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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

Rosina Ehmann



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 **Curriculum Development in the Postmodern Era** Patrick Slattery, 2013 The 3rd edition of this introduction to and analysis of contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies brings readers up to date on the major research themes within the historical development of the field **Exploring Art for Perspective Transformation** Alexis Kokkos, 2021-05-12 We live in a socio cultural reality which is dominated by an entrepreneurial and instrumental rationality as well as by a discriminative and populist mentality Questioning the validity of taken for granted sovereign perspectives is thus of vital importance Our contact with art can serve as a pathway through which we might be empowered to identify false life values and develop the disposition and ability to challenge them The learning potential of aesthetic experience is however barely exploited within educational systems In addition although major scholars have contributed to a deeper understanding of the liberating dimension of processing important artworks there has been surprisingly little discussion in the relevant literature focusing on educational practice **Exploring Art for Perspective Transformation** provides a comprehensive analysis and synthesis of theoretical views pertaining to the emancipatory process of exploring art Moreover it presents the educational method Transformative Learning through Aesthetic Experience TLAE with reference to particular examples of implementation TLAE is addressed to adult educators and school teachers regardless of the subject they teach and their theoretical background on aesthetics It involves engaging learners in exploring works from fine arts literature theatre cinema and music with a view to promoting critical reflection on one s potentially problematic perspectives **Art as an Agent for Social Change** Hala

Mreiwed, Mindy R. Carter, Claudia Mitchell, 2020-10-15 The chapters in *Art as an Agent for Social Change* presented as snapshots focus on exploring the power of drama dance visual arts media music poetry and film as educative artistic imaginative embodied and relational art forms that are agents of personal and societal change A range of methods and ontological views are used by the authors in this unique contribution to scholarship illustrating the comprehensive methodologies and theories that ground arts based research in Canada the US Norway India Hong Kong and South Africa Weaving together a series of chapters snapshots under the themes of community building collaboration and teaching and pedagogy this book offers examples of how *Art as an Agent for Social Change* is of particular relevance for many different and often overlapping groups including community artists K university instructors teachers students and arts based educational researchers interested in using the arts to explore social justice in educative ways This book provokes us to think critically and creatively about what really matters

The Dialectic of Freedom Maxine Greene, 1988 Special 2018 Edition From the new Introduction by Michelle Fine Graduate Center CUNY Why now you may ask should I return to a book written in 1988 Because in Maxine's words When freedom is the question it is always time to begin In *The Dialectic of Freedom* Maxine Greene argues that freedom must be achieved through continuing resistance to the forces that limit condition determine and too frequently oppress Examining the interrelationship between freedom possibility and imagination in American education Greene taps the fields of philosophy history educational theory and literature in order to discuss the many struggles that have characterized Americans' quests for freedom in the midst of what is conceived to be a free society Accounts of the lives of women immigrants and minority groups highlight the ways in which Americans have gone in search of openings in their lived situations learned to look at things as if they could be otherwise and taken action on what they found Greene presents a unique overview of American concepts and images of freedom from Jefferson's time to the present She examines the ways in which the disenfranchised have historically understood and acted on their freedom or lack of it in dealing with perceived and real obstacles to expression and empowerment Strong emphasis is placed on the focal role of the arts and art experience in releasing human imagination and enabling the young to reach toward their vision of the possible The author concludes with suggestions for approaches to teaching and learning that can provoke both educators and students to take initiatives to transcend limits and to pursue freedom not in solitude but in reciprocity with others not in privacy but in a public space

Hollywood Goes to High School Robert C. Bulman, 2015-03-13 What do films such as *The Breakfast Club* *Dead Poets Society* and *Freedom Writers* have to teach us about American culture Robert Bulman's *Hollywood Goes to High School* takes the reader on a fascinating journey through the high school film genre Skillfully blending sociological theory and film analysis Bulman's always accessible writing delightfully challenges the reader to think critically about American individualism and class inequality Bulman's insightful sociological analysis of 177 new and classic high school films explores the complex ways in which Americans make sense of social class education gender and adolescence Suitable

for the beginning and advanced student *Hollywood Goes to High School* is an essential piece of reading for a variety of courses in sociology education communication anthropology American studies and film studies For more from Robert Bulman read his analysis of *McFarland USA* starring Kevin Costner on Sociological Cinema here <http://www.thesociologicalcinema.com> blog is kevin costners mcfarland usa a white savior film well yes and no

The Passionate Mind of Maxine Greene William F. Pinar, 2005-08-08 This collection of work is an analysis and investigation into Maxine Greene the most important philosopher of education in the United States today The book opens and concludes with Greene's own autobiographical statements

Art as Experience, 2024 *The Educational Imagination* Elliot W. Eisner, 2002 This paperback reprint of the 1994 edition is a highly regarded curriculum development book by one of the most prominent figures in the field It is designed to help readers understand the major approaches to curriculum planning and the formation of educational goals In this edition Eisner provides a conceptual framework that shows learners the different ways in which the aims of education can be regarded and describes their implications for curriculum planning and teaching practices Coverage is grounded in the belief that the appropriateness of any given educational practice is dependent upon the characteristics and context of the school program and the values of the community that program serves Chapter titles include Schooling in America Where Are We Headed Some Concepts Distinctions and Definitions Curriculum Ideologies The Three Curricula That All Schools Teach Educational Aims Objectives and Other Aspirations Dimensions of Curriculum Planning On the Art of Teaching The Functions and Forms of Evaluation Reshaping Assessment in Education Some Examples of Educational Criticism and A Criticism of an Educational Criticism For teachers and anyone else involved in planning educational curriculums

Educating for Empathy Nicole Mirra, 2018-08-31 Recipient of the 2019 NCTE David H Russell Award *Educating for Empathy* presents a compelling framework for thinking about the purpose and practice of literacy education in a politically polarized world Mirra proposes a model of critical civic empathy that encourages secondary ELA teachers to consider how issues of power and inequity play out in the literacy classroom and how to envision literacy practices as a means of civic engagement The book reviews core elements of ELA instruction response to literature classroom discussion research and digital literacy and demonstrates how these activities can be adapted to foster critical thinking and empathetic perspectives among students Chapters depict teachers and students engaging in this transformative learning offer concrete strategies for the classroom and pose questions to guide school communities in collaborative reflection Book Features Responds to our current divisive political climate to explore what empathy really means and what it takes to teach for it Explores an innovative concept of critical civic empathy that goes beyond simply being nice to others and emphasizes making positive changes in government and society Provides an engaging synthesis of theory and practice that shows how foundational ELA activities can be used to support the development of empathy and civic engagement Focuses on both personal empathy seeing other points of view and global empathy understanding the power of position and privilege in social interactions Includes real world examples

from a variety of schools and discussion questions at the end of each chapter *Art-Making with Refugees and Survivors* Sally Adnams Jones, 2018-03-21 This timely book reveals the therapeutic effect group art projects can have when working with survivors and refugees of war natural disaster poverty pandemic and genocide Artists and therapists who have worked with trauma internationally explain the theory and practice of their approaches and provide inspiration for others working in this area **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 The Imagination in Education Sean Blenkinsop, 2009 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 Transformative Language Arts in Action Ruth Farmer, Caryn Mirriam-Goldberg, 2014-11-26 Transformative Language Arts an emerging field and profession calls on us to use writing storytelling theater music expressive and other arts for social change personal growth and culture shift In this landmark anthology Transformative Language Artists share their stories scholarship and practices for a more just and peaceful world from a Hmong storyteller and spoken word artist weaving traditions with contemporary immigrant challenges in Philadelphia to a playwright raising awareness of AIDS HIV prevention Read the stories consider the questions raised and find inspiration and tools in using words as a vehicle for transformation through essays on the challenge of dominant stories public housing women writing for their lives histories and communities at the margins singing as political action the convergence of theology and poetics women's self leadership embodied writing and healing the self others and

nature through TLA The anthology also includes snapshots short features on transformative language artists who make their livings and lives working with people of all ages and backgrounds to speak their truths and change their communities

Turn Left at the Sleeping Dog John Pen La Farge,2006-11 The interviews collected in this book preserve the old Santa Fe the one people are still looking for The interviewees represent a cross section of Santa Fe during the best of times native Santa Feans both Spanish American and Anglo artists immigrants those who came by accident those who came intending to stay those who fought to preserve the older cultures traditions and values Dewey on Education ,1971 **Synesthesia** Greta Berman,Carol Steen,2008 Four essayists explore the impact of synesthesia or the involuntary joining of the senses on the work of artists who are or who are suspected to have been synesthetic They include David Hockney Joan Mitchell Tom Thomson and Vincent van Gogh **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 this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the 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 live 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 focusing on a major area or issue in arts education research

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