

# **Project: Innovative and sustainable aesthetic methods for citizenship education: Nordic and Baltic perspectives (ISAMCE)**

## **1. Relevance, objectives and innovation**

TEN, Teacher Education Network is a network with special focus on the aesthetic subjects in the teacher education. Through the years we have successfully organized several interdisciplinary projects with Intensive courses, the last project was Mythology, culture and identity in the Nordic and Baltic countries (Reykjavik 2011, Bergen 2013, Riga 2015)

The title of our new 3-year project for 2016 – 2019 is ***Innovative and sustainable aesthetic methods for citizenship education: Nordic and Baltic perspectives (ISAMCE)***

### **Relevance of the selected topic:**

How to learn to live together? This question is now arising very acutely under the pressure of various factors such as the global and European economic, cultural, and political integration process, the ongoing migration process, and the environmental and ecological challenges. These factors are calling into question the political references such as Nation State, and the social dimension of the Welfare State. Citizenship has become a “fancy” word/term because we now talk of *a new social contract* to reinstate social cohesion as well as solidarity bases on moral order. The word citizenship has been acknowledged that it has a multiform concept. In spite of that, it has a core. Citizenship is always a matter of belonging to a community. Therefore, the citizen is always a co-citizen, somebody who lives with others.

Citizenship simultaneously designates a status and a role: The former refers to civil, political and social rights for its citizens guaranteed by the state. The latter aspect takes into account the identity and mental representations that each individual designs for her/himself. These subjective representations may be attached to a particular region, or nation. However, the individual can also create several identities simultaneously according to a cultural and psychological perspective and then the identity is not exclusively (or not all) linked with a particular territory. Therefore citizenship cannot be reduced to a catalogue of rights and duties, but entails membership of a community or communities. Consequently, citizenship requires an ethical shift that includes a personal and collective emotional dimension. Because individuals construct themselves and their relationship with others in accordance with certain values, identities are brought into play in a very profound way. Examples of concepts related to moral principles and moral dilemmas: freedom, equality, solidarity, responsibility, rights, justice, rules, laws, tolerance, identity, ethnicity, religion, gender and community.

These key concepts we would like to set on the agenda the next following three years. Because a Democratic culture does not spread like influenza! It needs to be taught and by this very fact, it requires the commitment of citizens, educators and trainers. Our aim is to develop skills and competencies related to citizenship; such as the capacity for communication and dialogue, the capacity to live with others, to recognize and accept differences, sharing narratives, critical thinking, and participation by working in an aesthetical collaborative learning approach. It may give opportunities to explore and reflect upon various identities and cultural attributes. The meaning of the term “citizenship” are open to new experience that life constantly leads us to invent, to the new forms that citizenship and democratic political life will take in the future.

1. Freedom (Copenhagen 2017, April)

Escape, exile, migration, minority

Totalitarian systems/democratic systems

Fundamental values – security, justice, solidarity, family, welfare etc.

2. Equality (Iceland 2018, April)

Social justice/classism: differences in economic, social and cultural capital

Globalization increasing cultural and religious diversity, multiculturalism and religion

3. Brotherhoods – Sisterhoods. / Solidarity (Vilnius/Daugavpils 2019, April)

Cultural diversity, tolerance/intolerance, freedom of speech, right to be different, cultural clashes, gender questions, religion and orthodoxy, race

Prejudices and images – intercultural competence

Cosmopolitanism ><world citizenship><world consume

How can the aesthetic subjects contribute to the understanding of the challenges related to citizenship (identity, loyalty, participation) in Nordic and Baltic countries?

How can artistic methods innovate our way of thinking citizenship today? How can we discuss the meaning of citizenship of today through aesthetic disciplines?

How can we develop new artistic methods to rethink and gain relevance of citizenship in relation to identity, loyalty, participation of today?

**Expected learning outcomes:**

\* Sustainable outcomes: critical transferability of learned experience to local contexts

\* Creating new approaches in aesthetic education

\* Knowledge about and experience with theme based and aesthetical collaborative learning approaches

\* Experience the particular potential of aesthetic processes and expressions in dealing with the particular issue of citizenship education

The course also enriches current local programs at the institutions with an intercultural context and transdisciplinary perspective.

All institutions recognize ECTS course credits, but implement them differently in study programs and curricula. The course ties to different curricula in the way that course content touches upon relevant international/N/B topics. The course contributes to a joint meta curricular aim:

The ability to reflect upon oneself as a member of a bigger community, locally, nationally and globally and develop the understanding, that one's own resources and talent can serve a bigger and common good

### **Innovation:**

The particular combination of a topical issue with aesthetic subject and innovative approaches and methods. The specific innovative approach is about exploring the issue (citizenship) through aesthetic processes and expressions in transdisciplinary and multimodal ways.

We want to work with a theme-based approach to education, including a transdisciplinary and multimodal perspective, which is defined as:

Transdisciplinary means crossing the borders of diverse disciplines *to create a [holistic approach to the field of study](#)*. Transdisciplinary can refer to concepts or methods that were originally developed by one discipline, but are now used by several others.

In this context **multimodal** means that different modes of aesthetic expressions as for example words, images and music, dance and scenography are working together towards a more differentiated and holistic understanding of the topic.

## **2. Organization and implementation**

The main pedagogical and didactical approaches are daily workshops in the different aesthetic expressions: *music, drama, dance and visual art* – separately and combined. The workshops include collaborative and democratic devising strategies where the teachers are used as facilitators and tutors. The teachers are responsible also for the warm ups of the participants each day and for the summing ups and evaluations at the end of each day. Keynote lectures by specialist teachers will be followed up by thought provoking activities in groups intended to deepen understanding of the topics at hand. The methods used include: group discussions, group reporting, walk-and-talk in pairs, report-back with posters or post it responses.

Assessment will be both formative and summative. Informal concurrent assessment practices will be applied as well.

Students will make:

1. Presentations and discussions/reflections of the aesthetic, transdisciplinary and multimodal expressions (eg. video, performance, installations) during the course.
2. A written individual report reflecting on the general experiences as well as the aesthetical and pedagogical working methods implemented during the week in relation to the applicability into the teacher/pedagogue profession. This report has to be approved by the local partner representative before awarding credits for the course

Students will receive on-site assessment and feedback of participation during the course for their presentations, artistic works and group collaborations

For 100% active participation and approved report, the students will receive a diploma with 3 ECTS. The studies are recognized in the students' degree at their home institutions but the ECTS credits earned are embedded in the programs in different ways.

**Program for five consecutive days Monday – Friday:**

All days include warmups, followed by a lecture and reflection /discussion and workshops in transnational and transdisciplinary groups. Most days will also include a presentation or a performance, either by the participating students or by a guest artist. The last day will have a final performance open for public and evaluations. See more detailed schedule attached to the application.

The hosting of courses rotates between institutions but the coordination and leadership is executed from Bergen University College by Torunn Bakken Hauge. Each institution in the network has a particular strength within the aesthetic and pedagogical subjects involved. Some institutions have their strength in music, while other have arts and crafts or dance and drama.

The planning and outline of the project and each course created by a project committee formed by representatives from different partner institutions (HEI's following representatives/teachers:

The project committee for the courses 2017 – 19:

Sabine Lam, international coordinator UCC, Karsten Arvedsen and Anne Louise Bahn, arts and crafts and Rose Maria Behring, religion and ethics, UCC Copenhagen, Hanna Olafsdottir, arts and crafts, University of Iceland, Dzintra Ilisko, sustainable education, University of Daugavpils Latvia, Annli Falk, music, VIAUC Aarhus and Torunn Bakken Hauge, music, Bergen University College. UCC Copenhagen is the host of the first course.

The roles of participating institutions for the course include selecting teachers (expert teachers), selecting students, helping students prepare for the course: forwarding reading

material and preparing presentation and disseminating reports and articles after the course - locally, in the network, nationally

The host institution is responsible for taking attendance and monitoring individual participation at each activity throughout the course. After the course, the course administrator gather all students' reports and writes a summary. The project committee write the course report that is published on the home page of the network

### 3. Dissemination

UCC will make a course website for information with tasks and literature to study before the course starts. After the course, the same page will be used to publish reports and films having links to the homepage of the network.

The students and the teachers of the course have to answer some specific questions in a questionnaire regarding their experiences during the course. They also have to make a final evaluation and a report where they analyze and reflect upon their learning experiences. The best reports written will published locally at the home institution and in national pedagogical magazines for teachers.

An article based on the experiences at the intensive course in Bergen in 2013 has been written and is soon to be published in an international peer-reviewed research journal.

Hauge, Paulsen and Ødemotland: *'I Can Do Anything Now': Negotiating 'Devising Strategy' through an Artistic Production in a Nordic-Baltic Teacher Education Programme.*

The material collected in Riga in 2015 and Copenhagen 2016 will similarly be used in new articles.

The possible multiplying effects or spin-offs from this course can be many

- A strengthening of the connections between Nordic and Baltic countries, institutions, teachers and students. Both students and teachers have the opportunity to get new colleagues and friends across borders and thereby initiate new professional networks.
- Most students are future teachers in primary and lower secondary schools, and their experiences at the course can therefore be very valuable in their future work as teachers in schools of the Baltic and Nordic countries.
- The performances, evaluations, reports, films (DVD) as well as articles and presentations from the intensive courses might provide inspiration and knowledge also to other students and teachers in the Baltic and Nordic countries.