



Imagination In Teaching And Learning

Kieran Egan



Imagination In Teaching And Learning:

Imagination in Teaching and Learning Kieran Egan, 1992 It is widely believed that a child's imagination ought to be stimulated and developed in education Yet few teachers understand what imagination is or how it lends itself to practical methods and techniques that can be used easily in classroom instruction In this book Kieran Egan winner of the prestigious Grawemeyer Award for his work on imagination takes up where his *Teaching as Story Telling* left off offering practical help for teachers who want to engage stimulate and develop the imaginative and learning processes of children between the ages of eight to fifteen This book is not about unusually imaginative students and teachers Rather it is about the typical student's imaginative life and how it can be stimulated in learning how the average teacher can plan to achieve this aim and how the curriculum can be structured to help achieve this aim Slim and determinedly practical this book contains a wealth of concrete examples of curriculum design and teaching techniques structured to appeal specifically to children in their middle school years

Imagination in Teaching and Learning Kieran Egan, 2013-10-16 Young people learn most readily when their imaginations are engaged and teachers teach most successfully when they are able to see their subject matter from their pupils point of view It is however difficult to define imagination in practice and even more difficult to make full use of its potential In this original and stimulating book Kieran Egan winner of the prestigious Grawemeyer award for education in 1991 discusses what imagination really means for children and young people in the middle years and what its place should be in the midst of the normal demands of classroom teaching and learning Egan uses a bright and witty style to move from a brief history of the ways in which imagination has been regarded over the years through a general discussion of the links between learning and imagination A selection of sample lesson plans show teachers how they can encourage effective learning through stimulating pupils imaginations in a variety of curriculum areas including maths science social studies and language work

The Imagination in Education Sean Blenkinsop, 2009-01-14 This collection of essays from scholars in eleven countries centres upon the theory and practice of the use of imagination in education By bringing together studies covering a wide range of subject matter we trust that the reader will have the opportunity to appreciate both the diversity within the field and the significance of the topics discussed We hope too that readers will find connections to their own areas of study The 13 essays present distinct yet converging points of view whether it be a discussion of the imagination as a virtue the use of imagination as a means to improve aboriginal education in Northern Canada or the description of a museum in Brazil in which the imagination of the child is central to the project Separately each of the papers identifies and explores a distinct aspect of Imaginative Education together they begin to define the breadth and richness of the field These essays have been selected from papers presented over a period of several years to research symposiums in imagination and education held every summer in Vancouver Canada under the auspices of the Imaginative Education Research Group in the Faculty of Education at Simon Fraser University

An Imaginative Approach to Teaching Kieran Egan, 2005-02-04 In this book award

winning educator Kieran Egan shows how we can transform the experience of K 12 students and help them become more knowledgeable and more creative in their thinking At the core of this transformative process is imagination which can become the heart of effective learning if it is tied to education s central tasks An Imaginative Approach to Teaching is a groundbreaking book that offers an understanding of how students imaginations work in learning and shows how the acquisition of cognitive tools drives students educational development This approach is unique in that it engages both the imagination and emotions The author clearly demonstrates how knowledge comes to life in students minds if it is introduced in the context of human hopes fears and passions To facilitate this new educational approach the book includes a wide variety of effective teaching tools such as story rhythm play opposition agency and meta narrative understanding that value and build upon the way children understand their experiences Most important Egan provides frameworks for lesson planning and more than a dozen sample lessons to show how teachers can use these tools to awaken intelligence and imagination in the classroom

Imagination and the Engaged Learner Kieran Egan, Judson Gillian, 2016 Students imaginations are often considered as something that might be engaged after the hard work of learning has been done Countering such beliefs Egan and Judson show that the imagination one of the great workhorses of learning can be used to make all learning and all teaching more effective Through techniques that any teacher can learn and easily apply in any classroom they demonstrate how and why imagination can be used across the curriculum and grade levels to make teaching and learning more interesting engaging and pleasurable for all Teachers who use these techniques will discover the emotions images stories metaphors sense of wonder heroic narratives and other cognitive tools that can bring life and energy to their classroom This practical handbook will help teachers learn how to use these enlivening techniques in their daily practice to stimulate students intellectual activity and growth Book Features A comprehensive description of imagination s role in thinking and learning Field tested teaching strategies for the K 12 classroom Cross curricular examples showing IE making a real difference for teachers and students A cognitive toolkit to spur active learning and meaningful interaction What fun Readers will get a host of practical ideas to make lessons come alive through the exercise of imagination the use of metaphors and the telling of stories Read and enjoy Nel Noddings Lee Jacks Professor of Education Emerita Stanford University

Teaching and Learning Outside the Box Kieran Egan, Maureen Stout, Keiichi Takaya, 2007-04-29 Everyone knows that educational success is much more likely when students imaginations and emotions are caught up in learning While we have a rich educational literature about holding students interest we do not have very much sustained work on what the imagination is how it works in learning or how it may be inspired in the classroom Addressing the whole curriculum this book provides insights into each of those areas central to educational success Engaging the imagination is sometimes seen in opposition to preparing students for testing but scoring well on tests and being imaginatively active in learning are not mutually exclusive When students imaginations are engaged in learning their educational performance will improve by any test or measure This

book offers a new understanding of how knowledge grows in the mind and how our imagination works and changes during our lifetime Knowledgeable authors describe innovative teaching methods based on these insights which offer new ways of planning and teaching Imaginative Education Kieran Egan,2010 *Teaching 360 : Effective Learning Through the Imagination* ,2008-01-01 This book offers a detailed examination of imagination in learning Teachers working with the ideas of Imaginative Education in their classrooms provide examples that cover multiple curricular areas and span elementary through secondary school contexts Imagination has moved in recent years from being considered some kind of educational frill to a recognized main workhorse of teaching and learning It is this new perspective that this book celebrates and exemplifies The book is divided between teachers and researchers voices both exploring a range of ways in which the imagination can be used in everyday classrooms to enhance learning and increase the satisfactions of teaching This book demonstrates how engaging the imagination lies at the core of effective education Imaginative Science Education Yannis Hadzigeorgiou,2016-05-26 This book is about imaginative approaches to teaching and learning school science Its central premise is that science learning should reflect the nature of science and therefore be approached as an imaginative creative activity As such the book can be seen as an original contribution of ideas relating to imagination and creativity in science education The approaches discussed in the book are storytelling the experience of wonder the development of romantic understanding and creative science including science through visual art poetry and dramatization However given the perennial problem of how to engage students of all ages in science the notion of aesthetic experience and hence the possibility for students to have more holistic and fulfilling learning experiences through the aforementioned imaginative approaches is also discussed Each chapter provides an in depth discussion of the theoretical background of a specific imaginative approach e g storytelling wonder full science reviews the existing empirical evidence regarding its role in the learning process and points out its implications for pedagogy and instructional practices Examples from physical science illustrating its implementation in the classroom are also discussed In distinguishing between participation in a science activity and engagement with science ideas per se the book emphasizes the central role of imaginative engagement with science content knowledge and thus the potential of the recommended imaginative approaches to attract students to the world of science **Fostering Imagination in Higher Education** Joy Whitton,2018-04-20 Imagination and creative teaching approaches are increasingly important across all higher education disciplines not just the arts Investigating the role of imagination in teaching and learning in non arts disciplines this book argues that a lack of clarity about what imagination looks like in higher education impedes teachers in fostering their students creativity Fostering Imagination in Higher Education tells four ethnographic stories from physics history finance and pharmaceutical science courses analytically observing the strategies educators use to encourage their students imagination and detailing how students experience learning when it is focussed on engaging their imagination The highly original study is framed by Ricoeur s work on different

forms of imagination reproductive and productive or generative It links imaginative thinking to cognitive science and philosophy in particular the work of Clark Dennett and Polanyi and to the mediating role of disciplinary concepts and social cultural practices The author s discussion of models graphs strategies and artefacts as tools for taking learners thinking forward has much to offer understandings of pedagogy in higher education Students in these case studies learned to create themselves as knowledge producers and professionals It positioned them to experience actively the constructed nature of the knowledge and processes they were learning to use and the continuing potential of knowledge to be remade in the future This is what makes imaginative thinking elemental to the goals of higher education

Imagination in Educational Theory and Practice Robert Fitzgerald, Thomas William Nielsen, 2010-04-16 Inspired by papers developed for the 6th International Conference on Imagination and Education Imaginative Practice Imaginative Inquiry Canberra Australia 2008 this book connects a cross section of educators researchers and administrators in a dialogue and exploration of imaginative and creative ways of teaching learning and conducting educational inquiry Imagination is a concept that spans traditional disciplinary and professional boundaries The authors in this book acknowledge diverse theoretical and practical allegiances but they concur that imagination will play an essential role in the building of new foundations for education in the 21st century From our conception of human development through our ways of educating teachers to the teaching of mathematics they argue for the centrality of imagination in the realization of human potential and for its relevance to the most urgent problems confronting our world Introduced by a wide ranging literature review and extensively referenced this volume makes an important contribution to a rapidly expanding field

Engaging Imagination and Developing Creativity in Education (2nd Edition) Kieran Egan, Gillian Judson, Krystina Madej, 2015-09-10 Imagination is the source of creativity and invention This volume of essays has been collected expressly to bring readers new ideas about imagination and creativity in education that will both stimulate discussion and debate and also contribute practical ideas for how to infuse daily classrooms with imaginative activities Researchers and educators around the world have taken up the discussion about the importance of imagination and creativity in education This global relevance is represented here by writings from authors from Brazil Canada China Denmark Italy Israel Japan and Romania In the first part of the book these authors explore and discuss theories of development imagination and creativity In the second part they extend these theories to broader social issues including responsible citizenship gender and special needs education and to new approaches to teaching curriculum subjects such as literacy science and mathematics as well as to the educational environment of the museum Since the first edition of this book Imaginative Education IE has developed increasingly accessible strategies for teachers to routinely engage imagination in everyday practice New essays for the second edition include discussions about increasing political consciousness improving teacher education and using mathematical evaluation in Part I and phenomenological approaches to media education in Part II

Imagination and Literacy Karen Gallas, 2003 In her newest book teacher researcher and

bestselling author Karen Gallas investigates imagination in the classroom to understand its function in literacy learning. Using rich examples from her elementary classroom she proposes that imagination is a central but untapped component of learning across all subject areas: language arts, science, social studies, and math. **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 cliché 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. ***Teaching and Christian Imagination*** David I. Smith, Susan M. Felch, 2016. This book offers an energizing Christian vision for the art of teaching. The authors, experienced teachers themselves, encourage teacher readers to reanimate their work by imagining it differently. David Smith and Susan Felch, along with Barbara Carvill, Kurt Schaefer, Timothy Steele, and John Witvliet, creatively use three metaphors: journeys and pilgrimages, gardens and wilderness, buildings and walls, to illuminate a fresh vision of teaching and learning. Stretching beyond familiar clichés, they infuse these metaphors with rich biblical echoes and theological resonances that will inform and inspire Christian teachers everywhere. ***Education Through the Imagination*** Margaret McMillan, 1904. ***Imagination and Literacy*** Karen Gallas, 2003-11-28. In her newest book, teacher researcher and bestselling author Karen Gallas investigates imagination in the classroom to understand its function in literacy learning. Using rich examples from her elementary classroom, she proposes that imagination is a central but untapped component of learning across all subject areas: language arts, science, social studies, and math. ***The Interdependence of Teaching and Learning*** Bryant Griffith, Douglas J. Loveless, 2013-03-01. The varied chapters of this book seek to capture the complexities of teaching and learning in today's schools, and they share an interest in exploring the influences of knowledge construction in the moment and over time. Teaching and learning are human processes, interrelated and dynamic. We assembled this collection to unpack what it means to teach and to learn, teasing out some of the implications and challenges of such

complicated educational processes that are often misconstrued as causal or linear As educators currently residing in the United States we find this a particularly pressing agenda given the current focus on common core standards and reducing teaching and learning to conceptual and pedagogical step by step procedures Our primary concern in putting together this book was to provide a conceptual and political foundation from which to construct and defend understandings and practices of teaching and learning that embody the complexity of educational endeavors and relationships The isolation of teaching from learning and the othering of both teachers and students one from the other suggests that knowledge is synonymous with information This book challenges such assumptions The project underlying this text can be seen as a means of rethinking how teachers and students perspectives of practice and curriculum influence what learning opportunities are provided to students Chapters written by established and new thinkers in the field of education demonstrate the ways in which teachers reformulate relationships between teaching and learning in school settings Our second objective is to examine local constructions of knowledge over time and how those constructions are consequential for teacher and student learning By examining patterns of practice and processes of knowledge construction in elementary secondary and undergraduate classrooms the authors of these chapters lay a foundation for examining commonalities and differences in the construction of knowledge and practices across educational levels disciplines and in school and out of school settings

Education Studies Dave Trotman, Helen Lees, Roger Willoughby, 2017-09-20 Written by educational specialists and including over fifty interdisciplinary entries this essential compendium offers accessible detailed definitions of the core concepts typically explored on undergraduate Education Studies courses Its interactive design clarifies topics at an introductory intermediate and advanced level supporting students across the three years of their undergraduate study The history and evolution of each concept is outlined with concepts practically grouped around four interrelated key educational categories the personal philosophy practice and power Key academic debates and points of contest are explored reference to real life educational examples are offered and reflective questions and further reading scaffold critical engagement Education Studies The Key Concepts is a bookshelf must have moving readers towards a coherent stance based on theory and research It is an easy to use resource for anyone looking to better understand education It is also useful for those researching education at postgraduate level to broaden their educational knowledge base outside their specific foci

Teachers' Everyday Use of Imagination and Intuition Virginia M. Jagla, 1994-09-15 This book offers a provocative look at the significant roles that imagination and intuition play in the daily operation of teachers classrooms The author explores the idea of creativity in education as it relates to being spontaneous open confident experienced and familiar Readers are invited to envision how the classroom comes alive by pondering the themes of Interaction Connections and Context Storytelling and Emotion Excitement Love and Caring through the stories of teachers Jagla explores ways of fostering imagination and intuition with preservice and inservice teachers and provides ways of encouraging students to use

their own imaginations and intuitive processes The book provides an exciting mix of original anecdotes literature review and insightful analysis

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **Imagination In Teaching And Learning** . This downloadable ebook, shrouded in suspense, is available in a PDF format (Download in PDF: *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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Imagination In Teaching And Learning Introduction

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