



Active learning: Lessons from the Arts

Diagenesis: Pedagogy for
Meaningful Development

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Diagenesis: Pedagogy for Meaningful Development

- ▶ An Arts Perspective on Education
- ▶ An Arts Perspective on Action
- ▶ Inspiring Students: Sam
- ▶ Inspiring Students: Emily
- ▶ Active Learning and Development
- ▶ Conclusion: Inspiring lessons from the arts



...education should be primarily concerned with **critical reflection**, with **personal development** and with **sustained enquiry** into the various forms of meaning...as a life-long process which has, at once, an **ethical** bearing and a **transcendent** function...feeding the primary **symbol-making** proclivities of the mind...slowly to enlarge the range of **consciousness** and, as a consequence, develop **individual life**.

(Abbs, 1994)



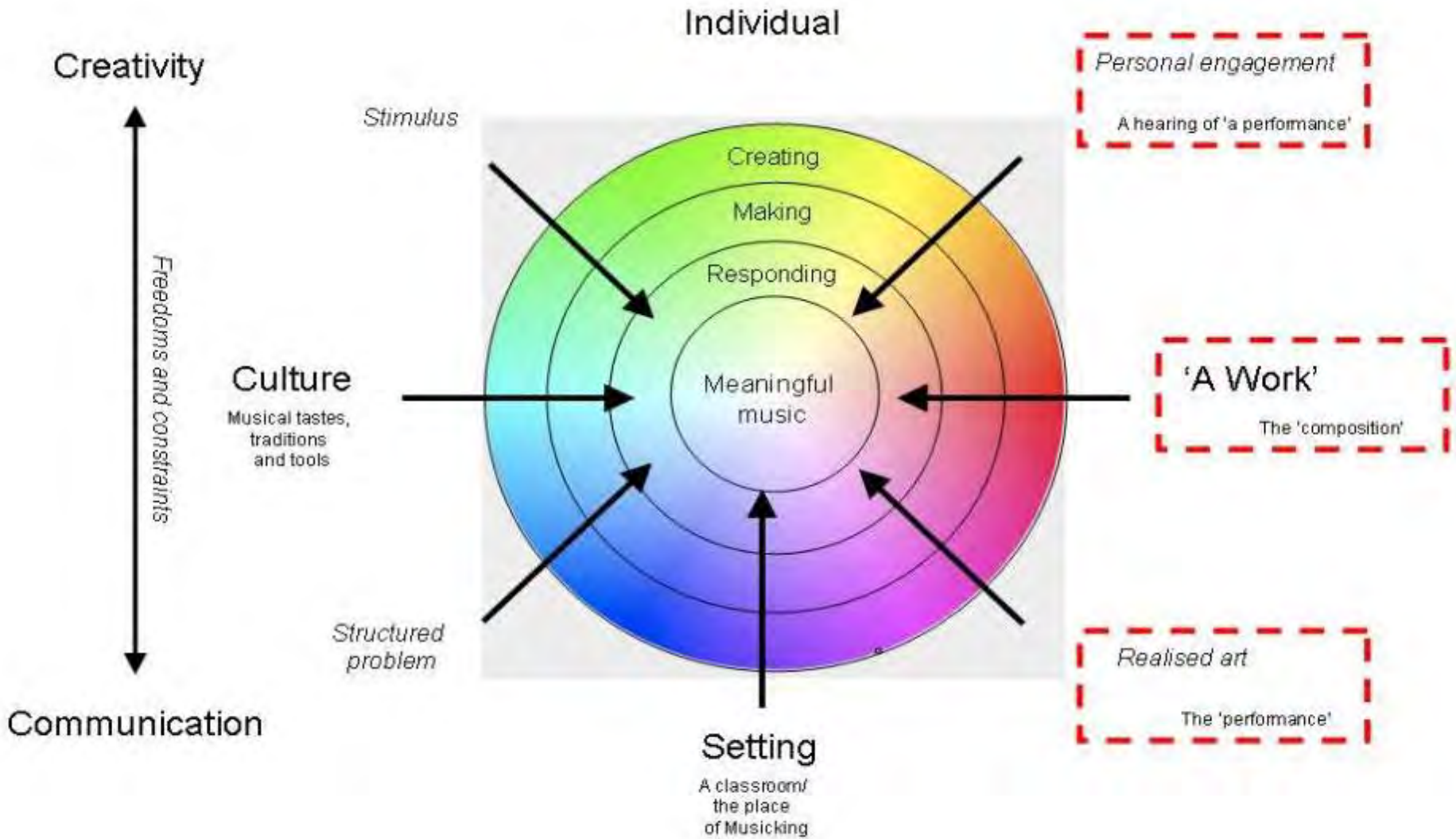
**How might we celebrate
and build on these differences?**



...becoming an ‘expert’ in socially defined ways is learning to relate intrinsic expertise to the social and cultural context in which the activity takes place.

(Hargreaves, 2008)







▶ Inspiring Students: Sam





“And then I did, I think on that one, a little bit of just improvising; what I do at home with my dad”

“it just kinda flowed out”



▶ Inspiring Students: Sam



Emily



► Inspiring Students: Emily



Diagenesis



**Institutional/
Formal Space**



Dialogic

Provoke

Music expresses that which cannot be said and on which it is impossible to be silent.

Victor Hugo

Music can change the world because it can change people.

Bono

For me, singing sad songs often has a way of healing a situation. It gets the hurt out in the open into the light, out of the darkness.

Reba McEntire

Music is the divine way to tell beautiful, poetic things to the heart.

Pablo Casals



Music is a higher revelation than all wisdom and philosophy.

Ludwig van Beethoven

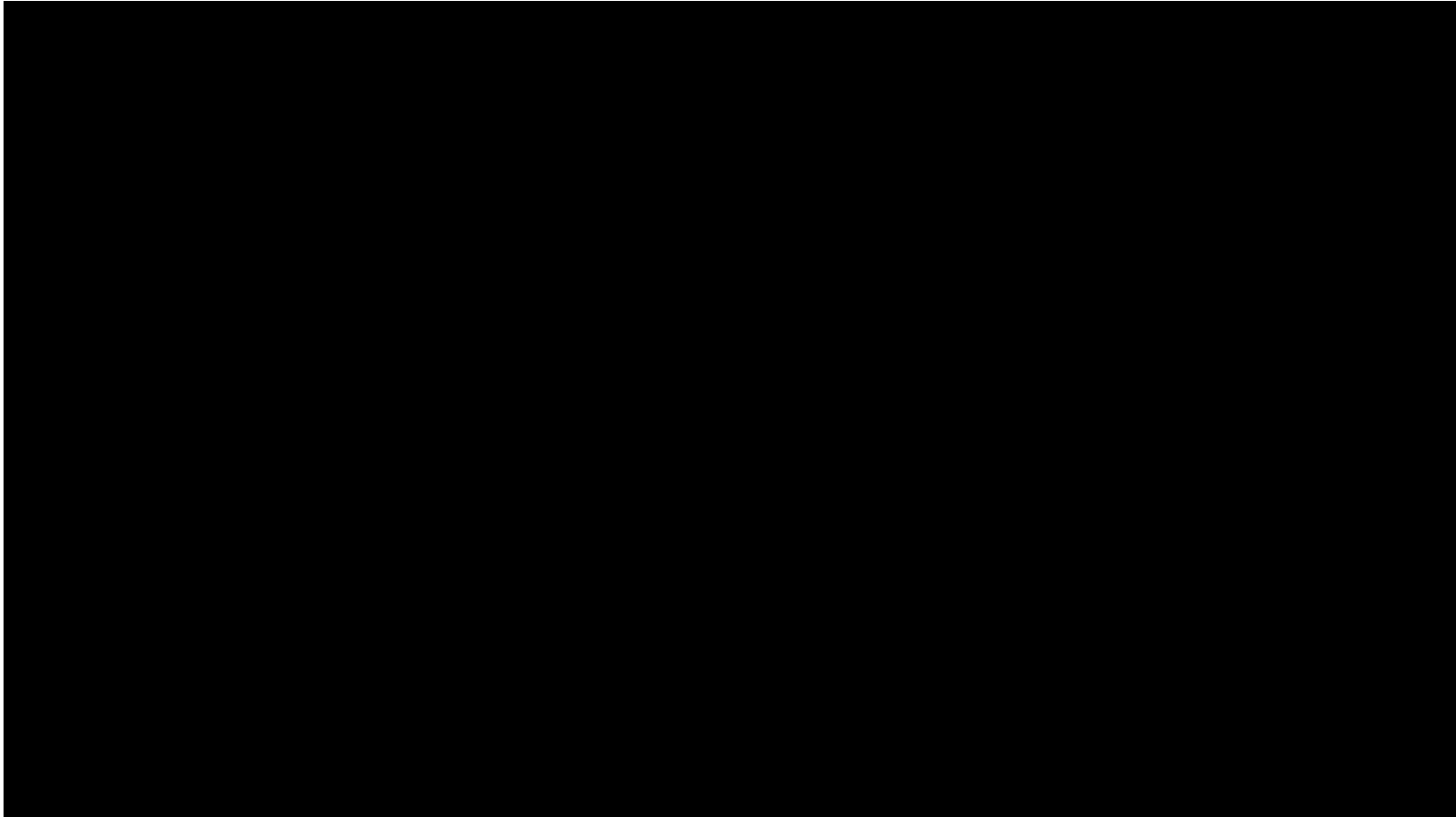
Without music, life would be a mistake.

Friedrich Nietzsche

Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness.

Maya Angelou

▶ Active Learning and Development



Problematise

Allegro con brio



The image shows a musical score for piano, titled "Allegro con brio". It consists of two systems of staves. The first system includes dynamics markings *ff* and *p*, and pedal markings *Ped. **. The second system includes a *cresc.* marking and fingerings. The score is written in 2/4 time with a key signature of two flats.



Workshop



Create



▶ Active Learning and Development

Support



▶ Active Learning and Development

Listen

Basically, well, ... it's just it didn't sound very nice. It just didn't, you know, it didn't sound like a piano even if it was on piano. The keyboard wasn't big enough; it didn't have any pedals. It just didn't work and it didn't suit my piece either cause even if it was on like touch, you know, like whatever it's called, it didn't really have the dynamics and stuff. It just didn't work.

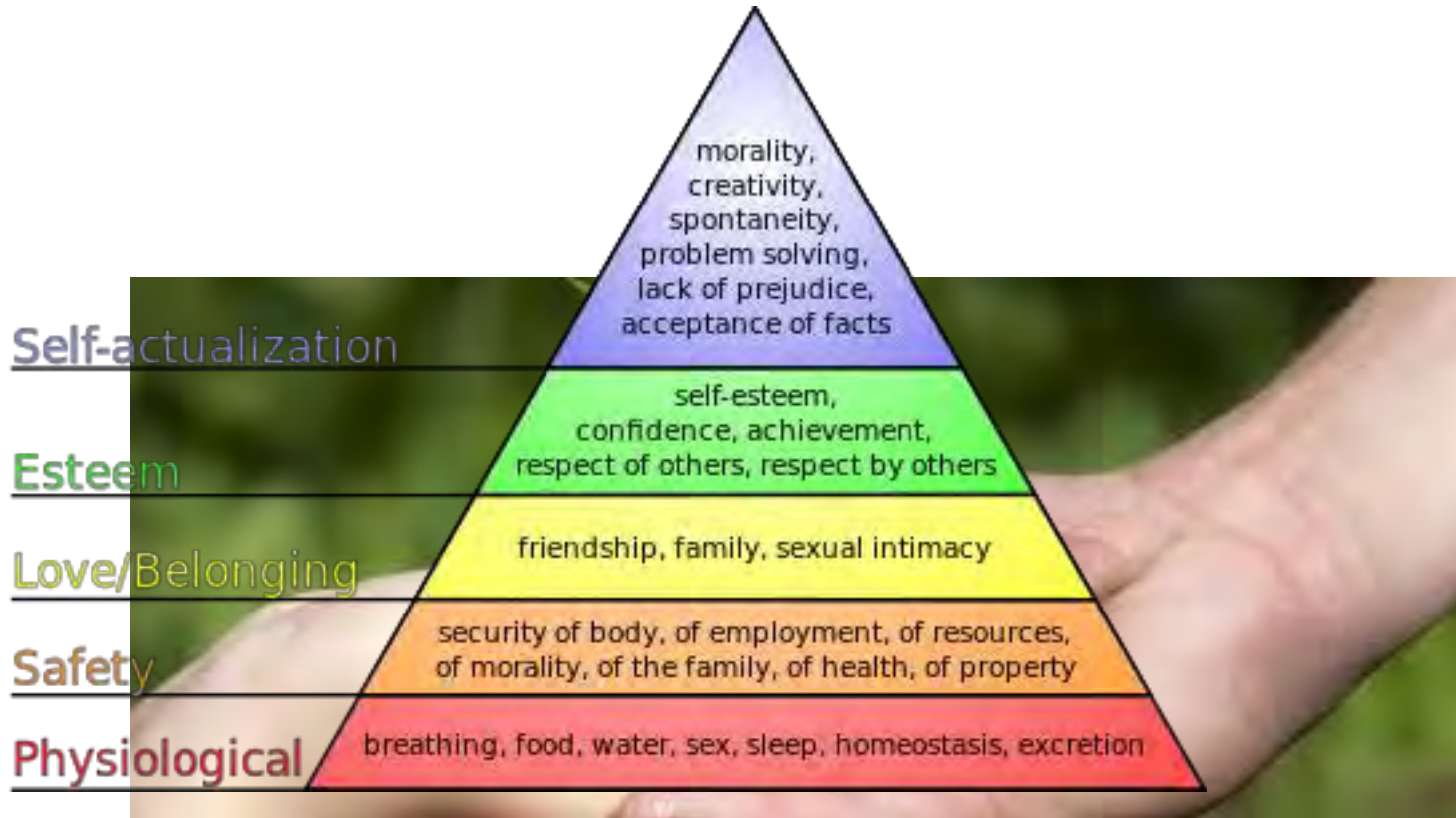
Learn

*I had a friend over doing that
cause he does music as well...I
was just on the bass and guitar
yesterday twiddling around
figuring out...*

Consolidate



Care



Provoke - apply to provoke, question, discuss

Inspire - find something to emulate and to support

Problematise – find something in the task that is a problem to be solved

Workshop – ‘be’ a real person... artist, musician, poet, playwright, scientist...

Create– to play with and shape an idea...give a selection of ideas, go outside!

Support – them in ways that meet their needs not the needs of an exam or curriculum

Listen – to what they can bring to the discussion

Learn – who they are and what makes them tick, about things

Consolidate – to bring together and make meaning

Care - love learning, care for your students, care for yourself