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Implications of the artist teacher on pedagogical practice

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The artist teacher is an authentic model for teaching, whose quality lies within the fact that she/he does not differentiate between artistic and educational problems. ‘The strength of the artist teacher is the fact that it unites a duality in practices, the liberated artistic practitioner with the teacher, in a single concept’ (Adams, 2005). Despite the fact that artists are widely engaged in educational settings and that many art teachers maintain active artistic practices, qualitative research into the role and qualities of the artist-teacher and the relevance of this concept for (art) education is a relatively new territory (Hoekstra, 2015).

The aim of this doctoral research is to analyse artist teachers’ pedagogical practices in intensive, small scale, qualitative investigation from the framework of pedagogical theory in order to construct knowledge on the significance of the artist teacher from a democratic, constructivist pedagogy’s perspective. How does the pedagogical practice of the artist teacher relate to notions on democratic and critical pedagogy? The argumentation focuses on significant relations between the practice of artist teachers and the ideals of innovative pedagogical theories in order to find ways in which the artist teacher as a model for teaching could contribute to educational change.

References

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