Arts and learning in social education studies

Chairperson: Julie Borup Jensen, associate professor, Aalborg University, Department of Learning and Philosophy.

This symposium presents findings on the creative potential of arts-involving teaching. The findings deriving from an ongoing action research project within social education studies in Northern Jutland, Denmark.

Social Education Studies aims at developing competent social educators, who not only engage professionally in an established professional practice, but also contribute to development in the profession. The study program involves both theoretical and practical elements. The theoretical parts aim at equipping students with academic, research-based and theoretical knowledge. The practical elements involves internships, aimed at developing qualifications to practice the profession (Bakkenes, Vermunt, & Wübbels, 2010). The students therefore experience how local practices, language, cultures, logics and ways to use knowledge, experience, emotions and body, relate to theoretical knowledge, and vice versa (Austring and Sorensen, 2006). However, the study program in Northern Jutland has an intake of highly diverse students, which again calls for the educators’ creative pedagogical skills in order to meet the diversity in student needs in relation to learning. This project has experimented with and studied if and how arts-based approaches to teaching and learning can support the development of diverse learning environments. The assumption is that artistic processes and products can put into play students’ experiences in ways that relate to and reach out beyond cultural-professional habits and theoretical concepts – that art can be an active agent in creating new learning possibilities for students and teachers.

The project framework is action research, in which the social education teachers function as co-researchers in collaboration with the researcher from Aalborg University. The teachers collect data from own arts-involving teaching practice, and the university researcher contributes with theories and concepts capable of deepening the understanding of creative learning dimensions of the arts-involving teaching activities. This qualification happens at monthly dialogue-meetings between researcher and co-researchers. The research design allows for development of arts-involving teaching practice as well as for development of theoretical concepts (Beyes, 2011; McCormack et al., 2008).

In line of this co-researcher-approach, the social education teachers will present each of their sub-projects in this symposium. The presenters are as follows:

- Julie Borup Jensen: Overall project frame: arts-based teaching and learning in social education studies.
- Elisabeth Mølholm Andersen: Forum games and drama as a personalizing teaching tool
- Heidi Bang Oxlund: Poetry as a conceptual learning tool
- Felicia Bech Lillelund: Physical and psychological room and space in learning processes
- Peter Abrahamsen, Dorte Pedersen: Music as supportive teaching in primary school
- Pernille Sams, Morten Lykke, Holger Kjærgaard: Art Festivals: building citizenship and democracy
References:


