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Autore	Thomas Kerry
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Nota di contenuto	<p>Chapter 1. Introduction -- Chapter 2. Sampling alternative conceptions of creativity -- Chapter 3. Conceiving of creativity as a socio-cultural practice -- Chapter 4. The study of creative practice in the particularities of the art classroom -- Chapter 5. The shaping of creative experience and possibilities in the art classroom: Grounded narratives -- Chapter 6. Celebrating the ingenuity and mystery of the cultural achievement of creativity: Animating the workings of the art classroom -- Chapter 7. Reconceptualising creativity.</p>
Sommario/riassunto	<p>This book examines the paradox of creativity in art education and proposes a possible resolution. Based on the findings of a longitudinal ethnographic study as a particular case of creative practice in art education, this book is underpinned by Bourdieu's concepts of the habitus, symbolic capital and misrecognition. The author offers an insightful account of social reasoning within creative practice in the senior school art classroom, examining ongoing exchanges between students and their teacher. Ultimately, these exchanges culminate in actions, beliefs and desires about what is creatively conceivable in the making of art, while providing confirmation without corruption of the pedagogical role of the art teacher. Allowing the context of creative agency to emerge afresh, this book will be of interest and value to art educators and teachers committed to fostering the creative performances of students in any field.</p>