Journal Article Record Sample

Title When the Women Heal: Aboriginal Women Speak About Policies to Improve the Quality of Life.

Authors: Kenny, Carolyn, Antioch University, Yellow Springs, OH, US


Page Count: 12

Publisher: US: Sage Publications.

ISSN: 0002-7642 (Print)

Language: English

Keywords: autoethnography; aboriginal women; policies; quality of life

Abstract: This article uses elements of autoethnography in the form of dialogue to frame the text. The author reports the dilemmas involved in conducting research that is culturally appropriate and offers a critique of standard academic language and procedures. The story method provides a major methodological tool to tell the stories of women in a study, funded by the Status of Women Canada between 1997 and 2000, titled "North American Indian, Métis, and Inuit Women Speak About Culture, Education, and Work." Research procedures, how the participants influenced the shaping of policy recommendations, and follow-up results are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Subjects: *Ethnography; *Indigenous Populations; *Quality of Life; American Indians; Policy Making

Classification: Culture & Ethnology (2930)

Population: Human (10) Female (40)

Location: Canada

Methodology: Empirical Study; Qualitative Study

Format Availability: Electronic; Print

Format Covered: Electronic
Book Record Sample

Title: Learning as a way of being: Strategies for survival in a world of permanent white water.
Series Title: The Jossey-Bass business and management series
Authors: Vaill, Peter B., George Washington U, School of Business & Public Management, Ph.D. Program, Washington, DC, US
ISBN: 0-7879-0246-2 (Hardcover)
Language: English
Keywords: learning strategies for management training & education in unpredictable working environments
Abstract: (from the jacket) Peter Vaill coined the term "permanent white water" to describe the unpredictable environment in which we work. Whatever the circumstances, nonstop white water puts individuals in the position of doing things they have little experience with or have never done before—thus making effective learning a most critical skill. In "Learning as a Way of Being," Vaill offers a . . . critique of the roots of management education and argues that, if managers are to navigate the waters skillfully, institutions of "higher learning" must, above all, teach managers how to integrate the discipline of learning into their very being. Such learning must be marked by strong self-direction, willingness to take risks, and integration of the learning that life teaches outside the institution.
Speaking to managers, executives, educators, and management development professionals alike, Vaill explores the impacts of learning as a way of being on current issues in management. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Subjects:
* Learning Strategies; *Management Training; Organizational Change

Classification:
Management & Management Training (3640)

Population:
Human (10)

Intended Audience:
Psychology: Professional & Research (PS)

Format Covered:
Print

Publication Type:
Book; Authored Book

Release Date:
19961201

Accession Number:
1996-98046-000

Database:
PsycINFO

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**Chapter Record Sample**

Title: Supervision and gender issues.

Series Title:
Counselling supervision

Authors:
* Nelson, Mary Lee*, U Washington, Seattle, WA, US
* Holloway, Elizabeth*

Source:

ISBN:
0-7619-5788-X (Hardcover)
0-7619-5789-8 (Paperback)

Language:
English

Keywords:
issues in cross-gender relationships between counselor students & their supervisors

Abstract:
This chapter presents samples of discourse from 2 cross-gender supervisory relationships: a female supervisor with a male supervisee and a male supervisor with a female supervisee. The supervision takes place in a counselor-training context, that is, supervisors are doctoral students in counseling providing supervision for masters students in counselling. Both scenarios illustrate the kind of tension that can take place within a
cross-gender supervisor–supervisee dyad. The inherent challenges and advantages of same-gender supervisory dyads are also discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Subjects:
- *Counselor Trainees*
- *Human Sex Differences*
- *Professional Supervision*
- *Teacher Student Interaction*

Classification:
- Professional Education & Training (3410)

Population:
- Human (10)
- Male (30)
- Female (40)

Age Group:
- Adulthood (18 yrs & older) (300)

Intended Audience:
- Psychology: Professional & Research (PS)

Format Covered:
- Print

Publication Type:
- Book; Edited Book

Document Type:
- Chapter

Release Date:
- 19990801

Accession Number:
- 1999-02627-002

Database:
- PsycINFO

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**Dissertation Record Sample**

**Title**
Palpable pedagogy: Expressive arts, **leadership**, and change in social justice teacher education (an ethnographic/auto-ethnographic study of the classroom culture of an arts-based teacher education course).

**Authors:**
Barbera, Lucy Elizabeth, Antioch U., US

**Source:**

**Page Count:**
1

**Publisher:**
US: ProQuest Information & Learning.

**Other Journal Titles:**
**Abstract:**

Palpable Pedagogy: Expressive Arts, **Leadership**, and Change in Social Justice Teacher Education is an arts-informed ethnographic study of the pedagogy and culture engendered when the expressive arts are employed in social justice teacher education. Palpable Pedagogy is a qualitative study that examines the power of the expressive arts to identify, explore, and address issues of inequity in the context of a social justice teacher education course that I taught over three consecutive years. The literature in the field outlines the essential components for effective social justice teacher education (identity, reflection, and dialogue) and neatly explores them. However, with the exception of Art teacher education, where national learning standards require that cultural diversity be explored through the arts, little has been written about the utilization and power of the arts as a pedagogical tool in general teacher education for social justice. My objective in Palpable Pedagogy is to reveal the layers of felt meaning, transformational learning, and release of the imagination (Greene, 1995) for **leadership** and change that my students experienced in my social justice teacher education course, “Expressive Arts, **Leadership**, and Change.” The arts themselves provide a splendid methodological match for research of this kind. McNiff (1998) proposes that there is no better way to study the effects of the arts than through the arts themselves. Using an aesthetic approach in my ethnographic study, I employ participant observation, field notes, photography, videography, interviews, and student art process, and product as my data, creating a text/context of the phenomenologically understood life worlds of my students. A bricolage results, with the inclusion of my justice educator/artist self-study, situating me both emically and etically in the life world of my students and classroom. Readers will aesthetically experience data presented in the forms of student and researcher poetry, performance, painting, mask making, sculpture, and narrative, as a way of understanding and knowing. This study reveals the inherent potential of the expressive arts as a pedagogical tool to reclaim art as a necessary human behavior/birthright (Dissanayake, 1992) to make meaning, galvanize learning, catalyze **leadership**, and inspire action—thus, creating a unique and palpable pedagogy for social justice teacher education. This dissertation contains embedded images in jpg format. It also includes nine associated video files in avi format and two associated audio files in mp3 format. The electronic version of this dissertation is available in the open-access OhioLink ETD Center, www.ohiolink.edu/etd. (PsycINFO Database Record (c) 2010 APA, all rights reserved)
Classification: Educational Psychology (3500)
Population: Human (10)
Age Group: Adulthood (18 yrs & older) (300)
Methodology: Empirical Study; Interview; Qualitative Study
Format Availability: Electronic; Print
Format Covered: Electronic
Publication Type: Dissertation
Document Type: Dissertation
Release Date: 20100906
Accession Number: 2010-99090-238
Database: PsycINFO