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In my worst nightmares – teaching art education online

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There are many reasons why art education should be taught online; it gives more people access to higher education within the field, it might be for economic reasons, etc. But also, looking at directives from Unesco and EU about lifelong learning and ICT in Education, we must take on the challenge.

We have different, and common experiences in developing and teaching art education on line, from two different universities in Sweden. We have had terrible experiences with failing technique (*Hallo? Is there anybody out there?, Ok – I go on...*) and students without previous experience of on line education and the technical skills required to participate. But also rewarding sessions with well prepared and engaged students. We are far from experts – and that is why we want to discuss a phenomenon where becoming student and becoming teacher in the digital classroom requires a new mindset.

Challenges we have experienced are e.g. how to transform our ideas and ideals about *collaborative* learning to on-line settings. As teachers at the Department of Visual Arts and Sloyd Education, we rely heavily on student-participation and design our teaching in a way that the students are supposed to *try out* the theories they read about in practice. This calls for a development of new forms for didactics. How can we create a design for teaching and learning on line where it still is possible to use and perform multisensory knowledge?