UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Teorie e Metodologie della Ricerca Art-Based per l'Educazione

2425-1-F5702R002

Course title

Theories and Methodologies of Arts-Based Research for Education: Researching Education through Visual arts.

Topics and course structure

Can arts offer useful insights into educational and training processes? If so, which arts? And how?
Can, morevoer, artistic languages and practices become a resource for documenting and narrating outside the contexts the knowledge and learning generated in them?
Can art be a strategy to involve persons of those services and contexts in the interventions, activated in an inclusive and participatory perspective?

These are some of the questions that will guide the course, studying and deepening arts-based research (arts-based methods) as an approach to research that focuses on a "systematic use of the artistic process... as a primary way of understanding and examining experience..." (McNiff, 2008, p.29) otherwise inaccessible through more traditional forms of knowledge and methods of enquiry.

The course will investigate arts-based research practices to **explore**, **understand** and **document** educational and training processes. Exploration, understanding and documentation are, in fact, fundamental dimensions of arts-based approaches in research that prove to be strategic when approaching educational processes, complex human and social phenomena that cannot always be understood using linear research methods.

A specific part of the course will be devoted to the visual arts, specifically, work will be done on **photography** (as photo elicitation and as a research process) and on **collage** (as *collage inquiry* and as a reflexive strategy).

Lastly, artistic languages will be traversed as strategies and tools for **documenting and sharing the educational processes** , thus fostering the dissemination of knowledge constructed in the contexts.

Arts-based enquiry practices will, therefore, be an integral part of each lesson, to understand how the arts can become a resource at every stage of the research, from the definition of the study question, to the construction of an enquiry design and data collection, to the process of analysing and interpreting the data, to the documentation, sharing and dissemination of the results. Great attention will be given to the use of arts-based methodologies for the involvement of all the actors, with a view to a participatory perspective of the research, especially for certain categories of subjects for whom the use of languages alternative to speech may be particularly important, with a view to maximum inclusion.

Research, in this sense, will be understood in the course not only as a strategy of study and scientific knowledge but also as the **practice of the professional** who makes use in his or her daily experience of tools and strategies for observation, analysis and documentation of processes, situations and contexts.

Objectives

Through this teaching, with constant and participative attendance of lessons, we intend to PROMOTE the following learning, in terms of

*Knowledge and understanding

- Understand and master artistic expressive, performative and participatory languages in the field of training professions
- Acquiring knowledge about theories, methodologies, tools and procedures of training, management and development of human resources in the artistic and cultural field
- Acquiring knowledge about models for the valorisation of cultural heritage in educational and training services

*Ability to relate differentiated knowledge and models

- Ability to elaborate original reflections and projects in response to the needs of working contexts
- Ability to promote innovative research based on the synergy between educational and artistic competences

*Ability to apply knowledge and models

- Ability to apply knowledge and skills to use arts-based research strategies and tools to seek solutions to problems in both concrete contexts and unforeseen situations,
- Identify and read educational and training needs in different contexts involving the different actors present in the contexts.
- Designing and co-ordinating responses to needs, using and exploiting the potential of the arts.
- Ability to apply the knowledge acquired to study, design, evaluate and document educational activities in cultural and artistic contexts

In addition, the course generally aims to develop reflective and metacognitive skills to monitor the adequacy of one's own knowledge and skills and to identify any areas that need further study..

Methodologies

The course envisages a blended mode: out of 56 hours, 21 hours will be online. The online hours will be mainly of didactic delivery, while the in-presence hours will be mainly dedicated to interactive teaching. The structure of the course generally envisages approximately 18 hours of delivery type teaching and the remainder of interactive type

teaching: group work, case analyses, activities supervised by the lecturer.
From a methodological point of view, the course proposes a training course that bases knowledge on the direct experience of the student* of the methodologies studied, through case work and direct practice.

During the course the student* **will be invited to think of his or her learning journey as an arts-based research journey**, documenting the process through artistic modes and languages.

Online and offline teaching materials

Teaching materials will be provided during the course and made available via the e-learning platform on the course page.

Programme and references

1. A volume from:

- Dewey, J. (2020). Arte come esperienza. Roma: Aesthetica
- Dewey, J. (2023). Arte educazione creatività. Milano: Feltrinelli

3. Biffi, E., & Zuccoli, F. (2015). Comporre conoscenza: il collage come strategia meta-riflessiva. Form@re - Open Journal Per La Formazione in Rete, 15(2), 167–183. https://doi.org/10.13128/formare-17069
4. Mastrilli, P., Nicosia, R., Santinello, M. (2016). *Photovoice. Dallo scatto fotografico all'azione sociale.* FrancoAngeli, Milano.
5. A text from:
    - Clark, A., & Moss, P. (2014). Ascoltare i bambini. L'approccio a mosaico. Bergamo: Edizioni Junior.
    - Butler-Kisber, L. (2010). *Qualitative inquiry: Thematic, Narrative and Arts-Informed Perspectives*, Sage.

It is possible for Erasmus students or other interested students to agree on a bibliography that is entirely in English.

Assessment methods

The test will consist of an oral interview.
Through the argumentation that the student will be able to provide during the oral interview, the oral test will ascertain the ability to analyse the contexts relating to research and documentation methodologies based on artistic languages, as well as the reflective skills developed during the course.

For attending students (remote and/or in person), the interview will start from the documentation of their activities, aimed at keeping track of the learning process, according to methods that will be provided during the course.

The examination aims to assess the following areas

- the knowledge of the theoretical models presented during the course and described in the texts in the bibliography; in addition, it will be possible to ascertain the critical and reflective abilities to apply the aforementioned models for research and the study of educational and training processes.
- knowledge of specific studies and research related to art-based approaches to research in education, which

will be found in the texts in the bibliography.

Office hours

Professor receives by appointment, to be agreed by e-mail.

Programme validity

The programme runs for two academic years.

Course tutors and assistants

Lucia Carriera

Sustainable Development Goals

GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS