



Interrogating (Hi)stories: Establishing the Educational Relevance of Spiritual Development Through Critical Historiography (Critical Qualitative Research)

Audrey Lingley

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In *Interrogating (Hi)stories*, Audrey Lingley uses a critical constructivist perspective to problematize the absence of the spiritual dimension of human growth from pedagogical models that emphasize responsiveness to developmental psychology. The book investigates this conspicuous absence through critical historiographical research; it is a critical interrogation of the tacit understandings that guide education in general and middle grades reform in particular. The author offers practical, classroom-based implications and culturally respectful language for educators who believe spirituality is a legitimate aspect of human growth and learning in a public school setting.

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