

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910255129903321 |
| Titolo | Creative Contradictions in Education : Cross Disciplinary Paradoxes and Perspectives // edited by Ronald A. Beghetto, Bharath Sriraman |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2017 |
| ISBN | 9783319219240 3319219243 |
| Edizione | [1st ed. 2017.] |
| Descrizione fisica | 1 online resource (XIII, 354 p. 3 illus.) |
| Collana | Creativity Theory and Action in Education, , 2509-579X ; ; 1 |
| Disciplina | 370.1 |
| Soggetti | Educational psychology Learning, Psychology of Education - Curricula Teachers - Training of Art - Study and teaching Educational Psychology Instructional Psychology Curriculum Studies Teaching and Teacher Education Creativity and Arts Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | Creative Contradictions in Education. Ronald A. Beghetto and Bharath Sriraman -- PART I: UNCOVERING CONCEPTUAL ISSUES & BARRIERS -- Big-C versus little-c Creativity: Definitions, Implications, and Inherent Educational Contradictions. Dean Keith Simonton -- The Nature of Creativity: Mayflies, Octopi, and the Best Bad Idea We Have. Jeffrey K. Smith and Lisa F. Smith -- The difference That Makes a 'Creative' Difference in Education. Vlad Petre Glveanu and Ronald A. Beghetto -- Avoiding Dogmatic Traps in Creativity and Education Through Awareness of Worldviews and Visual-Metaphor. Don Ambrose -- Creative Interpretations of Educational Contradictions. Mark A. Runco -- Subordinated and Rebellious Creativity at School. Maciej Karwowski -- Purposeful Fulfillment of Creative Potential. Pablo P. L. Tinio and |

Baptiste Barbot -- Content Matters: Why Nurturing Creativity Is So Different in Different Domains. John Baer -- PART II: PRATICAL APPLICATIONS & PROMISING DIRECTIONS -- People, Passions, Problems: The Role of Creative Exemplars in Teaching for Creativity. Robert Root-Bernstein and Michele Root-Bernstein -- Where Learning Meets Creativity: The Promise of Guided Play. Jennifer M. Zosh, Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, and Rebecca Dore -- Contradictory Concepts of Mathematics Teacher Educators. Per Øystein Haavold and Alv Birkeland -- Do We Need a Revolutionary Approach to Bring Creativity into Education? Cynthia A. Burnett and Kathryn P. Haydon -- Promoting Abduction: A Teaching Experiment on Creative Learning Processes in a High School Classroom Context. Lene Tanggaard and Rasmus Hjort -- Creative Imagination in Memorization in Mathematics Learning. Ai-Girl Tan -- The Paradox of Serious Fun. Anthony E. Middlebrooks -- Creativity in Music Education? The Wild Card that Got Stuck in the Deck. Anna Houmann -- Children's and Teachers' Conceptions of Creativity: Contradictions and Implications in Classroom Instruction. Eunsook Hong, Rachel Part, and Lonnie Rowel -- On the measurement and mismeasurement of creativity . Todd Lubart and Maud Besançon -- CODA -- Common Themes, Unique Insights, and Future Directions. Ronald A. Beghetto. .

Sommario/riassunto

Creative Contradictions in Education is a provocative collection of essays by international experts who tackle difficult questions about creativity in education from a cross-disciplinary perspective. The contributors to this volume examine and provide fresh insights into the tensions and contradictions that researchers and educators face when attempting to understand and apply creativity in educational contexts. Creativity in education is surrounded by many contradictions. Teachers generally value creativity, but question the role it can and should play in their classroom. Many educators find themselves feeling caught between the push to promote students' creative thinking skills and the pull to meet external curricular mandates, increased performance monitoring, and various other curricular constraints. This book brings together leading experts who provide fresh, cross-disciplinary insights into how creative contradictions in education might be addressed. Contributors will draw from existing empirical and theoretical work, but push beyond "what currently is" and comment on future possibilities. This includes challenging the orthodoxy of traditional conceptions of creativity in education or making a case for maintaining particular orthodoxies. .
