



Imaginative Development

Lyubov Elle Laroche

Western Washington University Goddard College, (United States of America)

Lyubov.Laroche@wwu.edu, elle58@mail.ru

Abstract

The Modern-Cartesian-Newtonian-Industrial-Mechanistic era, which has long dominated our ways of knowing and being, is seen today at its end. The Newtonian model of separating things into parts, in a continuous search for better methods from which to objectively perceive the world, has been replaced by insights from quantum physics, the science of complexity, and dynamic systems theory. The modern education model that evolved to accommodate needs of an industrial society, being based on separation of mind and body and adhered to a hypothetical-deductive system of reasoning, is now falling apart. New educational visions have shifted conceptual plates of curriculum toward new understanding of and respect for ourselves within the rest of the world. In rediscovering our inner selves in our connection with the world, we need powerful tools from which to build a new story of education. In this juncture, there is an evolving interest in utilizing imagination in teaching and learning. Imagination is a powerful tool for cognitive, affective, and transpersonal dimensions in education. Imagination is a primary vantage point to our reasoning. The ability of imagination to accelerate and refine learning across a broad spectrum of disciplines and to facilitate gains in such affective areas as self-esteem, initiative, creativity, attention, and social skills is now universally accepted; however, there is still a definite need for a deeper understanding of imagination in education and for investigation as to how children (and teachers) experience and evoke images while engaged in the teaching and learning process. There is also a need for development of a comprehensive theory of imagery and imagination, for research dedicated to exploration of human imaginative development, and for design of concrete instructional strategies that utilize imagery and imagination. This poster will present a synthesis of existent theories, including insights from new sciences, as well as Pavio's Dual Code Theory of Imagery; Johnson's Theory of Imagination; Lakoff's Theory of Individualized Cognitive Models; Sheppard's Model Of Ecological Constraints, Internal Constraints, and Internal Presentation; Ashen's Tripple Code (ISM) Model of Image; and the Integral Approach to Understanding of Imagery and Imagination (as conceptualized by the author of this poster). In this poster the author will also present her ongoing research on levels (spirals) of human imaginative development and present a variety of strategies for utilizing imagination in teaching and learning. This includes guided imagery, pretense play, narratives, drama, performative inquiry, visions and utopias, and thought experiments. The poster will also present quantitative and qualitative data on the effectiveness of imagination in learning science concepts by children and adults (prospective teachers), as derived from the author's longitudinal research.