

PLACES OF LEARNING
MEDIA ARCHITECTURE PEDAGOGY



ELIZABETH ELLSWORTH

Places Of Learning Media Architecture Pedagogy

Chao Zhang



Places Of Learning Media Architecture Pedagogy:

Places of Learning Elizabeth Ellsworth, 2005-02-01 This book takes a close look at places of learning located outside of schools yet deeply concerned with the experience of the learning self It explores what it might mean to think of pedagogy not in relation to knowledge as a thing made but to knowledge in the making *Planetary Praxis & Pedagogy* Shannon A. Moore, Richard C. Mitchell, 2015-11-02 Good books make important points because their authors have something worthwhile to say This book is more than a good book because its authors not only make important points but they do so in ways that exemplify the transdisciplinarity the authors write about In eight interesting and insightful chapters the book connects pedagogy marketing development immanence race resilience technology and the commons in ways that show the necessity and importance of transdisciplinary thinking This is a book for those who seek deeper and more creative connections to a sustainable way of life a way of life that opens up imaginative acts of hope John Novak Professor in the Department of Graduate and Undergraduate Studies in Education at Brock University his research interests include Philosophy of education Invitational theory and practice Educational leadership and Social cultural contexts of education Teaching and Learning Like a Feminist Elizabeth Mackinlay, 2016-11-25 Teaching and Learning Like a Feminist is a conversation between academics in Women s Studies and Gender Studies about the politics of pedagogy in higher education What does it mean to embody feminism in universities today Written in a creative narrative style Mackinlay explores the discursive material and affective dimensions of what it might mean to live the personal as political as performative in our work as teachers and learners in the contemporary climate of neo liberal universities This book is both theory and story and aims to bring feminist theorists such as Virginia Woolf H l ne Cixous Sara Ahmed and bell hooks together in conversation with Mackinlay s own experiences and those of women she interviewed in their diverse roles as feminist academic subjects The fluid writing style presented is a deliberate attempt to enact a post academic form of literature and is playfully punctuated by black and white drawings Teaching and Learning Like a Feminist captures the precarious position of Women and Gender Studies in universities today as well as the danger inherent in grounding teaching and learning work in feminist politics Mackinlay wraps herself in both and invites us to do the same This book is designed to stimulate reflection and lively class discussion and is appropriate for courses in curriculum studies and pedagogy education feminism and feminist theory gender and women s studies and narrative inquiry It can also be read by individual teachers and researchers interested in feminism Mackinlay re envisages how feminist knowledge can be articulated through her audacious and engaging mix of reflection analysis narrative poetry and line drawings This is a refreshingly personal and powerfully collective analysis of doing feminism in hostile institutions It will give heart to many Alison Bartlett The University of Western Australia Perth This highly readable book is a love story about feminism at the same time as a rigorous investigation a must read for undergraduate students and for scholars who don t identify as feminist core reading for gender courses at all levels and mandatory reading for feminist and gender

academics Julie White Victoria University Elizabeth Mackinlay is an Associate Professor in the School of Education at the University of Queensland div div div *Post-critical Perspectives on Higher Education* Naomi Hodgson, Joris Vlieghe, Piotr Zamojski, 2020-07-22 This book addresses essential educational dimensions of the university that are often overlooked not only by prevailing discourses and practices but also by standard critical approaches to higher education Each chapter takes a different approach to the articulation of a post critical view of the university and focuses on a specific dimension including lectures academic freedom and the student experience The post critical attitude offers an affirmative approach to the constitutive educational practices of the university It is post because it is a movement in thought that comes after the critical which in its modern and postmodern forms is considered in Latour s terms to have run out of steam It is an attempt to articulate new conceptual and methodological tools that help us grasp our current conditions It is not anti critique but rather than seeking to debunk current practices this affirmative approach offers perspectives that shed new light on what we do as educators on the essence of our educational practices and on their immanent value The focus on the educational then applies not only to practices that happen to take place in the educational space of the university but also to those practices whose value we can understand in educational terms **Critical Approaches Toward a Cosmopolitan Education** Sandra R.

Schechter, Carl E. James, 2021-08-29 This book aims to reconceptualize teaching and learning in spaces with diverse populations of young people Chapters focus on the schooling experiences and social and cultural adaptation issues of individuals who through the meaning that they assign to their lived experiences ascribe to multiple identity qualifiers Contributors explore the impact of this cosmopolitan awareness on students educators and educational institutions presenting issues such as curricular concerns around civic engagement individual subjectivity versus social identity and the convergence of context specific policy and teaching environments on global dynamics in education reform An emphasis on this understanding promises to better equip educators and policy makers to plan instructional approaches and devise pedagogic resources that serve the needs and career aspirations of an expanding cohort of multifaceted learners

Seascapes: Shaped by the Sea Mike Brown, Barbara Humberstone, 2016-04-01 Despite the fact that the sea covers 70 per cent of the Earth s surface and is integral to the workings of the world it has been largely neglected or perceived as marginal in modern consciousness This edited collection disrupts notions of the sea as other as foreign and featureless through specific situated accounts which highlight the centrality of the sea for the individuals concerned Bringing together academics who combine scholarly expertise with lived experiences on in and with the sea it examines humans relationships with the sea Through the use of auto ethnographic accounting the contributors reflect on how the sea has shaped their sense of identity belonging and connection They examine what it is to be engaged with the sea and narrate their lived sentient corporeal experiences The sea is a cultural seascape just as it is physical reality The sea shapes us and we in turn attempt to shape it as we construct various versions of it that reflect our on going and mutable relationship with it The use of embodied

accounts as a way of conveying lived experiences and the integration of relevant theoretical frames for understanding the broader cultural implications provide new opportunities to understand seascapes

Prioritizing Sustainability

Education Joan Armon, Stephen Scoffham, Chara Armon, 2019-12-05 Prioritizing Sustainability Education presents theory to practice essays and case studies by educators from six countries who elucidate dynamic approaches to sustainability education Too often students graduate with exploitative consumer driven orientations toward ecosystems and are unprepared to confront the urgent challenges presented by environmental degradation Educators are prioritizing sustainability oriented courses and programs that cultivate students knowledge skills and values and contextualize them within relational connections to local and global ecosystems Little has yet been written however about the comprehensive sustainability education that educators are currently designing and implementing often across or at the edges of disciplinary boundaries The approaches described in this book expand beyond conventional emphases on developing students attitudes knowledge and behaviors by thinking and talking about ecosystems to additionally engaging students with ecosystems in sensory affective psychological and cognitive dimensions as well as imaginative spiritual or existential dimensions that guide environmental care and regeneration This book supports educators and graduate and upper level undergraduate students in the humanities social sciences environmental studies environmental sciences and professional programs in considering how to reorient their fields toward relational sustainability perspectives and practices

Walking with A/r/tography Alexandra Lasczik, Rita L. Irwin, Amy Cutter-Mackenzie-Knowles, David Rousell, Nicole Lee, 2022-03-09 This book focuses on critical walking and mapping practices through the research methodology of a r tography Initially establishing seven global sites for employing movement based research practices within culturally conceived a r tographic perspectives the book builds upon and extends an international community of practice The editors and contributors apply public pedagogy through a r tographic and critical walking inquiry and explore how these forms may be engaged understood and expanded globally The chapters examine how a r tography and walking inquiry can be practiced theorised experienced extended and conceptualised The cartographic perspectives theoretical positions and conceptual investigations included in this collection respond to the fundamental contemporary need for new and fresh models of teaching learning and scholarship regarding global and local educational and social challenges They offer tangible aesthetic and rigorous examples for researchers educators community practitioners and research students to engage with a r tography and critical walking inquiry

The International Journal of Art & Design Education ,2009 **Visual Arts Research** ,2006 **American Educational Research Association Annual Meeting Program** American Educational Research Association,2005 *Amerasia Journal* ,2007 **Difficult Knowledge and Social Studies (teacher) Education** H. James Garrett,2010 *Planning & Changing* ,2012 *The British National Bibliography* Arthur James Wells,2005 *Media Architecture Compendium* Luke Hespanhol, M. Hank Hausler, Martin Tomitsch, Gernot Tscherteu, 2017-08-09 New frontiers for media architecture This compendium explores how digital media is

shaping cities today and in the years to come It illustrates groundbreaking use of light and media in urban environments through 36 winning or shortlisted entries from the Media Architecture Biennale Awards in 2014 and 2016 in five categories Animated architecture Money architecture Participatory architecture urban interaction Spatial media art Future trends prototypes *Resources in Education* ,1996 The International Encyclopedia of Education ,1985 **The fourth revolution: instructional technology in higher education** Carnegie Commission on Higher Education,1972 *New Learning Spaces & Places* Walker Art Center,1974

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