

PSYCHOANALYSIS AND EDUCATION

MINDING A GAP



Edited by
ALAN BAINBRIDGE and LINDEN WEST



Psychoanalysis And Education Minding A Gap

ALAN BAINBRIDGE



Psychoanalysis And Education Minding A Gap:

Psychoanalysis and Education Alan Bainbridge, 2018 This book provides a unique and highly topical application of psychoanalytic theory to the broad context of education including schools universities and adult learning Education is understood as a crucial element in a lifelong project to gain more coherent and meaningful understanding of self and others Psychoanalysis has taken the contingency construction and development of human subjectivity as well as the difficulty of thinking to be its prime preoccupation Yet at a time of increasing doubt and anxiety about the purposes and practice of education psychoanalytic understanding from various traditions has never been more marginal in educational debate The book seeks in these terms to bridge some of this gap it is written for teachers trainers policy makers clinicians researchers and diverse academics who want to look beyond bland superficialities to deeper struggles for self and understanding This includes unconscious processes in the relationships that constitute education as well as resistance to new ideas and practices The intention of the book is to move towards bridging a fundamental gap in the conceptual imagination required for everyday understanding of what is really going on in educational settings one where the experiencing subject is at the centre of our deliberations Provided by publisher **PSYCHOANALYSIS & EDUCATION ALAN BAINBRIDGE**, 2019-06-14

Psychoanalysis and Education Alan Bainbridge, Linden West, 2018-03-22 This book provides a unique and highly topical application of psychoanalytic theory to the broad context of education including schools universities and adult learning Education is understood as a crucial element in a lifelong project to gain more coherent and meaningful understanding of self and others Psychoanalysis has taken the contingency construction and development of human subjectivity as well as the difficulty of thinking to be its prime preoccupation Yet at a time of increasing doubt and anxiety about the purposes and practice of education psychoanalytic understanding from various traditions has never been more marginal in educational debate The book seeks in these terms to bridge some of this gap it is written for teachers trainers policy makers clinicians researchers and diverse academics who want to look beyond bland superficialities to deeper struggles for self and understanding This includes unconscious processes in the relationships that constitute education as well as resistance to new ideas and practices *Psychoanalysis and the University* Max Cavitch, 2025-04-23 This book charts the past and present vicissitudes of psychoanalysis's relation to education and emphasizes on the necessity of its increased presence in university settings Why can fewer and fewer people afford either time intensive psychoanalytic psychotherapy or a three to four year college education Why have psychoanalytic teaching and research become so marginalized Where and how does psychoanalysis retain a foothold in academia In an era when the futures of both psychoanalysis and higher education seem evermore uncertain *Psychoanalysis and the University* argues for the need to overcome existing precarities and mutual resistances and suggests ways in which their prospects for survival could be reciprocally enhanced Each chapter surveys and interprets present conditions while arguing the necessity of supporting and expanding psychoanalytic teaching and research

at both the undergraduate and graduate levels Drawing on Cavitch's deep understanding of both psychoanalysis and university settings this is essential reading for psychoanalysts university teachers and administrators and all students interested in how augmented psychoanalytic education could enhance their understanding of the world

Psychology and Adult Learning Mark Tennant, 2019-08-29 The fourth edition of *Psychology and Adult Learning* has been thoroughly updated to encompass shifts in the concerns of adult educators as they respond to changing global social and economic issues It examines the role of psychology in informing adult education practice and explores the seminal traditions of key psychological theories as well as discussing issues and problems in applying them to an understanding of adult learning and development Providing a thoughtful and accessible approach to understanding self and personal change in adult education and with a new emphasis on diversity this new edition has been revised and updated in light of the impact of globalising processes the emphasis on diversity among educators developments in cognitive neuroscience the impact of social media and the theoretical move away from grand theory It examines the formation of identities and places increased emphasis on how a conception of selfhood lies at the heart of teaching adults Considering adult learning in a variety of contexts topics covered include Humanistic psychology Selfhood in the adult years The relevance of neuroscience Adult intelligence and cognition Behaviourism Group learning Transformative learning *Psychology and Adult Learning* examines the psychological dimension of adult education work by analysing and critiquing key psychological theories that have informed our understanding It is essential reading for all those who seek a critical account of how psychology informs contemporary adult education theory and practice

Phenomenology and Educational Theory in Conversation Patrick Howard, Tone Saevi, Andrew Foran, Gert Biesta, 2020-06-10 *Phenomenology and Educational Theory in Conversation* challenges the abstract technical understanding of education to orient the reader to the importance of relationality intersubjectivity and otherness to renew and reclaim the educational project This book treats education as a matter of existence relationality and common human concerns It offers readers an alternative language to reveal and challenge the humanistic encounters that often disappear in the shadows of neoliberalism The phenomenologists and educational theorists featured here offer insights that connect fully and concretely with the everyday lives of educators and students They offer another language by which to understand education that is counter to the objectifying instrumentalist language prevalent in neoliberal discourse This book will be of great interest for academics researchers and post graduate students in the fields of pedagogy phenomenology educational theory and progressive education

Relational Psychoanalysis at the Heart of Teaching and Learning Lissa D'Amour, 2019-12-09 This book introduces the insights of contemporary relational psychoanalysis to educational thought and uses them as the foundation for a comprehensive model for understanding and informing teaching and learning practice The model integrates what we know about conscious thought motivation and the physical body and translates these understandings in ways that are meaningful and relevant to the circumstances of practicing teachers school leaders and

teachers of teachers It will be of great interest to them and to those educational scholars whose attentions turn to the exigencies of the current era Echoing calls for inclusivity the book stands against admonishing anyone on the right way to be a person Instead it emphasises understanding and in understanding practicing well Readers will gain a deeper appreciation of the nature of sense making and awareness and of the practical implications of cognition as embodied life forms as non linear dynamic systems and relationships as core to human development and classroom life It was Einstein who in a letter to Freud once asked for an educational solution to the menace of war Today s urgencies of nations divided diminishing planetary resources and certain ecological disasters press for wisdom beyond our collective habit Thankfully the once elusive mysteries of life mind learning and learning systems now yield in ways to help shape answers to Einstein s question Relational psychoanalysts psychotherapists educational theorists teachers and those who work with them will be intrigued by the convergences and heartened at the possibilities

The Sage Handbook of Human Resource Development Tonette S. Rocco, Michael Lane Morris, Rob F. Poell, 2024-08-30 The Sage Handbook of Human Resource Development offers a comprehensive exploration of the evolving landscape of HRD serving as both an orientation to the profession and an analytical examination of HRD as a field of study and research The handbook addresses key questions such as the state of HRD globally its changes over the past decade and the foundational philosophies and values shaping research and practice in HRD Across eight sections the handbook covers foundational aspects theoretical influences learning and workforce development talent and career development leadership and organizational development diversity equity inclusion and belonging technology enhanced HRD and emerging issues and future directions Each section provides insights into diverse topics ranging from workplace learning action learning and employee engagement to social media artificial intelligence and future trends With contributions from scholars across the globe the handbook reflects the global nature of HRD making it applicable to academic programs worldwide Designed for academics graduate students HR leaders executives managers and consultants this handbook stands out with its diverse perspectives and insights making it an indispensable guide for those seeking a deep understanding of the dynamic field of Human Resource Development

A FOUNDATIONS OF THE DISCIPLINE OF HRD
 B THEORETICAL INFLUENCES ON HRD
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 H EMERGING ISSUES AND FUTURE DIRECTIONS

Student Voices on Inequalities in European Higher Education Fergal Finnegan, Barbara Merrill, Camilla Thunborg, 2014-04-03 This book focuses on the voices and experiences of non traditional students in European higher education It examines the impact that access to higher education is having on these students lives and discusses what this tells us about European education and society In particular it explores the multi dimensional nature of inequality in varied national contexts focusing on the issues of class gender ethnicity age and disability The book contributes

to the on going debate about the changing nature of European higher education and argues that research based on the experiences of non traditional students can be used to improve policy and practice in tertiary education Drawing on biographical narrative interviews with non traditional students the book covers topics including the contemporary nature of inequality and how the various forms of inequality intersect and overlap in higher education and society the formation and transformation of learner identities the structural barriers faced by non traditional students the sources of student resilience and agency a comparison of patterns of inequality access and retention in various European countries the implications of these findings for practice and policies *Student Voices on Inequalities in Higher Education* will appeal to academics researchers policy makers and practitioners working in higher education institutions as well as people working in the field of widening participation adult education access and centres for teaching and learning It will also be of interest to postgraduate students in higher education

Putting Theory into Practice in the Contemporary Classroom Becky McLaughlin, 2017-01-06

This collection of fourteen essays by scholars from Canada Europe the United Kingdom and the United States emerges from a growing interest in the ways postmodern theory can illuminate not just the products and ideas of high culture but also the ins and outs of everyday life Taking the university classroom broadly construed as a site of theoretical investigation this volume helps us to understand troublesome classroom dynamics as well as offering pedagogical strategies for dealing with them It also illuminates current pressures on higher education that find expression in the classroom As a forum for these issues these essays draw upon Deleuzian feminist Foucauldian and psychoanalytic approaches among others recognizing not only that these approaches are often in conflict but also that collectively they enhance our understanding of the classroom Important questions posed here include whether and if so how we can combine a Marxist or Foucauldian emphasis on the disciplinary and hegemonic practices of educational institutions with a Lacanian or Barthesian appreciation for the disruptive pleasures and drives that the unconscious produces within and through students teachers and classrooms Which theoretical and pedagogical innovations can help teachers and students to get the job done as well as to theorize the job to simultaneously practice education and imagine other forms and ends for education How can theory help us to historicize criticize and re draw the productive but sometimes disabling lines that make the classroom and its subjects A site for lively theoretical debate about these and related pedagogical issues this volume will prove useful for anyone wanting to reinterpret reinvent and reinvigorate the classroom

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