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Releasing
the
Imagination

Essays on Education, the
Arts, and Social Change

Maxine Greene

Releasing The Imagination Essays On Education The Arts And Social Change

**Steven Tozer, Bernardo P.
Gallegos, Annette Henry, Mary Bushnell
Greiner, Paula Groves Price**

Releasing The Imagination Essays On Education The Arts And Social Change:

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

Releasing the Imagination Maxine Greene, 1995 **International Handbook of Research in Arts Education** Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme

ECSM2016-Proceedings of the 3rd European Conference on Social Media Christine Bernadas, Delphine Minchella, 2016-06-21 **Youth Identities, Localities, and Visual Material Culture** Kristen Ali Eglinton, 2012-10-06 This invaluable addition to Springer s *Explorations of Educational Purpose* series is a revelatory ethnographic account of the visual material culture of contemporary youths in North America The author s detailed study follows apparently dissimilar groups black and Latino a in a New York City after school club and white and Indigenous in a small Canadian community as they inflect their nascent identities with a sophisticated sense of visual material culture in today s globalized world It

provides detailed proof of how much ethnography can add to what we know about young people's development in addition to its potential as a model to explore new and significant avenues in pedagogy. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global at once constrained and enhanced by geography and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter just like their counterparts in the sub Arctic construct racial geographic and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global at once constrained and enhanced by geography and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant.

Teaching Authentic Language Arts in a Test-Driven Era , **The Transformative Politics of Music Education** Tuulikki Laes, Gert Biesta, Heidi Westerlund, 2025-02-14 This book introduces a unique approach to the interconnections between music education and politics. By taking a broader, more diverse and explicitly ethico-political

philosophical and theoretical stance the book challenges institutional and structural conditions that may be resistant to change and expands the understanding of the professional responsibility of music educators in the 21st century to meet a variety of societal and ecological challenges Emerging from a collaboration between international music education scholars and prominent contemporary educational theorist Gert Biesta this book connects contemporary educational theories with music education to unlock its transformational capacity In eight chapters the contributors show how music education can move towards ways of being and doing that are attuned to social justice and to the broader social and ecological responsibility of music professionals Strengthening the interdisciplinary connections between music education and education philosophy sociology policy systems thinking and more the volume offers a renewed vision of the scope and boundaries of both music teacher education and professional work in music more widely Connecting the decades long work of internationally established music educator scholars and ideas from large scale research projects with a shared interest in transformative theorisation this book fills a knowledge gap and reframes the philosophy of music education as a vibrantly multidisciplinary theory generating field Relevant to researchers and students across music teacher education and performance studies this book speaks to both conservatoires and university contexts across Europe and North America helping us unlock the transformative capacity of music education

Fifty Modern Thinkers on Education Liora Bresler, David Cooper, Joy Palmer, 2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education Among those included are Pierre Bourdieu Elliot Eisner Hans J Eysenck Michel Foucault Henry Giroux Jurgen Habermas Susan Isaacs A S Neill Herbert Read Simone Weil Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading

Fifty Modern Thinkers on Education Joy Palmer, David Edward Cooper, Liora Bresler, 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading

Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often

misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Instruction A Reader of Narrative and Critical Lenses on Intercultural Teaching and Learning Candace Schlein, Barbara Garii, 2016-10-01 It has become increasingly critical for both novice and experienced educators to bring to their diverse classrooms a set of dispositions skills and experiences that will enhance learning for all students especially pupils from diverse cultural and language backgrounds Intercultural teaching experiences offer opportunities for teachers and student teachers to learn about cultures and cultures of schooling via first hand interactions In this way intercultural teaching enables educators to intertwine the personal political cultural social theoretical and practical as a means of making important changes in school and classroom life A Reader on Narrative and Critical Lenses of Intercultural Teaching and Learning offers readers a set of chapters that highlights the work of researchers educators and teacher educators that displays new possibilities for ongoing teacher development and positive social and educational changes This book engages in critical and narrative exploration of intercultural teaching intercultural competence and the relationship between the work of educators in different countries and teaching for diversity This text also accounts for international intra cultural and intercultural teaching beyond early field experiences and student teaching programs by including the viewpoints of educators with these experiences Significantly this book enhances the current dialogue on intercultural teaching and on intercultural competence with first hand narrative accounts of life teaching and research in intercultural professional settings in order to bring to light intricate understandings of this form of educator professional development In addition this text critically unpacks aspects of intercultural teacher development and programs supporting such endeavors as they explicitly enhance educators capacities for personal passionate and participatory teaching and inquiry **The Necessity of Aesthetic Education** Laura D'Olimpio, 2024-04-04 The Necessity of Aesthetic Education is a manifesto That which is experienced through engagement with art through the many various and diverse art forms and media is uniquely and essentially valuable to the lives of human beings In order to fully appreciate and gain the most out of the arts which offer a variety of aesthetic experience there are concepts skills and techniques integral to such understanding In this book Laura D Olimpio argues that aesthetic education ought to be a compulsory part of education for all school aged students from pre primary to high school on the basis of its distinctive value Such an argument is timely given the so called crisis in the arts and humanities with declining student numbers in subjects that do not have a direct vocational correlative and increased focus on science engineering technology and mathematics STEM subjects As funding cuts increasingly slash the support for the arts there is a need to argue for why the arts and arts education is valuable for their own sake as well as for the positive contributions they can and do make to society Through

critical engagement with a range of thinkers including Maxine Greene John Dewey and Elliot Eisner D Olimpio offers a unique and important contribution to aesthetic education and to research within philosophy of education *The Routledge Companion to Decolonizing Art, Craft, and Visual Culture Education* Manisha Sharma, Amanda Alexander, 2023-07-31 This companion demonstrates how art craft and visual culture education activate social imagination and action that is equity and justice driven Specifically this book provides arts engaged intersectional understandings of decolonization in the contemporary art world that cross disciplinary lines Visual and traditional essays in this book combine current scholarship with pragmatic strategies and insights grounded in the reality of socio cultural political and economic communities across the globe Across three sections creative shorts enacted encounters and ruminative research a diverse group of authors address themes of histories space and land mind and body and the digital realm Chapters highlight and illustrate how artists educators and researchers grapple with decolonial methods theories and strategies in research artmaking and pedagogical practice Each chapter includes discursive questions and resources for further engagement with the topics at hand The book is targeted towards scholars and practitioners of art education studio art and art history K 12 art teachers as well as artist educators and teaching artists in museums and communities

Poetic Inquiry as Social Justice and Political Response Abigail Cloud, Sandra L. Faulkner, 2019-12-02 This volume speaks to the use of poetry in critical qualitative research and practice focused on social justice In this collection poetry is a response a call to action agitation and a frame for future social justice work The authors engage with poetry s potential for connectivity political power and evocation through methodological theoretical performative and empirical work The poet researchers consider questions of how poetry and Poetic Inquiry can be a response to political and social events be used as a pedagogical tool to critique inequitable social structures and how Poetic Inquiry speaks to our local identities and politics The authors answer the question What spaces can poetry create for dialogue about critical awareness social justice and re visioning of social cultural and political worlds This volume adds to the growing body of Poetic Inquiry through the demonstration of poetry as political action response and reflective practice We hope this collection inspires you to write and engage with political poetry to realize the power of poetry as political action response and reflective practice *The Passionate Mind of Maxine Greene* William F. Pinar, 2005-08-08 Maxine Greene is the most important philosopher of education in the United States today The author of *Teacher as Stranger* 1973 *Landscapes of Learning* 1978 *Dialectic of Freedom* 1988 and *Releasing the Imagination* 1995 Greene has influenced tens of thousands of teachers in North America as well as her colleagues in philosophy of education teacher education and curriculum studies While widely cited Greene has not until now been the subject of sustained scholarly analysis and investigation William F Pinar has organized a systematic study of Greene s contribution from several points of view studies of the four books studies of the intellectual and aesthetic influences upon her theory and her influence on the various specializations within the broad field of education the teaching of English arts education philosophy of education

curriculum studies religious education cognitive theory and theory of teaching The book opens and concludes with Maxine Greene's own autobiographical statements

Educating About Social Issues in the 20th and 21st Centuries Vol. 3

Samuel Totten, Jon Pedersen, 2014-01-01 EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries A Critical Annotated Bibliography Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling ranging over roughly a one hundred year period between 1915 and 2013 Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum Experts in various areas each contribute a chapter in the book Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter

Transforming Leadership

Pathways for Humanities Professionals in Higher Education Roze Hentschell, Catherine E. Thomas, 2023-04-15

Transforming Leadership Pathways for Humanities Professionals in Higher Education includes thirteen essays from a variety of contributors investigating how humanities professionals grapple with the opportunities and challenges of leadership positions Written by insiders sharing their lived experience this collection provides an authentic look at the multiple roles humanities specialists play as well as offers strategies for professional growth sustenance and satisfaction The collection also considers the relationship between disciplinary areas of study academic training and the valuable skill sets and habits of mind that serve higher education leaders While Transforming Leadership Pathways emphasizes that a leadership route in higher education can be a welcome and positive professional move for many humanities scholars the volume also acknowledges the issues that arise when faculty take on administrative positions while otherwise marginalized on campus because of faculty status rank or personal identity This collection demystifies the path into higher education administration and argues that humanities scholars are uniquely qualified for such roles Empathetic deeply analytical attuned to historical context and trained in communication teachers and scholars who hail from humanities disciplines often find themselves well suited to the demands of complex academic leadership in today's colleges and universities

Working the Margins of

Community-Based Adult Learning Shauna Butterwick, Carole Roy, 2016-07-08 This volume gathers stories about how various art and creative forms of expression are used to enable voices from the margins that is of underrepresented individuals and communities to take shape and form Voice is not enough stories and truths must be heard must be listened to And so the stories gathered here also speak to how creative processes enable conditions for listening and the development of empathy for other perspectives which is essential for democracy The chapters including some that describe international projects illustrate a variety of art making practices such as poetry visual art film theatre music and dance and how they can support individuals and groups at the edges of mainstream society to tell their story and speak their truths often the first steps to valuing one's identity and organizing for change Some of the authors are community based artists who share stories thus bringing these creative endeavors into the wider conversation about the power of arts making to open up spaces for

dialogue across differences Art practices outlined in this book can expand our visions by encouraging critical thinking and broadening our worldview At this time on the earth when we face many serious challenges the arts can stimulate hope openness and individual and collective imaginations for preferred futures Inspiration comes from people who at the edges of their community communicate their experience *The Art of Teaching Music* Estelle R. Jorgensen,2024-06-06 The Art of Teaching Music takes up important aspects of the art of music teaching ranging from organization to serving as conductor to dealing with the disconnect between the ideal of university teaching and the reality in the classroom Writing for both established teachers and instructors on the rise Estelle R Jorgensen opens a conversation about the life and work of the music teacher The author regards music teaching as interrelated with the rest of lived life and her themes encompass pedagogical skills as well as matters of character disposition value personality and musicality She reflects on musicianship and practical aspects of teaching while drawing on a broad base of theory research and personal experience Although grounded in the practical realities of music teaching Jorgensen urges music teachers to think and act artfully imaginatively hopefully and courageously toward creating a better world **Mastering Primary Art and Design** Peter Gregory,Claire March,Suzy Tutchell,2020-02-20 Mastering Primary Art and Design introduces the primary art and design curriculum and helps trainees and teachers learn how to plan and teach inspiring lessons that make learning art and design irresistible Topics covered include Current developments in art and design Art and design as an irresistible activity Art and design as a practical activity Skills to develop in art and design Promoting curiosity Assessing children in art and design Practical issues This guide includes examples of children s work case studies readings to reflect upon and reflective questions that all help to show students and teachers what is considered to be best and most innovative practice and how they can use that knowledge in their own teaching to the greatest effect The book draws on the experience of three leading professionals in primary art and design Peter Gregory Claire March and Suzy Tutchell to provide the essential guide to teaching art and design for all trainee and qualified primary teachers

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