

Abstract of the workshops – Arts in Education TIG Leeuwarden 2024

In the Art in Education TIG 2024 we had a wide range of different practical/theoretical workshops. After a nice group dinner in a local restaurant in Leeuwarden the members of the Arts in Education TIG began the 18 of April by meeting up with local artists. This year we met *Keunstwurk* (www.keunstwurk.nl) in Burgum a smaller city close to Leeuwarden. It was a very interesting and welcoming experience lead By Anne Graswinckel. Their workspace is a small part of a large abandoned dairy. We talked about our - nightly dreams and what kept us awake last night – after a fruitful talk, we ended up building our own *Playground for dreams and worries* and during the built we had many good conversations about art and culture. *Keunstwurk* has been active for 25 years. In Friesland it is known and appreciated as *the* place to be for knowledge, advice and network focused on arts- and culture education. Its goals are set to enlarge talents, professionally and amateurish. They use art and culture as a tool to connect with each other and provide a platform to establish a stronger society and complete community.



Our first participant workshop was by **Madelief Debeij, Avans, Nederland**. Through an active workshop that included, language, live sculptures and “forum theatre” we learned and talked about Madeliefs research on transformative learning through drama and how teaching English through tongue-twisters, rhythm and arts can be integrated and support the development of ICOMS and teaching skills.

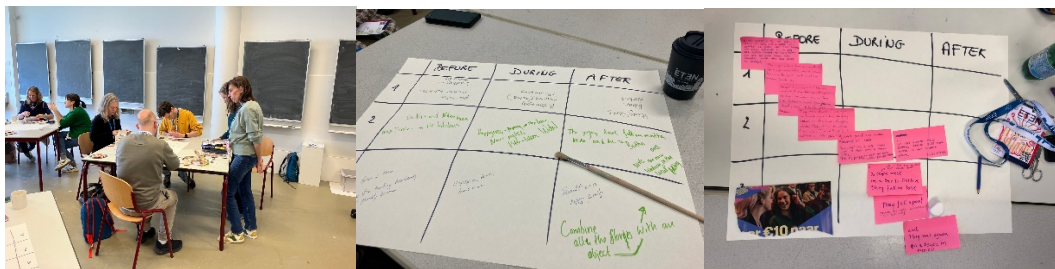


Kristian Mølberg Meyer and Jakob Ørsted from UCC, Denmark gave a delightful workshop sharing theory on play used in higher education. We created sculptures and destroyed them as a metaphor for how “create and destroy” is connected to play, everyday life , learning and also religion. We build our own constructions and smashed them up through practical and

playful activities based on Danish professor Anne Marie Skovbjergs "Analysis of play" and we ended up reflecting on how we use play in our own teaching is it sliding, shifting, displaying or exceeding.



Anja Beckers, UHasselt, Belgium did a challenging workshop titled "How to concretely integrate the competency of cultural awareness and cultural expression in schools". The workshop focused on how teachers can weave cultural awareness into their curriculum. Anja showed the group how they by emphasizing the importance of cultural expression aim to nurture creativity and self-expression. Through a collaborative and culturally diverse activitie we made our own stories in groups beginning by cutting out pictures from magazine's og naming them, telling what happen before, during and after. We where hereafter encouraged to combine all our stories with an object and created unique group stories witch where shared with one another.



Marie Evens from PXL University of Applied Sciences and Arts, Belgium made a workshop centred around an illustration assignment that Marie told us in one of the first assignments she will give her art students. She read a story about moochers and thereafter we had to create (draw) different characters but with constraints such as character traits. We alle draw on big blackboards and afterwards we guessed and shared the stories of our character's. Marie also emphasized that the art education is often considered as open, free, 'fun', a way for children and adults to express themselves, but learning arts it is also giving if we see the educational value of constraints, resistance, limits, hard work, attention.



Egil Rasmussen from UCC, Denmark hosted a workshop including roleplay. And shared his idea with all of us in ETEN you can see the link below. We all played a character "professional figures" inspired by real life experience and social stigmas. We all got different personalities and ideas, but together we had to solve a real life problem. It was a bit complicated, but also quite funny and interesting to convince and befriend other players characters. The case was given to us, but it could be any possible

situation that could occur in real work life; a meeting with parents distressed that the school is not living up to their expectations or ideals, a child's problematic behaviour, or one of the mandatory parent-teacher conferences that schools are obliged to host during the academic year. We reached facilitating skills, managing the issues of a given case and taking actions in dialogue. <https://sway.cloud.microsoft/BSbroEoY1n1qWbKt?ref=Link>



Our last workshop **Dr. Michal Ganz Meishar and Dr. Limor Raubach from The Academic College Levinsky-Wingate, Israel.** We talked about how artistic representations in printed multimodal children's reading books help formulate teaching methods adapted to children's cultural diversity. By looking at examples of children's books we tried to find where multimodal reading was required and when to navigate, Adopt, use and cross information while reading picture books for children. We tried to tell our own stories by being presented with two pictures from "Lola" books and had to create our own stories and share them..... here is one!



Image 1: The person is standing in the kitchen wearing a red coca-cola shirt. There is a smell in the air - it is coming from a huge glass of something that might have been milk. The person carefully leans over to look inside and see where the foul smell comes from. As the person looks into the flowerglass, she sees worms, mold and cockroaches crawling in the glass. The milk has transformed into green and slimy stuff. Eeeeeewww!

We ended the Arts in Education Tig by talking about the importance of arts in the different education systems and how learning/experiencing "through art and play" often makes everybody involved more open and friendlier toward each other. We are looking forward to meet all our friends, and new friends, next year in Belgium and get many more playful experiences together - YOU are welcome to 😊 – **Mitte Wagner, TigLeader and Jorinde Jonker, co-TigLeader!**