and research

the only comprehensive encyclopedia on the subject of women in higher education america s first wave of feminists susan b anthony elizabeth cady stanton and others included expanded opportunities for higher education in their declaration of sentiments at the first women s rights convention in seneca falls new york in 1848 by then the first american institutions to educate women had been founded among them mt holyoke seminary in 1837 however not until after the civil war did most universities admit women and not for egalitarian purposes war casualties had caused a drop in enrollment and the states needed teachers women students paid tuition but as teachers were paid salaries half that of men by the late 20th century there were more female than male students of higher education but women remained underrepresented at the higher levels of educational leadership and training this volume covers everything from historical and cultural context and gender theory to women in the curriculum and as faculty and administrators

offers a comprehensive definition of feminist pedagogy culled from over three decades of scholarship this book focuses on the field of composition and how feminist theories of pedagogy have changed the field of writing instruction

weaving together concerns about environmental and social justice teaching as activism brings together constructive demands for change and theoretical debate written by activists who also teach the essays challenge the current pedagogical literature with proposals that would bring discussion of social and environmental responsibility into postsecondary science the classroom and the community with backgrounds in feminist science and indigenous knowledges critiques the contributors emphasize the importance of appreciating indigenous knowledges recognizing our bias about how knowledge is presently produced and integrating science with a human spiritual connection to nature the goals are to question the legacies of colonialism capitalism and globalization and create a more inclusive interdisciplinary education

feminist scholars have demonstrated that american higher education has long represented a white male privileged minority the professors here bring together the twin upheavals that have challenged this tradition namely a rapidly changing student body and the more inclusive knowledge of feminist and multicultural scholarship they uncover the voices concerns and experiences of groups hitherto marginalized in higher education women people of color and working class students

in this precise and provocative treatise julie jung augments the understanding and teaching of revision by arguing that the process should entail changing attitudes rather than simply changing texts revisionary rhetoric feminist pedagogy and multigenre texts proposes and demonstrates alternative ways of reading writing and teaching that hear silences in such a way as to generate personal pedagogical and professional revisions as both a challenge to prevailing revision pedagogies and an elaboration of contemporary feminist rhetorics the volume encourages students and instructors to examine their identities as scholars of rhetoric and composition and to question how and why revision is taught jung analyzes feminist texts to identify a revisionary rhetoric that is at its core most concerned with creating a space in which to engage productively with issues of difference this synthesis of feminist theory and revision studies yields a pedagogically useful definition of feminist rhetoric through which jung examines the insights afforded by multigenre texts in various related contexts the academic essay the discipline of rhetoric and composition studies feminist composition and the subfields of english studies including rhetoric and composition literature and creative writing jung illustrates how multigenre texts demand innovative methods of inquiry because they do not fit the conventions of any single genre because genre is inextricably tied to the construction of social identity she explains multigenre texts also offer a means for understanding and revising disciplinary identity boldly making a case for the revisionary power of multigenre texts jung retheorizes revision as a process of disrupting textual clarity so that differences can be identified contended with and perhaps understood revisionary rhetoric feminist pedagogy and multigenre texts makes great strides towards defining feminist rhetoric and ascertaining how revision can be theorized not just practiced jung also provides a multigenre epilogue that explores the usefulness of reconceiving revision as a progression towards wholeness rather than perfection

intersectional pedagogy creative education practices for gender and peace work teaches educators to use innovative learning methods to encourage students to rethink culture gender race sexual orientation and social class with a deep awareness of accessible language as a means of communication across disagreements with a focus on emancipatory critical pedagogy as well as tools to promote sustainable peace and human rights advocacy the book's main objective is to examine and present methods that can help students address rapidly changing social situations recent developments under discussion include the metoo and whyididntreport campaigns to counter sexual violence campaigns to support refugees and migrants and other human rights issues the book examines how theory can be translated into practice and how various dilemmas pertaining to young people navigating a changing world can be successfully addressed in the classroom this book is an ideal reading for researchers and postgraduate students in education it is written for practitioners in peace education and for those within traditional and alternative academia who wish to promote intersectional awareness in their teaching chapters 1 and 2 of this book are freely available as downloadable open access pdfs at taylorfrancis.com under a creative commons attribution non commercial no derivatives cc by nc nd 4.0 license

this volume which includes essays by women scientists researchers journalists and administrators investigates how gender analysis can spark creativity in science and engineering

specialists in interdisciplinary studies either as teachers or administrators offer advice to new and experienced faculty members teaching a no trump course primarily at the undergraduate level they address such questions as how faculty can best prepare how to ensure excellence in learning and the foundational tenets in interdisciplinary teaching annotation copyrighted by book news inc portland or

reunion de articulos en los que bien analizando los efectos de la tecnologia sobre la mujer o el papel de la mujer en el desarrollo tecnologico se revela la necesidad de una critica para valorar nuevamente los principios y supuestos subyacentes a una ciencia y tecnologia occidental moderna

annotation k 12 science teachers and science education professors mostly from the us present 12 essays addressing current debates over schooling focusing on the need for liberatory education the social construction of science and identity and systems of race class and gender oppression and domination includes case studies in which a number of theoretical approaches are used in classroom practice annotation c book news inc portland or booknews.com

part of the prentice hall series in educational innovation this concise new volume is the first book devoted entirely to describing and critiquing the various theoretical frameworks used in chemistry education science education research with explicit examples of related studies provides a broad spectrum of theoretical perspectives upon which readers can base educational research includes an extensive list of relevant references presents a consistent framework for each subject area chapter a useful guide for practicing chemists chemistry

instructors and chemistry educators for learning how to do basic educational research within the context of their own instructional laboratories and classrooms

despite its centrality to much of contemporary personal and public discourse sexuality remains infrequently discussed in most composition courses and in our discipline at large moreover its complicated relationship to discourse to the very languages we use to describe and define our worlds is woefully understudied in our discipline discourse about sexuality and the discourse of sexuality surround us circulating in the news media on the in conversations and in the very languages we use to articulate our interactions with others and our understanding of ourselves it forms a core set of complex discourses through which we approach make sense of and construct a variety of meanings politics and identities in literacy sexuality pedagogy jonathan alexander argues for the development of students sexual literacy such a literacy is not just concerned with developing fluency with sexuality as a hot topic but with understanding the intimate interconnectedness of sexuality and literacy in western culture using the work of scholars in queer theory sexuality studies and the new literacy studies alexander unpacks what he sees as a crucial if often overlooked dimension of literacy the fundamental ways in which sexuality has become a key component of contemporary literate practice of the stories we tell about ourselves our communities and our political investments alexander then demonstrates through a series of composition exercises and writing assignments how we might develop students understanding of sexual literacy examining discourses of gender heterosexuality and marriage allows students and instructors a critical opportunity to see how the languages we use to describe ourselves and our communities are saturated with ideologies of sexuality understanding how sexuality is constructed and deployed as a way to make meaning in our culture gives us a critical tool both to understand some of the fundamental ways in which we know ourselves and to challenge some of the norms that govern our lives in the process we become more fluent with the stories that we tell about ourselves and discover how normative notions of sexuality enable and constrain narrations of identity culture and politics such develops not only our understanding of sexuality but of literacy as we explore how sexuality is a vital if vexing part of the story of who we are

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