

What kind of aesthetic learning processes?

- An analysis of how aesthetic
learning processes is expressed in
four different syllabuses.

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The four courses


- How to be together?
(Krakow)
- Otherness-Togetherness-Aesthetics: The Merchant of Venice
(Warsawa)
- From Shakespeare with love. How to cope in the modern world
(Gdansk)
- OTHERNESS, TOGETHERNESS, AESTHETICS «To inter-be?» An aesthetic learning approach
(Poznan)



Goals – of the project

The research project aims to develop new knowledge about aesthetic learning processes through several disciplines, subjects, and perspectives.

Through this project, we wish to investigate :

- what characterizes the qualities of aesthetic learning processes.
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Research question

What kind of aesthetic learning processes can we find in the different syllabus of the courses.

Aesthetic learning processes (ALP)

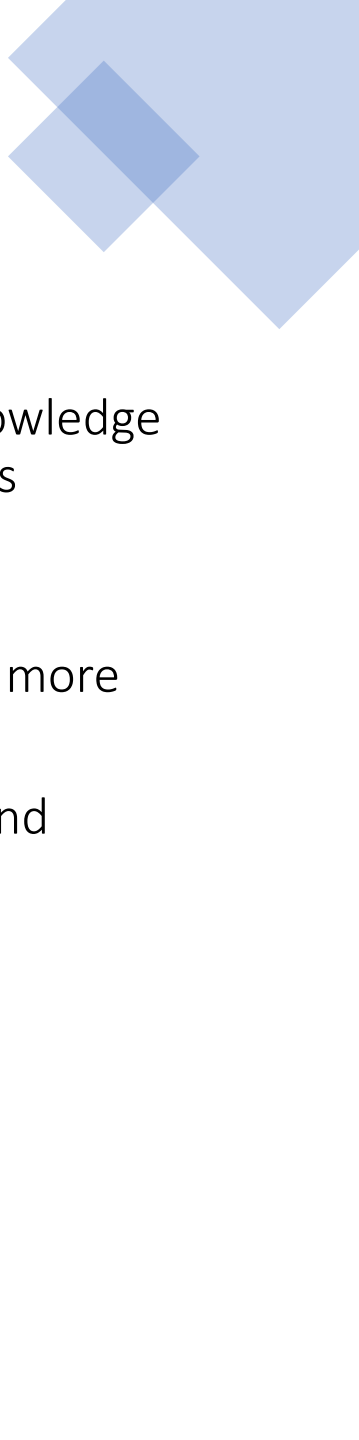
- In ALP presupposes that our bodily senses, the emotional, the bodily, are woven into the cognitive in an artistic experience and recognition process (Sæbø, 2016, p. 108)
- ALP do not provide unambiguous answers, but individual's and community's understandings are explored, challenged, and developed (ForEst)
- ALP spans across art and artistic practices, aesthetics and aesthetic activities, science and research practices (Lindstrand & Selander, 2009, p. 122).
- ALP presents a variety of aesthetic perspectives - with different epistemological implications (Hohr & Pedersen, 1996; Austring & Sørensen, 2006, 2019; Illeris, 2006, 2009, 2012).
- ALP can be defined as learning in and learning through work with artistic and aesthetic forms of expression (UNESCO 2017; 2006, By. et al. 2020)
- ALP can be defined as learning through reception and production of aesthetic phenomena (Halvorsen, 2017, s. 71)

Different ways of expressing aesthetic learning processes in the syllabuses

- Literature as art experience as a starting point for learning
- Literature as a basis for reflection on personal and interpersonal themes
- A poetic approach to literature (not only analytic)
- Exploring different art expressions such as theater, film, gaming
- Communication through poetic expression
- Literature as poetic approach and exploration of togetherness and otherness
- Using fictional charters for exploring personal, interpersonal and socio-political themes
- Student works with different aesthetic expressions and forms
- Dialogue as poetic form
- Openness connected to the outcomes
- Students had to participate with their personal experiences, references, opinion and attitude.



Some other interesting findings

- Aesthetic learning processes oriented towards knowledge and understanding, or aesthetic learning processes oriented towards art production and reception (Sakariassen, 2021).
 - Can we say that it is learning through Shakespeare, more than learning Shakespeare? Or both?
 - Are we talking about Shakespeare as a method? And what Implications will that give?
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