

The Practice Turn In Contemporary Theory Wikispaces

International Practice Theory is the definitive introduction to the practice turn in world politics, providing an accessible, up-to-date guide to the approaches, concepts, methodologies and methods of the subject. Situating the study of practices in contemporary theory and reviewing approaches ranging from Bourdieu's praxeology and communities of practice to actor-network theory and pragmatic sociology, it documents how they can be used to study international practices empirically. The book features a discussion of how scholars can navigate ontological challenges such as order and change, micro and macro, bodies and objects, and power and critique. Interpreting practice theory as a methodological orientation, it also provides an essential guide for the design, execution and drafting of a praxiographic study.

This book poses questions on how to work ethically in research on science education. Applying research ethics reflectively and responsibly is fundamental for conducting research with people. It seeks to renew the conversation on how and why to engage with ethics in science education research and to adjust and refine research practices. It highlights both the need for methodological reflections in science education research and the particular ethical research challenges of science education. Science education research involves the study of people – often young and vulnerable people – and their practices. Researchers working within humanities and social science research commonly follow guidelines and codes of conducts set by country-specific ethics committees. Such guidelines function as minimal requirement for ethical reflection. This book seeks to engage the community of science education researchers in a conversation on ethics in science education moving beyond the mere compliance with governmental regulations toward a collective reflection. It asks the question of whether the existing guidelines provided for researchers are keeping up with contemporary realities of the visual presence of individuals in digital spaces. It also asks questions on how participatory research methodologies alters the relations between researchers and practitioners. This book is organized into two parts: Part one is entitled Challenging existing norms and practices. It asks questions such as: What are the conditions of knowledge that shape ethical decision making? Where is this kind of knowledge coming from? How is this knowledge structured, and where are the limitations? How can we justify our beliefs concerning our ethical research actions? Part two Epistemological considerations for ethical science education research centres norms and practices of conducting science education research in regard to methods, validity and scope.

Marx and Critical Theory examines Marx's main philosophical, political and social theoretical ideas. Its purpose is twofold: making sense of the concepts and theses of Marx, and showing that they remain relevant for contemporary critical theory.

This book provides an exciting and diverse philosophical exploration of the role of practice and practices in human activity. It contains original essays and critiques of this philosophical and sociological attempt to move beyond current problematic ways of thinking in the humanities and social sciences. It will be useful across many disciplines, including philosophy, sociology, science, cultural theory, history and anthropology.

Social Change in a Material World offers a new, practice theoretical account of social change and its explanation. Extending the author's earlier account of social life, and drawing on general ideas about events, processes, and change, the book conceptualizes social changes as configurations of significant differences in bundles of practices and material arrangements. Illustrated with examples from the history of bourbon distillation and the formation and evolution of digitally-mediated associations in contemporary life, the book argues that chains of activity combine with material events and processes to cause social changes. The book thereby stresses the significance of the material dimension of society for the constitution, determination, and explanation of social phenomena, as well as the types of space needed to understand them. The book also challenges the explanatory significance of such key phenomena as power, dependence, relations, mechanisms, and individual behavior. As such, it will appeal to sociologists, geographers, organization studies scholars, and others interested in social life and social change.

This book addresses issues confronting universities' attempts to integrate practice-based learning in higher education curriculum, yet which reveals the jostling of cultures which exist within and amongst the academy, industry, government and professional bodies and other educational providers. The book engages theory in practices, and draws upon research highlighting the issues and transactions that emerge with implementation of work integrated learning arrangements as uses these resources to discuss and develop further both theoretical premises and procedural contributions. The illustrative cases derive utilise metaphors of culture in their exploration of the epistemologies, structures, politics, histories and rituals which constrain program opportunity and success in making these advances. The volume comprises two main sections, the first laying out focal issues in the integration of learning and work in higher education. This section presents the issues at multiple levels of analysis and in theoretical terms. This section provides a foundation for the second section of the book which introduces a number of research studies illustrative of the issues theorised in the first. The cases highlight the practice of workplace and higher education pedagogy. They provide thick descriptions of experiences of integration and are explicitly focused on the implementation of work integrated programs in higher education. The volume commences with an introductory chapter which sets out the range of issues addressed both theoretically and through illustration in the book and a final chapter critically reviews the contributions and acts to provide a cohesive picture of the learning practices of work and higher education and the possibilities of their integration.

This innovative text provides a range of articles covering choreographic enquiry, investigation into the creative process, and traditional understandings of dance making.

Contemporary Choreography features contributions by practitioners and researchers from Europe, America, Africa, Australasia and the Asia-Pacific region, investigating the field in six broad domains: • Conceptual and philosophic concerns • Educational settings • Communities • Changing aesthetics • Intercultural choreography • Choreography's relationships with other disciplines By capturing the essence and progress of choreography in the twenty-first century this reader supports and encourages rigorous thinking and research for future generations of dance practitioners and scholars.

How EU data practices establish and assign people to categories, and how this matters in enacting--"making up"--Europe as a population and people. What is "Europe" and who are "Europeans"? Data Practices approaches this contemporary political and theoretical question by treating it as a practical problem of counting. Only through the myriad data practices that make up methods such as censuses can EU member states know their national populations, and this in turn is utilized by the EU to understand the population of Europe. But this volume approaches data practices not simply as reflecting populations but as performative in two senses: they simultaneously enact--that is, "make up"--a European population and, by so doing--intentionally or otherwise--also contribute to making up a European people. The book develops a conception of data practices to analyze and interpret findings from collaborative ethnographic multisite fieldwork conducted by an interdisciplinary team of social science researchers as part of a five-year project, Peopling Europe: How Data Make a People. The book focuses on data practices that involve establishing and assigning people to categories and how this matters in enacting Europe as a population and people. Five core chapters explore key categories of people--usual residents, refugees, homeless people, migrants, and ethnic minorities--and how they come into being through specific data practices such as defining, estimating, recalibrating and inferring. Two additional chapters address two key subject positions that data practices produce and require: the data subject and the statistician subject.

The latest volume of Research in Ethical Issues in Organizations addresses a range of contemporary issues in applied and professional ethics. It is ideally suited to researchers, postgraduates and professionals whose interests include such key issues as tax avoidance, global justice, information sharing and corporate privacy.

The 2010 WikiLeaks release of 250,000 U.S. diplomatic cables has made it eminently clear that there is a vast gulf between the public face of diplomacy and the opinions and actions that take place behind embassy doors. In At Home with the Diplomats, Iver B. Neumann offers unprecedented access to the inner workings of a foreign ministry.

Neumann worked for several years at the Norwegian Ministry of Foreign Affairs, where he had an up-close view of how diplomats conduct their business and how they perceive their own practices. In this book he shows us how diplomacy is conducted on a day-to-day basis. Approaching contemporary diplomacy from an anthropological perspective, Neumann examines the various aspects of diplomatic work and practice, including immunity, permanent representation, diplomatic sociability, accreditation, and issues of gender equality. Neumann shows that the diplomat working abroad and the diplomat at home are engaged in two different modes of knowledge production. Diplomats in the field focus primarily on gathering and processing information. In contrast, the diplomat based in his or her home capital is caught up in the seemingly endless production of texts: reports, speeches, position papers, and the like. Neumann leaves the reader with a keen sense of the practices of diplomacy: relations with foreign ministries, mediating between other people's positions while integrating personal and professional into a cohesive whole, adherence to compulsory routines and agendas, and, above all, the generation of knowledge. Yet even as they come to master such quotidian tasks, diplomats are regularly called upon to do exceptional things, such as negotiating peace.

Explores the fluctuating relationship between human rights and humanitarianism and the changing nature of the politics and practices of humanity.

The WSPC Reference on Natural Resources and Environmental Policy in the Era of Global Change provides a comprehensive and prominent reference of various highly authoritative volumes of long-term scientific value, for milestone concepts and theories. The books in the reference set are edited by leading experts in the fields of: Game Theory, International Relations and Global Politics, Computable General Equilibrium (CGE): Economy-Wide Modeling, and Experimental Economics. Each book in the reference set includes chapters that are laid out by recognized, broadly respected researchers, in fields associated with issues related to natural resources and environmental policy in the era of global change. The reference set focuses on the economic and strategic aspects of interactions among various parts of society, all dependent on the availability and utilization of limited natural resources and their impact on the environment. Policy implications are addressed, including current challenges and future perspectives. The combination of the four books provides a unique perspective on the issues that engage the public discourse of researchers and policy-makers at state, regional, and global levels.

Each of the books in the reference set and all four books as a whole provide coverage of disciplines and angles through which the reader can obtain an understanding of the state-of-the-art of dealing with natural resources and environmental policy in the era of global change. The books in the reference set complement each other and provide a scientific understanding of our ability to address the issues covered. Contents: Volume 1: Game Theory: Overcoming Principal-Agent Problems to Improve Cooperative Governance of Internationally Shared Fisheries (Megan Bailey, Niels Vestergaard and U Rashid Sumaila)Common Property Resource Exploitation under Imperfect Competition (Hassan Benchechroun)Mitigation and Solar Radiation Management in Climate Change Policies (Vassiliki Manoussi and Anastasios Xepapadeas)On the Strategic Use of Import Tariffs to Control Trans-Boundary Externalities (Charles F Mason, Victoria I Umanskaya and Edward B Barbier)Non-Point Source Pollution in an International Context (Kathleen Segerson)Game Theoretic Modeling of Environmental NGOs in an International Context (Anthony Heyes and Bogdan Urban)On the Interplay between Resource Extraction and Polluting Emissions in Oligopoly (Luca Lambertini)Deforestation and REDD+: Taking Stock of the Latest Institutional Possibilities (Charles Figuières and Estelle Midler)Climate Policies, Technical Change and R&D (André Grimaud and Luc Rouge)Strategic Behavior and the Porter Hypothesis (Francisco J André)Transboundary Pollution, Clean

Technologies and International Environmental Agreements (Hassan Benchechroun and Amrita Ray Chaudhuri) International Trade and the Environmental Goods and Services Industry (Solveig Delabroye, Alain-Désiré Nimubona and Bernard Sinclair-Desgagné) Differential Games: Solution Concepts and Applications to Global Resources and Environmental Problems (Ngo Van Long) Volume 2: The Social Ecology of the Anthropocene: Continuity and Change in Global Environmental Politics: Challenges of the Anthropocene: The Science of the Anthropocene (Kristen A Goodrich and Evgenia Nizkorodov) The Discursive Construction of the New Arctic (Elizabeth Mendenhall) Governance through Goal-Setting: A New Governance Challenge for Navigating Sustainability in the 21st Century (Norichika Kanie) Continuity and Innovation in GI

Research on higher education has yielded many insights that have improved our theoretical and practical understanding but there are still many themes that continue to appear on research agendas, provoking renewed focus on these complex questions and problems. *Researching Higher Education* explores these issues, examining topics such as equity in access and participation, the relationship between higher education and society, how and what students learn and the professional development of academics. In this volume, contributors from Europe, Australia, Africa and the US critically address ongoing issues with a set of key questions to guide their analysis: What do we know? What are the missing links and gaps in past research? What are the implications for further research? Key themes include: The nature of higher education Higher education and society Staff and students in higher education Teaching and learning Curriculum and assessment Critical, engaging and international in scope, *Researching Higher Education* will be a valuable guide for academics, researchers, postgraduate students and policy makers in the higher education community.

Drawing on a variety of theoretical traditions, practice theories have explored the idea that phenomena such as knowledge, meaning, science, power, organized activity, sociality, and institutions, are rooted in practice. Practice theories have become of increasing interest for management and organizational scholars in recent years, and this book is an advanced introduction to the complexities of the area for academics, researchers, and graduate students in organization studies, management, and across the social sciences. The three concepts central to this volume—practice, learning and change—have received very different treatments in the educational literature, an oversight directly confronted here. While learning and change have been extensively theorised, their various contexts articulated and analysed, practice is notably underrepresented. Where much of the literature on learning and change takes the notion of ‘practice’ as an unexamined given, its co-location as a term with various classifiers, as in ‘legal practice’ and ‘teaching practice’, render it curiously devoid of semantic force. In this book, ‘practice’ is the super-ordinate organising idea. Drawing on what has been termed the ‘practice turn in contemporary theory’, the work develops a conceptual framework for researching learning in, and on, practice. It challenges received notions of practice, questioning the assumptions, elisions, connotations and silences on the subject. In so doing, it offers fresh insights into learning and change, and how they relate to practice. In tandem with this conceptual work, the book details site-ontological studies of practice and learning in diverse professional and workplace contexts, examining the work of occupations as various as doctors, chefs and orchestral musicians. It demonstrates the value of theorising practice, learning and change, as well as exploring the connections between them amid our evolving social and institutional structures.

This volume sets out the state-of-the-art in the discipline of journalism at a time in which the practice and profession of journalism is in serious flux. While journalism is still anchored to its history, change is infecting the field. The profession, and the scholars who study it, are reconceptualizing what journalism is in a time when journalists no longer monopolize the means for spreading the news. Here, journalism is explored as a social practice, as an institution, and as memory. The roles, epistemologies, and ethics of the field are evolving. With this in mind, the volume revisits classic theories of journalism, such as gatekeeping and agenda-setting, but also opens up new avenues of theorizing by broadening the scope of inquiry into an expanded journalism ecology, which now includes citizen journalism, documentaries, and lifestyle journalism, and by tapping the insights of other disciplines, such as geography, economics, and psychology. The volume is a go-to map of the field for students and scholars—highlighting emerging issues, enduring themes, revitalized theories, and fresh conceptualizations of journalism.

This book is for upper-level students, managers and academics who are interested in exploring the messy reality of the contemporary workplace and in considering how things might be done differently. In particular, it offers a critical perspective on

This collection of essays introduces pragmatism to the study of international relations and evaluates its potential for the theory and practice of global politics. Seeking to reorient the discipline of International Relations (IR) towards practices and problematic situations, the editors of this volume draw on the pragmatist tradition to provide critical inspiration for this task. Their book, organised into four distinct parts, aims to outline the potential of pragmatism to reconstruct IR. Through such an approach this volume seeks to re-invigorate the discipline and bridge the gap between IR academic communities in the US, UK, and continental Europe. This pioneering volume provides: the first book-length evaluation of the potential pragmatism holds for the practice as well as the epistemological, theoretical and normative debates within the discipline of IR theoretical reflections and empirical studies in the area of diplomacy, international law, public (environmental) policy and the Arab-Israeli conflict highly original contributions by prominent scholars in the field of IR, International Law, Sociology and Social Theory Drawing on research from several disciplines, *Pragmatism in International Relations* will be vital reading for students and scholars of International Relations, International Relations Theory, and Social Theory. Showcases the value of professional work with young people as it is practiced in diverse forms, and in locations from around the world.

Nanotechnology seems to escape boundaries and definitions. The “Rush to Nanoscale” spreads throughout different sites and arenas, involving a multiplicity of actors, meanings, and spaces in which they emerge. The ‘uncertainty of nanotechnology’ appears to be both a condition and a consequence of this situation. This volume adds to the collective effort of charting the multiple and heterogeneous dimensions that characterise nanotechnology, by analysing the numerous modalities through which different stakeholders and actors provide definitions, attribute meaning

and sense to nano-enabled innovations. The chapters of the book attempt to highlight how nanotechnologies, their discourse, and their actual and potential implications cannot be isolated in laboratories, factories, markets, and separate discussion arenas. Also, the volume examines how it is apparently not possible to bind and/or confine the definition of nanotechnology by referring exclusively to present-day research and applications, as well as to geographical, cultural, and even disciplinary boundaries. Considered together, this collection of essays suggests that the 'societal experiment' of nanotechnology has to be explored with a vocabulary that is not just scientific and technical, in order to cross the frontiers between multiple domains, actors, identities, translations, and negotiation processes that occur in the nanotechnology field.

Although practice theory has been a mainstay of social theory for nearly three decades, so far it has had very limited impact on media studies. This book draws on the work of practice theorists such as Wittgenstein, Foucault, Bourdieu, Barth and Schatzki and rethinks the study of media from the perspective of practice theory. Drawing on ethnographic case studies from places such as Zambia, India, Hong Kong, the United States, Britain, Norway and Denmark, the contributors address a number of important themes: media as practice; the interlinkage between media, culture and practice; the contextual study of media practices; and new practices of digital production. Collectively, these chapters make a strong case for the importance of theorising the relationship between media and practice and thereby adding practice theory as a new strand to the study of anthropology of media.

Through specific examples, case studies and essays by specialist writers, academics, and a new generation of theatre researchers, this collection of specially commissioned essays looks at current theatre practices across Europe. From Théâtre du Soleil to Societas Raffaello Sanzio, the authors reconsider the possibilities of theatre practice, its relation to history and location and its place in Europe at the turn of the twenty-first century. Contemporary Theatres in Europe examines a wide range of topics including: mainstream European theatre experimental performance music theatre theatre for children dance theatre. Tailor-made for students, offering clear examples of different ways of thinking and writing about performance, this is a richly detailed introduction which brings key themes to life for all students of European theatre.

An exploration of the interdisciplinary methods used to understand religious practice Religion is commonly viewed as something that people practice, whether in the presence of others or alone. But what do we mean exactly by "practice"? What approaches help to answer this question? What Happens When We Practice Religion? delves into the central concepts, arguments, and tools used to understand religion today. Throughout the past few decades, the study of religion has shifted away from essentialist arguments that grandly purport to explain what religion is and why it exists. Instead, using methods from anthropology, psychology, religious studies, and sociology, scholars now focus on what people do and say: their daily religious habits, routines, improvisations, and adaptations. Robert Wuthnow shows how four intersecting areas of inquiry--situations, intentions, feelings, and bodies--shed important light on religious practice, and he explores such topics as the role of religious experiences in sacred spaces, gendered social relationships, educational settings, the arts, meditation, and ritual. Suitable for undergraduate and graduate courses, What Happens When We Practice Religion? provides insights into the diverse ways that religion manifests in ordinary life. Summarizes the latest theories and empirical methods of religious practice Shows how the study of religion has changed Includes chapters on theory, situations, intentions, feelings, and bodies Draws from anthropology, psychology, religious studies, and sociology Accessible for undergraduate and graduate courses

This book examines the way in which the "practice turn" in education and pedagogy offers unique perspectives on the nature of educational work. Through a plurality of "practice theories" deeper understandings emerge about a range of education and concepts, providing useful tools for advancing and developing practice theory in education and pedagogy. The book discusses the related and dual perspectives of pedagogy as both a teaching and an upbringing practice. It also explores education in a range of contexts and sectors beyond school, including VET, tertiary and non-formal settings. Education is seen as serving a dual purpose – the development of individuals and the betterment of societies and community, and this conceptualisation of education underpins the book. It acknowledges that there are diverse understandings and perspectives of practice theory, pedagogy and education, each of which is contestable and ripe for further development, and this is examined throughout the book. This book was developed alongside an invited symposium held in June 2015 in Brisbane, Australia where the authors and interested others gathered to discuss practice theory perspectives on pedagogy and education. The title – Practice Theory Perspectives on Pedagogy and Education – captures the central overarching focus that underpins the book.

This book uses practice theory to examine the role of 'middle-leadership'. In particular, it investigates the practices of 'leading in the middle' in the cultural-discursive, material-economic, and social-political domains – i.e., the sayings, doings and relatings of middle leading. This perspective acknowledges the ecological arrangement of leading practices in schools, and the necessity of considering the unavoidable reality of the site. The analysis is used to promote the need to view leading in the middle as a form of praxis – a morally and ethically informed practice that requires thoughtful decision-making and action in situations where the outcomes are not always clear. This book focuses on the practice of leading for those in 'middle management' positions in primary and secondary schools, such as those responsible for curriculum leadership, including senior teachers, assistant principals, and curriculum leaders. In their positions that bridge 'management' and 'the classroom' they are significant leaders in promoting and sustaining effective pedagogy for good learning outcomes, and they have to continue to provide high-quality teaching in their own classrooms, while simultaneously being a mentor, coach, supporter and evaluator for their colleagues.

This book examines the practices in Western and local spheres of humanitarian intervention, and shows how the divide between these spheres helps to perpetuate Western involvement. Using the Democratic Republic of the Congo as a case study – an object of Western intervention since colonial times – this book scrutinizes the contemporary practice of humanitarian intervention from the inside. It seeks to expose how humanitarian aid and peacekeeping works, what obstacles they encounter and how they manage to retain their legitimacy. By examining the relationship between the West and the DR Congo, this volume asks why intervention continues to be so central for the relationship between Western and local spheres. Why is it normal and self-evident? The main answer developed here is that the separation of these two spheres allows intervention to enjoy

sufficient degrees of legitimacy to be sustained. Owing to the contradictions that surface when juxtaposing the Western and Congolese spheres, this book highlights how keeping them separate is key to sustaining intervention. Bridging the divide between the liberal peace debate in International Relations and anthropologies of humanitarianism, this volume thus presents an important contribution to taking both the legitimizing proclamations and 'local' realities of intervention seriously. The book will be of much interest to students of statebuilding, peacebuilding, peacekeeping, anthropology, research methods and IR in general.

The knowledge and decisions of professionals influence all facets of modern life, a fact reflected by the increasing and distinct emphasis on public accountability for what professionals know and do. The nature of this accountability has been fundamentally transformed in response to a changing context of market pressures, network arrangements, declining discretion and public trust, and public managerialism. To tackle these challenges, an important body of research has emerged which concentrates on the material elements and processes of professional learning, and considers how these affect wider society. This volume presents specific pressures on professionals' learning in different occupational contexts ranging from public school teaching to medicine and creative industry. These pressures are wrought by changing regulatory frameworks, changing modes of organising, changing demands and changing knowledge authorities in professional practice. The authors stress the importance of understanding these relations as sociomaterial webs through which the important moments of professional action and decisions emerge. This approach moves us beyond accepting 'learning' as an identifiable, individualist phenomenon by emphasising the multiplicities around professional practice 'standards' and 'quality', workarounds, responsibility, agency, and knowledge practices. As the chapters here demonstrate, sociomaterial perspectives raise new questions and methodologies that can highlight what is often invisible in the sometimes messy dynamics of professional learning, and point to new ways of promoting and supporting professional education. This book was originally published as a special issue of the *Journal of Education and Work*.

The *Cambridge Handbook of Strategy as Practice* provides a comprehensive overview of an emerging and growing stream of research in strategic management. An international team of scholars has been assembled to produce a systematic introduction to the various epistemological, methodological and theoretical aspects of the strategy-as-practice approach. This perspective explores and explains the contribution that strategizing makes to daily operations at all levels of an organization. Moving away from a disembodied and asocial study of firm assets, technologies and practices, the strategy-as-practice approach breaks down many of the traditional paradigmatic boundaries in strategy to investigate who the strategists are, what strategists do, how they do it, and what the consequences or outcomes of their actions are. Including a number of detailed empirical studies, the handbook will be an essential guide for future research in this vibrant field.

"We usually identify international orders with stability and established arrangements of units and institutionalization"--

Everyday life is defined and characterised by the rise, transformation and fall of social practices. Using terminology that is both accessible and sophisticated, this essential book guides the reader through a multi-level analysis of this dynamic. In working through core propositions about social practices and how they change the book is clear and accessible; real world examples, including the history of car driving, the emergence of frozen food, and the fate of hula hooping, bring abstract concepts to life and firmly ground them in empirical case-studies and new research. Demonstrating the relevance of social theory for public policy problems, the authors show that the everyday is the basis of social transformation addressing questions such as: how do practices emerge, exist and die? what are the elements from which practices are made? how do practices recruit practitioners? how are elements, practices and the links between them generated, renewed and reproduced? Precise, relevant and persuasive this book will inspire students and researchers from across the social sciences. Elizabeth Shove is Professor of Sociology at Lancaster University. Mika Pantzar is Research Professor at the National Consumer Research Centre, Helsinki. Matt Watson is Lecturer in Social and Cultural Geography at University of Sheffield.

Sarah Pink draws together in a single volume a set of key writings on advances and explorations that sit at the innovative edge of theory and practice in contemporary visual research. *Advances in Visual Methodology* presents a critical engagement with interdisciplinary practice in the field of visual research and representation, examining the development of visual methodology as a field of interdisciplinary and post-disciplinary practice that spans scholarly and applied concerns. The book explores how new practice-based, theoretical and methodological engagements are developing and emerging in research practice; the impact new approaches are having on the types of knowledge visual research produces and critiques; the ways visual research intersect with new media; and the implications of this for social and cultural research, scholarship and intervention. *Practice Theory and Education* challenges how we think about 'practice', examining what it means across different fields and sites. It is organised into four themes: discursive practices; practice, change and organisations; practising subjectivity; and professional practice, public policy and education. Contributors to the collection engage and extend practice theory by drawing on the legacies of diverse social and cultural theorists, including Bourdieu, de Certeau, Deleuze and Guattari, Dewey, Latour, Marx, and Vygotsky, and by building on the theoretical trajectories of contemporary authors such as Karen Barad, Yrjo Engestrom, Andreas Reckwitz, Theodore Schatzki, Dorothy Smith, and Charles Taylor. The proximity of ideas from different fields and theoretical traditions in the book highlight key matters of concern in contemporary practice thinking, including the historicity of practice; the nature of change in professional practices; the place of discursive material in practice; the efficacy of refiguring conventional understandings of subjectivity and agency; and the capacity for theories of practice to disrupt conventional understandings of asymmetries of power and resources. Their juxtaposition also points to areas of contestation and raises important questions for future research. *Practice Theory and Education* will appeal to postgraduate students, academics and researchers in professional

practice and education, and scholars working with social theory. It will be of particular interest to those who wish to move beyond the limiting configurations of practice found in contemporary neoliberal, new managerialist and narrow representationalist discourses.

This book provides an overview of the recent progress in Francophone tourism geography. It focuses on the theoretical advances in social and cultural geography, whereby the symbolic dimensions of tourism and the creation of tourism worlds are key. It puts forward the tourist conceived as mobile, situated, skilled, reflexive inhabitant of places, which gives all its meaning to the expression "inhabiting touristic worlds". More specifically, this book addresses numerous rarely addressed issues such as the geo-history of tourism, the material cultures of tourists, the digitality and disconnection from digital technologies in National Parks or the use of knowledge of tourists in metropolises. It gives insights in the specific Francophone approaches such as inhabiting, the urbanity of tourist resorts and the notion of territory in tourist studies. Finally, it provides an overview of the urban dimensions of tourism, place-making in the form of heritage, oasis tourism, sports tourism, production of space in Mexican resorts. As such, the book provides a key read for academics, students and professionals in tourism studies and tourism geography in search for alternative approaches.

Creativity has become a central concept in trying to understand the contemporary economy. It is a universally accepted strategic asset and a key issue in developing economic policy. But at the same time, this lauding of the creative economy raises many questions. What can creativity really do for us? What challenges does it pose for the management and organization of companies? And, in an age when everyone tries to be creative, what does the concept even mean? This book deals with these issues, and is an engagement with the manifold ways in which creativity emerges as energy and functions as an organizing principle in modern organizations. The book presents a wide variety of approaches to understanding one of the most critical and exciting issues in modern management, with sections dedicated to the organization of innovation and creativity, leadership and management in creative endeavors, as well as creativity and organization change.

How does the practice turn play out in international relations? This study offers a concise introduction to the core approaches, issues and methodology of International Practice Theory, examining the design, strategies and technique of practice theoretical research projects interested in global politics, and outlining issues for a future agenda.

Advances our understanding of global and international relations through a ground-breaking philosophical analysis of social practices indebted to Oakeshott, Wittgenstein and Hegel.

The cultural consumption research landscape of the 21st century is marked by an increasing cross-disciplinary fermentation. At the same time, cultural theory and analysis have been marked by successive 'inter-' turns, most notably with regard to the Big Four: multimodality (or intermodality), interdiscursivity, transmediality (or intermediality), and intertextuality. This book offers an outline of interdiscursivity as an integrative platform for accommodating these notions. To this end, a call for a return to Foucault is issued via a critical engagement with the so-called practice-turn. This re-turn does not seek to reconstitute venerably Foucauldianism, but to theorize 'inters-' as vanishing points that challenge the integrity of discrete cultural orders in non-convergent manners. The propounded interdiscursivity approach is offered as a reading strategy that permeates the contemporary cultural consumption phenomena that are scrutinized in this book, against a pan-consumptivist framework. By drawing on qualitative and mixed methods research designs, facilitated by CAQDAS software, the empirical studies that are hosted here span a vivid array of topics that are directly relevant to both traditional and new media researchers, such as the consumption of ideologies in Web 2.0 social movements, the ability of micro-celebrities to act as cultural game-changers, the post-loyalty abjective consumption ethos. The theoretically novel approaches on offer are coupled with methodological innovations in areas such as user-generated content, artists' branding, and experiential consumption.

"What is 'praxis'? How do we study theology from its perspective?" These are the main questions which this book seeks to answer. As 'propaedeutic' to theological reflection, it surveys the notion of 'praxis' in the philosophical, sociological and anthropological traditions - from Aristotle and Marx to contemporary theories. It argues that Pierre Bourdieu's 'theory of practice' achieves a critical synthesis of these different traditions making it a viable theological dialogue-partner. Bourdieu provides us with a praxeological theory to scrutinize the complexity of the social realm and an epistemological theory to understand the mystery of God's presence in these socio-historical conjunctures which serve as the privileged and only locus of His/Her revelation. The author thus engages two theologians who take 'praxis/practice' as central to their theological methods: Clodovis Boff (liberation theology) and John Milbank (radical orthodoxy). From the perspective of its appropriated framework, this work attempts to avoid the limitations as well as preserves the gains achieved by these two approaches - as it also explores the rudiments of a theological method relevant to our post-Marxist and postmodern-global contexts.

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