Improvisation in a pedagogical context (the obscure professional competence of pedagogues)

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To improvise is a basic discipline in all communication and interaction and thereby an important factor in the pedagogical line of work. Especially considering the ongoing reform in the Danish school system since 2012. This project is motivated by a preliminary study examining the cooperation between and the differences of the professional roles of teachers and pedagogues. It was found that the pedagogues presence in practical situations and their ability to form ad-hoc relations in a teaching situations meshes well with the teachers role as a coomunicator of academic content. This view is backed by Finn Thorbjørn Hansen in the article ‘Det sprog, vi har talt, trænger til at fornyes’ (which translates to ‘The language we have spoken, needs renewal):

“(…) I see an obvious opportunity for co-operation between the pedagogue who has a specialized knowledge about relational matters and bodily processes (the way we harmonize amongst each other), and the teacher, who has particular attention towards professional skills (the concepts and the knowledge about what makes us professionally wiser on the concepts that harmonize us)”.
(Hansen, 2015, s. 385. Free translation).

We believe that the pedagogues ability to improvise is essential in their ability to seize, be present in and enter into dialogue with the moment. We use the dramapedagogical theories of Janek Szatkowski’s ‘Æstetisk fordobling’ (The aesthetic doubling) and Keith Johnstone’s ‘Improvisation’ to understand pedagogical improvisation.

Based on an action research-study the project will examine and define pedagogical improvisation in cooperation with a public school. We propose using aesthetical forms of expression such as movement, dancing, photo documentation and such to give words to pedagogical improvisation. Additionally qualitative interviews will be used to gather data.

This project serves to render the obscure professional competence of pedagogues visible and to formalize pedagogical improvisation defined as the pedagogues ability to intuitively resolve the pedagogical relation. In a smaller perspective we are doing this to develop a didactic to strengthen the consciousness and readiness of UCN students in relation to using pedagogical improvisation in practice. In a larger perspective the purpose is to emphasize and highlight this unique competence and to serve as an entry in the discussion of the pedagogues special role in practice.

Literature:


