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Nota di contenuto	Acknowledgements -- 1. Introduction: Critical Pedagogies - Horizons of Possibility -- Part I: Tactics: Conceptualising Hope, Utopia & Creativity -- 2. Ernst Bloch, Hope and Utopia: The Stuff of Possibility -- 3. Roland Barthes: Punctum! The Death of the Author -- 4. Gaston Bachelard: Poetics, Space & Daydreaming -- Part II: Pedagogical Strategies for Creative Possibilities -- 5. Derive and Detournement: Pedagogical Strategies for Creative Engagement -- 6. Bye Bye Badman: The Redemption of Hope through Popular Culture -- 7. The Wisdom of the Crowd: Liberating Creativity -- Part III: Learner Stories, Reflections and Projections -- 8. A Garland of Rhythms -- 9. Encounters, Stories, Connections -- 10. Beyond the Trace: Reflections from Past Learners -- 11. Conclsion Elpis -- Eidos - Elpeidetics: Hopeful Visions? -- Appendix 1: Student Contact Emails -- Appendix 2: Student Information, Questionnaire and Permissions -- Bibliography -- Index
Sommario/riassunto	"Develops a theoretical and practical framework for a mainstream higher education utopian pedagogy"-- "Reappraising ideas associated with Ernst Bloch, Roland Barthes and Gaston Bachelard within the context of a utopian pedagogy, Hope, Utopia and Creativity in Higher Education reframes the transformative, creative and collaborative potential of education offering new concepts, tactics and pedagogical possibilities. Craig A. Hammond explores ways

of analysing and democratising not only pedagogical conception, knowledge and delivery, but also the learning experience, and processes of negotiation and peer-assessment. Hammond shows how the incorporation of already existent learner hopes, daydreams, and creative possibilities can open up new opportunities for thinking about popular culture and memory, learning and knowledge, and collaborative communities of supportraits Drawing together theoretical and cultural material in a teaching and learning environment of empowerment, Hammond illustrates that formative articulations of alternative, utopian futures, across sociological, humanities, and education studies subjects and curricula, becomes possible."--
