

Recommended Reading

Please create a section for you and include references, attachments and an annotation.

ARTS

Gadsden, V. (2008) [The Arts and Education: Knowledge Generations, Pedagogy, and the Discourse of Learning](#). Review of Research in Education Feb 2008, Vol. 32, pp 29-61

This chapter focuses on the arts within a social-cultural-contextual framework, examining their role as a (re)source in educational theory, research, and practice. Rather

than highlighting individual disciplines within the field, typically referred to as "the arts," the chapter is concerned with the changing nature of the arts and what counts as

the arts. The chapter has a six-part structure that begins with an overview of issues that are central to redefining the relationship of the arts and education. This is followed

by a discussion of power, culture, and engagement, which is, in turn, followed by a discussion of epistemological considerations. The next section focuses on arts learning and

dispositions, followed by a section that describes research issues in arts learning, including challenges in and to current conceptualizations of the arts. The chapter concludes

with a focus on ways of expanding the role of arts education in schools and other learning and teaching communities.

Youth '07 Report

Adolescent Health Research Group (2008). [Youth '07: The Health and Wellbeing of Secondary School Students in New Zealand](#). Initial Findings. Auckland: The University of Auckland

EPISTEMOLOGY

Hofer, B. (2004) [Exploring the dimensions of personal epistemology in differing classroom contexts: Student interpretations during the first year of college](#). Contemporary Educational Psychology 29 pp129 - 163

Hofer, B. (2004) [Hofer part 2](#) Contemporary Educational Psychology 29 pp129 - 163

Jae's worksheet on above [Jae's Hofer](#)

cognitive development models:

Berger, J. (2004) [Dancing on the Threshold of Meaning; recognizing and Understanding the Growing Edge](#). Journal of Transformative Education 2(4) ppg 336-351.

knowledge society:

InSTEP learning materials. [What is Knowledge?](#) Jane

An overview of teachers knowledge as two fold. Content and practice knowledge.

cott, D. (2001) ['Situated Views of Learning'](#) in Paechter, C., Edwards, R. Harrison, R. and Twining, P (Eds) Learning, Space and Identity, London: Paul Chapman

This article presents useful comparisons between knowledge versus Industrial age skills, thinking and education.

research considerations:

Quinlivan, K., Boyask, R (2008) [Dynamics of Power and Participation in School/University Partnerships](#) New Zealand Journal of Educational Studies, 43 (1) ppg 65-83

Problematises school/ university partnerships by arguing that we don't pay enough attention to the differing exchange values of schooling and academic knowledge.

related to NZ Curriculum:

NZCER Curriculum Conference Series Report 7 May, 2009 [NZCER Curriculum Conference Series](#) This is a summary of main points made at conference and a link to their website which explains more.

Hipkins, R. (2008) [The "something more" in key competencies](#). set: Reserach Information for Teachers, 3:35-37

This short article explores the key competency of thinking and asks us to explore how we can transform everyday thinking to discipline-specific thinking.

Hipkins, R., Cowie, B., Boyd, S., McGee, C. (2008) [Themes from the Curriculum Implementation Case Studies; Milestones Report for Nov 2008](#)

This report discusses eight themes that were discovered with early adopters of the new curriculum.