

HOW ART EDUCATION ENHANCES ACADEMIC PERFORMANCE



Art In Education An International Perspective

John Baldacchino, Raphael Vella



Art In Education An International Perspective:

Evaluating and Assessing the Visual Arts in Education Douglas Boughton, Elliot W. Eisner, Johan Ligtoet, 1996-01-01

Art education: an international survey, 1972 *Beyond Multicultural Art Education* Rachel Mason, Doug Boughton, 1999

Multiculturalism is a term that has been much used in educational texts in recent years Its usage is frequently taken for granted in the rhetoric of curriculum literature However it has recently become clear that there are significant variations of interpretations of multiculturalism in different world regions This book takes a new and deeper look at the notion of multiculturalism through the lens of art education In educational terms art is a unique tool for the investigation of cultural values because it transcends the barrier of language and provides visceral and tacit insights into cultural change In order to address the educational interpretations and methods of implementing multiculturalism in different regions of the world this book contains discussion and analysis of perspectives on art education theory and practice from thirteen countries The authors of each chapter are respected multicultural experts in their geographic locations who are well equipped to provide unique insights into the particular issues of multiculturalism viewed from the perspective of art in educational contexts The book as a whole provides tools for the conceptual analysis of contemporary notions linked with multiculturalism such as interculturalism internationalism and globalisation It also provides strategies for art teaching in relation to these ideas While the term multicultural education is problematic this book presents conceptual frameworks that should assist educators to examine their own teaching on issues of equity and diversity that are central to the multicultural education debate

Arts-Based Methods in Education Around the World Xiangyun Du, Tatiana Chemi, 2022-09-01 Arts Based Methods in Education Around the World aims to investigate arts based encounters in educational settings in response to a global need for studies that connect the cultural inter cultural cross cultural and global elements of arts based methods in education In this extraordinary collection contributions are collected from experts all over the world and involve a multiplicity of arts genres and traditions These contributions bring together diverse cultural and educational perspectives and include a large variety of artistic genres and research methodologies The topics covered in the book range from policies to pedagogies from social impact to philosophical conceptualisations They are informative on specific topics but also offer a clear monitoring of the ways in which the general attention to the arts in education evolves through time *International Handbook of Research in Arts Education* Liora Bresler, 2007-01-26 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research **International Perspectives**

on the Theory and Practice of Environmental Education: A Reader Giuliano Reis, Jeff Scott, 2017-11-15 The present book shares critical perspectives on the conceptualization implementation discourses policies and alternative practices of environmental education EE for diverse and unique groups of learners in a variety of international educational settings Each contribution offers insights on the authors own processes of re imagining an education in about for the environment that are realized through their teaching research and other ways of doing EE Overall environmental education has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems In this context universities schools and community based organizations struggle to promote sustainable environmental education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumerism environmental depletion and socioeconomic inequality The extent that individuals within educational systems are expected to effectively respond to as well as benefit from a greener and more just world becomes paramount with the vision and analysis of different successes and challenges embodied by EE efforts worldwide This book fosters conversations amongst researchers teacher educators schoolteachers and community leaders in order to promote new international collaborations around current and potential forms of environmental education This book reflects many successful international projects and perspectives on the theory and praxis of environmental education An eclectic mix of international scholars challenge environmental educators to engage issues of reconciliation of correspondences and difference across regions In their own ways authors stimulate critical conversations that seem pivotal for necessary re imaginings of research and pedagogy across the grain of cultural and ecological realities systematic barriers and reconceptualizations of environmental education The book is most encouraging in that it works to expand the creative commons for progress in teaching researching and doing environmental education in desperate times Paul Hart Professor of Science and Environmental Education at the University of Regina Canada Melanson Award for outstanding contributions to environmental and outdoor education Saskatchewan Outdoor and Environmental Education Association and North American Association for Environmental Education NAAEE s Jeske Award for Leadership and Service to the Field of EE and Outstanding Contributions to Research in EE In an attempt to overcome simplistic and fragmented views of doing Environmental Education in both formal and informal settings the collected authors from several countries continents present a wealth of cultural social political artistic pedagogical and ethical perspectives that enrich our vision on the theoretical and practical foundations of the field A remarkable book that I suggest all environmental educators teacher educators policy and curricular writers read and present to their students in order to foster dialogue around innovative ways of experiencing an education about in for the environment Rute Monteiro Professor of Science Education Universidade do Algarve University of Algarve Portugal [Mediterranean Art and Education](#) John Baldacchino, Raphael Vella, 2013-11-19 The Mediterranean is a multifaceted conglomeration of parts that cannot be assembled into a whole Its various histories

characterised by imperial and nationalistic aspirations imbalances of power and economies political struggles diverse cultural religious and linguistic realities as well as the countless myths spawned by people over the ages all contribute to the world's fascination with this region and simultaneously make it difficult for anyone to speak sensibly about it without resorting to the plural form the Mediterraneans So can we speak of a Mediterranean pedagogy of the arts The authors in this volume argue in different ways that the answer to this question cannot be carved out of a singular monolithic interpretation of the region Instead we need to look for provisional answers in the region's dynamic developments historic and contemporary exchanges of ideas and cultural codes and in the shifting nature of a sea that invites journeying inquisitive people to discover new routes The cover image *La fen tre int rieur e* is by the French photographer S bastien Cailleux and shows a multiple exposure portrait of a child and her drawing created during a workshop called *Dessine moi la M diterran e* organised by L cole d Art au Village Edaav at the Museum of Illumination Miniatures and Calligraphy at the Casbah in Algiers

International Handbook of Research in Arts Education Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme Art in Education Robert W. Ott, Al Hurwitz, 1984 Profiles of art education in nineteen countries around the world by citizens or longtime residents of those countries comprise the core of this book Guidelines for the cross cultural study of art education are presented by the editors in a general introduction and three part introductions and also by contributing specialists The nineteen national profiles with accompanying examples of children's artwork make up the largest section of the book Part II The three chapters in Part I review research that has identified on one hand certain universal characteristics of children's artwork attributable to common human stages of development and on the other hand certain differing and unique cultural influences The need for further research on this distinction is emphasized Contributors to Part I are Elliot W Eisner William Ives and Howard Gardner and Marjorie and Brent Wilson The three chapters in Part III discuss three major problems in art education the use of museum visits the worldwide attempt to establish valid tests of teacher and pupil proficiency in art and the design of sound and useful cross cultural research Resources for such research are described Contributors to Part III are Robert Ott and Lois Swan Jones William

Bradley and Frances E Anderson Professionals and students in art education can broaden their perspective through Art in Education while their counterparts in child development and psychology can gain insights into the creative process Profiles Western Europe England Finland Germany Netherlands Eastern Europe Hungary Poland Soviet Union Middle East and South Asia Afghanistan Egypt India Israel East Asia and the Pacific Australia China Japan Africa Ghana Nigeria South Africa The Americas Brazil United States **Handbook of Research and Policy in Art Education** Elliot W. Eisner, Michael D. Day, 2004-04-12 This work provides an overview of the progress that has characterized the field of research and policy in art education It profiles and integrates history policy learning curriculum and instruction assessment and competing perspectives Arts Education and Cultural Diversity Chee-Hoo Lum, Ernst Wagner, 2019-06-27 This peer reviewed academic yearbook stems from the inaugural meeting of the newly formed UNESCO UNITWIN network on Arts Education Research for Cultural Diversity and Sustainable Development held at the National Institute of Education Singapore in April 2017 It presents international scholarly perspectives on issues related to arts education and cultural diversity in terms of i national and international policies ii terms concepts and vocabularies iii current and ongoing research and iv best practices The UNESCO UNITWIN is an arts education research think tank that gathers and leverages original research and critical commentaries on the arts and sustainable development from UNITWIN member states and beyond Australia Canada Colombia Germany Hong Kong Kenya Korea Israel New Zealand Singapore Taiwan the Netherlands and the United States of America **Creativities in Arts Education, Research and Practice** Leon R. de Bruin, Pamela Burnard, Susan Davis, 2018-07-17 In Creativities in Arts Education Research and Practice International Perspectives for the Future of Learning and Teaching Leon de Bruin Pamela Burnard and Susan Davis provide new thinking ideas and practices concerned with philosophically pedagogically and actively developing arts learning and teaching Interrogating successes and challenges for creativity education locally globally glocally and using illustrative cases and examples drawn from education practice and research they explore unique local practices agendas glocalised perspectives and ways arts learning develops diverse creativities in order to produce new approaches and creative ecologies through inter and cross disciplinary teaching practices interconnecting beyond arts domains This book highlights innovative approaches and perspectives to activating and promoting diverse creativities as new forms of authorship and analytic approaches within arts practice and education along with the production of adaptable sustainable pedagogies that promote and produce diverse creativities differently This book will help educators artists and researchers understand and fully utilise ways they can transform their thinking and practice and keep their learning and teaching on the move Contributors are Christine Bottrell Pamela Burnard Peter Cook Susan Davis Elizabeth Dobson Leon R de Bruin Tatjana Dragovic Martin Fautley Robyn Heckenberg Susanne Jasilek Fiona King Sharon Lierse Shari Lindblom Megan McPherson Sarah Jane Moore Amy Mortimer Alison O Grady Mark Selkrig Susan Wright *Teachers as Learners* Ora Kwo, 2010-08-09 In the worldwide movements of educational reform educators are

forging new roles identities and relationships Leadership is vital but must be rooted in the capacity for learning This volume responds to the tensions and paradoxes brought by educational reforms presenting a critical discourse on teachers as learners The contributions bring an array of cultural settings and methodological orientations and reveal contextual burdens that teachers should not carry in isolation Teachers learning demands collective engagement to turn challenges into opportunities in a sustainable quest for higher goals The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross boundary endeavor for moral commitment to education

An Uneasy Guest in the Schoolhouse Ellen Winner, 2022 This book recounts how art education has been conceptualized taught and advocated for in the United States in the face of its persistent marginalization in the education system Tracing various rationales offered from the 19th century onward Winner argues for the importance of quality visual art education in our schools

Resources in Education , 1997

Art - Ethics - Education , 2020-08-03 This book can be viewed as a series of investigations into the ongoing imbrications of the practices of art ethics and education as conducted within each author's specific context of practice as artist educator researcher It constitutes an international anthology of explorations that are by no means exclusive but conscious of the ongoing iterations mutations and individuations of relations between art ethics and education which in turn seek to expand how we might conceive these terms as practices This ongoing evolution reminds us that as practices art ethics and education are always incomplete processes affected by and affecting their specific milieus and environments Chapters within the book cover a wide range of ethical questions and educational contexts broaching subjects as varied as higher education artificial intelligence animal ethics transcultural encounters collaborative art the education of senior citizens and experiences of conflict Art ethics and education are not conceived in terms of established orders representations ideals criteria or bodies of knowledge and practice but rather in terms of dynamic relational processes and their potentialities that arise within specific locations cartographies and ecologies of practice The notions of art ethics and education are viewed in terms of assemblages that have the capacity to generate new modes of practice that may question established values and advance new overlappings of aesthetic ethical and political relations Contributors are Dennis Atkinson Hashim Al Azzam John Baldacchino Bazon Brock Carl Peter Busch hle Sahin Celikten Ana Dimke Brian Grassom Leena Hannula Brian Hughes Jan Jagodzinski Timo Jokela Mira Kallio Tavin Joachim Kettel Guillermo Marini Catarina Martins Joe Sacco Francisco Schwember Juuso Tervo Raphael Vella and Branka Vujanovic

Contesting and Constructing International Perspectives in Global Education R. Reynolds, D. Bradbery, J. Brown, K. Carroll, D. Donnelly, K. Ferguson-Patrick, S. Macqueen, 2015-02-27 This volume addresses the need for an international perspective on global education and provides alternate voices to the theme of global education The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion Following the lead of the internationally acknowledged authors from North America Europe Africa

Australia and Asia perspectives were provided on a wide variety of contexts including tertiary education and teacher education various pedagogies for global education including digital pedagogies and curriculum development at school tertiary and community levels Contesting and Constructing International Perspectives in Global Education explores the tensions inherent in discussions of global education from a number of facets including spatial pedagogical temporal social and cultural and provides critical descriptive and values laden interpretations The book is divided into five sections Temporal and Spatial Views of Global Education Telling National Stories of Global Education Empowering Citizens for Global Education Deconstructing Global Education and Transforming Curricula for Global Education It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo liberal and less internationally confident time

International Perspectives on Shoyo and Shoyo Manga Masami Toku, 2015-06-05 This collaborative book explores the artistic and aesthetic development of shoyo or girl manga and discusses the significance of both shoyo manga and the concept of shoyo or girl culture It features contributions from manga critics educators and researchers from both manga s home country of Japan and abroad looking at shoyo and shoyo manga s influence both locally and globally Finally it presents original interviews of shoyo manga ka or artists who discuss their work and their views on this distinct type of popular visual culture

International Perspectives on Educating for Democracy in Early Childhood Stacy Lee DeZutter, 2023-05-08 This book brings together established and emerging scholars from around the globe to highlight new directions for research on young children as active engaged citizens of classrooms Divided into three sections the volume draws on innovative methods to explore diverse conceptualizations of citizenship children s understandings and effective practice Rejecting traditional views of children as citizens in preparation the volume explores how young children can and do live as citizens and how early childhood educational settings serve as civic forums Chapters discuss the child as citizen in relation to issues including gender class race tribal status and linguistic diversity and ultimately illustrate how sociocultural processes in early years settings can be harnessed to promote the development of democratic dispositions and skills This book establishes citizenship enactment in early childhood education as a robust and growing research area with the potential to shape research policy and practice worldwide As such it will appeal to researchers and academics with an interest in citizenship education democracy and early childhood education as well as postgraduate students of teacher education and those working across international and comparative education more broadly Chapter 20 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Liberal Arts and the Legacy of China's Christian Universities Peter Tze Ming Ng, Leping Mou, Ruth Hayhoe, 2023-05-04 This book brings together English translations of thirteen research papers published in recent years by Chinese historians sociologists and educators These papers investigate various dimensions of the legacy of China s historic The Christian Universities which continues to

inspire higher education reform in China even in the twenty first century This book focuses on Christian Universities which fostered a particularly notable Liberal Arts Education in the Chinese context Besides embracing some ideals in common with Liberal Arts Education developed in the West their Liberal Arts Education curriculum had an emphasis on readings in the classics history philosophy religion ethics and literature which conveyed traditional Chinese values The Christian Universities also shared a strong commitment to moral formation community service and global citizenship education This book emphasizes Liberal Arts Education that focused on the whole person where academic knowledge skills and character were equally valued The book presents distinctive characteristics of the study of Christian higher education in China and the interplay between globalization and localization

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