

Childhood Culture And Creativity A Literature Review

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Children's Creative Music-Making with Reflexive Interactive Technology - Victoria Rowe

2016-10-14

Children's Creative Music-Making with Reflexive Interactive Technology discusses pioneering experiments conducted with young children

using a new generation of music software for improvising and composing. Using artificial intelligence techniques, this software captures the children's musical style and interactively reflects it in its responses. The book describes the potential of these applications to enhance

children's agency and musical identity by reflecting players' musical inputs, storing and creating variations on them. Set in the broader context of current music education research, it addresses the benefits and challenges of incorporating music technologies in primary and pre-school education. It is comprised of six main chapters, which cover the creation of children's own music and their musical selves, critical thinking skills and learner agency, musical language development, and emotional intent during creative music-making. The authors provide a range of straight-forward techniques and strategies, which challenge conceptions of 'difficult-to-use music technologies' in formal music education. These are supported by an informative collection of practitioner vignettes written by teachers who have used the software in their classrooms. Not only are the teachers' voices heard here, but also those of children as they discover some of the creative possibilities of music making. The book also provides free

access to a companion website with teacher forums and a large bank of activities to explore. A toolkit serves as a database of the teaching activities in which MIROR applications have been used and provides a set of useful ideas regarding its future use in a variety of settings. This book demonstrates that music applications based on artificial intelligence techniques can make an important contribution to music education within primary and pre-school education. It will be of key interest to academics, researchers and postgraduate students in the fields of music education, music technology, early years and primary education, teaching and learning, and teacher educators. It will also serve as an important point of reference for Early Years and Primary practitioners. [Creativity in Language and Literature](#) - Joan Swann 2017-09-16

"Creativity in Language and Literature is a provocative and valuable book. Its breadth of topics, variety of approaches, and self-

consciously creative and dialogic nature are especially appropriate and creative ways of approaching the subject of creativity. The scope, variety and original content of this book make it a unique contribution to the field" - Professor David L. Hoover, New York University, USA This unique resource brings together contributions from creative practitioners and academic researchers working across different disciplines. Researchers, literary authors, editors, performers and film makers reflect on their work and collectively explore the art of creativity in language and literature. Creativity in Language and Literature covers a range of texts, genres and practices, such as poetry, hip hop, film, story telling, web chat and pen-friend correspondence. Each part of the book begins with an introduction and the final part includes critical responses to the idea of linguistic creativity, encouraging ongoing dialogue and debate. This richly diverse collection is an ideal text for students and practitioners working at all

levels. With contributions by Patience Agbabi, Daniel Allington, R. Amritavalli, Richard D. Brown, Lynne Cameron, Ronald Carter, Guy Cook, Jon Cook, Ruth Finnegan, Angela Goddard, Ben Haggarty, Graeme Harper, G. D. Jayalakshmi, Angel Lin, Janet Maybin, Rukmini Bhaya Nair, Kate Pahl, Mario Petrucci, Rob Pope, Elena Semino, Fiona Sampson, Jane Spiro, Peter Stockwell, Joan Swann, S. Upendran and Michelene Wandor.

Dyslexia, Literacy and Inclusion - Sean MacBlain 2015-03-23

This book is about raising standards in literacy for children with dyslexia by putting the child at the centre of everything you do, focusing on wellbeing, and recognising the role that adults have to play in ensuring all children reach their potential. Concentrating on children in primary schools and early years settings the book looks at: Early intervention Pupil voice Working as a team New literacies Child-centred identification, assessment and provision Challenges for the

inclusive school. Suitable for all those working with children with dyslexia this book contains strategies that can be easily adopted to academically and emotionally benefit the children you are working with.

Changing Play: Play, Media And Commercial Culture From The 1950s To The Present Day

- Marsh, Jackie 2013-10-01

The aim of this book is to offer an informed account of changes in the nature of the relationship between play, media and commercial culture in England through an analysis of play in the 1950s/60s and the present day.

The Routledge Companion to Digital Media and Children - Lelia Green 2020-10-27

This companion presents the newest research in this important area, showcasing the huge diversity in children's relationships with digital media around the globe, and exploring the benefits, challenges, history, and emerging developments in the field. Children are finding

novel ways to express their passions and priorities through innovative uses of digital communication tools. This collection investigates and critiques the dynamism of children's lives online with contributions fielding both global and hyper-local issues, and bridging the wide spectrum of connected media created for and by children. From education to children's rights to cyberbullying and youth in challenging circumstances, the interdisciplinary approach ensures a careful, nuanced, multi-dimensional exploration of children's relationships with digital media. Featuring a highly international range of case studies, perspectives, and socio-cultural contexts, The Routledge Companion to Digital Media and Children is the perfect reference tool for students and researchers of media and communication, family and technology studies, psychology, education, anthropology, and sociology, as well as interested teachers, policy makers, and parents.

Exploring the Contexts for Early Learning -

Rory McDowall Clark 2016-09-01

The concept of 'readiness for school' is attractive to policy-makers, but many academics, researchers and practitioners argue that an early start to formal learning may be misguided. This book introduces readers to an increasing body of evidence which demonstrates that young children need opportunities to learn and develop in environments that support their emotional and cognitive needs, offering opportunities to develop autonomy, competence and self-regulation skills. With advice on implementing research findings in practice, this book provides clear guidance on how to foster and develop these attributes, scaffold steps into new areas of learning and support children in facing new challenges. Chapters cover: Policy and discourses; Taking account of development; Approaches to Early Years Learning; The Diversity of Children's Early Experiences; Transitions and starting school; Where to in the Future? Exploring the Contexts for Early

Learning will be essential reading for students, practitioners, policy-makers and all those interested in the school readiness agenda.

Children's Creative Inquiry in STEM - Karen Janette Murcia 2022

This edited volume brings together international research that explores children's creativity in STEM inquiry. It takes the position that creativity is relevant in all aspects of life and is essential for adaptable and innovative thinking. The research informed content of the book, highlights both challenges and opportunities for growing children's creativity. The book focuses on fostering children's creativity and natural curiosity in the world around them through STEM inquiry. Through STEM inquiry, children are learning through a cross- disciplinary approach where they apply concepts from multiple fields as they are thinking creatively, problem solving and constructing solutions. Educators play a critical role in encouraging children's creativity by modelling creativity,

providing creative projects for children and importantly, establishing rich culturally connected environments where children have the resources, conditions and opportunities for acting and thinking creatively. The book provides a lens for looking at children's creativity in a range of different cultural settings. It offers insight and guidance to future research and will build educators' capacity for developing children's creative practices.

Digital Playgrounds - Sara M. Grimes

2021-07-30

Digital Playgrounds explores the key developments, trends, debates, and controversies that have shaped children's commercial digital play spaces over the past two decades. It argues that children's online playgrounds, virtual worlds, and connected games are much more than mere sources of fun and diversion - they serve as the sites of complex negotiations of power between children, parents, developers, politicians, and

other actors with a stake in determining what, how, and where children's play unfolds. Through an innovative, transdisciplinary framework combining science and technology studies, critical communication studies, and children's cultural studies, Digital Playgrounds focuses on the contents and contexts of actual technological artefacts as a necessary entry point for understanding the meanings and politics of children's digital play. The discussion draws on several research studies on a wide range of digital playgrounds designed and marketed to children aged six to twelve years, revealing how various problematic tendencies prevent most digital play spaces from effectively supporting children's culture, rights, and - ironically - play. Digital Playgrounds lays the groundwork for a critical reconsideration of how existing approaches might be used in the development of new regulation, as well as best practices for the industries involved in making children's digital play spaces. In so doing, it argues that children's

online play spaces be reimagined as a crucial new form of public sphere in which children's rights and digital citizenship must be prioritized.

The Rhetorics of Creativity - Shakuntala Banaji 2010

Digital Media in Education - Michelle Cannon
2018-06-19

This book argues for dynamic and relevant school experiences for primary and early secondary learners that embed digital media production. It proposes a vision of literacy that combines new technologies with multiple modes of meaning-making. Drawing on theories related to cultural studies, media literacy, anthropology, and creativity, the author explores learning strategies with digital media based on an empowering, values-driven framework. The book advances innovative teaching methods, critiquing educational 'reforms' that marginalise media and fail to engage with the complex tensions and textures of modern pedagogy.

Positioning film and media-making as vital practices in schools that nurture the skills, dispositions and competencies of modern literacy, the model foregrounds connections between human agency, cognition, and creative practice. This innovative book will appeal to students and scholars of creativity, digital media production, primary education and literacy.

Leading English in the Primary School - Lisa Baldwin 2018-10-12

Leading English in the Primary School is a comprehensive guide for both aspiring and experienced leaders of primary English. It supports you in navigating your way through the role and offers practical guidance to help you develop a clear understanding of how to improve the teaching of English in your school. Written by experts with extensive experience of both leadership and the primary classroom, it explores skills required for effective subject leadership while continually considering the specific implications for English. With action and

reflection points throughout the book, it offers a detailed introduction to: the role of the English subject leader implementing strategy and vision adapting to new educational policy methods for leading teaching and learning how and why leaders evaluate and monitor progress contemporary changes to the curriculum. Rich case studies reveal how schools lead English in practice and provide real-life examples of English subject leaders' decision-making processes and actions. Grounding the subject leader role in the current curriculum, *Leading English in the Primary School* is a source of advice, support and inspiration for all professionals embracing the complex, challenging, yet fulfilling role of Primary English Leader.

Young Children's Play Practices with Digital Tablets - Isabel Fróes 2019-07-29

The ebook version of this title is Open Access, thanks to Knowledge Unlatched funding, and is freely available to read online. This book

presents how sets of tablet play characteristics shape children's current digital playgrounds.

Teaching English, Language and Literacy - Dominic Wyse 2018-06-27

Are you looking for one book that gives a comprehensive account of primary and early years English, language and literacy teaching? This fully revised fourth edition of *Teaching English, Language and Literacy* includes up-to-date research and updated discussion of effective teaching. Throughout the book there is guidance on England's new National Curriculum and its impact. Rooted in research evidence and multidisciplinary theory, this book is an essential introduction for anyone learning to teach English from the early years to primary school level. The authors draw on their research, scholarship and practice to offer advice on: inclusion and equality, including working effectively with multilingual pupils speaking and listening developing reading, including choosing texts, and phonics teaching improving writing,

including grammar and punctuation planning and assessing the latest thinking in educational policy and practice the use of multimedia maintaining good home--school links All the chapters include examples of good practice, coverage of key issues, analysis of research and reflections on national policy to encourage the best possible response to the exciting challenges of teaching. Each chapter also has a glossary to explain terms and gives suggestions for further reading. This authoritative book is for all those who want to improve the teaching of English, language and literacy in schools. Designed to help inform trainee teachers and tutors, but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject, this is an indispensable guide to the theory and practice of teaching English, language and literacy.

Childhood, Culture and Creativity - Jackie Marsh
2010

The Excellence Of Play - Moyles, Janet
2014-12-01

This is a must-read book for all students studying early childhood at a range of levels and practitioners who are looking to deepen their understanding of play and playful practices.

Communities of Practice: Art, Play, and Aesthetics in Early Childhood - Christopher M. Schulte
2018-01-08

Reflecting contemporary theory and research in early art education, this volume offers a comprehensive introduction to new ways of thinking about the place of art, play, and aesthetics in the lives and education of young children. Enlivened by narratives and illustrations, 16 authors offer perspectives on the lived experience of being a child and discovering the excitement of making meaning and form in the process of art, play, and aesthetic inquiry.

Language, Learning, and Culture in Early Childhood - Ann Anderson
2015-12-07

Complex factors affect young children and their families in today's increasingly diverse world characterized by globalization, the transnational movement of people, and neo-liberal government policies in western and industrialized countries. This book focuses on three of these factors—culture, language and learning—and how they affect children's development and learning in the context of their communities, families and schools. Taking an ecological perspective, it challenges normative and hegemonic views of young children's language, literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities. The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices, and the importance of first or home

language maintenance and its cognitive, cultural, economic, psychological and social benefits. Links are provided to a package of audio-video resources (<http://blogs.ubc.ca/intersectionworkshop/>) including key note speeches and interviews with leading international scholars, and a collection of vignettes from the workshop from which this volume was produced .

New Literacies around the Globe - Cathy Burnett
2014-07-11

The increasing popularity of digitally-mediated communication is prompting us to radically rethink literacy and its role in education; at the same time, national policies have promulgated a view of literacy focused on the skills and classroom routines associated with print, bolstered by regimes of accountability and assessments. As a result, teachers are caught between two competing discourses: one upholding a traditional conception of literacy reiterated by politicians and policy-makers, and

the other encouraging a more radical take on 21st century literacies driven by leading edge thinkers and researchers. There is a pressing need for a book which engages researchers in international dialogue around new literacies, their implications for policy and practice, and how they might articulate across national boundaries. Drawing on cutting edge research from the USA, Canada, UK, Australia and South Africa, this book is a pedagogical and policy-driven call for change. It explores studies of literacy practices in varied contexts through a refreshingly dialogic style, interspersed with commentaries which comment on the significance of the work described for education. The book concludes on the 'conversation' developed to identify key recommendations for policy-makers through a Charter for Literacy Education. .

The SAGE Handbook of Early Childhood Literacy

- Joanne Larson 2012-11-09

This new edition of the much-loved Handbook of

Early Childhood Literacy has been revised and updated to retain its cutting-edge focus on emergent and important areas of research. This comprehensive work guides the reader through current social, cultural and historical analysis on a global scale. The new edition contains a greater range of methodologies, and chapters on: - space and literacy - disabilities and early childhood literacy - digital literacies - indigenous literacy - play and literacy - policy In the Handbook, readers will find coverage of all the key topics in early childhood literacy. The exceptional list of contributors offers in-depth expertise in their respective areas of knowledge. The Handbook is essential for Undergraduate students; Masters students; PhD students; CPD students; researchers, and literacy-centre personnel. 'The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights, both through new contributions and thoughtfully revised chapters which raise fresh questions and

challenges for research and practice. In pushing the boundaries still further, the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century' -Professor Teresa Cremin, Open University UK 'This handbook provides in-depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces. There is a rich array of research perspectives of children's meaning-making through family and digital literacies, play and literacy, and in-school and out-of-school literacy experiences' - Yetta Goodman, Regents Professor, University of Arizona

Deconstructing Dolls - Miriam Forman-Brunell
2021-03-01

In recent decades, emerging scholarship in the field of girlhood studies has led to a particular interest in dolls as sources of documentary evidence. *Deconstructing Dolls* pushes the boundaries of doll studies by expanding the

definition of dolls, ages of doll players, sites of play, research methods, and application of theory. By utilizing a variety of new approaches, this collected volume seeks to understand the historical and contemporary significance of dolls and girlhood play, particularly as they relate to social meanings in the lives of girls and young women across race, age, time, and culture.

Makeology - Kylie Peppler 2016-05-20

Makeology introduces the emerging landscape of the Maker Movement and its connection to interest-driven learning. While the movement is fueled in part by new tools, technologies, and online communities available to today's makers, its simultaneous emphasis on engaging the world through design and sharing with others harkens back to early educational predecessors including Froebel, Dewey, Montessori, and Papert. *Makerspaces as Learning Environments (Volume 1)* focuses on making in a variety of educational ecosystems, spanning nursery schools, K-12 environments, higher education,

museums, and after-school spaces. Each chapter closes with a set of practical takeaways for educators, researchers, and parents.

Youth and Performance: Perceptions of the Contemporary Child - Geesche Wartemann

2015-04-30

This publication is the outcome of the third International Theatre for Young Audiences Research (ITYARN) conference in conjunction with an ASSITEJ World Congress and Festival held in Warsaw, Poland in 2014. The ITYARN conferences' themes always give a very broad frame to invite researchers from different countries and with diverse Theatre for Young Audiences (TYA) traditions as well as diverse academic cultures to contribute to an international exchange about TYA. While exiting, this exchange is always a challenge. How to talk about aesthetic experiences and concepts of childhood in an intercultural dialogue? This is not just a question of translation but also of culturally determined concepts of TYA. Last but

not least are the academic attitudes and modes of (critical) discussion themselves, which are culturally informed and shaped by individual experiences. With this publication, ITYARN once again takes up this most interesting task of developing intercultural exchange about TYA. It offers space for a diversity of author contributions, and it invites readers with academic and/ or artistic backgrounds to look for new inspirations for his or her reflections on TYA.

International Handbook of Research on Children's Literacy, Learning and Culture -

Kathy Hall 2013-02-26

The International Handbook of Research in Children's Literacy, Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies. Features chapters that conceptualize, interpret, and synthesize relevant research Critically reviews past and current research in order to influence future directions

in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures

Crayons and iPads - Debra Harwood

2017-04-24

Crayons and iPads examines the use of digital technology in the early stages of child development, and the way in which learning techniques have evolved in classrooms across the world. Harwood explores how tablets can be used to provoke, ignite and excite children's interest in the world around them, performing as accessible learning and instructional tools, and argues that it is through this engagement with technology that new discoveries are made and learning takes place. Guiding readers through research-based insights into children's thinking, interactions and being, Crayons and iPads offers an important starting point upon which to build play and inquiry-based learning opportunities within early learning programs, and will appeal

to both educators and researchers across child development, early years education, and digital literacy.

Understanding Digital Technologies and Young Children - Susanne Garvis 2015-09-08

Understanding Digital Technologies and Young

Children explores the possibilities digital technology brings to enhance the learning and developmental needs of young children.

Globally, the role of technology is an increasingly important part of everyday life. In many early childhood education frameworks and curricula around the world, there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking. This means that educators throughout the world are expected to actively enhance children's learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning

experiences. Digital technologies can be used to explore, manipulate, discover, play and interact with real and imaginative worlds to allow active meaning making. With a wide range of expert contributors, this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning. This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years, especially in the years before formal schooling when children might be attending early childhood settings. This will be a valuable reference for anyone looking for an international perspective on digital technology and young children, and is particularly aimed at current and future teachers.

The New Early Years Foundation Stage: Changes, Challenges And Reflections -

Beckley, Pat 2013-08-01

This book provides an overview of the proposed

changes to the Early Years Foundation Stage framework, raising contemporary issues.

The Sociology of Early Childhood - Norman Gabriel 2017-02-20

Introducing readers to the key historical and sociological perspectives on childhood, this book includes discussion features to encourage students to be critical and discursive around the subject

Learning to Teach Design and Technology in the Secondary School - Alison Hardy

2020-10-01

Learning to Teach Design and Technology in the Secondary School is a core text for all those training to teach design and technology in the secondary school. It helps you develop subject knowledge, acquire a deeper understanding of the role, purpose and potential of design and technology within the secondary curriculum, and provides the practical skills needed to plan, teach and evaluate stimulating and creative lessons. This fully updated fourth edition

includes information on all areas of design and technology, and on new subject requirements relating to exam qualifications. It includes three new chapters on the role of critiquing in design and technology education, transitions after secondary design and technology, and using and producing design and technology education research. Designed to be read as a course or dipped into for support and advice, it covers: Each area of design and technology: materials, textiles, electronics and food Integrating new curriculum topics, such as emerging technologies, into your teaching Developing areas of subject knowledge Health and safety Planning lessons Organising and managing the classroom Teaching wider issues through design and technology Assessment issues Your own professional development. Bringing together insights from current educational theory and the best contemporary classroom teaching and learning, this book will prove an invaluable resource for students on all training routes – as

well as their mentors – who aspire to become effective, reflective design and technology teachers.

Early Childhood Education - Rebecca Staples
New 2007

The Arts in Education - Mike Fleming
2013-07-03

Do the arts improve academic achievement? What does it mean to 'teach' art? What should the balance of classic and pop be in the music curriculum? Should we encourage young children on the stage? How do we judge whether what a child produces is good? How do we justify the arts in the curriculum? What should be the balance between form and content when teaching art? The arts in education inspire considerable commitment and passion. However, this is not always matched by clarity of understanding. In this book Mike Fleming introduces the reader to key theoretical questions associated with arts education and

clearly explains how these are related to practice. It offers an authoritative account of how ideas relevant to education are addressed by key authors in aesthetics, art theory and cultural studies. Covering all aspects of arts education, the book considers: definitions and theories of art influences on teaching the arts researching the arts teaching and learning creativity assessment. Throughout the book there are examples of practice to illustrate key ideas and a discussion of useful background texts with a summary of content and arguments for further exploration. Written by a leading authority in the field, it is essential reading for students on Arts PGCE and M Level courses, teachers of the arts and policy developers that require more understanding and insight into their practice.

Contemporary Childhood - Sean MacBlain

2017-02-13

This brand new textbook brings you up to date with all the latest developments and key issues

from around the globe, and helps you understand how these changes are impacting on practice in early years and primary classrooms. Key issues in contemporary childhood are explored through three sections on The Child, The Family, and Emerging Trends, with topics including: the 'Digital Child' and the rise of new technologies children's security and the impact of poverty, austerity and conflict children's happiness, mental-health and wellbeing the changing nature of families including LGBT homes, refugees, and asylum seekers the challenges of multi-agency working The pace of change in early childhood can be daunting, but this book helps students and practitioners understand the huge variety of issues affecting children in the UK and all over the world. Sean MacBlain will be discussing key ideas from *Contemporary Childhood* in the SAGE Early Years Masterclass, a free professional development experience hosted by Kathy Brodie. To sign up, or for more information, [click here](#).

Creativity Policy, Partnerships and Practice in Education - Kim Snepvangers 2018-10-31

This book examines the gaps in creativity education across the education lifespan and the resulting implications for creative education and economic policy. Building on cutting-edge international research, the editors and contributors explore innovations in interdisciplinary creativities, including STEM agendas and definitions, science and creativity and organisational creativity amongst other subjects. Central to the volume is the idea that good creative educational practice and policy advancement needs to reimagine individual contribution and possibilities, whilst resisting standardization: it is inherently risky, not risk-averse. Prioritising creative partnerships, zones of contact, practice encounters and creative ecologies signal new modes of participatory engagement. Unfortunately, while primary schools continue to construct environments conducive to this kind of 'slow education',

secondary schools and education policy persistently do not. This book argues, from diverse viewpoints and methodological perspectives, that 21st-century creativity education must find a way to advance in a more integrated and less siloed manner in order to respond to pedagogical innovation, economic imperatives and creative possibilities, and adequately prepare students for creative practice, workplaces and publics. This innovative volume will appeal to students and scholars of creative practice as well as policy makers and practitioners.

Untangling Cultural Influences on Human Cognition: Integrating Evidence across Cultural Contexts and Methodological Approaches - Eirini Mavritsaki 2021-09-27

Young Children in a Digital Age - Lorraine Kaye 2016-06-23

Young children are born into a digital world and it is not unusual to see preschool children

intuitively swiping screens and confidently pressing buttons. There is much debate about the impact of the increased access to technology on young children's health and wellbeing with claims that it damages their social skills and emotional development. This timely new textbook examines how developments in technology, particularly mobile and touch screen technology, have impacted on children's lives and how when used appropriately it can support all aspects of their development. Clearly linking theory and research to everyday practice, the book offers guidance on: The role of technology in the early years curriculum Developing young children's understanding of safe and responsible use of technology The role of the adult within digital play activities Using technology to enhance and develop young children's creativity Technology and language acquisition Featuring a wide range of case studies and examples to show how the ideas described can be put into practice, this is essential reading for all early

years students and practitioners that want to know how they can harness technology in a meaningful way to support young children's learning and development.

Digital Literacies - Julia Gillen 2014-04-16
With our increasing use of digital and online media, the way we interact with these forms of communication is having an enormous impact on our literacy and learning. In *Digital Literacies*, Julia Gillen argues that to a substantial extent Linguistics has failed to rise to the opportunities presented by studying language in digital contexts. Assuming no existing knowledge, and drawing from a wide range of research projects, she presents a range of approaches to the study of writing and reading language online. Challenging some of the existing concepts, *Digital Literacies* traces key ideas through both the history of literacy studies and contemporary approaches to language online, including linguistic ethnography and corpus linguistics. Examples, taken from real life studies, include

the use of digital technologies in everyday life, online teenage communities and professional use of Twitter in journalism. Within each chapter, the relevant research methods used are explored and then tied to the theory underpinning them. This book is an innovative and essential read for all those studying and researching applied linguistics, particularly in the areas of literacy and multimodality, at an upper undergraduate and postgraduate level. The title will also be of interest to those working with new media in the fields of Media and Communication Studies, Cultural Psychology, and Education.

The Routledge Handbook of Literacy Studies - Jennifer Rowsell 2015-05-15

The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies. With forty-three chapters reflecting new research from leading scholars in the field, the Handbook pushes at the boundaries of existing fields and combines with

related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry. The Handbook is divided into eight sections: • The foundations of literacy studies • Space-focused approaches • Time-focused approaches • Multimodal approaches • Digital approaches • Hermeneutic approaches • Making meaning from the everyday • Co-constructing literacies with communities. This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy. The Routledge Handbook of Literacy Studies is an essential reference for undergraduate and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy.

Perspectives and Provocations in Early Childhood Education - Vivian Vasquez
2013-04-01

Mandates to implement practices that are antithetical to what we embrace as supportive of

young children's literacy learning are pervasive. Teachers of young children are asked to teach-to-the test in ways that take away opportunities for holistic, thoughtful, play-oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children. Perspectives and Provocations in Early Childhood Education is a publication of the ECEA. The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities. All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood

teachers to participate in conferences and professional development events.

Creativity and Making in Early Childhood -
Mona Sakr 2018-08-09

Creativity and Making in Early Childhood brings together practice and research insights on creativity, to offer new perspectives on what creativity is, how it manifests in early childhood education and what can be done to support it. Each chapter includes practitioners' own experiences and looks within these observations and reflections to highlight key questions and challenges. Insights and perspectives are drawn from research in order to engage deeply with these challenges and to develop future practice in early childhood education. Particular focus is on creativity as physical 'making' processes. Topics covered include: - children's developing identities - sharing and social interactions - how time, choice and physical environments influence young children's creativity - instructions, resourcing and expectations of

creativity in the early childhood setting Practical learning features guiding students through the book include: research spotlight sections introducing readers to key pieces of research, questions to aid reflection on experiences in relation to relevant theory, summaries and tasks for the reader designed to deepen thinking. This text is an excellent resource for undergraduate students in early childhood and education, as well as postgraduate students and practitioners who have returned to study.

Designing the Creative Child - Amy F. Ogata
2013-04-21

The postwar American stereotypes of suburban sameness, traditional gender roles, and educational conservatism have masked an alternate self-image tailor-made for the Cold War. The creative child, an idealized future citizen, was the darling of baby boom parents, psychologists, marketers, and designers who saw in the next generation promise that appeared to answer the most pressing worries of

the age. Designing the Creative Child reveals how a postwar cult of childhood creativity developed and continues to this day. Exploring how the idea of children as imaginative and naturally creative was constructed, disseminated, and consumed in the United States after World War II, Amy F. Ogata argues that educational toys, playgrounds, small middle-class houses, new schools, and children's museums were designed to cultivate imagination in a growing cohort of baby boom children. Enthusiasm for encouraging creativity in children countered Cold War fears of failing competitiveness and the postwar critique of social conformity, making creativity an emblem of national revitalization. Ogata describes how a historically rooted belief in children's capacity for independent thinking was transformed from an elite concern of the interwar years to a fully consumable and aspirational ideal that persists today. From building blocks to Gumby, playhouses to Playskool trains, Creative

Playthings to the Eames House of Cards, Crayola fingerpaint to children's museums, material goods and spaces shaped a popular understanding of creativity, and *Designing the Creative Child* demonstrates how this notion has been woven into the fabric of American culture.

Teaching English Creatively - Teresa Cremin
2015-04-30

What does it mean to teach English creatively to primary school children? *Teaching English Creatively* encourages and enables teachers to adopt a more creative approach to the teaching of English in the primary school. Fully updated to reflect the changing UK curricula, the second edition of this popular text explores research-informed practices and offers new ideas to develop imaginatively engaged readers, writers, speakers and listeners. Underpinned by theory and research, and illustrated throughout with examples of children's work, it examines the

core elements of creative practice and how to explore powerful literary, non-fiction, visual and digital texts creatively. Key themes addressed include: Developing creativity in and through talk and drama Creatively engaging readers and writers Teaching grammar and comprehension imaginatively and in context Profiling meaning and purpose, autonomy, collaboration and play Planning, reviewing and celebrating literacy learning Ensuring the creative involvement of the teacher Inspiring and accessible, *Teaching English Creatively* puts contemporary and cutting-edge practice at the forefront and includes a wealth of innovative ideas to enrich English teaching. Written by an experienced author with extensive experience of initial teacher education and English teaching in the primary school, it's an invaluable resource for any teacher who wishes to embed creative approaches to teaching in their classroom.