



BOOK REVIEW

Why Science and Art Creativities Matter? (Re-)Configuring STEAM for Future-Making Education

Pamela Burnard and Laura Colucci-Gray (editors)

Leiden: Brill | Sense (2020) 444pp., paperback £39.00

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Education is very important for every country. Education begins at home and continues throughout our life. There are many reasons why people need education. It helps them to learn new things, find good jobs and lead a respectable life in the society. The more educated a person the higher are the chances of her or his success in life. However, as educator and as a researcher, thinking about education and more specifically future education we may ask ourselves 'How we will best educate the future citizens?' 'Why do Science and Art Creativities Matter? Are these going to help build future education? Do Science and Art offer something new? Thus, it was really exciting for me to come across the book of Pamela Burnard and Laura Colucci-Gray 'Why Science and Art Creativities Matter? (Re-)Configuring STEAM for Future-Making Education' and try to answer for myself all the above questions.

This book was written against a background of global political and environmental uncertainty. Pamela Burnard and Laura Colucci-Gray, managed to bring together a number of international contributors engaged in research and practice across the sciences and the arts. The focus of the book is on STEAM for future making education, something that is important especially in nowadays.

The STEAM acronym bridges the gap between the traditional science teaching and the desire to engage in real world learning. This book explores STEAM education as it rebalances and readdresses the literature around STEAM. It is important to note that from the beginning of the book the acronym of STEAM is well explained as well as the comparison with the acronym STEM is made making the reader to understand the importance of the 'A' (arts) in the STEM acronym.

The book has four parts with an introduction section at the beginning of each part. Each of the introductions gives to the reader a clear idea about the chapters of each part. More specifically, Part 1 (Positioning STEAM in Future-Making Education) explores the possibilities arising from deconstructing the relationship between 'education' and 'the future', questioning the linear model of outcomes-based education to recover the dimensions of future-making education. Part 2 (Why Does Science Matter)

problematizes the acronym STEAM by drawing on the intersection of competing and complementary discourses in science education. Part 3 (Why Do the Arts Matter) engages with troubling of different ways of (re)configuring STEAM as embodied learning and teaching through the effective aspects of arts-based educational innovations. Part 4 (STEAM Reconfiguring in Practice) offers accounts from research and pedagogical practice seeking to grapple with the opportunities offered by STEAM as a site of trans-corporeality. The chapters in each of the parts present high-quality research evidence making the reading of the book very interesting and more engaging. Each chapter reflects on the implications that a reconfigured understanding of knowledge making practices (STEAM) can have for educational research and practice.

As it was mentioned earlier, this book is a contribution of several educators and researchers, who managed to engage the reader with prospects and possibilities for future making education. A future making education is about enabling learners to find out on their own and to value the diversity and the richness of experience. Such education allows children to be taught by the world rather than teaching about the world. This book engages future making education as the central core of STEAM education, something that makes the book unique and worthy to be read.