

Understanding Contemporary Visual Expressions through Participation. A Multidisciplinary Work in Teacher Education

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Abstract

We have experience that school's work mostly focus on the individual subjects, and priority is not given to cross-disciplinary work. The same goes for areas in value-based and identity development, and not least aesthetic and creative processes. Me and my college have tried to develop tasks that challenge our teacher students with these issues and where aesthetics have been used as didactic tools. A work in several parts where both digital production and contemporary analysis are in focus. The purpose of our work has been to integrate aesthetic-didactic tools and value-based work in teacher education and to create a holistic thinking about didactics and teaching to counteract the fragmentary process that permeates the education system. We have a design theory perspective on teaching, which is a pluralistic theory formation. It is based on Selander (2008) and his theory of formation. It includes socio-semiotic and multimodality (Cress 2005) and socio-cultural theories (Vygotsky, 2000, Säljö, 2000). We also build upon Bruner's thoughts about scaffolding (Bruner, 2002). Teacher students need to meet theories themselves in practice, thus "be exposed" to

theories by being in theory, not just reading about it. In our first preliminary results we can see that the students task is perceived to be both pleasing and demanding, and that it was a lot about courage. Dare to show who you are, get to know yourself and to play even if its out of your comfortzone.

Keywords

Value-based work, Aesthetic-didactic tools, Pluralistic, Design theory perspective.