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fifteen distinguished contributors to this volume challenge mainstream thinking about education and the curriculum and suggest experimental ways to overcome the stultifying effects of current pedagogic practice decades of research in the cognitive and learning sciences have led to a growing recognition of the incredibly multi faceted nature of human knowing and learning up to now this multifaceted nature has been visible mostly in distinct and often competing communities of researchers from a purely scientific perspective siloed science where different traditions refuse to speak with one another or merely ignore one another is unacceptable this ambitious volume attempts to kick start a serious new line of work that merges or properly articulates different traditions with their divergent historical theoretical and methodological commitments that nonetheless both focus on the highly detailed analysis of processes of knowing and learning as they unfold in interactional contexts in real time knowledge and interaction puts two traditions in dialogue with one another knowledge analysis ka which draws on intellectual roots in developmental psychology and cognitive modeling and focuses on the nature and form of individual knowledge systems and interaction analysis ia which has been prominent in approaches that seek to understand and explain learning as a sequence of real time moves by individuals as they interact with interlocutors learning environments and the world around them the volume s four part organization opens up space for both substantive contributions on areas of conceptual and empirical work as well as opportunities for reflection integration and coordination what is music modern society has come to view music largely as entertainment and commodity in response we are music an existential journey toward infinity provides the reader with a holistic starting point music has unlimited potential to transform and enlighten and is only impeded when bound by materialism physicalism and reductionism we are music is an attempt to bring music back to the core of humanity as an agent of positive empowerment self actualization and beyond embracing interconnectivity music is more deeply experienced alongside the arts science social sciences math philosophy history and above all spirituality an endless spiral self perception and identity can be vastly expanded if not questioned and transcended music is an infinite field and any attempt to define and describe it is problematically finite and consequently limited herein lies the impossibility of the book which both excites and disturbs the paradox of being and not being a roadmap for music lovers toward self realization we are music is for those who desire to delve deeper into the power and illusion of self through music

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and through things not just about them we get to know the world around us from the inside of our being in it drawing on the fields of anthropology art architecture and education this book addresses what knowing from the inside means for practices of teaching and learning if knowledge is not transmitted ready made independently of its application in the world but grows from the crucible of our engagements with people places and materials then how can there be such a thing as a curriculum what forms could it take and what could it mean to place such disciplines as anthropology art and architecture at the heart of the curriculum rather than as at present on the margins in addressing these questions the fifteen distinguished contributors to this volume challenge mainstream thinking about education and the curriculum and suggest experimental ways to overcome the stultifying effects of current pedagogic practice

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