

1. Record Nr.	UNINA9910299529903321
Autore	Latham Gloria
Titolo	Generative Conversations for Creative Learning : Reimagining Literacy Education and Understanding // by Gloria Latham, Robyn Ewing
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2018
ISBN	3-319-60519-4
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XXIV, 224 p. 16 illus., 6 illus. in color.)
Collana	Creativity, Education and the Arts
Disciplina	700.71
Soggetti	Art education Literacy Sociolinguistics Learning Instruction Educational technology Creativity and Arts Education Learning & Instruction Technology and Digital Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction: Conversation around the Book's Beginning and Central Themes -- Conversation around Re-imagining Literacy Learning -- Conversation around Curiosity and Creativity -- Conversation around the Power of the Imagination -- Conversation around current Educational Tensions -- Conversation around Building a Place for Belonging -- Conversation around Different Kinds of Classroom Gatherings -- Conversation around Storying and Storytelling -- Conversation around 21st Century Teachers' Mindsets and Roles -- Conversation around Questioning and Providing Feedback -- Conversation around Selecting Quality Literature -- Conversation around the Art of Asking and Responding to Big Questions -- Conversation around Dramatic Play -- Hope in Dark Times Unit Summary -- A Postscript around Drama Play -- Conversation around Poetry -- Conversation around Lingering Questions and Authentic

Sommario/riassunto

This book builds on conversations between the author educators and other experts in the field, including authors, illustrators and teachers, to explore the benefits of discussions around quality literature within a classroom context that exercises the imagination and generates new ideas and discoveries. The book focuses on a range of strategies that can be utilised to reimagine literacy learning in a 21st century context including parent and teacher talk; active listening; fostering student driven questions; building vocabulary and imagery; and metacognitive talk. These are argued to have a hugely beneficial impact on how children learn to solve problems, engage in complex thought processes, negotiate meaning, as well as learning how to wonder, explore, create and defend ideas. The book also defends the importance of parents, teachers and academics as 'storytellers', using their bodies and voices as instruments of engagement and power. It will make compelling reading for students, teachers and researchers working in the fields of education and sociology, particularly those with an interest in creative methods for improving literacy.
