



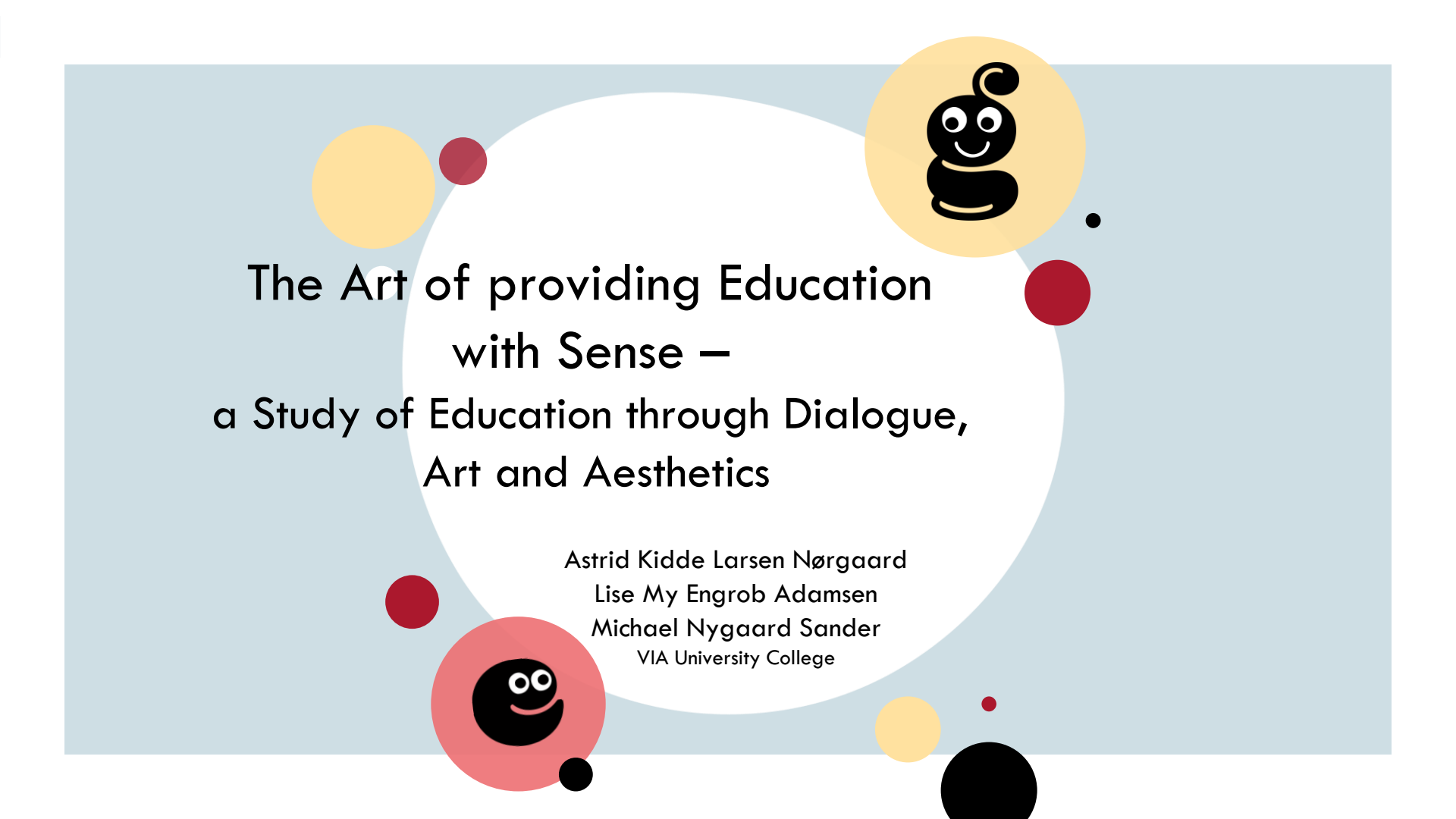
Logge Kunst

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The Art of providing Education
with Sense –
a Study of Education through Dialogue,
Art and Aesthetics

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Research Question:

- *How are the intentions of co-creation realized when social educators/pedagogues, artist and staff from cultural institutions collaborate to inspire experiments with art and aesthetics?*

VIA-LegeKunst projects with focus on Co-creation:

1. LegeKunst Model 5 meets Everyday life in a Daycare Institution
2. Co-produces Art Education in Social Education and Daycare Institutions
3. Co-created Experiments with Art and Aesthetics in Daycare Institution

● Theoretical landscape - interdisciplinary



● 'Samskabelse' as Co-creation – 3 levels:

● **Governance** - civil society, the public sector and the market (eg. Pestoff; Brandsen...)

● **Professions** - interdisciplinary and interprofessional collaboration (eg. Larsen)

Educational/pedagogical encounters with children (eg. Togsverd & Rothuizen)



(Equal) participation, social innovation and sustainable change – **depending on context**

● **'Education' as 3 domains Qualification, Socialisation, and Subjectification**

Art education, dialogue with the world through art and pointing out (Biesta)

● **Participation as bildung; Community of practice** and various legitimate forms of participation (Lave & Wenger)

Finding 1:

- Students experience that it inspires them and supports their sense-making, when experienced professionals from art and culture institutions, like art museums, the theatre and libraries, goes in dialogue with them during their education process.

Collaboration between professional educators and professionals from culture institutions supports the opportunities of socialisation, qualification and subjectification, and makes potential for students central and active participation in art education for children

Finding 2:

Students experience that it supports their sense-making when the education provides them to produce art and get guidance from professional artists.

During that sort of process, students say, they get experience with modality in the aesthetic processes, which qualifies their skills and courage to improvise, when they meet children in unpredictable and open dialogues with art in Daycare Institutions. – Art teaching

Finding 3

The didactics planned in collaboration create joint focus and sense-making in communities which might create identity because of open and dialogic meetings with art. Students tells us that it makes them curious, and invites them to visit new places and look at art in new ways, because professional people "who really know what they are doing" 'points out' notable details about the art and skills.

The real life related collaboration process between professionals makes it possible for students to acquire essential socialising experiences, related to future actions in 'collaborated art teaching' in day care institutions, as in LegeKunst.



**Mismatches
related to
intentions of co-
creation**



• **Daycare Institutions;** NPM discourse on efficiency, documentation, employability + models for learning

Tendencies in LegeKunst; 6 models + action learning model with pedagogues competence development as an end.

– **invitation to co-creation?**

The models in Legekunst have a **fixed chronology** and questions for evaluation are **already planned** at an external project level. This makes it difficult to consider local conditions and processes – and thus **complicates the intentions of co-creation.**



An invitation for dialogue...



References eg.

Brandsen, T., & Honingh, M. (2018). Definitions of Co-Production and Co-Creation. I *Co-Production and Co-Creation. Engaging citizens in Public Services* (s. 9-17). London NY: Routledge

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Togsverd, L og Rothuizen, J.J. (2016) Pædagogik som profession? I: *Pædagogiske ballader-perspektiver på pædagogens faglighed*. Frederiksberg: Samfundslitteratur