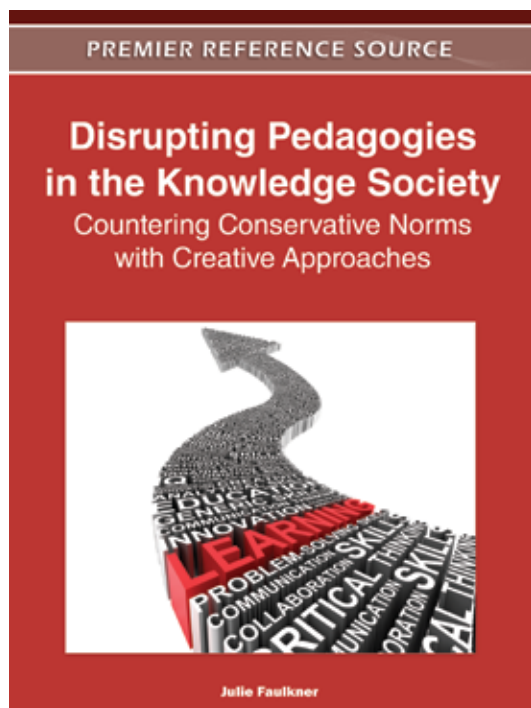


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Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches



Julie Faulkner (RMIT University, Australia)

Although classrooms are thought of as places where skills are learned and knowledge gained, they are also defined by norms and the need to conform. As a result they often reproduce, rather than interrogate, power and cultural relations.

Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches 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. As digital technologies transform both social norms and political resistance, and the imperative to think critically and disruptively is now more urgent than ever.

Topics Covered:

- Curriculum Inquiry
- Digital Students
- Disrupting Relationships
- Disruption in the Visual Arts
- Disruptive Pedagogies
- Dissident Thinking through Writing
- Pre-Service Training
- Public Management of Higher Education
- Rhetorical Inquiry
- Self-Knowledge

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Julie Faulkner is a senior lecturer at RMIT University, Melbourne. She writes and teaches on matters of literacy, popular culture, identity and digital reading and writing practices. She has published widely on the role of Information and Communication Technologies in curriculum innovation along with *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches* with IGI Global, she has jointly edited *Learning to Teach: New Time, New Practices* (Oxford University Press), currently in its second edition.

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