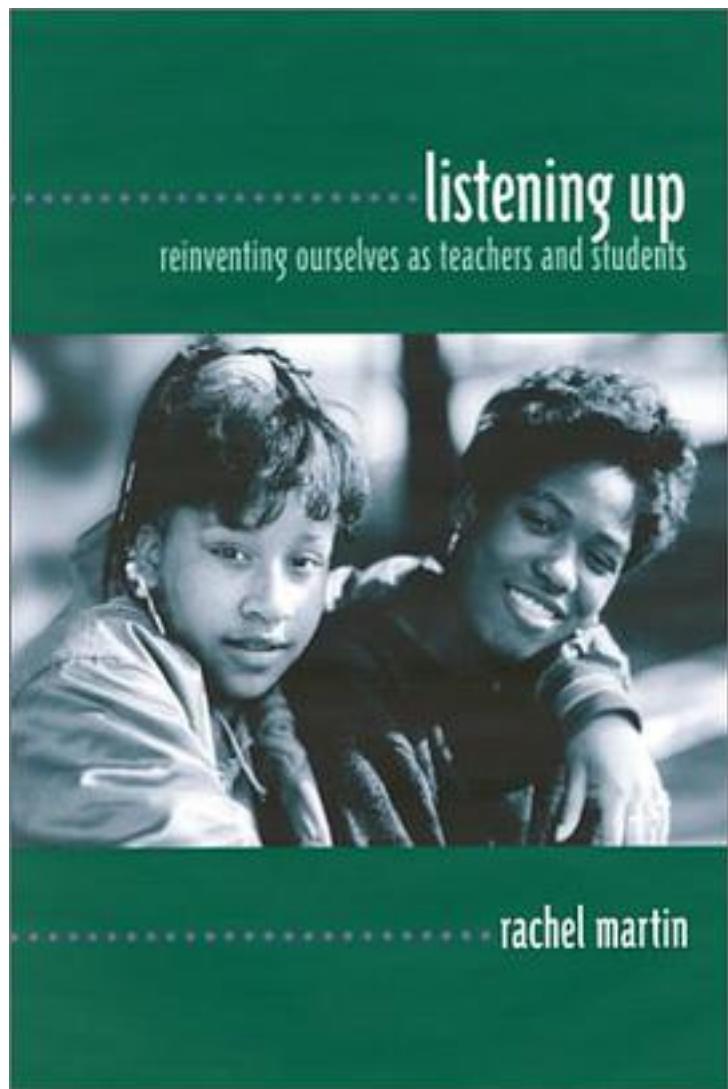


# Listening up



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"Listening Up" will change the way you view radical literacy education, offering a personal look at the Freirean ideas that guided Rachel Martin's early years of teaching, and the theories and classroom experiences that urged her to take a second look. Through her own compelling example, Martin demonstrates the power of a sustained dialogue between critical theory and classroom and community practice. The ideas Martin draws on help us think in new ways about how power works. They provide the possibility of seeing how teachers' own needs, fears, and desires might find a place in classroom inquiry as we come to see how our relationship to domination is a matter neither of complete acquiescence nor absolute resistance. While the goals of "meaning-making" and becoming "colearners" have become guideposts in radical teaching, Martin aims in a different direction. She advocates for a pedagogy that places teachers in a more genuine position of colearner as together with students, they question the meanings they make. Later chapters highlight the practical implications that notions of multiple voices and identities have for the teaching of writing and the questions they raise about the teaching of reading. Martin also describes community publishing projects. Poor and working-class people are too seldom able to have their written visions and strategies distributed, to become part of the way the world is described and possibilities for change are widely considered. Martin argues that community publishing does that, as it also links self-definition to self-determination.

作者介绍:

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