

Integrating Development Education/Education for Sustainable Development into Art and Design

Authors

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Purpose

- To provide a creative environment for teacher educators and student teachers to work together to enhance **knowledge** (e.g. factual information, problem-solving methodologies, research, critical understanding) and **resources** (e.g. media, personnel, toolkits and materials, packs etc.) required to integrate DE/ESD into teaching art, craft and design
- To engage in an **action research** process where interventions are monitored, evaluated and reported
- To enhance **awareness** of diverse socio-cultural and environmental concerns and perspectives



Area 3 - 3D Studies with Digital multi-media
"Size Zero Morality"

Curriculum Areas & DE Themes

Our approach centres on a series of college-based **curriculum workshops** and a range of related classroom projects conducted during teaching practice placements in second-level schools.

This is carried out in the spirit of small-scale teacher action research within a cyclical framework of planning, action and reflection that treats research and teaching as integrated activities.

The research involves 3 college educators and 30 art and design student teachers in a series of curriculum workshops as follows:

Area 1: Art & Design Critical Studies and Photography

- (i) Print media features and visual stories for the majority world
- (ii) Buddha statuettes and a leading Irish supermarket chain
- (iii) Intercultural perspectives on buildings

Area 2: Design & Visual Communications

- (i) Book design – interculturalism
- (ii) Leaflet/Flyer design – majority world issues
- (iii) Poster design – world arts event
- (iv) Package design – fair trade

Area 3: 3D Studies with Digital multi-media

- (i) Celebrating cultures
- (ii) Size zero morality
- (iii) Structures and protection
- (iv) Visual communications and gender equality

Area 3 & 4: Design & Visual Communications

- (i) Ethical consumption
- (ii) Sustainable development
- (iii) Anti-racism

Area 5: Art & Design and Multi-media Technologies

- (i) Digital video – 'shelter', 'campaigns'
- (ii) Digital animation – 'assimilation', 'ceremony'

Results/Outcomes

Ongoing evaluations of the workshops and classroom practice indicate that we are realizing innovative curriculum approaches, grounded in risk-taking and fresh ideas.

The research demonstrates that art and design education in schools can embrace issue-based work that is challenging and exciting for pupils.

Its creative practices are important means within general education of examining everyday culture at both global and local levels and by its nature its pedagogy embraces active learning methodologies that are at the heart of DE/ESD.

Future Plans

Our main goal is to continue to refine and develop the Curriculum Workshop/Art & Design + DE/ESD/Classroom Practice framework in line with active research methodologies.

We have documented comprehensively our research work to date and therefore intend to showcase some preliminary outcomes at a forthcoming **Art Teacher's Network Conference** to be held at Limerick School of Art & Design in May 2008.

Area 3 - 3D Studies with Digital multi-media
"Structures and protection"





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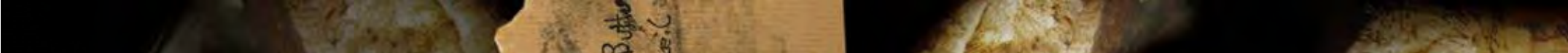
The one year postgraduate art and design teacher education course at Limerick has been part of the Ubuntu Network since its inception. Two college lecturers and three groups of thirty student teachers have participated in the project to date. Our research approach centres on curriculum workshops that creatively and critically blend the concerns and methods of art and design education and those of DE/ESD. The workshops are perhaps best thought of as environments of enquiry, intended to stimulate fresh ideas about how art and design teachers can address development and environmental issues in schools in ways that do justice to the spirit of active learning and curriculum development. Typically, workshops are of three/four days duration, have a overarching theme, apply collaborative group methodologies, involve stages of research, making and evaluation as well as a period devoted to devising teaching plans and the preparation of teaching resources. All students carry through on their experience of the workshops in their teaching, with the result that a substantial body of material has been gathered on the effectiveness of the approach.

From a research perspective the workshop/teaching practice experience is intended to stimulate risk-taking, autonomy and responsibility within a framework of planning, action and reflection. We think of research and teaching as integrated activities where emphasis is placed on systematic process as well as professional values and social intent.

The mains aims of the research are:

- To provide a creative environment for teacher educators and student teachers to work together to enhance knowledge about and develop resources for integrating DE/ESD into the teaching of art and design in schools.
- To foster personal self-evaluation and critical conversations through engagement with an action research process.
- To stimulate proactive attitudes towards an innovative curriculum designed to raise awareness of diverse socio-economic, cultural and environmental concerns and perspectives.

Outcomes of the research indicate that progress has been made in realising an innovative curriculum at school level during teaching practice. It seems that the methods and values of art and design education coalesce quite well with those of DE/ESD. We have found ourselves, along with the student teachers, embracing issue-



based work that is challenging and exciting; there is great variety to the projects conducted during teaching practice and we are able to mount comprehensive displays of the school work on a regular basis, including presenting it at our annual Art Teachers' Network Conference.

Overall, there is a momentum to the research; it has helped establish a place for DE/ESD within the course, especially in relation to critical studies, lens and time-based digital technologies and design communications. The following descriptions and illustrations offer a flavour of the curriculum workshops.

Critical Studies: Media images - portraying majority world lives.

Critical Studies: Mass consumerism - Buddha statuettes for sale in a leading Irish supermarket chain.

Design Communications: The plight of child-soldiers - a billboard campaign.

3D Studies: sculptural costume design concerned with human shelter, gender equality, and assimilation/modification.

Design Communications: Materialism – creating low-budget leaflets, flyers, stickers, badges and cards for street/school consciousness-

raising campaigns. Our current research work is focusing on digital video and animation and DE/ESD.

One curriculum workshop in particular focused on 'bridging opposites and contrasts' – a collaborative investigation focusing on integrating Development Education and multi-media technologies into the Art and Design Curriculum. The workshop themes are described below accompanied by illustrations of the work produced.

Modification - altering, adding to, deconstructing, constructing clothing items that have integrated pockets, compartments, areas of concealment that can contain essential possessions, information, signifiers, for people who are fleeing disaster, people who are homeless, people who are oppressed....

Imagery of domestic and sexual abuse of women in Afghanistan, interwoven into a burka to be opened and closed...

View of burka from back...



Front...



Shelter - investigating the theme of shelter in the context of people on the move- people displaced due to war, famine or natural disaster, in need of a type of shelter that can be easily transported.

Shelter - protection from elements, from war, to be portable...



Size Zero - interrogating body imagery



Ceremony - examining ceremony and ritual from different cultures, design structures, garments or objects for a ritual event...

Japanese Tea Ceremony



Natural Materials – learning from Africa about how to creatively combine the aesthetic and practical using locally sourced natural materials.

School-based Student Artwork from Teaching Practice, 2007



Sources

Images from the Art Teachers Network Conference, Limerick School of Art and Design, May 2007