

27/08/2020

M.A. Art Education | AE-702

Syeda Sanina Batool Gilani | Sum20-009

Submitted to: Madyha Leghari & Aatiqa Sheikh

# Manifesto

## Introduction:-

Education is and should always be Student-centric and collaborative, I as an educationist believe learning and educating oneself is an ongoing process. It's FOREVER. Art, on the other hand, is an unexplainable feeling which is represented by many people in any form they choose. Combine these two and we get Art Education. I am an artist but I never became an art teacher though I am quite passionate about it. I see art as a very practical medium, something that cannot be taught only felt. I still have my apprehension towards assessing art. I am an IB (International Baccalaureate) educator. Starting working with this education system I understood why the learning had to be student-led in the first place

## Philosophy

I teach 5th graders and the ideas and questions these kids put forth are beyond their age, or maybe I hadn't seen an education system in my time that allowed such Socratic discussions. Their inquiry is so rich. This fascinates me how would this apply to older students and maybe in a different setting. I feel I learn more from them than they do from me. We all are nothing but co-learners. When I think of an ideal situation. I think of an institution not being bound by the four walls constructed around it. If you are an art educator how can you confine budding artists in 4 walls? We talk about bringing Realia into the classroom. Why doesn't anyone talk about doing it the other way around? If the environment is the 3rd teacher why is it taken into account very less often, we think a lot about making classrooms interactive and fancy. Let's use already existing spaces that are already interactive. Applying student-centric education to high school and university students and taking them outside the classroom. My biggest aim is to make inquiry-based education affordable and as well as change it environmentally to fit our culture.

## Influences:-

- Friedrich Fröbel:

Submitted to: Madyha Leghari & Aatiqa Sheikh

From Froebel, I take his emphasis on play. He proposed that the teacher is a facilitator and human nature is innately curious and creative. He was using the 4 C's way back when they had no name. His ideas had taken the child out of the four walls and out into the open. The only thing I'll be doing differently is gauging from the child what they have learned and making learning visible.

- **John Dewey:**

John Dewey believed in learning by doing. Experiential learning is so important. He believed in developing life skills in the learners. I will take his emphasis on connection with the classroom and engaging with material strategy as an influence.

- **Rabindranath Tagore:**

Tagore was the one who demolished the classroom walls and took learning outside.

- **Howard Gardner (PZ):**

When I think of Gardner I think of the Multiple Intelligence theory and project zero. The idea of individualism and pluralism is how I facilitate in my classroom as well. Flourishing the child's already existing intelligence and skillset. Using them as a basis to build upon as well. The idea of visible thinking and learning also comes under the umbrella of project zero. For me, the most important thing is the process, not the product.

- **Bauhaus:**

Bauhaus at its time was extremely influential and presented the idea of not separating art and skill. My only concern regarding it was its limiting towards architectural design only. It can be applied to any field of art.

- **Zone of proximal development:**

The zone of proximal development was a term introduced by Vygotsky. It is the zone where the facilitator or the knowledgeable other comes into the scaffold and facilitates the learner to learn something new. It lies between two concentric circles: the learners' independent knowledge/ prior knowledge and the knowledge which is out of their reach. It shows the teacher as a facilitator and that's what I want to be present in my ideas as well.

- **Piaget:**

I practice Piaget's constructivist teaching method in the class. Gauging the child's prior knowledge and building upon it. I don't necessarily agree with the theory where he says that humans only develop through cognition. I feel society, environment, and culture has a lot to do with it.

27/08/2020

M.A. Art Education | AE-702

Syeda Sanina Batool Gilani | Sum20-009

Submitted to: Madyha Leghari & Aatiqa Sheikh

## **Strategies and Policy:-**

When I amalgamate all of what is written above I feel strong that setting up learning environments in places that have a history related to the subject being taught would do wonders in the field of art education. A program that is incorporated in all universities teaching design and art as a part of their foundation year. A 2-week residency where the student is taken out of the classroom and into spaces where they participate in a dialogic discussion with the "knowledgeable other" to aid them for their final project submissions of the foundation year. This student-led inquiry and discussions in places where the environment acts as a provocation to generate further inquiry about the subject matter. Historical or sight specific learning areas are important. I am not suggesting educational tourism directly but I am keeping the significance of the place in mind and suggesting them. It's not like the learner is only going there once for a couple of days as an educational trip and trying to learn. The students are given substantial time to familiarize themselves with the place and make the most of their environmental learning. Teachers/Facilitators who are hired have actual hands-on experience rather than just a degree in the subject areas. The faculty will be selected based on their command on the field. Not a craftsman or a person necessarily with a degree but a person who is a practicing artist to facilitate the learners. A board of people to select facilitators for the program, who believe in discussion a holistic approach to student-led learning. The overall need for this can grow out of the field of art and design and be considered for other fields as well. To pull this off I would surely need funding and help from the government for it to implemented all across the board. I want the concept of student-centric learning to be introduced all over be it even for just a 2-week residency. It should be affordable and for all.