

EDUCATIONAL AUTOBIOGRAPHY AND RESISTANCE

SUSAN DOUGLAS FRANZOSA

I don't know how far I differ from other people. That is another memoir writer's difficulty. Yet to describe oneself truly one must have some standard of comparison, was I clever, stupid, good looking, ugly, passionate, cold? Owing partly to the fact that I was never at school, never competed in any way with children of my own age, I have never been able to compare my gifts and defects with other people's. ¹ Virginia Woolf

In this essay I explore the themes of accommodation and resistance as they emerge in stories autobiographers tell about their early schooling. My concern is to illustrate how educational autobiographies can add to an understanding of the process of normalization that children experience in school. Many forms of expression can rightly be called autobiographical and all written autobiographies are in some sense educational.² My discussion here, however, draws only on written texts intended for publication as autobiographies that have recounted their authors' formal educational experiences.

As Virginia Woolf understood, schooling can play a crucial role in regulating personal identity. It can teach children how they differ from others and whether these differences will be understood as gifts or defects within a larger social context. Woolf felt that part of her own inability to write an autobiography stemmed from being unschooled. She regretted the absence in her childhood of lessons in "a standard of comparison" that would allow her to place herself among others. What Woolf seems to have yearned for was an irrevocably lost connection to children of her own age. She seems to have been unaware of the potentially oppressive nature of institutionalized standards and comparisons that would have placed and defined her at school.

Unlike Woolf, schooled children who grew up to write published autobiographical accounts of their formal educational experiences have seen the problems of self-representation differently. Schooling has not been understood as making it easier to "describe oneself truly." In fact, school experience is more often portrayed in autobiographies as a source of self-alienation which has to be countered and overcome in order to find an authentic voice. Adults who look back to rewrite their school stories attempt implicitly (but more often explicitly) to contest the school's power of characterization and reclaim the authority to create their own identities. Their educational autobiographies represent an effort to displace the school to become the "true" author of an educated self.

Writing one's own story constitutes an attempt to break with and resist conventional assumptions about who an autobiographer is and what his or her experiences have meant. Becoming the author of one's self, claiming the authority to tell the "true story" of one's "real self," thus involves an appraisal of the social and historical context in which the story is set. As Carolyn Steedman maintains, in the process of determining what features of that context have significance and describing their connections and influences, autobiographers necessarily engage in a form of critique. An autobiography "becomes a piece of history, an interpretative device."³

Example Of An Educational Autobiography

Gerald L. Gutek



Example Of An Educational Autobiography:

Writing Educational Biography Craig Kridel, 2013-11-26 This collection examines the many influences of biographical inquiry in education and discusses methodological issues from the perspective of veteran and novice biographers Contributors underscore the documentary interpretive and literary concerns of biographical and archival work and their essays reveal the complexity distinctiveness and sense of exploration of scholarly endeavors *A Memoir of an Educational Biographer* Gerald L. Gutek, 2024-09-01 In his interdisciplinary memoir Gerald Gutek applies history and philosophy of education to educational biography The author was guided by his focusing goals of exploring his path to becoming an educational biographer and working generalizations with his colleagues in the field Gutek's narrative begins with the author's childhood experiences that inclined him to a career in education followed by chapters on his doctoral program in the College of Education at the University of Illinois in Champaign Urbana his teaching of history and philosophy and education in the School of Education at Loyola University Chicago his research and writing of biographies of Johann Heinrich Pestalozzi and Joseph Neef and his textbook *Historical and Philosophical Foundations of Education* a Biographical Introduction and issues and strategies in writing about Maria Montessori Throughout the book Gutek analyzes concepts and applications he developed as an educational biographer such as parallel biographies slice of life writing reconsidering overlooked and understudied educators and the role of place and space in telling life stories **ENDORSEMENTS** Readers both new to educational biography or familiar with the discipline will find a valuable account of the author's long and varied career as a biographer From his childhood memory of listening to neighbors' stories in his grandfather's grocery store to encounters with the important teachers in his life Gutek brings his own story to life As he recounts the influences on his personal intellectual history and the processes of his research and writing readers gain valuable insights into the methods of an experienced educational biographer Larry Prochner University of Alberta For fifty years Gerald Gutek has been and remains one of the seminal and leading voices in the field of educational biography thus it only makes sense for him to create something new an intellectual memoir From his work on *Counts* in 1970 to his work on *Montessori* 2016 and her acolytes in the US 2020 Gutek has reliably bridged the worlds of educational history educational biography and philosophical foundations of education this work cements his legacy Gutek skillfully interweaves personal and family history with movements in educational history both formal and informal then explains how these impacted his thinking and writing Throughout this eminently readable memoir Gutek also includes political and historical context without engaging in divisiveness Scholars of life writing should give this a close reading as Gutek sprinkles nuggets of methodological brilliance throughout the manuscript Junior scholars would do well to read Gutek's more substantive sections on the methods used to write each of his books it is the academic equivalent of Master Class in textual form Ed Janak University of Toledo *A Contemporary Autobiography of a Science Educator* Scott D. Robinson, 2008-01-01 *A Contemporary Autobiography of a Science Educator* reminds readers that they teach who they are

and understanding who they are is fundamental for meaningful communication and effective classroom instruction The book is for science educators teacher educators and others who wish to examine their own personal and professional identities in the social and cultural contexts in which their lives are embedded Just as teaching can be viewed as relationship with others this contemporary autobiography is situated on the significance of relationship with self As a contemporary autobiography the narrative reveals the author s subjective truths while digging deeply into psychosocial motives of power and intimacy The author reflects on his personal choices and career decisions that led him into and out of high school science teaching The book contains stories and reflections from summer work camp experiences undergraduate college days teacher preparation episodes and high school science teaching Story themes are diversity and leadership group identity and motivation urban teaching and teacher preparation and high school science teaching These themes evolve out of nuclear episodes of the author s storied life that brings present day understanding and meaning from past actions and interactions This kind of critical introspection may hold special relevance for teachers teacher educators and others who wish to make their own identities salient and relevant to their own needs and interests as well as the needs and interests of students teacher candidates and clients whom they serve

Writing an Educational Autobiography as a Way to Become a Reflective Teacher
Isti Rokhiah, 2015 This dissertation presents my educational autobiography the result of my reflection on experiences during my school life my teaching life and my life as a mother to reveal who I am personally and professionally in my journey to become a reflective teacher a teacher who takes her students wellbeing into her mind in the everyday life of classrooms and schools In order to write my stories I searched incidences that related to my experiences with learning and teaching and making sense of them Through the process of framing and reframing my experiences I gained a better understanding of my journey as an educator and became capable of articulating my experiences along this journey My broad goal in this thesis is to improve the quality of teacher education at Universitas Terbuka UT through broadening the notion of reflection in its curriculum As writing autobiography is one of the pathways to becoming a reflective teacher I would like to experience the process of writing autobiography before I introduce the idea to student teachers I would like to experience the dark the disoriented the dreadful feeling and the brightness of writing autobiography narratively Writing my autobiography not only helped me to excavate my old lives and make meaning out of them revealing my self but also to realise the importance of learning from my experience Professionally writing my autobiography helped to overcome my fear of writing The process of making meaning of incidents was strengthened by my understanding of concepts and theories that could be used to illuminate them I gained new knowledge because writing my autobiography encouraged me to search for related literatures that helped me understand my experiences From my experience of writing my autobiography and synthesizing theories and practices of reflection in teacher education I propose ideas to improve UT s teacher education by strengthening the notion of reflection in its curriculum

Value of the Educational Autobiography as a Method of Studying Occupational Interest

Patterns and Adjustment of College Students LeRoy Wensel Ullrich, 1954 *Critical Approaches to Life Writing Methods in Qualitative Research* Thalia M. Mulvihill, Raji Swaminathan, 2017-04-07 Life writing projects have become part of the expanding field of qualitative research methods in recent years and advances in critical approaches are reshaping methodological pathways *Critical Approaches to Life Writing Methods in Qualitative Research* gives researchers and students looking for a brief compendium to guide their methodological thinking a concise and working overview of how to approach and carry out different forms of life writing This practical book re invigorates the conversation about the possibilities and innovative directions qualitative researchers can take when engaged in various forms of life writing such as biography autobiography autoethnography life history and oral history It equips the reader with the tools to carry out life writing projects from start to finish including choosing a topic or subject examining lives as living data understanding the role of documents and artifacts learning to tell the story and finally writing performing displaying through the voice of the life writer The authors also address the ways a researcher can begin a project work through the issues they might face along the journey and arrive at a shareable product With its focus on the plurality of life writing methodologies *Critical Approaches to Life Writing Methods in Qualitative Research* occupies a distinct place in qualitative research scholarship and offers practical exercises to guide the researcher Examples include exploring authorial voice practical applications of reflexivity exercises the relationship between the narrator and participants navigating the use of public and private archives understanding the processes of collaborative inquiry and collaborative writing and writing for various audiences **Writing on the Wall** David S. Martins, Brooke R. Schreiber, Xiaoye You, 2023-04-01 The first concerted effort of writing studies scholars to interrogate isolationism in the United States *Writing on the Wall* reveals how writing teachers often working directly with students who are immigrants undocumented first generation international and students of color embody ideas that counter isolationism The collection extends existing scholarship and research about the ways racist and colonial rhetorics impact writing education the impact of translingual transnational and cosmopolitan ideologies on student learning and student writing and the role international educational partnerships play in pushing back against isolationist ideologies Established and early career scholars who work in a broad range of institutional contexts highlight the historical connections among monolingualism racism and white nationalism and introduce community and classroom based practices that writing teachers use to resist isolationist beliefs and tendencies *Writing on the wall* serves as a metaphor for the creative direct action writing education can provide and invokes border spaces as sites of identity expression belonging and resistance The book connects transnational writing education with the fight for racial justice in the US and around the world and will be of significance to secondary and postsecondary writing teachers and graduate students in English linguistics composition and literacy studies Contributors Olga Aksakalova Sara P Alvarez Brody Bluemel Tuli Chatterji Keith Gilyard Joleen Hanson Florianne Jimenez Perzan Rebecca Lorimer Leonard Layli Maria Miron Tony D Scott Kate Vieira Amy J Wan **Biography and Education**

Michael Erben,2005-08-12 Over recent years biographical studies have gained an increasingly important place in academic study The two are inextricably linked Education uses biography in teaching and in biography education features strongly as a formative stage in personal development This book elaborates on the analytical work that has drawn attention to biography and education and seeks to expand the understanding of lives in educational contexts Mainstream sociology has been quick to embrace this treatment of individuals as biographical appearances but it is even more relevant in the field of education

The SAGE Guide to Curriculum in Education Ming Fang He,Brian D. Schultz,William H. Schubert,2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

History of Education Deirdre Raftery,David Crook,2016-04-08 Specially commissioned to mark the 40th Anniversary of History of Education and containing articles from leading international scholars this is a unique and important volume Over

the past forty years scholars working in the history of education have engaged with histories of religion gender science and culture and have developed comparative research on areas such as education race and class This volume demonstrates the richness of such work bringing together some of the leading international scholars writing in the field of history of education today and providing readers with original and theoretically informed research Each author draws on the wealth of material that has appeared in the leading SSCI indexed journal History of Education over the past forty years providing readers with not only incisive studies of major themes but delivering invaluable research bibliographies A must have for university libraries and a must own for historians This book was originally published as a special issue of History of Education

Education Reconfigured Jane Roland Martin, 2011-05-15 Martin's theory of education as encounter places culture alongside the individual at the heart of the educational process thus responding to the call John Dewey made over a century ago for an enlarged outlook on education American Educational History Journal Donna M. Davis, 2015-09-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

Polyvocal Professional Learning through Self-Study Research Kathleen Pithouse-Morgan, Anastasia P. Samaras, 2015-10-30 Polyvocal Professional Learning through Self Study Research illustrates the power of we for innovative and authentic professional learning The 33 contributors to this book include experienced and emerging self study researchers writing in collaboration across multiple professions academic disciplines contexts and continents These authors have noted and reviewed each other's chapters and adapted their contributions to generate a polyvocal conversation that significantly advances scholarship on professional learning through self study research Building on and extending the existing body of work on self study research the book offers an extensive and in depth scholarly exploration of the how why and impact of professional learning through context specific practitioner led inquiry The chapters illustrate polyvocal professional learning as both phenomenon and method with the original research that is presented in every chapter adding to the forms of methodological inventiveness that have been developed and documented within the self study research community This unique book represents an inspiring step forward in self study research Authors from various continents provide evidence of how the I can be strengthened through the we perspective showing convincingly how polyvocality transdisciplinarity and an intercultural approach deepen professional learning This powerful book offers important new insights for the methodology of self study with an impact beyond teachers and teacher educators Fred A J Korthagen Professor Emeritus at Utrecht University The Netherlands A fascinating set of chapters illustrate the importance of many

lenses and many voices when studying one's practice. Each chapter testifies that self-study and its ties to improvement through posing thoughtful questions, collecting and analyzing relevant data, and interrogating the interpretation of one's analysis of self are global and cross-disciplinary. This book is a must-read. Renée T. Clift, Professor and Associate Dean, University of Arizona, USA

The Assessment Debate Valerie J. Janesick, 2001-11-14 An authoritative reference on one of education's hottest topics describing how the latest testing and assessment tools can be used to help improve student performance. In this comprehensive review of the wealth of techniques by which students can be assessed, Valerie J. Janesick points out that the politics of schooling often gets in the way of student progress. High-stakes standardized testing is frequently based on poorly constructed unfair tests that encourage teaching to the test, which actually impedes educational goals. Authentic testing relies more on essays and writing samples, performances, demonstrations, and role plays. Although it is fairer and provides a measure of student growth and progress, it requires more effort by teachers who also require extra training. Besides discussing authentic assessment in detail, *The Assessment Debate* includes a chronology, an annotated directory of organizations supporting performance assessment, a list of state coordinators for testing reform, and state-by-state report cards.

Making Space for Diverse Masculinities Lance T. McCready, 2010 Studies the everyday lives of four gay and gender-nonconforming African American males in a North American urban high school. p. 5

The Palgrave Handbook of Educational Leadership and Management Discourse Fenwick W. English, 2022-10-13 This Handbook explores the discourse within the field of educational leadership and management. It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion. The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle-level leaders. By looking at the knowledge dynamic rather than a static knowledge base, this Handbook allows research to be presented in its multidimensional, evolving reality.

Who Do They Think They Are? Connie M. Morrison, 2010 Book title documents a descriptive case study of teenage girls who created autobiographical avatars for their social online spaces. It explores the complex and often conflicted negotiations behind girlhood identity and representation in a cyber social world. Back cover

"Stretching" Exercises for Qualitative Researchers Valerie J. Janesick, 2010-11-03 In this updated version of her innovative book, author Valerie J. Janesick extends her dance and yoga metaphors to strengthen her argument that tapping into one's artistic side—the side that is more creative and less inhibited—is fundamental to realizing one's potential as a qualitative researcher. This Third Edition provides a series of exercises that are both imaginative and immensely practical in helping students to see the artistic side of research.

Life Stories Linda C. Morice, Laurel Puchner, 2013-12-01 *Life Stories: Exploring Issues in Educational History Through Biography* consists of 13 essays, each of which offers perspective on one of four key questions that have long drawn scholarly attention: What should schools teach? Who gets to decide? How should educators adapt to a changing world to provide opportunity for all?

students How should educators experiences be interpreted for future audiences The book is written to commemorate the thirtieth anniversary of the International Society for Educational Biography and its journal Vitae Scholasticae All of the essays have appeared in the journal and they are set in a variety of educational environments that span 174 years Taken together the essays demonstrate the important contributions that biography can make to educational history Life Stories would be of interest to educational biographers and historians for use in their own scholarly work Instructors might also consider assigning Life Stories as a required text in educational history courses

Strategies for Student Support During a Global Crisis Herron, Jeffrey D.,Douglas, Taurean,2021-06-25 When a global crisis impacts nearly every industry education is always one of the most impacted as students and faculty must frantically try to maintain their educational programs throughout uncertain times Beyond the educational courses themselves being shifted online or to hybrid approaches there must be a focus on the impact on students as well With newfound ways of learning new online environments and new methods for teaching students are greatly impacted by the changing face of education The traditional ways in which students have been served and assisted have changed rapidly and to make matters even more challenging students must handle both living in a time of crisis while adapting to swift educational transformations The dissemination of best practices and maintaining student success during global crises is an area of research that is not only growing in interest but is critical in pandemic times Strategies for Student Support During a Global Crisis reflects on how educational professionals have worked with students during global crises how serving and teaching students have been impacted and the best practices for student success in both online education and hybrid formats The chapters will include topics such as mentoring models teaching methods educational technologies teacher insights academic support services and more This book is ideal for educational professionals leaders school administration teachers teacher educators practitioners stakeholders researchers academicians and students interested in the best strategies for supporting students and promoting student success during global crises

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