

# Time for Educational Poetics

## Why Does the Future Need Educational Poetics?

Xicoténcatl Martínez Ruiz



BRILL | SENSE

# Educational Poetics

**Andrew David Gitlin, Marcie Peck**



## **Educational Poetics:**

Educational Poetics Andrew David Gitlin, Marcie Peck, 2005 Educational research and poetics are often not included in the same conversation Educational Poetics Inquiry Freedom and Innovative Necessity is one of the only texts to explore the possibilities of linking these domains to develop an emergent form of inquiry Such an inquiry utilizes our human potential to go beyond the seductive force of everyday commonsense to consider and put into place alternative perspectives that are often hidden from view These alternative perspectives in turn help create the ability to free ourselves from mental slavery as we change in inventive ways a form of innovative necessity **Time for Educational Poetics** Xicoténcatl Martínez Ruiz, 2019-03-19 In Time for Educational Poetics the author addresses a discussion in the context of today's philosophy of education and educational research Conceptually educational poetics is not limited to a theoretical construction but rather focuses on the creative imaginative and poetic experience to being recreated in the teaching learning process Educational poetics is rooted in the philosophical and aesthetic thought of South Asia specifically in how contemplative and creative practices re introduced by Rabindranath Tagore Educational poetics is the convergence of research in creative contemplation and poetic creation practices of conscious attention and mindfulness and practices of peace education and philosophy of non violence This book leads to a perspective in thinking about the risks that jeopardize the future of young generations **A Poetics of Education** John I'Anson, Alison Jasper, 2025-03-20 At a time when education is routinely and problematically translated into the discourse of learning and teaching to serve a series of instrumental imperatives the question of what we mean by education is raised with renewed urgency This book looks beyond present horizons to imagine education anew It considers ways of theorising education that acknowledge the complexity of its genealogy empirical practice and imbrication within regimes of governance in the light of education's orientation to both the already actualised and the new and unprecedented A specifically educational milieu is characterised by the kinds of existential movements and negotiations to which this gives rise together with a language and grammar for their articulation that points to their urgency and significance A poetics of education an edupoetics is thus a considered response to this exigency Through engaging a variety of felicitous tropes that include the sea and its navigation Serres opacity Glissant desire A r precarity Butler gift Manning and chiasma Merleau Ponty it becomes possible to articulate an educational image of thinking that in welcoming the new and unforeseen promotes a radical hospitality to difference The chapters engage a variety of writers to explore how an edupoetics might intersect with a series of specific educational scenes and concerns that include for example the qualities of good research that opens to the other than human the complexities of doctoral supervision the pedagogics of gender and the gift of neurodiversity This book articulates an alternative educational imaginary an edupoetics that gestures towards collectivities gathered around matters of intense concern It will be relevant to scholars in the humanities and social sciences interested in educational theory and the philosophy of education *The Lost Second Book of Aristotle's Poetics* Walter

Watson,2020-03-04 Aristotle's lost wisdom on comedy and catharsis come to life in this philosopher's interpretation of recovered ancient writings Aristotle's Poetics was the first philosophical treatise to propound a theory of literature But we know that what remains of this important text is incomplete In the existing material Aristotle tells us that he will speak of comedy address catharsis and give an analysis of what is funny but these promised chapters are missing Now philosopher Walter Watson offers a new interpretation of the lost second book of Aristotle's Poetics A document known as the Tractatus Coislinianus first recovered in the Biblioteque Nationale in Paris in 1839 appears to be a summary of Aristotle's second book Based on Richard Janko's philological reconstruction Watson mounts a compelling philosophical argument that gives revealing context to this document and demonstrates its hidden meanings Watson renders lucid and complete explanations of Aristotle's ideas about catharsis comedy and a summary account of the different types of poetry ideas that influenced not only Cicero's theory of the ridiculous but also Freud's theory of jokes humor and the comic Here at last Aristotle's lost second book is found again

**Ideology, Curriculum, and the New Sociology of Education** Lois Weis,Greg Dimitriadis,Cameron McCarthy,2013-01-11 For more than three decades Michael Apple has sought to uncover and articulate the connections among knowledge teaching and power in education Beginning with Ideology and Curriculum 1979 Apple moved to understand the relationship between and among the economy political and cultural power in society on the one hand and the ways in which education is thought about organized and evaluated on the other This edited collection invites several of the world's leading education scholars to reflect on the relationships between education and power and the continued impact of Apple's scholarship Like Apple's work itself the essays will span a range of disciplines and inequalities emancipatory educational practices and the linkage between the economy and race class and gender formation in relation to schools

*Educational Poetics* Andrew David Gitlin,Marcie Peck,2005 Educational research and poetics are often not included in the same conversation Educational Poetics Inquiry Freedom and Innovative Necessity is one of the only texts to explore the possibilities of linking these domains to develop an emergent form of inquiry Such an inquiry utilizes our human potential to go beyond the seductive force of everyday commonsense to consider and put into place alternative perspectives that are often hidden from view These alternative perspectives in turn help create the ability to free ourselves from mental slavery as we change in inventive ways a form of innovative necessity

**Performance Theories in Education** Bryant Keith Alexander,Gary L. Anderson,Bernardo Gallegos,2004-12-13 Breaking new ground by presenting a range of approaches to understanding the role function impact and presence of performance in education this volume is a definitive contribution to a beginning dialogue on how performance as a theoretical and

*The SAGE Handbook of Educational Action Research* Susan E Noffke,Bridget Somekh,2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools

Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006

**The SAGE Handbook of Educational Action Research** Bridget Somekh,2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field

**Poetry, Method and Education Research** Esther Fitzpatrick,Katie Fitzpatrick,2020-07-21 Poetry can be both political and pedagogical It is utilised in a variety of ways in research to enhance critique analyse and express different voices Poetry Method and Education Research brings together international scholars to explore issues as diverse as neoliberalism culture decolonising education health and teacher identities A key strength of the book is its attention to poetry as a research method including discussions of how to engage with poetry in research as well as including a range of research poems Poetry is thus framed as both a method and performance Authors in this book address a wide variety of questions from different perspectives including how to use poetry to think about complex issues in education where poetry belongs in a research project how to write poetry to generate and analyse data and how poetry can represent these findings This book is an essential resource for students and researchers in education programmes and those who teach in graduate research methods courses

**Creating Performances for Teaching and Learning** Chris McRae,Aubrey Huber,2017-07-13 This book uses the metaphors of practice spaces and practice sessions to demonstrate the connection between creative and performance practices and critical pedagogy It offers

a conceptual framework for using performance and creative practices as starting points for developing philosophies and practices of teaching that are grounded in aesthetic creative and critical approaches to education The practice sessions for pedagogy presented include a range of creative endeavours such as performance workshops musical routines crafting practices and writing By focusing on the critical function of creative practices the book emphasizes the ways creativity can reveal the relationship between everyday acts and social and cultural ideologies and structures Creative practices also present the opportunity for imagining new more socially just and inclusive configurations of these relationships This book is designed for teachers and students interested in critical pedagogy performance and creative educational practices

**Poetics** Aristotle, 1987-12-15 Richard Janko's acclaimed translation of Aristotle's *Poetics* is accompanied by the most comprehensive commentary available in English that does not presume knowledge of the original Greek Two other unique features are Janko's translations with notes of both the *Tractatus Coislinianus* which is argued to be a summary of the lost second book of the *Poetics* and fragments of Aristotle's dialogue *On Poets* including recently discovered texts about catharsis which appear in English for the first time

**International Yearbook for Research in Arts Education 2/2014** Larry O'Farrell, Shifra Schonmann, Ernst Wagner, 2014 Building on earlier discourse the current yearbook volume continues to focus on questions of research in the field of cultural and arts education from a global perspective This year's volume opens with a review of important contributions to the World Summit in Arts Education held in Wildbad Kreuth Germany in 2013 It continues with the topics of evaluation mapping and monitoring introduced in the first volume Theoretical and practical applications of the key foundations of work in the International Network for Research in Arts Education INRAE are also explored at length Most notably new approaches aimed at linking arts education to peace education and the application of these approaches to education for sustainable development ESD are introduced and explored

*Poetic Environmental Activism and Education* Amanda Fulford, Victoria Jamieson, 2025-03-25 This book brings together the works of the nineteenth and twentieth century writers Henry David Thoreau and Anna Shepherd Finding in their work a common approach of poetic forms of writing that enact kinds of environmental activism the book re positions them in the context of current environmental crises by offering an original resource for supporting poetic environmental activism in educational contexts Bringing together scholarship from North America and Europe the book draws on Thoreau and Shepherd's literary and philosophical sources to support a conceptual understanding of education's role in how we think about understand and tackle the climate crisis Chapters trace the idea of poetic environmental activism in Thoreau and Shepherd applying literary and environmental thought to educational practice and contexts The book is timely in taking a scholarly approach that explores educational engagements with climate change and focuses on education for environmental sustainability Advocating for engagement with the climate emergency through the lens of poetic environmental activism this volume will appeal to postgraduate students researchers and scholars involved with sustainability education philosophy of education poetic inquiry

and literary theory for environmental action      **Education in Radical Uncertainty** Stephen Carney,Ulla Ambrosius Madsen,2021-07-15 Drawing upon the long tradition of recalcitrant thought in Western humanist scholarship this book rethinks education and educational research at a time of intense social transformation By revisiting a range of post foundational ideas and developing their own methodological experiment Stephen Carney and Ulla Ambrosius Madsen reimagine the possibilities for the comparative study of education Exploring the experiences of young people in Denmark South Korea and Zambia this book illustrates how these very different contexts are increasingly connected by common narratives of purpose as well as overheated promises of success Focusing on the writings of Jean Baudrillard the authors examine them in the context of works by other theorists of modernity to explore processes of simulation and disappearance that are shaping life worldwide In the process the authors paint a rich portrait of education and schooling as a site of joy hope pain and ambivalence Encompassing both theoretical and methodological innovation Education in Radical Uncertainty provides inspiration for scholars and students attempting to approach the fields of comparative education education policy and youth studies anew      Poetry and Pedagogy in Higher Education Sam Illingworth,Kirsten Jack,2024-05-29 This book invites us to consider the profound impact that poetry can have in shaping personal and professional development in a higher education setting Suitable for educators learners and practitioners it offers a transformative learning approach in using poetry for teaching assessment research and reflection The book includes diverse examples case studies and practical exercises demonstrating poetry s application in personal and professional development in a higher education setting Each chapter guides readers through these processes empowering them to integrate poetry into their own teaching and learning practices in a way that is creative inclusive and impactful      Introducing Social Work Jonathan Parker,2020-03-28 This practical guide will help students navigate through all core areas of their course by providing them with a comprehensive introduction to contemporary social work Written by subject experts including best selling Transforming Social Work Practice authors this essential guide will introduce students to key theory and approaches helping them to develop and build the skills and knowledge that they will need for practice      **Encyclopedia of the New York School Poets** Terence Diggory,2015-04-22 Presents an alphabetical reference guide detailing the lives and works of poets associated with the New York Schools of the early twentieth century      THE TEACHING PROBLEMS OF ENGLISH POETRY IN THE ENGLISH DEPARTMENTS Najat Ismaeel Sayakhan,2014-07-08 Teachers often complain that students find poetry difficult and intimidating Some undergraduate students arrive at university with little or no interest in poetry They confess that they do not know how to read it and therefore cannot understand or appreciate it The distinctive features of poetry create some problems for the learner of English language yet if taught properly poetry can be an effective tool in urging students to learn the language      **The New York School Poets and the Neo-Avant-Garde** Mark Silverberg,2016-02-17 New York City was the site of a remarkable cultural and artistic renaissance during the 1950s and 60s In the first monograph to treat all five

major poets of the New York School John Ashbery Barbara Guest Kenneth Koch Frank O'Hara and James Schuyler Mark Silverberg examines this rich period of cross fertilization between the arts Silverberg uses the term neo avant garde to describe New York School Poetry Pop Art Conceptual Art Happenings and other movements intended to revive and revise the achievements of the historical avant garde while remaining keenly aware of the new problems facing avant gardists in the age of late capitalism Silverberg highlights the family resemblances among the New York School poets identifying the aesthetic concerns and ideological assumptions they shared with one another and with artists from the visual and performing arts A unique feature of the book is Silverberg's annotated catalogue of collaborative works by the five poets and other artists To comprehend the coherence of the New York School Silverberg demonstrates one must understand their shared commitment to a reconceptualized idea of the avant garde specific to the United States in the 1950s and 60s when the adversary culture of the Beats was being appropriated and repackaged as popular culture Silverberg's detailed analysis of the strategies the New York School poets used to confront the problem of appropriation tells us much about the politics of taste and gender during the period and suggests new ways of understanding succeeding generations of artists and poets



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## **Table of Contents Educational Poetics**

1. Understanding the eBook Educational Poetics
  - The Rise of Digital Reading Educational Poetics
  - Advantages of eBooks Over Traditional Books
2. Identifying Educational Poetics
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Educational Poetics
  - User-Friendly Interface
4. Exploring eBook Recommendations from Educational Poetics
  - Personalized Recommendations
  - Educational Poetics User Reviews and Ratings
  - Educational Poetics and Bestseller Lists

- 
5. Accessing Educational Poetics Free and Paid eBooks
    - Educational Poetics Public Domain eBooks
    - Educational Poetics eBook Subscription Services
    - Educational Poetics Budget-Friendly Options
  6. Navigating Educational Poetics eBook Formats
    - ePub, PDF, MOBI, and More
    - Educational Poetics Compatibility with Devices
    - Educational Poetics Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Educational Poetics
    - Highlighting and Note-Taking Educational Poetics
    - Interactive Elements Educational Poetics
  8. Staying Engaged with Educational Poetics
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Educational Poetics
  9. Balancing eBooks and Physical Books Educational Poetics
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Educational Poetics
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Educational Poetics
    - Setting Reading Goals Educational Poetics
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Educational Poetics
    - Fact-Checking eBook Content of Educational Poetics
    - Distinguishing Credible Sources
  13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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