

magination

Essays on Education, the Arts, and Social Change

Maxine Greene

Imagination Greene

Tonya Huber

Imagination Greene:

Releasing the Imagination Maxine Greene,2000-02-02 This remarkable set of essays defines the role of imagination in general education arts education aesthetics literature and the social and multicultural context. The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts Releasing the Imagination should be required reading for all educators particularly those in teacher education and for general and academic readers Choice Maxine Greene with her customary eloquence makes an impassioned argument for using the arts as a tool for opening minds and for breaking down the barriers to imagining the realities of worlds other than our own familiar cultures. There is a strong rhythm to the thoughts the arguments and the entire sequence of essays presented here American Journal of Education Releasing the Imagination gives us a vivid portrait of the possibilities of human experience and education s role in its realization. It is a welcome corrective to current pressures for educational conformity Elliot W Eisner professor of education and art Stanford University Releasing the Imagination challenges all the cant and clich littering the field of education today. It breaks through the routine the frozen the numbing the unexamined it shocks the reader into new awareness William Ayers associate professor College of Education University of Illinois Chicago.

Graham Greene's Catholic Imagination Mark Bosco, 2005-02-17 Much has been written about Graham Greene s relationship to his Catholic faith and its privileged place within his texts His early books are usually described as Catholic Novels understood as a genre that not only uses Catholic belief to frame the issues of modernity but also offers Catholicism s vision and doctrine as a remedy to the present crisis in Western civilization Greene's later work by contrast is generally regarded as falling into political and detective genres In this book Mark Bosco argues that this is a false dichotomy created by a narrowly prescriptive understanding of the Catholic genre and obscures the impact of Greene's developing religious imagination on his literary art Cultivating Imagination in Leadership Gillian Judson, Meaghan Dougherty, 2023 This comprehensive book provides a theoretical understanding of how imagination contributes to effective leadership as well as practical tools all educational leaders can employ to cultivate their imaginations and the imaginations of others in their communities To support these goals book chapters offer multiple perspectives on what imagination is why it is essential for educational leaders and how it can be developed Contributions by leadership scholars and school based leaders are organized around three themes exploring possibilities poetics of memory and imagination s role in social justice and equity Each section opens with a leadership story that shows how a school leader developed and used imagination to create solutions to real problems Contributors to this volume were invited to read each other s work and share their questions and thoughts This work can now be used by individuals or within formal or informal learning communities to expand deepen and apply concepts Expanding on Kieran Egan's theory of Imaginative Education this book will help current and future leaders

employ imagination to make sense of and address the day to day challenges they encounter Book Features Brings together empirical and conceptual research on imagination s varied roles in educational leadership Provides practical strategies and implementable techniques for cultivating leadership imagination Demonstrates what cognitive tools all leaders can use to deepen their understanding of issues to emotionally and imaginatively engage their school communities and to support equity diversity and inclusion Offers easy to use activities and guidelines for applying imagination to key leadership processes and practices Includes Cultivating Curiosity Conversation and Imagination sections at the end of chapters to stimulate individual reflection and collaborative discussion Contributors Laurie Anderson Sean Blenkinsop Lori Driussi Lynn Fels Mark Fettes James W Koschoreck Dan Laitsch Craig Mah Jessica Masterson Moraimo Machado Sarah Pazur Rose Pillay Tara Preston Courtney Robertson Jonathan Sclater Karen Steffensen Katie Strom Zachary D Thomas and Kara Mitchell Viesca **Search of Responsibility as Education** Hannah Spector, 2023-03-02 Not to be conflated with systems of accountability this book examines responsibility as a subject of educational inquiry. The author argues that responsibility in its most radical sense is not connected to a higher authority Rather responsibility summons the actor to do the right thing when no one else is there to announce what is right it involves speaking the truth in a world that is increasingly characterized by organized lying and organized irresponsibility. The search for responsibility as education is explored through a wide range of issues including studying the ways in which the bureaucratization of the world undermine ethical consciousness cultivating the ethical imagination in education which is not only vital to sustaining democracy but to counteracting indifference to crimes against humanity and crimes against the planet critiquing the imperial nationalism of a wave of education legislation requiring American schools to provide instruction on genocides and other mass atrocities that take place by others and abroad but not at home or by us centralizing a curriculum of common sense in an era marked by a breakdown of common sense and disinformation narratives and facing a reality that can never be experienced the end of the human world Reimagining education as an avenue for cultivating personal responsibility and global justice this text will be of interest to students scholars and researchers working in curriculum studies philosophy of education educational policy and teacher education Wide-Awake in God's World Graham D. Stanton, 2020-10-08 In an expressivist culture effective engagement must acknowledge teenagers freedom to choose their own spiritual path Yet in an evangelical theology faithful formation must hold on to biblical authority As we seek to engage young people with the Bible key questions need to be explored Such questions include how can pedagogical freedom be affirmed without undermining theological authority and how can authority be asserted without diminishing personal freedom This study explores a freedom authority dialectic in theological dialogue with the educational philosophy of Maxine Greene Greene s reflection on the arts and the imagination are brought into conversation with insights from Charles Taylor Garret Green and Nicholas Wolterstorff As a work of practical theology the book concludes with a framework to shape the purpose content and values for Bible engagement in contemporary youth

Developing a Curriculum Model for Civically Engaged Art Education Sara Scott Shields, Rachel ministry Fendler, 2023-07-31 This volume explores art as a means of engendering youth civic engagement and draws on research conducted with young people in the United States to develop a unique curriculum model for civically engaged art education CEAE Combining concepts from civics and arts education chapters posit that artistic thinking making and acting form the basis for creative research into social and political issues which affect young people and are key to promoting civic participation Focusing on critical creative and dynamic forms of youth cultural production inspired by local people places and events the text demonstrates how educators curricular choices can engage students in researching social movements and arts based activism The authors draw from well established areas such as arts based research civic engagement and maker centered learning to present their educational model through illustrative examples Offering a timely consideration of the relationship between art education and civics education this book will appeal to scholars and students of the sociology of education as well as arts and teacher research and pre service teacher education Three Approaches to Qualitative Research through the ARtS Seungho Moon, 2019-03-19 This book incorporates art based partnership oriented inquiry into social justice discourses and advances qualitative research strategies through the medium of three theoretical frameworks phenomenology critical ethnographic research and poststructuralist theories Maxine Greene's aesthetic theories motivated to create the ARtS initiative and the author explores the possibility of enhancing children's understanding of active citizenship and community It illustrates narratives from children in an urban context while they developed a sense of constructive community and active citizenship in an afterschool program called the ARtS aesthetic reflexive thoughts sharing initiative As a qualitative methodology text Three Approaches to Qualitative Research through the ARtS explicates theoretical tenets and research strategies in art based research This book shows three examples of how to connect a theoretical framework with the analysis of ethnographic data A nexus between theory and practice enables researchers and practitioners to understand the value of aesthetic inspired programs to foster democratic citizenship and to advance equity issues Social justice oriented teacher educators qualitative researchers and artists will explore and learn how the ARtS initiative recognizes the power of art and multiple research methodologies in imagining and representing a community differently and advancing social justice in a challenging time Collaborative Pathways to Friendship in Early Childhood Megan Adams, Gloria Quinones, 2020-05-04 Early childhood is a time of wonder excitement adventure and learning A time to experience social relations and friendships and all of the emotions involved The joy and the excitement of creating a common world with friends A world of what if and as if moments that are accepted and built together or rejected leading to frustration sadness and exclusion the darker side of friendship In this book cultural historical concepts are used to analyse the everyday lives of children Inspired by contemporary ideas about moral imagination Collaborative Pathways to Friendship in Early Childhood theorises friendship as a concept Traditionally studies about friendship in early childhood

focus on relations built in educational settings As a point of difference Dr Adams and Dr Quinones introduce the conditions that are created for with and by young children as they move between everyday family life and transition into education settings Through narratives of internationally mobile families moving into Malaysia and established families in Mexico varying perspectives of children parents teachers and principals are presented culminating in a holistic understanding of friendship in early childhood Providing insight into varied perspectives and processes involved when young children enter into friendships this book will be of interest to researchers post graduate students and teacher educators specialising in early childhood education child psychology or social work Explicating Maxine Greene's Notion of Naming and Becoming: "I Am ... Not Yet" Christine Debelak Neider, 2021-09-06 This volume offers a Naming praxis with which teachers might more closely align with their ethical ideals in the midst of their daily practice and relationships with students Framed ontologically in Maxine Greene's existential phenomenological notion of Becoming the author explicates Greene's Naming as a praxis within her own early teaching experiences through the interpretive methods of currere and teacher lore This study evolves in epistolary conversation with Maxine Greene teacher colleagues and new teachers It demonstrates the possibilities of applying critical reflective and discursive dialogue to the tensions of a teacher's life of practice in order to identify the obstacles to and the opportunities of the Becoming of the teacher and the student s in the educational encounter *Unlearning* John Baldacchino, 2018-12-12 Art as Unlearning makes an argument for art s unlearning as a mannerist pedagogy Art's pedagogy facilitates a form of forgetfulness by extending what happens in the practice of the arts in their visual auditory and performative forms The concept of learning has become predominantly hijacked by foundational paradigms such as developmental narratives whose positivistic approach has limited the field of education to a narrow practice within the social sciences This book moves away from these strictures by showing how the arts confirm that unlearning is not contingent on learning but rather anticipates and avoids it This book cites the experience and work of artists who by unlearning the canon have opened a diversity of possibilities by which we make and live the world Moving beyond clich s of art s teachability and what we have to learn through the arts it advances a scenario where unlearning is uniquely presented to us by the diverse practices that we identify with the arts The very notion of art as unlearning stems from and represents a fundamental critique of the constructivist pedagogies that have dominated arts education for over half a century This book will be of great interest to academics researchers and postgraduate students in the fields of education philosophy of education history of education pedagogy of art and art education It will also appeal to educators art educators and artists Fertile Ground in Middle Level General Music Stephanie Cronenberg, 2021-11-22 interested in the pedagogy of art Fertile Ground in Middle Level General Music guides music educators to inspire their middle level students grades 5 8 to engage more deeply in the general music classroom where students are given the opportunity to try on a range of roles musician composer listener and critic The book outlines the Fertile Ground Framework a teacher's aide for curricular

decision making that unites the middle level concept with the National Core Arts Standards while emphasizing the developmental needs and cultural identities of students This resource rich book provides teachers with an array of adaptable classroom support tools including Lesson sequences Activity ideas Teacher resources and worksheets Do Now exercises Featuring the real world perspectives of thirteen music educators Fertile Ground in Middle Level General Music is both practical and theoretical presenting methods for creating rich inspiring learning environments in middle level general music classrooms of all shapes and sizes and highlighting the unacknowledged strengths that already exist therein Focused on the aim of motivating students to pursue lifelong music learning this book helps instructors find joy and excitement in teaching a wide array of musical topics to diverse groups of middle level music students By Any Media Necessary Henry Jenkins, 2016-05-03 There is a widespread perception that the foundations of American democracy are dysfunctional and little is likely to emerge from traditional politics that will shift those conditions Youth are often seen as emblematic of this crisis frequently represented as uninterested in political life and ill informed about current affairs By Any Media Necessary offers a profoundly different picture of contemporary American youth Young men and women are tapping into the potential of new forms of communication such as social media platforms and spreadable videos and memes seeking to bring about political change by any media necessary In a series of case studies covering a diverse range of organizations networks and movements from the Harry Potter Alliance which fights for human rights in the name of the popular fantasy franchise to immigration rights advocates using superheroes to dramatize their struggles By Any Media Necessary examines the civic imagination at work Exploring new forms of political activities and identities emerging from the practice of participatory culture By Any Media Necessary reveals how these shifts in communication have unleashed a new political dynamism in Re-Symbolization of the Self: Human Development and Tarot Hermeneutic I. American youth Book jacket Semetsky, 2011-07-23 Bringing together popular and academic cultures Inna Semetsky presents Tarot as a system of transformative hermeneutics for adult self education and cultural pedagogy Her research is a decisive and intelligent step ahead from the reductive stereotype of Tarot as fortune telling The fifteen life stories at the heart of the book exemplify the author's commitment to alternative modes of education and counseling that transcend individual cultural or language barriers Assembling a rich array of sources from Hermeticism to Jungian depth psychology the philosophies of Noddings Buber and Deleuze and the science of self organization this book opens a new path to personal and social revitalization It should be widely read across disciplinary divides by scholars students and professionals alike An Activist Approach to Physical Education and Physical Activity Jackie Beth Shilcutt, Kimberly Oliver, Carla Luguetti, 2024-04-30 This timely and diverse collection offers perspectives on engaging people in physical activity utilizing the Activist Approach This approach facilitates interest motivation and learning in physical education by focusing on student centered pedagogy embodiment inquiry based education and listening and responding to students over time The resource collates experts and beginners who

have used the Activist Approach to incorporate participants interests motivation and learning needs and maintain student voices in physical activity environments Chapters center around three broad areas of the Activist Approach 1 physical education settings 2 physical activity settings and 3 teachers experiences of learning to use an Activist Approach in physical education and physical activity Contributors from around the world discuss challenges and benefits experienced issues of equity and justice and what people gained and gave up by using the approach Focusing on key areas in physical education settings dance sport and physical activity settings and PE teacher education and professional development this book offers And We Shall Learn through the Dance crucial critical perspectives on how to meet people s physical activity needs Kathleen S. Turner, 2021-07-28 Liturgical dance is a way to present reflect instruct learn study and share religious beliefs with one s self within one s worship community and with one s God Such a belief is confirmed and witnessed within a variety of religious settings throughout the world from the beginning of time to this present age However there is a vacuum of resources that connect liturgical dance within the Christian context as a tool for religious learning within the field of religious education With the continual rise of liturgical dance as an artistic form of expression this book proposes that liturgical dance offers unique attributes conducive to the teaching and learning of faith and to faith formation Kathleen S Turner shows how liturgical dance is religious education in two very important ways first by addressing the power and potential liturgical dance has in nourishing the faith life of Christian congregants through means that are both educative and reflective and second by giving examples of how liturgical dance can be implemented as a religious education tool within the **The God Who Is Triune** Allan Coppedge, 2007-10-01 The triunity of the Christian God is not teaching life of the church just one isolated doctrine among others Allan Coppedge draws out the implications for our understanding of God s nature attributes roles relationship to creation and providence Women Curriculum Theorists Sandra Leaton Gray, David Scott, 2023-04-21 Most published bodies of work relating to curriculum theory focus exclusively or almost exclusively on the contributions of men This is not representative of influences on educational practices as a whole and it is certainly not representative of educational theory generally as women have played a significant role in framing the theory and practice of education in the past Their contribution is at least equal to that of men even though it may not immediately appear as visible on library shelves or lecture lists This book addresses this egregious deficit by asking readers to engage in an intellectual conversation about the nature of women's curriculum theory as well as its impact on society and thought in general It does this by examining the work of twelve women curriculum theorists Maxine Greene Susan Haack Julia Kristeva Martha Nussbaum Nel Noddings Jane Roland Martin Marie Battiste Dorothea Beale Susan Isaacs Maria Montessori Mary Warnock and Lucy Diggs Slowe The book is not an encyclopaedia nor is it a history book It aims to bring to the reader s attention through a semantic rendition of the world those seminal relationships that exist between the three meta concepts that are addressed in the work feminism learning and curriculum It will appeal to scholars and researchers with interests in

curriculum and the philosophy and sociology of education Reimagining American Education to Serve All Our Children Deborah Greenblatt, Nicholas M. Michelli, 2019-11-28 Reimagining American Education to Serve All Our Children Why Should We Educate in a Democracy examines and reevaluates the history and purpose of public education in the United States in order to provide students of current and future generations with a robust and fulfilling learning experience The authors approach knowledge from a critical perspective with the intention of broadening the definition of knowledge and critical thinking positioning education as a gateway to life s endless possibilities and participation in a democratic society In asking why should we educate in a democracy rather than why do we educate in a democracy the authors suggest directions that need to be taken to enhance democracy social justice and the positive effects of education for all Divided into ten concise chapters this volume provides activities and strategies for developing meaning for often contentious concepts illustrates concepts and brings together new ideas as well as assessment ideas Greenblatt and Michelli and their coauthors cover a diverse range of important topics allowing us to understand education in a democracy including Sociopolitical barriers to knowledge The importance of all subjects including the arts health and physical education Methods of fostering imaginative thinking The political nature of the effects of policies on education Reimagining American Education to Serve All Our Children aims to provide practicing teachers teacher educators graduate education students and all those interested in enhancing education a discussion on the relationship between education and policy A topical conversation this book aids readers to develop a better understanding of the effects of social justice on American learners and the effects of education on social justice and democracy in order to take a position on these critical issues **Education Beyond Education** John Baldacchino, 2009 Developing a theme in dialogue with Maxine Greene's philosophy this book introduces the reader to what animates Greene s passionate work the self and the imaginary It illuminates how Greene empowers us all as learners of the possible by identifying learning with the power of the imagination Greene's work promises hope beyond the impasse that often occurs when learning is reified by educational systems Education Beyond Education illustrates how Greene redefines the notion of the imaginary and with it that of the imagination as that which expands the possibilities of learning beyond the boundaries by which education is often narrowly defined and practiced Tracing Greene s key arguments Education Beyond Education offers a strikingly original and empowering way to see and re position education beyond its customary limits

Storied Inquiries in International Landscapes Tonya Huber, 2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author's graduate research according to Cabell's Directory the first journal to do

so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebasti o Salgado s Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research

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