

Identity Papers

*Literacy and Power
in Higher Education*

edited by
Bronwyn T. Williams

Identity Papers Literacy And Power In Higher Education

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Identity Papers Literacy And Power In Higher Education:

Identity Papers Bronwyn T Williams, 2006-09-30 How do definitions of literacy in the academy and the pedagogies that reinforce such definitions influence and shape our identities as teachers scholars and students The contributors gathered here reflect on those moments when the dominant cultural and institutional definitions of our identities conflict with our other identities shaped by class race gender sexual orientation location or other cultural factors These writers explore the struggle identify the sources of conflict and discuss how they respond personally to such tensions in their scholarship teaching and administration They also illustrate how writing helps them and their students compose alternative identities that may allow the connection of professional identities with internal desires and senses of self They emphasize how identity comes into play in education and literacy and how institutional and cultural power is reinforced in the pedagogies and values of the writing classroom and writing profession Cultivating Racial and Linguistic Diversity in Literacy Teacher Education

Marcelle M. Haddix, 2015-10-14 Cultivating Racial and Linguistic Diversity in Literacy Teacher Education examines how English and literacy teacher education a space dominated by White English monolingual middle class perspectives shapes the experiences of preservice teachers of color and their construction of a teacher identity Significant and timely this book focuses attention on the unique needs and perspectives of racially and linguistically diverse preservice teachers in the field of literacy and English education and offers ways to improve teacher training to better meet the needs of preservice teachers from all racial ethnic and linguistic backgrounds These changes have the potential to diversify the teacher force and cultivate teachers who bring rich racial cultural and linguistic histories to the field of teaching Chapters 1 2 and 3 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license **Best of the Journals in Rhetoric and Composition**

2015-2016 Steven Parks, Brian Bailie, 2017-09-30 Features the best articles published in rhetoric and composition journals in the previous year *Beyond Fitting In* Kelly Ritter, 2023-02-03 Beyond Fitting In interrogates how the cultural capital and lived experiences of first generation college students inform literacy studies and the writing centered classroom Essays written by scholar teachers in the field of rhetoric and composition discuss best practices for teaching first generation students in writing classrooms centers programs and other environments The collection considers how first gen students of different demographics interact with and affect literacy instruction in a variety of public and private rural and urban schools offering two or four year programs including Hispanic serving institutions historically Black colleges and universities and public research universities By exploring the experiences of students teachers writing program administrators and writing center directors the volume gives readers an inside view of the practices and structures that shape the literacy of first generation students **Literacy Practices and Perceptions of Agency** Bronwyn T. Williams, 2017-07-06 In this book

Bronwyn T Williams explores how perceptions of agency whether a person perceives and feels able to read and write

successfully in a given context are critical in terms of how people perform their literate identities Drawing on interviews and observations with students in several countries he examines the intersections of the social and the personal in relation to how and crucially why people engage successfully or struggle painfully in literacy practices and what factors and forces they regard as enabling or constraining their actions Recognizing such moments and patterns can help teachers and researchers rethink their approaches to teaching to facilitate students sense of agency as writers and readers

International Perspectives on Critical Pedagogies in ELT Mario E. López-Gopar, 2018-11-11 This edited collection brings to the forefront attempts to connect critical pedagogy and ELT English Language Teaching in different parts of the world The authors in this collection write from their own experiences giving the chapters nuanced understanding of the everyday struggles that teachers teacher educators and researchers face within different contexts Throughout the book contributors connect micro contexts classrooms with macro contexts world migration politics and social issues to demonstrate the impact and influences of pedagogy In problematizing ELT and focusing on so called peripheral countries where educators have created their own critical pedagogies to respond to their own local realities the contributors construct ELT in a way that goes beyond the typical ESL EFL distinction This unique edited collection will appeal to teacher educators in service teachers working in the field as well as students and scholars of English language teaching second language acquisition and language education policy

New Literacies around the Globe Cathy Burnett, Julia Davies, Guy Merchant, Jennifer Rowsell, 2014-07-11 The increasing popularity of digitally mediated communication is prompting us to radically rethink literacy and its role in education at the same time national policies have promulgated a view of literacy focused on the skills and classroom routines associated with print bolstered by regimes of accountability and assessments As a result teachers are caught between two competing discourses one upholding a traditional conception of literacy re iterated by politicians and policy makers and the other encouraging a more radical take on 21st century literacies driven by leading edge thinkers and researchers There is a pressing need for a book which engages researchers in international dialogue around new literacies their implications for policy and practice and how they might articulate across national boundaries Drawing on cutting edge research from the USA Canada UK Australia and South Africa this book is a pedagogical and policy driven call for change It explores studies of literacy practices in varied contexts through a refreshingly dialogic style interspersed with commentaries which comment on the significance of the work described for education The book concludes on the conversation developed to identify key recommendations for policy makers through a Charter for Literacy Education

The SAGE Handbook of Digital Dissertations and Theses Richard Andrews, Erik Borg, Stephen Boyd Davis, Myrrh Domingo, Jude England, 2012-06-22 This handbook sets out the processes and products of digital research It is a theoretical and practical guide on how to undertake and navigate advanced research in the arts humanities and social sciences Topics covered include how to make research more accessible the use of search engines and other sources to determine the scope of work research

training for students what will theses dissertations and research reports look like in ten years time the storing and archiving of such research ethics and methodologies in the field intercultural issues The editors focus on advances in arts and practice based doctorates and their application in other fields and disciplines The contributions chart new territory for universities research project directors supervisors and research students regarding the nature and format of Masters and doctoral work as well as research projects This handbook is an essential reference for researchers supervisors and administrators on how to conduct and evaluate research projects in a digital and multimodal age Richard Andrews is Professor in English Faculty of Children and Learning Institute of Education Erik Borg is a Senior Lecturer at Coventry University s Centre for Academic Writing Stephen Boyd Davis is Research Leader in the School of Design Royal College of Art Myrrh Domingo is Visiting Assistant Professor in English Education and Literacy Education at New York University Jude England is Head of Social Sciences at the British Library

Accent and Teacher Identity in Britain Alex Baratta, 2018-04-05 In British society we celebrate diversity and champion equality across many areas such as race and religion However where do British accents stand Do notions such as common or posh still exist regarding certain accents to the extent that people are deemed fit or not for certain professions despite their qualifications Accent and Teacher Identity in Britain explores these questions and Alex Baratta s research shows that those with accents regional to the North and Midlands are most likely to be told by mentors and senior staff to essentially sound less regional whereas those from the Home Counties are less likely to be given instructions to change their accent at all Baratta investigates the notion of linguistic power in terms of which accents appear to be favoured within the context of teacher training and from the perspective of teachers who feel they lack power in the construction of their linguistic teacher identity He also questions modifying one s accent to meet someone else s standard for what is linguistically appropriate in terms of how such a modified accent impact on personal identity Is accent modification regarded by the individual neutrally or is it seen as selling out

Circulating Communities Paula Mathieu, Stephen Parks, Tiffany Rousculp, 2012-01-01 Circulating Communities The Tactics and Strategies of Community Publishing edited by Paula Mathieu Steve Parks and Tiffany Rousculp represents the first attempt to gather the myriad of community and college publishing projects providing not only history and analysis but extended samples of the community writing produced Rather than feature only the voices of academic scholars this collection features also the words of writing group participants community organizers literacy instructors librarians and stay at home parents as well In libraries community centers prisons and homeless shelters across the US and around the world people not traditionally understood as writers regularly come together to write offer feedback revise publish and most importantly circulate their words The vast amount of literature that these community publishing projects create has historically been overlooked by scholars of literature journalism and literacy Over the past decade however higher education has moved outward off campus and into the streets Many of these efforts build from writing and publication projects that extend back over decades are grassroots in nature and are independent of

college efforts *Circulating Communities* offers a unique glimpse into how neighbor and scholar teacher and activist are using writing and publishing to improve the daily lives on the streets they call home *A Guide to Composition Pedagogies* Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches* Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken for granted attitudes and beliefs held by both educators and learners Provided by publisher **Pedagogical Perspectives on Cognition and Writing** J. Michael Rifenburg, Duane Roen, 2021-05-11 *Pedagogical Perspectives on Cognition and Writing* addresses a scholarly audience in writing studies specifically scholars and teachers of writing writing program administrators and writing center scholars and administrators Chapters focus on the place of cognition in threshold concepts teaching for transfer rhetorical theory trauma theory genre writing centers community writing and applications of the Framework for Success in Postsecondary Writing The 1980s witnessed a growing interest in writing studies on cognitive approaches to studying and teaching college level writing While some would argue this interest was simply of a moment we argue that cognitive theories still have great influence in writing studies and have substantial potential to continue reinvigorating what we know about writing and writers By grounding this collection in ongoing interest in writing related transfer the role of metacognition in supporting successful transfer and the habits of mind within the Framework for Success in Postsecondary Writing *Pedagogical Perspectives on Cognition and Writing* highlights the robust but also problematic potential cognitive theories of writing hold for how we research writing how we teach and tutor writers and how we work with community writers *Pedagogical Perspectives on Cognition and Writing* includes a foreword by Susan Miller Cochran and an afterword by Asao Inoue Additional contributors include Melvin E Beavers Subrina Bogan Harold Brown Christine Cucciarre Barbara J D Angelo Gita DasBender Tonya Eick Gregg Fields Morgan Gross Jessica Harnisch David Hyman Caleb James Peter H Khost William J Macauley Jr Heather MacDonald Barry M Maid Courtney Patrick Weber Patricia Portanova Sherry Rankins Robertson J Michael Rifenburg Duane Roen Airlie Rose Wendy Ryden Thomas Skeen Michelle Stuckey Sean Tingle James Towell Martha A Townsend Kelsie Walker and Bronwyn T Williams *Emotion and Traumatic Conflict* Michalinos Zembylas, 2015-07-01 Do the emotional responses of students and to traumatic conflict constitute insurmountable obstacles in peace education efforts How do hegemonic narratives shape the emotions of ethnic identity and collective memory and what can be done pedagogically to transform the powerful influence of such narratives and emotions Can peace education efforts that foreground emotion in critical ways become a productive pedagogical intervention in conflicted societies *Emotion and Traumatic Conflict* takes us through an ethnographic journey into a specific site of conflict to show how emotions are

entangled with educational efforts towards peacebuilding healing and reconciliation While sociologists anthropologists historians and political scientists have long analyzed the emotional dynamics of conflict and peace rarely have educators looked into the emotional complexities of traumatic conflict the impact of emotion in everyday school interactions and pedagogical practices and the consequences of the role of emotion in what has become known as critical peace education This book not only offers an analysis of the emotional consequences of traumatic conflict in schools it also develops an innovative compelling and cross disciplinary perspective on the entanglement of emotion power politics trauma healing and critical education The book provides a detailed ethnographic analysis of the ideological appropriation of emotions of conflict in schools yet it pushes boundaries further through a theorization of the consequences of this appropriation and the pedagogical interventions required to challenge undermine or subvert this process Zembylas argues that these pedagogical interventions rooted in both psychoanalytic and socio political perspectives of trauma and emotion ought to engage emotions as critical and transformative forces in peace education Grounded in recent literature on affect and emotion that spans the social sciences Zembylas s analysis of the emotions of traumatic conflict in education offers a provocative proposal for the role of critical peace education in healing and reconciliation

Shimmering Literacies Bronwyn T. Williams, 2009 This book examines the powerful role of popular culture in the daily online literacy practices of young people Whether as subject matter discourse or through rhetorical patterns popular culture dominates both the form and the content of online reading and writing In order to understand not only how but why online technologies have changed literacy and popular culture practices this book looks at online participatory popular culture from MySpace and Facebook pages to fan forums to fan fiction Interviews and observations reveal the skills and practices students develop as they sit multitasking at their computers across popular culture genres and electronic media For educators the book provides significant insights into popular culture literacy practices thus illuminating how students are making meaning and performing identity every day as they read and write online

Literacies in Times of Disruption Bronwyn T. Williams, 2024-06-27 The wide ranging disruptions of the COVID 19 pandemic altered the experiences of place technology time and school for students This book explores how students responses to these extraordinary times shaped their identities as learners and writers as well as their perceptions of education This book traces the voices of a diverse group of university students from first year to doctoral students over the first two years of the pandemic Students discussed the effects of having their homes forced to serve as classrooms work and living spaces as they also navigated much of school and life through their digital screens The affective and embodied experiences of this disruption and uncertainty and the memories and narratives constructed from those experiences challenged and remade students relationships with place digital media and school itself Understanding students perceptions of these times has implications for imagining innovative and empathetic approaches to literacy and learning going forward In a time when disruptions including but not limited to the pandemic continue to ripple and resonate through education and

culture this book provides important insights for researchers and teachers in literacy and writing studies education media studies and any seeking a better understanding of students and learning in this precarious age 2025 recipient of the Divergent Publication Award for Excellence in Literacy in a Digital Age Research from the Initiative for Literacy in a Digital Age New Media Literacies and Participatory Popular Culture Across Borders Bronwyn Williams, Amy A.

Zenger, 2012-05-23 How do students online literacy practices intersect with online popular culture In this book scholars from a range of countries including Australia Lebanon Nepal Qatar South Africa Turkey and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students The authors examine issues of theory identity and pedagogy as they address participatory popular culture sites such as fan forums video blogs social networking sites anime memes and comics and graphic novels Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture New Media Literacies and Participatory Popular Culture across Borders makes distinctive contributions to an emerging field of study pushing forward scholarship about literacy and identity in cross cultural situations and advancing important conversations about issues of global flows and local responses to popular culture

Sensemaking for Writing Programs and Writing Centers Rita Malenczyk, 2023-06-15 In this collection writing program and writing center administrators from a range of academic institutions come together to explore their work through the lens of sensemaking Sensemaking is an organizational theory concept that enables institutions supervisors teachers tutors and others to better understand the work they do by using narrative metaphor and other theoretical lenses The book is divided into two sections Sensemaking with Tutors and Teachers and Sensemaking and Institutional Structures Chapter authors employ several theoretical approaches to sensemaking ranging from individual experience to institutional history to document design providing readers with ideas for how to administer and teach within their programs more effectively how to advocate for their programs within larger university contexts and how to positively influence the lives and careers of those they work with Sensemaking for Writing Programs and Writing Centers theorizes daily experiences from working lives and suggests problem solving strategies Writing program administrators writing department chairs and writing center directors tutors and staff will find value in its pages **Creative Writing Pedagogies for the Twenty-First**

Century Alexandria Peary, Tom C Hunley, 2015-06-25 The creative writing workshop beloved by some dreaded by others and ubiquitous in writing programs across the nation For decades the workshop has been entrenched as the primary pedagogy of creative writing While the field of creative writing studies has sometimes myopically focused on this single method the related discipline of composition studies has made use of numerous pedagogical models In Creative Writing Pedagogies for the Twenty First Century editors Alexandria Peary and Tom C Hunley gather experts from both creative writing and composition studies to offer innovative alternatives to the traditional creative writing workshop Drawing primarily from the

field of composition studies a discipline rich with a wide range of established pedagogies the contributors in this volume build on previous models to present fresh and inventive methods for the teaching of creative writing Each chapter offers both a theoretical and a historical background for its respective pedagogical ideas as well as practical applications for use in the classroom This myriad of methods can be used either as a supplement to the customary workshop model or as stand alone roadmaps to engage and reinvigorate the creative process for both students and teachers alike A fresh and inspiring collection of teaching methods Creative Writing Pedagogies for the Twenty First Century combines both conventional and cutting edge techniques to expand the pedagogical possibilities in creative writing studies

Humanistic Management, Organization and Aesthetics Michał Szostak, 2023-11-17 The book is the first worldwide publication of a complex theory of management aesthetics in humanistic management based on the aesthetics and arts approach allowing for a complete and systemic understanding of the management art and art management phenomena The methodology is based on the critical literature review and empirical research applying qualitative quantitative and autoethnographic approaches The main goal of this monograph is to create a holistic model that organises the issues of management aesthetics and shows the interdependence of the components of this model The role of this model should be to perform a central function for a complete and systemic understanding of the phenomenon of management aesthetics as well as to perform the function of a field based on which analysis of individual issues in the area of management aesthetics is conducted The critical component of this holistic model is Maria Go aszewska s theory of the aesthetic situation Two theses of the book are the following 1 the theory of aesthetics and artistic practice have the potential to enrich the theory and practice of management with qualitative components through deep immersion in the world of values and 2 management theory and practice have the potential to enrich the theory of aesthetics and artistic practice with efficiency components

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