

Zara Sahar

SUM19-012

MA ART EDUCATION 2ND YEAR

CRITICAL PEDAGOGY IN ART EDUCATION

ZOONA KUNDI

BEACONHOUSE NATIONAL UNIVERSITY LAHORE

Option 2:

a - Reflective paper outline.

Critical Education is summarized by critical thinking, creative skills, and critical approaches towards learning, collaborative peer discussion, lots of strategies and many more creative pedagogies of teaching. Our strategies towards different approaches of creative and critical learning and teaching techniques makes us a successful facilitator. Sometimes transferring information through formal ways and then change into informal ways by addressing the same purpose makes it possible. Concept of pre-planned and emergent curriculum is a strong pillar of it.

These are some creative skills among lots of discussed in the session of Critical Pedagogy in Art Education course. While I am currently taking classes of painting and material and process of grade 12 and 14 in the Govt. Sadiq Women University Bahawalpur. And now after all these discussions I got to know that there are a lot of empty spaces to be filled in by these learnings of different strategies and techniques. Being adaptive and flexible towards the approach of improvement will enhance the chances of getting into Critical Education system.

Some questions literally changes my vision, like;

What's the relation between theory and practice?

How much important it is to know about your ideology or philosophy of teaching?

What is the difference between skill and technique?

What do you think about poetic language?

What is Transformational learning, pedagogy of listening and patience?

What should be your teaching priorities which motivates students to learn?

Yes these are multi-dimensional questions but also enable me to look upon my teaching philosophy from another eye of creativity. It's a big umbrella of creative learning process under which all these questions with answers lies because all this work plan is interlinked. A strong decision of improvisation will open these layers of thinking, learning, collaborative and teaching strategies.

If I only think about the Motivational Learning strategies which I learn during this course is strong enough to change my teaching ideology and values. It generates lots of ways and techniques to think about. Because my educational setup didn't work upon it on a larger scale. And this thought provokes me to make possible changes among all linked arteries of this setup. And its implementation is too easy by only make some healthy changes in understanding of expressions and ideologies. Motivational thought process of facilitator along with constructive, communicative, dialogic and collaborative values

based course plan will enable a positive change among learners and indirectly on society.

(ii) – Write a 1800-2000 word paper on who you might be as a 21st century educator, and on what sort of art or design classroom you want to create based on the content of this course.

An Educator is an actor who is performing many roles at a time of his duty of sharing information with the audience. His words, expressions, body language, accent, dressing, way of transformation and mode of language etc. are conveying the same script according to the plan.

He might be just like an engineer who is constantly planning for a building to be successful in all respects for the community. And for this purpose he uses all his resources.

A cook or a farmer can also be an example of this role. That they also put all their efforts and possible resources to accomplish the task of healthy food or a green land.

These examples are limitless but on the top of all these roles their came a positive and impressive role of an Educator who is teaching or facilitating to learners with latest strategies of 21st century educator. Who has to behave like an umbrella and supports his audience or students as mentor, teacher, facilitator, motivational speaker and many more.

Critical Knowledge is a slow process leading towards revolution. And this change will definitely breaks unseen boundaries of education sector having stiff attitude of learning process. What I think about the whole system of Education that it is in intense need of improvised set up which supports collaborative, creative and critical thought process of teaching and learning.

When I overlook my own teaching practice along with all the information gathered from last year of my classes here, and especially after studying this course of Critical Pedagogy of Art Education, I realized all the gaps which are becoming silent hurdles between me and my students. Through this course I got to know a lot of ways and useful strategies which can lead me towards the role of a 21st century educator.

An educator who is able to perform his/her duty as a teacher having a strong Rationale and Objective. He knows the value of language to communicate. His mode of discussion must be dialogic, collaborative based on peer learning. He knows how to grasp student's interest towards some particular issue by using formal or informal strategies of learning. Being aware of the responsibility as a teacher, he must generate his ideology keeping the cultural context in mind and many more things to think about. There is a vast sea of knowledge to dig in, in order to find out the right ways or to fill in the gaps. I will share my learnings after indulging into the deeper meanings of many questions asked in this course.

Transformational learning and the strategies adopted for its implementation is I think the key gap which I feel to be filled in. When a learner entered in an institute for the sake of improving his/her knowledge then it's the best strategy which can be adopted by the group of facilitators or teachers to focus on transformational skills. Here comes the pedagogy of listening and understanding the audience opinion. And the use of communicative and dialogic skill keeping in mind the interest of student. And this strategy of listening leads a quick decision making teacher from pre-planned curriculum to emergent curriculum. Where he has lots of possibilities to mold the topic of discussion towards a particular issue. By asking critical questions with half hidden answers a teacher can easily grasp not only one's interest but motivates the student to ask about his conflicts or ideas. And through collaborative and critical communicative technique facilitator will easily convey his opinion too.

If we recall the meanings of STEAM which is clearly describing the role of a teacher as an artist. For example a General Knowledge teacher uses artistic techniques when discussing about the relation between sun, moon and changing shadows. A mathematics teacher must know about the calculations and quantifying things when their intensity increased or decreased. Likewise a science instructor depicts movement of blood in arteries and veins with two different colors. An architect focus on all the measurements like a mathematician and engineer. Color scheming and formation is like a keen observer chemist. In short I have observed a lot of examples of interlinked courses. So why not we make a plan to offer a collaborative course plans. In which all instructors collectively decide the topic to work upon and their interlinked themes also. I think this will become a successful way of transformational learning and learner will more involve into it. Because he is getting information from almost all possible sides of the topic. It's a micro teaching strategy which evolves almost all critical sides of a topic.

Formal and informal ways of teaching and learning is also a bigger umbrella under which many strategies lies. This course makes me conscious also about the psychological impact of different things. Which is very much important to be focus upon. Basically in normal teaching practice we design a lesson plan before class and then go with it without focusing on the results coming back to us in the form of responses. This is the reason behind a stiff attitude towards teacher centered classroom. If we on regular basis try to resolve learning issues of the student then we come up with solution to change our formal way of teaching to informal way.

Or another situation is that student is part of a strong community outside the classroom also. He is a big transformer of thoughts which he gathered from classroom. So I as a teacher have a great chance to once again think about that what I want my student to focus by using all means of formal and informal learning. My objective of teaching must evolve around the whole community and there psychological impacts also. Here I learn

that music is a very powerful tool of expressions and communication. It can play a positive part of learning by using formal and informal both ways. Because of its multi-dimensionality with lyrics, visuals, poetic language and impressions, it can be used in many ways of transferring knowledge among all. A motivational song for an army officer, slow lyrics for a driver, joyful words for a patient and multi-dimensional words and music for an artist are worth important with positive strong psychological impacts. It is only one example of informal teaching but when I indulge into its deeper connections I find a lot of ways to share the knowledge without putting students into the box of fix curriculum.

If I think about the current situation of disastrous pandemic then being an Art Educator I realize that it's my responsibility to plan a course in a way that students get attracted towards it. And my teaching philosophy must have plans about the mental fitness also.

Now I want to share a quote which was discussed during the class and I think it paved a way for my teaching philosophy to be changed.

“Tell me & I forget”

“Teach me & I remember”

“Involve me & I learn”

Holistic learning. It's a relationship between theory and practice. When go into the deeper meaning, I realized that there are lots of connections revolving around it. While thinking about some questions quoted in the class like:

What is art?

Is it a technique, skill or a strategy?

Is it art an expression?

How can we differentiate among skill and technique?

All these terms are interconnected to one another. Art is based on theory and practice both. It's a language of communication. As discussed earlier about the 21st century educator takes art as a bigger umbrella under which all domains of education lies. Art develops a strong connection between believes, theories and end results. It's a language which address all domains of education sector. So if I deconstruct this term “art” layer by layer then there came a difference between skill and technique. Skill can be very objective, it's like a specialty of someone, in built hunnar, which can be polished later like leadership. Technique is a way how to polish, how to improve, how to get best results. Through technique one can add or subtract multiple objects of his field. And if I think about the relation among both then there is also a strong relation in between skill and technique. It is just like that I believe in my ideology or philosophy of teaching and which techniques I used or apply for getting positive response.

When I reflect back upon my own strategies I think that there must be a strong interpersonal relation among my skill and technique. Otherwise how can I guide my students to be involve in the holistic learning? A language of expressions and visual or verbal communication plays strong role when I start making connections among theory and practical work. It helps me in maintaining a strong barrier among verbal and nonverbal communication also. The concept of ethics and values get more clarified here at this stage. Because a 21st century educator must follow the ethical values in his strategies. A term “2 stars and a wish” get me into it. A constructive feedback is also part of it. After considering all aspects of discussion only putting forward progressive objectives ahead is also a valuable attitude.

The **curriculum** is a tool can be used accordingly, what I accessed from the particular study of this course. It can be pre-planned curriculum, assessed curriculum, taught and emergent also. I often think that I am bound to work according to the prescribed work plan or curriculum by the authorities of my institute. But now I think that by only changing some of my strategies I can add a hell of improvised things into it. I need to think about my objectives first then go for this change. Yes a collaborative planning can also be done within the class or whole infrastructure. It must be flexible for all possibilities and communicative also for all learners. And if we talk about 21st century educator then one can go to the class with only the basic idea of lecture without complete planning. And keep on adding informational source according to the need of listeners. As if someone in the class of studio come up with the idea of destruction and the other one wants to know about constructivism then what should the teacher do in this situation. He will open up a dialogic teaching strategy with peer collaboration. Open ended questions and discussions will lead the class towards individual solutions. Class participation of everyone must be open. What I think that after such practice student will come up to the end result and reached the stage of “Involve me & I learn”.

Anyhow my this selection of implementing some strategies into my teaching practice to be like a 21st century educator is just like peering into the room. But let's be part of it. Because we all have to fill the gaps with positive steps. And if I become successful in adding such diversity in my pedagogy of teaching and learning then will get satisfied with my life. Because with fear you cannot win the battle. And to change the route towards another direction is also fight against society. For which we all have to stand up to get all the progressive results of education.

b- Course Outline: Select a topic on which to develop a course outline. It would be expected this course plan will be influenced by your growing awareness through course readings and discussions of both components of the course.

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| Course Title: Motivational Learning & Values of this process. | Cr. Hrs: 1.5 |
| Course Instructor: Zara Sahar | |
| Department of Fashion, Art & Design. The Govt. Sadiq College Women University, Bahawalpur | |

Course Introduction:

The main theme of the course is to engage students into the classroom not only physically but mentally also. It is designed in a way that open ended dialogic environment will be created. Students will learn how to fight with their unseen fears and motivated towards the learning process. A healthy collaborative environment which helps the learner to bring his moral high. And will learn that even if you fail don't give up, keep doing efforts, the end result will be great.

“Wear your failure as a badge of honor” Sundar Pichai.

Aims and Objectives:

- Understanding of social interactions
- Interaction with learning environment (especially online)
- Ratio of acceptability and adaptability of gaining knowledge in different state of minds
- Understanding the importance of values and their implementations
- How to remain motivated in the state of failure also.
- How to improvise slow learning process and deal with it without getting into stress of delay
- Social behaviors, patience and attitudes.
- Acknowledgement

Teaching Method:

Virtual classroom will be arranged it pandemic didn't ends. Method of instruction will be dialogic, collaborative and discussion based. Creative strategic lesson sequence will be arranged based on emergent curriculum according to the requirement of the students.

Open ended questions and assignments will be shared with students to get motivated towards values of knowledge. And motivational videos will be shared in order to clarify the concept of motivational learning.

Weekly class plan:

| | Focus Area | Activities | Assignment |
|-------|---|---|--|
| Day 1 | Some motivational quotes then discussion on them. | Draw any symbol you remember of your childhood. | Find and write 5 quotes which you feels so close to your interest. |
| Day 2 | Dialogic session on motivational video shared with students then upon the assigned one. | Draw any thing which makes you fearful. | Find and write five symbols which makes you fearful in childhood or now. |
| Day 3 | Significance of sharing views, verbal and nonverbal communication, body language. | Draw whatever you want on different lyrics. | Find and write five secrets you didn't share with anyone. |
| Day 4 | Impacts of positive and negative attitudes. What is failure? How it damages your inner self and confidence. | Perform a game among all members and encourage them to create healthy environment | Find and write five good times of your life. |
| Day 5 | Perspectives of different phases of life and learning process. | Perform an activity with colors and draw overlapped basic shapes | Find and write five jokes which you like more. |
| Day 6 | Values, their effects on our behaviors and vision. | Peer discussion among two or three members group upon any one value. | Write your feelings about previous learnings in one or two paragraph. |
| Day 7 | Share a documentary based on learning values and attitudes towards positive thinking. | Sing your favorite song loudly | No assignment. |

Assessment and Evaluation Rubrics:

Attendance: 20%

Overall attitude: 20%

Submissions: 20%

Participation: 20%

Findings: 20%

Total: 100%

