

Pedagogy Out of Bounds

Untamed Variations of Democratic Education

Yusef Waghid



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Pedagogy Out Of Bounds Untamed Variations Of Democratic Education:

Pedagogy Out of Bounds Yusef Waghid, 2014-04-03 The focus of this book is on building on current liberal understandings of democratic education as espoused in the ideas of Seyla Benhabib, Eamonn Callan, Martha Nussbaum, Iris Marion Young, and Amy Gutmann, and then examines its implications for pedagogical encounters more specifically teaching and learning. In other words, pedagogical encounters premised on the idea of iterations, talking back, and reasonable and compassionate action are not enough to engender forms of human engagement that can open up new possibilities and perspectives. Drawing on the works of poststructuralist theorists in particular the seminal thoughts of Jacques Derrida, Jacques Rancière, Giorgio Agamben, Jacques Lacan, Stanley Cavell, Maxine Greene, Giles Deleuze, and Félix Guattari, and Judith Butler, it is argued that a democratic education in becoming has the potential to rupture pedagogical encounters towards new beginnings on the basis that teachers and students can never know with certainty and completeness. Consequently, it is argued that teaching and learning ought to be associated with pedagogical activities in the making more specifically a pedagogy out of bounds in terms of which speech and action would remain positively free, sceptically critical, and responsibly vigilant, a matter of making teaching and learning more authentic so that students and teachers are provoked to see things as they could be otherwise through an enhanced form of ethical and political imagination. It is through pedagogical encounters out of bounds that relations between teachers and students stand a better chance of dealing with the strangeness and mysteries of unexpected, unfamiliar, and improbable action.

Engaging Higher Education Curricula Elmarie Costandius, 2015-06-30 The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education. Rather than promoting a blueprint for change, the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground. This book, together with its Coda, that takes the conversation beyond critical citizenship education to include responsible citizenship, provides compelling reasons and sound suggestions for a way forward.

Timeless Learning Ira Socol, Pam Moran, Chad Ratliff, 2018-08-07 Reinvent public schools with proven innovative practices. Our homes, communities, and the world itself need the natural assets our children bring with them as learners and which they often lose over time on the assembly line that pervades most of the public education system today. We see no actions as more important in school than developing, supporting, and reinforcing children's sense of agency, the value of their voices, and their potential to influence their own communities. In *Timeless Learning*, an award-winning team of leaders—Chief Technology Officer Ira Socol, Superintendent Pam Moran, and Lab Schools Principal Chad Ratliff—demonstrate how you can implement innovative practices that have shown remarkable success. The authors use progressive design principles to inform pathways to disrupt traditions of education today and show you how to make innovations real that will have a timeless and meaningful impact on students, keeping alive the natural curiosity and passion for learning with which children enter school. Discover the power of project

based and student designed learning Find out what maker learning entails Launch connected and interactive digital learning Benefit from the authors opening up learning space and time Using examples from their own successful district as well as others around the country the authors create a deep map of the processes necessary to move from schools in which content driven adult determined teaching has been the traditional norm to new learning spaces and communities in which context driven child determined learning is the progressive norm

Professionals' Ethos and Education for Responsibility

Alfred Weinberger,Horst Biedermann,Jean-Luc Patry,Sieglinde Weyringer,2018-04-16 In Professionals Ethos and Education for Responsibility Alfred Weinberger Horst Biedermann Jean Luc Patry and Sieglinde Weyringer offer insights into different concepts and applications of professionals ethos focusing on teachers ethos Ethos refers to the responsibility of a professional and it is considered a key element of a professional s work The first time mentioned in ancient Greece denoting character and habit the word ethos nowadays has several definitions and meanings This book intends to explore the variety of meanings with authors in this volume drawing from established concepts of ethos and empirical research to push the field forward

Mindly Twists and Turns Yusef Waghid,2021-12-01

My familiarity with Professor Yusef Waghid s scholarship and our collaboration span more than two decades Therefore a few words cannot appropriately encompass my account of the magnitude of his academic profile coupled with his personal qualities and engagement He is a global thinker who has made significant contributions to scholarship in South Africa the broader African world in the continent and the Diaspora and the international community Professor Waghid is an exceptionally prolific writer with consistent academic excellence on topics of critical importance to education and other social institutions and the struggle for justice and social transformation He has developed critical insights articulating the importance and necessity of epistemic equality with particular reference to indigenous knowledge system especially uBuntu He is a creative scholar with significant and original contributions to knowledge and transformative curriculum and pedagogy As a public intellectual he emulates a dialectical relationship between theory and social realities with a consistent engagement for equality and quality educational opportunity and social progress He is one of the foremost intellectuals hailing from South Africa with a global stature In addition to his prominence as a scholar Professor Waghid has personal and enviable qualities as reflected in his collegiality trustworthiness responsiveness reliability and unfailing compassion

Professor N Dri Assie Lumumba Cornell University Ithaca New York

President of Comparative and International Education Society Rupturing African Philosophy on Teaching and Learning

Yusef Waghid,Faiq Waghid,Zayd Waghid,2018-05-02 This book examines African philosophy of education and the enactment of ubuntu justice through a massive open online course on Teaching for Change The authors argue that such pedagogic encounters have the potential to stimulate just and democratic human relations encounters that are critical deliberate reflective and compassionate could enable just and democratic human relations to flourish thus inducing decolonisation and decoloniality Exploring arguments for imaginative and tolerant pedagogic encounters that could help cultivate an African

university where educators and students can engender morally and politically responsible pedagogical actions the authors offer pathways for thinking more imaginatively about higher education in a globalised African context This work will be of value for researchers and students of philosophy of education higher education and democratic citizenship education

Foreign Language Teaching in Romanian Higher Education Lucia-Mihaela Grosu-Rădulescu,2018-08-15 This volume gathers recent research findings in the field of foreign language FL teaching in Romanian higher education dwelling on both methodology and students learning outcomes The book satisfies the need for an up to date overview of FL teaching in Romanian universities in the European context as well as from a global international perspective This book confers visibility to Romanian foreign language scholars research and it opens new paths for debate and collaboration worldwide The scholars included in this volume have extensive expertise in the field of foreign language teaching and research in higher education which is supported by their international recognition as specialists in their specific areas The contributing authors approach their respective chapters relying on both qualitative and quantitative research Their experience and conclusions will prove helpful for any foreign language professional working in tertiary education

Practical Wisdom and Democratic Education Samantha Broadhead,Margaret Gregson,2018-02-20 This book explores the development of practical wisdom or phronesis within the stories of four mature students studying for degrees in art and design Through an analysis informed by the ideas of Basil Bernstein and Aristotle the authors propose that phronesis or the ability to deliberate well should be an intrinsic part of a democratic education As a number of vocational and academic disciplines require deliberation and the ability to draw on knowledge character and experience it is essential that no student feels their experience puts them at a disadvantage The authors argue that democratic education should allow each participant to feel enhanced included and able to participate in order to create a constructive and reciprocal dialogue This work will be of value to students and scholars interested in democratic education the experiences of non traditional students and the sociology of education

Pedagogic Rights and Democratic Education Philippe Vitale,Beryl Exley,2015-07-24 The basis of Bernstein s sociology of education lays in is his theorisation of the different approaches to curriculum pedagogy and assessment and the implications for pedagogic rights and social justice This edited collection presents 15 empirical case studies and theoretical accounts from 22 international scholars who focus on the experiences of students and teachers in contexts marked by economic social cultural linguistic and or geographic diversity Located in systems of education in Australia France Germany Greece Portugal South Africa and the United States each chapter contributes to a better understanding of the conditions of a democratic education across time and place

Beyond Learning Gert J. J. Biesta,2015-11-17 Many educational practices are based upon ideas about what it means to be human Thus education is conceived as the production of particular subjectivities and identities such as the rational person the autonomous individual or the democratic citizen Beyond Learning asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question a question that can only be

answered by engaging in education rather than as a question that needs to be answered before we can educate The book provides a different way to understand and approach education one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different Beyond Learning raises important questions about pedagogy community and educational responsibility and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails

Democratic Education in Practice ,1945 *Political Education in Times of Populism* Edda Sant,2021 In professional and academic contexts nothing is more important than helping people to understand and engage with democratic society Sant has written an excellent book which helps greatly towards that end She has developed incisive new arguments about the nature of contemporary politics and education Using the most recent as well as classic literature she explores key ideas and issues Through wide ranging discussions and by referring to her own valuable empirical work she characterizes and creates thoughtful insights and innovative pedagogical approaches This book achieves the very difficult task of illuminating complex ideas at the same time as helping to determine practical ways to achieve social justice through education Political education has been neglected for too long This book is a bold new step in its achievement Ian Davies Emeritus Professor University of York UK This book

examines political education in times of democratic crisis polarisation and uncertainty Using populism as a diagnostic tool the book scrutinises current democratic practices and considers alternatives for future social studies and citizenship education The author examines contemporary events including Brexit the Catalan referendum for independence and protests in Chile to ask how democratic educators can respond to times of crisis Centered on themes of knowledge and ideology the book draws together political philosophy and educational research to map out critically analyse and offer alternatives to dominant debates on political education It will be of interest and value to scholars examining the relationship between democracy and educational theory and practice Edda Sant is Senior Lecturer at Manchester Metropolitan University UK A former social studies teacher her research interests lie in citizenship political and democratic education She has published widely in this field and in 2016 her co authored article was recognized with a Children s Identity Citizenship European Association Award

Education, Democracy and Citizenship Revisited Yusef Waghid,2010-11-01 This book contains a revised collection of previously published articles spanning a period of five years 2004 2009 during which my original thoughts on democratic citizenship education have been developed Central to this book is the notion that democratic citizenship education ought to be deliberative compassionate and friendly in order that teachers and students learners may respect one another and take risks in and through their pedagogical encounters In this way hopefully students and teachers may become more critical explorative and engaging Yusef Waghid Teaching Democracy in an Age of Uncertainty Gilbert Burgh,Simone Thornton,2021-11-29 The strength of democracy lies in its ability to self correct to solve problems and adapt to new challenges However increased volatility resulting from multiple crises on multiple fronts humanitarian financial and

environmental is testing this ability By offering a new framework for democratic education Teaching Democracy in an Age of Uncertainty begins a dialogue with education professionals towards the reconstruction of education and by extension our social cultural and political institutions This book is the first monograph on philosophy with children to focus on democratic education The book examines the ways in which education can either perpetuate or disrupt harmful social and political practices and narratives at the classroom level It is a rethinking of civics and citizenship education as place responsive learning aimed at understanding and improving human environment relations to not only face an uncertain world but also to face the inevitable challenges of democratic disagreement beyond merely promoting pluralism tolerance and agreement When viewed as a way of life democracy becomes both a goal and a teaching method for developing civic literacy to enable students to articulate and apprehend more than just the predominant political narrative but to reshape it This book will be of interest to scholars of philosophy political science education democratic theory civics and citizenship studies and peace education research **Democratic Education** Amy Gutmann,1999-03-29 A groundbreaking classic that lays out and defends a democratic theory of education Who should have the authority to shape the education of citizens in a democracy This is the central question posed by Amy Gutmann in the first book length study of the democratic theory of education The author tackles a wide range of issues from the democratic case against book banning to the role of teachers unions in education as well as the vexed questions of public support for private schools and affirmative action in college admissions

A Pedagogy of Equality in a Time of Unrest Carl Anders Safstrom,2020-09-07 A Pedagogy of Equality in a Time of Unrest addresses education and teaching as fundamental democratic forms of equality It offers an alternative route for democracy and education and shows how particular shifts in ways of thinking and practising can lead to an education in favour of a democratic life for all The book identifies the distributive paradigm in education and dismantles central aspects of such a paradigm It revolves around the themes of equality commitment change emancipation freedom and ambiguity all set in relation to the distinction between schooling and education Drawing on a range of theorists such as Jacques Rancière and Judith Butler as well as the early Sophists the book develops strategies to counteract any attempts to close down opportunities of emancipation through education This book will be of great interest to academics researchers and postgraduate students in the fields of the philosophy of education history of education critical sociology of education and educational theory It will also appeal to activists and those interested in emancipatory forms of education and pluralist democracy **Democratic Education Stretched Thin** ,2007-02-22 **Power/knowledge/pedagogy** Dennis

Carlson,2018-03-05 The essays in this volume explore the educational implications of unsettling shifts in contemporary culture associated with postmodernism These shifts include the fragmentation of established power blocs the emergence of a politics of identity growing inequalities between the haves and the have nots in a new global economy and the rise in influence of popular culture in defining who we are In the academy postmodernism has been associated with the emergence

of new theoretical perspectives that are unsettling the way we think about education. These shifts the authors suggest are deeply contradictory and may lead in divergent political directions some of them quite dangerous. Power Knowledge Pedagogy examines these issues with regard to four broad domains of educational inquiry state educational policy and curriculum reform student identity formation the curriculum as a text and critical pedagogy. The book contributes to the dialogue on the forging of a new commonsense discourse on democratic educational renewal attuned to the changing times in which we live. **International Struggles for Critical Democratic Education** Matthew Knoester, 2012-08-31

Decolonizing Democratic Education, 2008-01-01 The essays in this edited collection open up a hopeful dialogue about the existing state of democratic education and the ways in which it could be re imagined as an inclusive democratized space of possibility and engagement. Proceeding from a critique that questions the dominance of Western liberal understandings of democratic education as a series of rational culturally neutral acts undertaken by individuals who conceive of democracy and the common good in universalist and fundamentally exclusionary terms the contributors give voice to those whose ideas histories cultures and current understanding of the world is not highlighted in the dominant relationships of schooling. From a variety of theoretical and pragmatic approaches the chapters in this collection engage the dialectics of history power colonization and decolonization identity memory citizenship Aboriginal rights development and globalization all in the context of providing a critique of educational systems relations structures and curricula that seem badly in need of reform. While the contributors who have diverse scholarly interests are not in a direct dialogue with one another their different foci should nevertheless inter topically inform each other. The book should interest students and researchers in the general foundations of education democracy and education citizenship education comparative and international education postcolonial studies in education and cultural studies in education.

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