

Visual Knowledge Productions in the Artistic Research Learning Process

Need for Action

A multidimensional culture and social status based society (see Nohl 2014, p. 48) places high demands on the perception, expression and reflection skills of its members.

To anchor diversity as a perspective within education, the project explores learning arrangements aimed at initiating artistic research learning processes. Promoting visual knowledge production is necessary to encourage reflection of the multifaceted approaches to examine individual and collaborate perspectives.

- Art education still focuses on products, therefore students struggle with documenting and reflecting on their processes.
- Structures for reflection and instruction are needed that focus on process as well as support multiple perspectives and cooperative thinking and action.

Design-Context

- A tradition within visual knowledge production offers aesthetic research focusing on experiences of daily life, arts and scientific approaches.
- Current visualisation conceptions (concept map) offer orientation but still lack artistic alignment, orientation could encourage discourse of "Artistic Research" (see Dombois 2006).
- Creativity research describes problem sensitivity as a fundamental ability to recognize, evaluate and tackle problems in their broadest sense using several approaches with the goal of always generating new questions (see Stein 1973).

Research Questions

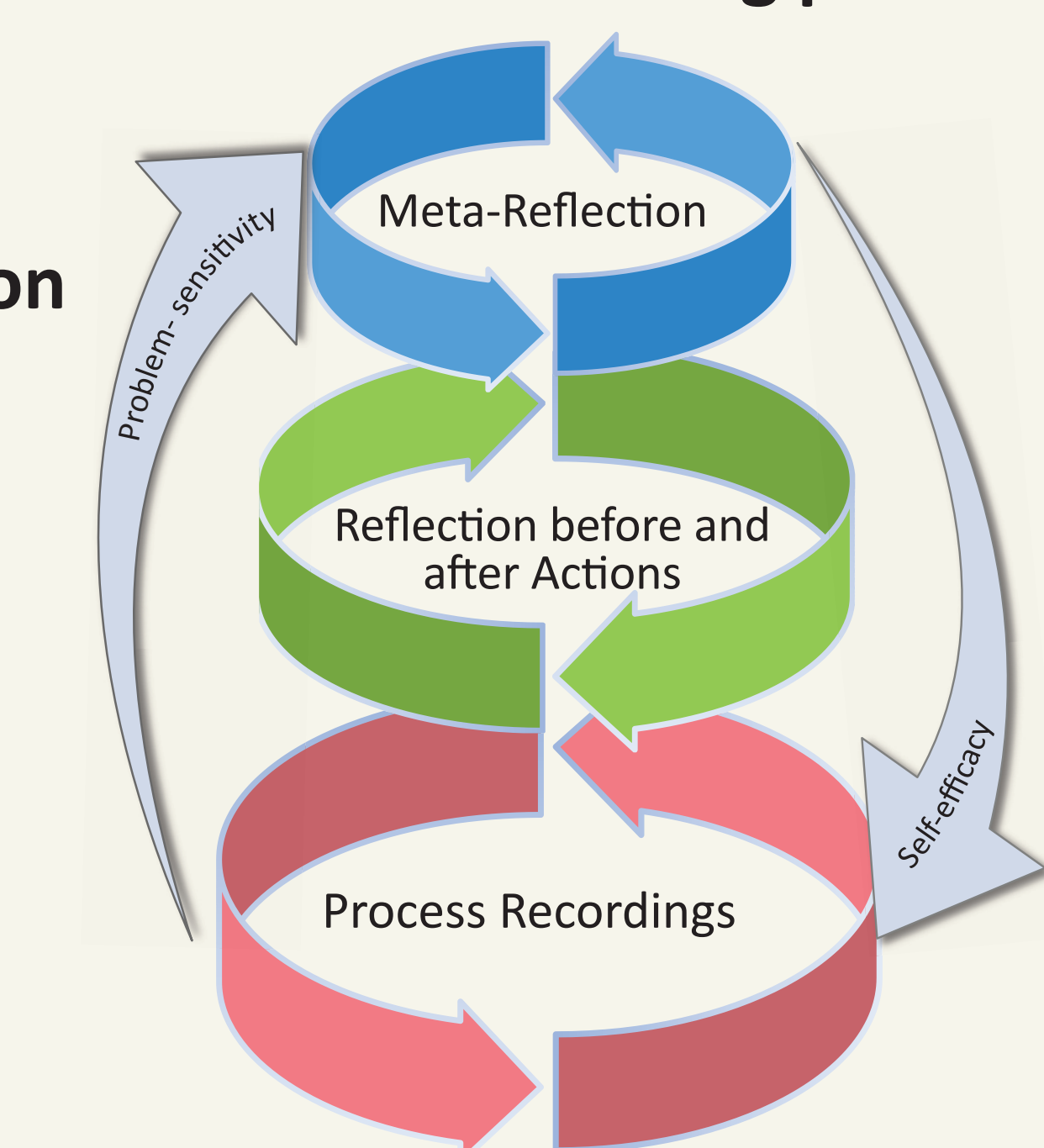
- How should learning arrangements be designed that promote a problem sensitive and self-reflection competency based on students' visual knowledge practices?
- In how far can KEPP as a principle of thinking and recording foster multi-perspective perception, expression and reflection abilities in a process oriented learning culture of diversity in arts education?

Design-Subject

Visual knowledge productions in the artistic research learning process

Three phases of recording and reflection

1. Process Recordings (finds, spontaneous notes, documentary sketches, photos)
2. Reflection before and after an action (artistic impulses)
3. Meta-reflection following a process



Visual knowledge productions in the artistic research learning process (Inthoff/Peters 2015)

Design-Conception

- Design element: Artistic-experimental process portfolio (KEPP) integrates several discourses and research fields (educational science, creativity research, aesthetics, art education, media studies). It deals with a changing perspective, allowing criticism. Reflection impulses are used to promote an independent detection and following of students' personal interests and questions.

Design-Principles

Reflexivity and diversity as encouraging problematizing, awareness, asking and searching approaches to the world, others, and oneself.

- To promote visual reflection competency, an alert and critical perception as sense-making and active action and mindset need to be taught (problem sensitivity).
- Multiple reflection and action impulses are needed to make productive multi-dimensional culture and environment-specific affiliations within arts instruction.
- Research approach to engage with the world using artistic strategies can become a safe space to explore and exchange perspectives and approaches.



Double page of an artistic-experimental process portfolio (KEPP) as an example for a pupil's process visualisation in an aesthetic research (7th grade)

Design-Testing

Testing KEPP in a teaching-learning arrangement

- Pilot study 7th grade in grammar school in Hamburg

Design-based research in two cycles

- **Cycle 1** at a grammar school in Bremen-Horn (Lessons planned by the researcher), Cycle 1A: Testing of KEPP structure in regular lesson course
- Sample: 10th grade, N=28
- **Cycle 2:** Testing of KEPP principle in a comprehensive school
- Sample: 9th grade, N= 38

Data collection tools

- Survey of personal data and self-efficacy
- Qualitative analysis of portfolios/interviews (see Mayring 2006)

Design-Theory

- **Cycle 1:** develop a local theory and development of a reference design
- **Cycle 2:** develop a global theory which advocates KEPP as a teaching principle and is not tied to specific teaching objects

References

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