

April 11th | Scarfe 310 | 12:30-2:00 pm

The Pedagogical Folds of NIAL-A-PEND-DE-QUACY-IN | P. Taylor Webb, EDST

I use Gilles Deleuze's idea of the fold to discuss how teachers write - and are written by - desires about their work. I theorize the idea of pedagogical folds to identify the affects involved in responses to curriculum-policy - for instance, guilt. My aim in this talk is to move beyond documentations of curriculum-policy (i.e., neo-liberal) and teacher identities (e.g., professional) and towards a theorization of a teaching subjectivity that identifies the pedagogical folds that provide thought and thinking opportunities to develop particular intensities. Thus, my discussion raises a number of objections to a preferred discourse about "teacher identity" often found within the literatures on teacher preparation, teacher education, and teacher professionalism. I note how teachers are constantly folded between an immanence of curriculum-policy desires, and I illustrate the hopes, dreams, and aspirations of teachers as a kind of "origami of the self" and specifically as an affective constellation of nial-a-pendde-quacy-in.

Theorizing Pedagogies: What Does Methodologies Have to Do With It? | Lisa W. Loutzenheiser, EDCP

Methodologies, data generation and representation, as well as the ways we teach methodologies turn on the ontologies, axiologies and epistemologies the researcher/instructor employs; yet, often, these assumptions, values and beliefs are under explored within our work. What are the pedagogical qualities embedded in our own research and in the ways we train the next generation of scholars? This paper is in the form of pedagogical musings, as a paper in progress it is a series of beginnings, and perhaps is always beginning as what I learn is cyclical and recursive. My musings will centre on questions such as: in teaching methodologies what have I learned about methodology, and as I write methodologically what do I learn pedagogically?

