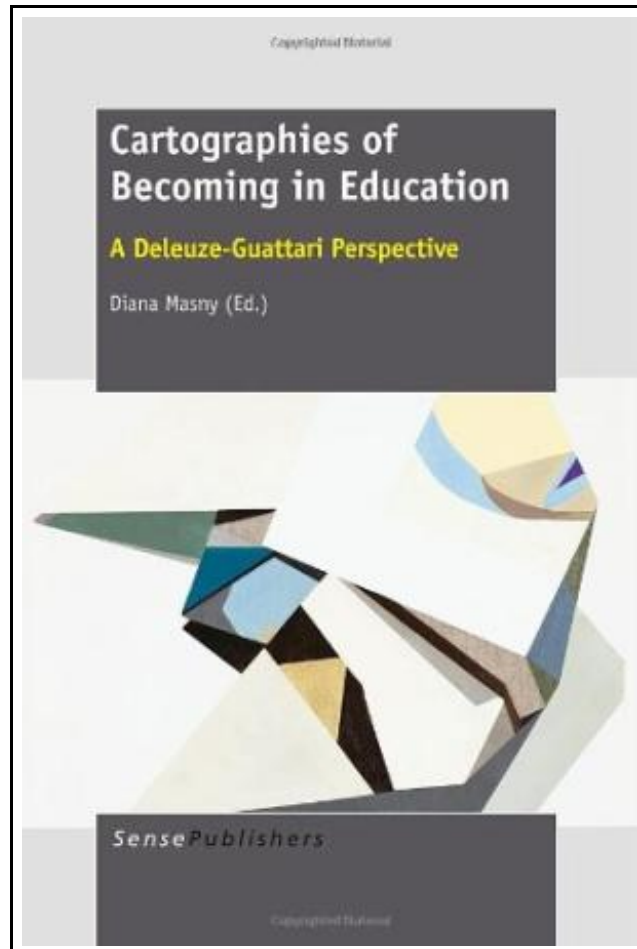


Cartographies of Becoming in Education: A Deleuze-Guattari Perspective (Paperback)



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Reviews

This is the very best publication we have read through right up until now. It is one of the most incredible book we have read through. Once you begin to read the book, it is extremely difficult to leave it before concluding.


(Miss Celia Volkman)

CARTOGRAPHIES OF BECOMING IN EDUCATION: A DELEUZE-GUATTARI PERSPECTIVE (PAPERBACK)



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Sense Publishers, United States, 2013. Paperback. Book Condition: New. 231 x 155 mm. Language: English . Brand New Book ***** Print on Demand *****. Cartographies of becoming in education: A Deleuze-Guattari Perspective proposes a non-hierarchical approach that maps teaching and learning with the power of affect and what a body can do/become in different educational contexts. Teaching and learning is an encounter with the unknown and happen as specific responses to particular problems encountered with/in life. In this edited volume, international scholars map out potential ruptures in teaching and learning in order to conceptualize education differently. One way is through the multidisciplinary lens of MLT (Multiple Literacies Theory) in which reading is intensive and immanent. The authors deploy different aspects of MLT while creating and experimenting with ethology, teaching, learning, curriculum, teacher education and technology in relation to visual arts, music, mathematics, theatre, workplace literacy, second language education, and architecture. With the forces of globalization, digital media and economic re-structuring reconfiguring the social, political and economic landscape, societies require innovative ways of thinking about education. Cartographies of becoming in education: A Deleuze-Guattari Perspective is a response to problems posed by such forces. The problematic surrounding Deleuze-Guattari and education continues to grow. Diana Masny s scholarship in this area is well known and appreciated through her many essays and books that develop MLT (Multiple Literacies Theory). Cartographies of Becoming in Education: A Deleuze-Guattari Perspective continues her effort to broaden the notion of education and show its intersections with MLT. The series of essays do this by forming a number of entries, five to be precise: politicizing education, affect and education, literacies and becoming, teacher-becomings, and deterritorializing boundaries. Each entry explores the way an MLT inflected orientation enables us to further grasp the creative inventiveness of the Deleuze-Guattarian tool kit that can...

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