

matter as artistic, educational and critical matter?

Translated from Swedish to English

First – a micro-a/r/tographic selfstudy

How can choreographic practices enhance collaboration and decolonialization in the arts and beyond?

What does choreographic-practices-as research contribute with as art, education and knowledge?

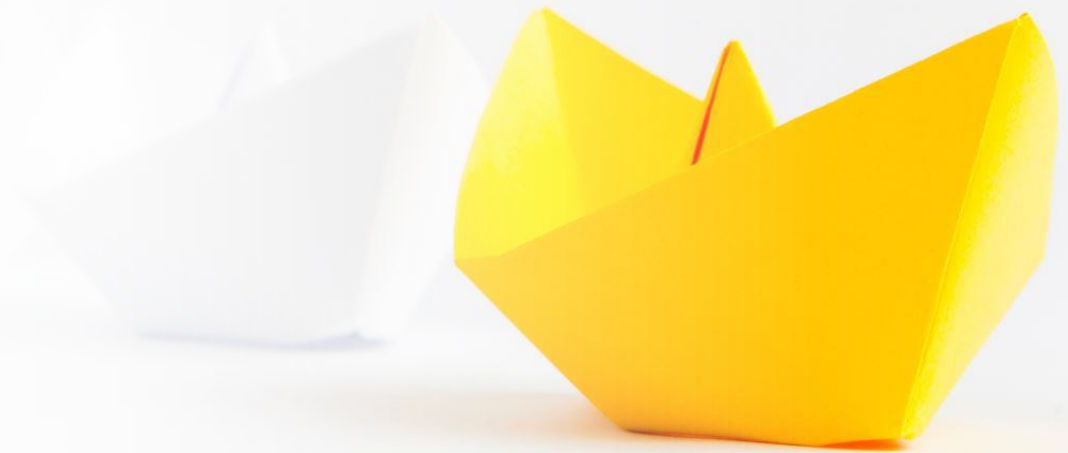
How can choreographic practices entangle with human and non-human bodies and structures in sustainable and democratic ways?

Tone Pernille Østern, Uniarts Stockholm, 6 May 2021

- What interests you, when you turn the focus towards your own practice as teacher-artist?

Go into breakout rooms and discuss with a colleague, what you would like to research in your own practice as teacher-artist.

Formulate a question that you can share in the chat when you come back.



A/r/tographic research questions in the chat

(names removed)

[redacted] 10:23 AM

Hur kan jag behålla konstnärligheten i det pedagogiska undervisningsarbetet både med deltagare och studenter

[redacted] 10:23 AM

hur kan en facilitera/skapa lärandesituationer som på bästa vis skapar utrymme för studenters utforskande, fokus på kommunikation/koreografi/design

[redacted] 10:23 AM

hur kan jag och eleverna få ökad förståelse för meningen i det vi kommunicerar

[redacted] 10:24 AM

My question or work: through the Japanese step suriashi, work on concepts of opacity and legacy, as a way to 1. share a space equally and 2. to invite nonhumans (previous mentors, ancestors) in the artistic practice/impro/teaching

[redacted] 10:24 AM

Konstruktioner av positioner och positioneringar som producerar ledarskap (enl def av ledarskap i leadership-as-practice) i relation till konstruktion av positioner och positioneringar av olika grupperingar, t ex kön, funktion, ras... också; hur kan jag utveckla en danspraktik utifrån natural navigation? Hur utveckla digital dansträning on.-line?

[redacted] 10:26 AM

[redacted] : det är i mötet det händer.

Chat

[redacted] 22 AM

How can I, a theory teacher, use working in a co-teaching mode together with a practicing artist, in the dance studio?

[redacted] 22 AM

Hur faciliterar jag en utbildning som skapar en forskningsförberedd student (som vidgar gränserna för kunskap inom det danspedagogiska fältet)

[redacted] 22 AM

[redacted] Hur kan jag förstärka A'et i min egen ARTografi-praktik?

[redacted] 23 AM

Hur kan jag behålla konstnärligheten i det pedagogiska undervisningsarbetet både med deltagare och studenter

[redacted] 23 AM

hur kan en facilitera/skapa lärandesituationer som på bästa vis skapar utrymme för studenters utforskande, fokus på kommunikation/koreografi/design

[redacted] 23 AM

hur kan jag och eleverna få ökad förståelse för meningen i det vi kommunicerar

[redacted] 24 AM

My question or work: through the Japanese step suriashi, work on concepts of opacity and legacy, as a way to 1. share a space equally and 2. to invite nonhumans (previous mentors, ancestors) in the

Who can see your messages?



A/r/tography

A/r/tography is a hybrid research methodology that explores pedagogical practice through artistic practice (Triggs & Irwin, 2019)

The '/' is meant to illustrate the coexistence and the equal approach to the three positions/identities of artist, teacher, researcher.
(Springgay et al., 2005)



Dr. Rita L. Irwin

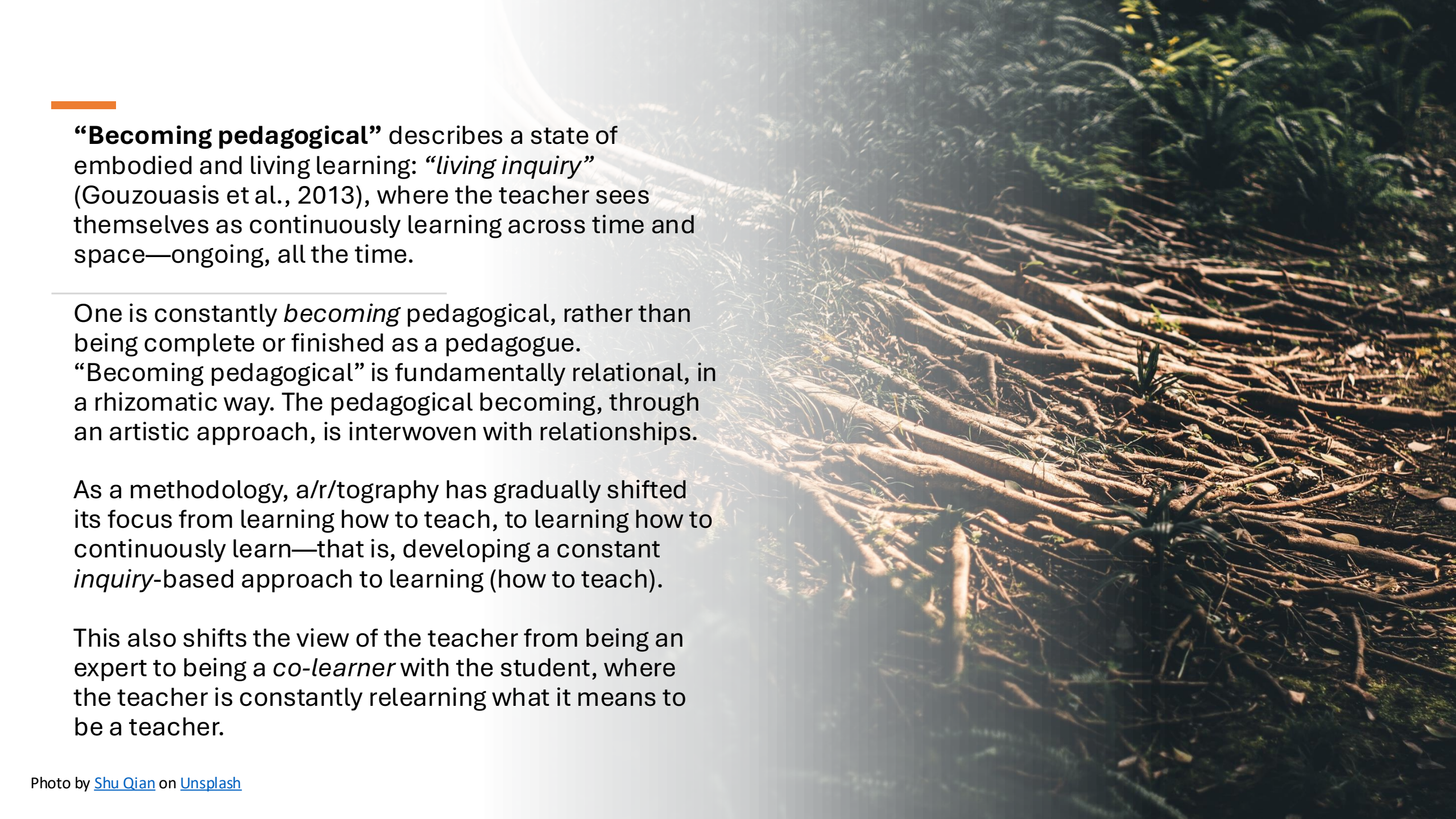
- Professor in Arts Education, University of British Columbia, Vancouver, Canada



Living inquiry

Becoming pedagogical

Relationality

A photograph of a dense forest floor. Numerous light-colored tree roots are exposed and spread across the ground, creating a complex, web-like pattern. The background is filled with lush green ferns and other foliage, partially obscured by a soft, out-of-focus light effect on the left side of the image.

“Becoming pedagogical” describes a state of embodied and living learning: “*living inquiry*” (Gouzouasis et al., 2013), where the teacher sees themselves as continuously learning across time and space—ongoing, all the time.

One is constantly *becoming* pedagogical, rather than being complete or finished as a pedagogue.

“Becoming pedagogical” is fundamentally relational, in a rhizomatic way. The pedagogical becoming, through an artistic approach, is interwoven with relationships.

As a methodology, a/r/tography has gradually shifted its focus from learning how to teach, to learning how to continuously learn—that is, developing a constant *inquiry*-based approach to learning (how to teach).

This also shifts the view of the teacher from being an expert to being a *co-learner* with the student, where the teacher is constantly relearning what it means to be a teacher.

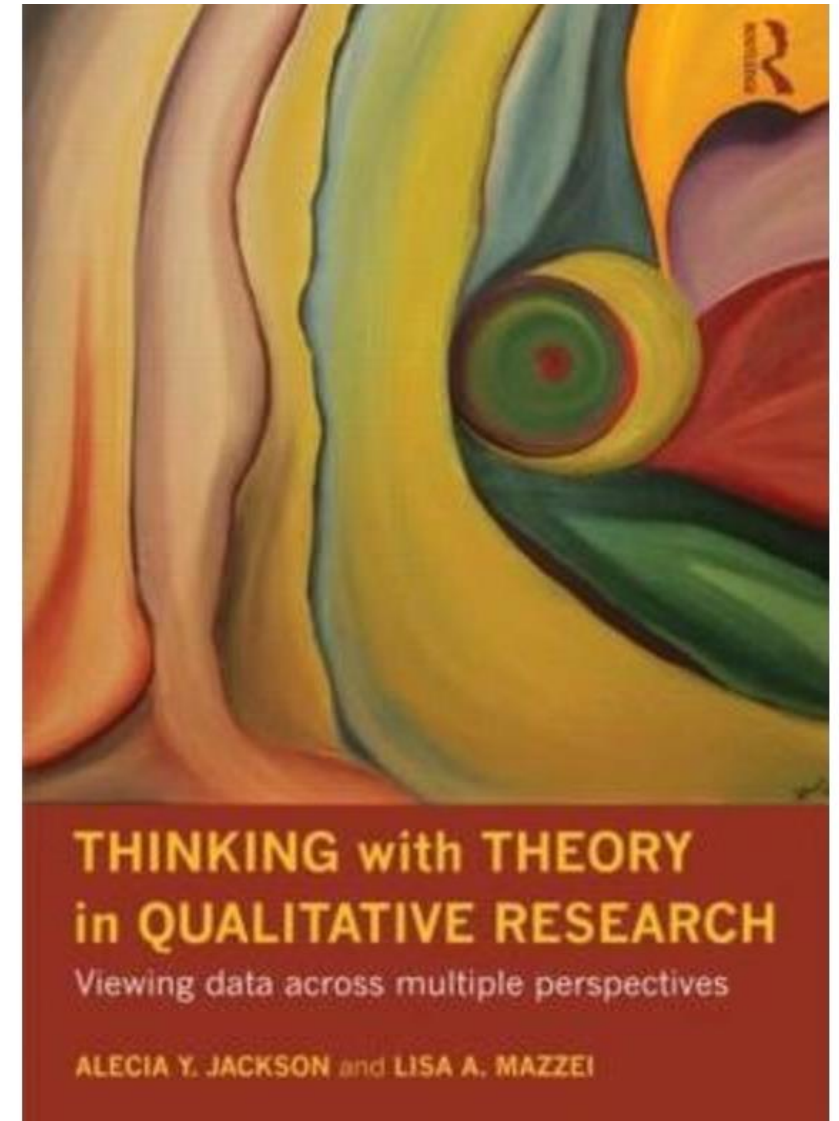
“Often, teacher candidates believe they will become teachers by completing a teacher education program. In this study, the emphasis is placed on ‘becoming pedagogical’ where educators embrace a constant state of coming to know through living inquiry. Living inquiry is a commitment to an embodied engagement with the world that often includes creative forms of interpretation and representation. Using a/r/tography as both a pedagogical strategy and a research strategy enabled us, as instructors and teacher candidates, to think deeply about what it means to be in a constant of ‘becoming pedagogical’”.

(Gouzouasis et al., 2013, pp. 2-3)

Central i A/R/Tography

- **Theorizing practice**

Both practice-based and practice-led,
if teaching is understood as a practice (which I do)



Questions to staff:

- With more knowledge about a/r/tography, how does the idea of having an overarching a/r/tographic educational model feel? Yes/no?
- What would be good, and what would not be good about such a model?
- Would you feel comfortable teaching and supervising a/r/tographically? Yes/no, why/why not?
- What kind of professional development would you need in order to feel comfortable teaching and supervising in an a/r/tographic dance pedagogy program?

modellen i relation till ett BA-program
- hur kan R-et fungera i utbildningen?
Hur kan en progression byggas ut?
Medveten om studenter som söker?
Snävar modellen av forskningen? Kan
man göra icke- ARTografiska
självständiga arbeten?

11:24 AM

Det vore intressant att göra
gemensamma mindre
forskningsövningar - alltså pröva ett
artografiskt förhållningssätt i vår
undervisning som egen
kompetensutveckling.
Sätta artografisk teoriutveckling med
annan praktikledd forskning.

Samarbete i olika projekt för
kunskapsdelning och gemensam
förståelse vad det innebär när vi
arbetar artografiskt.
Vi ser det som positivt att integrera
konst/pedagogik, alltså konst som
aktivt görande i danspedagogik.

11:27 AM

Nu måste jag vidare men tusen tack
för idag, det var mycket intressant att
få diskutera detta med er alla. Vi hörs
och ses :) Tack Tone för
presentationen också!

11:30 AM

Vad behövs för att implementera
perspektivet? Tänka på nivån ifråga
om forskningsperspektivet och
breddad rekrytering. Fördjupa oss i
vad forskningen innebär, R:ets
betydelse för utbildning på denna

Conclusion:

- We will continue with an a/r/tographic example in the Dance Pedagogy Research Group on May 18.
- We will address the **R** (researcher) in a/r/tography during the staff days in June or August.

Tone Pernille Østern, Umeå, Stockholm, 6 May 2021

Tone Pernille Østern, Umeå, Stockholm, 6 May 2021

A/r/tographic references

Gouzouasis, P., Irwin, R.L. Miles, E., & Gordon, A. (2013). Commitments to a Community of Artistic Inquiry: Becoming Pedagogical through A/R/Tography in teacher education. *International Journal of Education & the Arts*, 14 (1), 2-23.

Irwin, R.L., LeBlanc, N., Ryu, J. Y., & Belliveau, G. (2017). A/r/tography as Living Inquiry. In P. Leavy (Red.), *Handbook of Arts-Based Research* (pp. 37-53). Guilford Publications M.U.A.

Irwin, R.L. (n.d..). Rita L. Irwin. <http://ritairwin.com/>

Springgay, S., Irwin, R., & Kind, S. (2005). A/r/tography as Living Inquiry Through Art and Text. *Qualitative Inquiry*, 11(6), 897-912.

Triggs, V., & Irwin, R. L. (2019). Pedagogy and the a/r/tographic Invitation. *The International Encyclopedia of Art and Design*.

Web resources

Rita Irwin <https://edcp.educ.ubc.ca/faculty-staff/rita-irwin/>

A/r/tography <https://artography.edcp.educ.ubc.ca/>