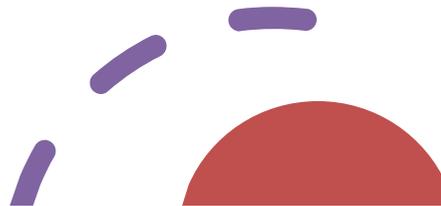


LTTA1
**Short-term joint
staff training event
of ClimART project**

7-11 September
2020



**Intellectual Output 2:
Art-based learning methodologies.
Manual for secondary school teachers.**



Intellectual Output 2

MODULE 1. Introduction: Connecting art, education and the natural environment.

Integrating art-making in environmental education:

MODULE 2. Methods of Creativity in environmental education

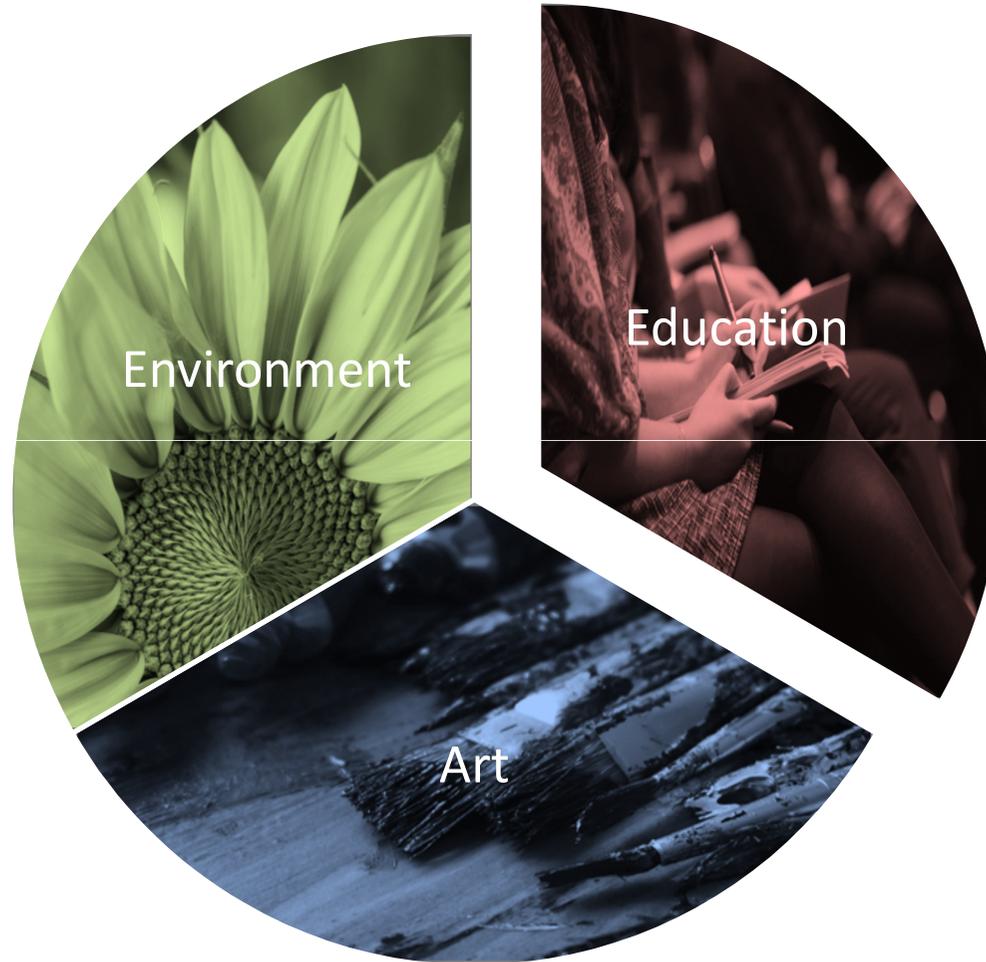
MODULE 3. Experiencing the natural environment through AEE. Creation of “little-me” with clay.

MODULE 4. Theatre as educational tool for environmental awareness.

MODULE 5. Unpacking the process and effects of Art-Based Education.

**Connecting art, education
and the natural environment.**

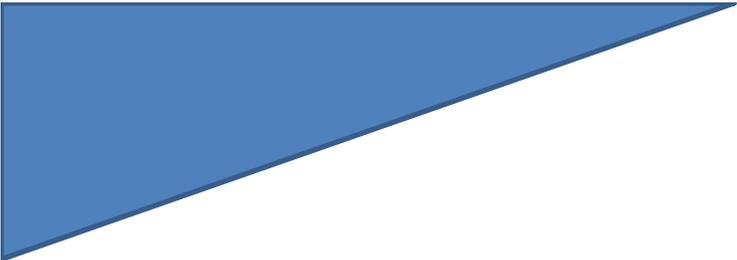
Connecting art, education
and the natural environment.



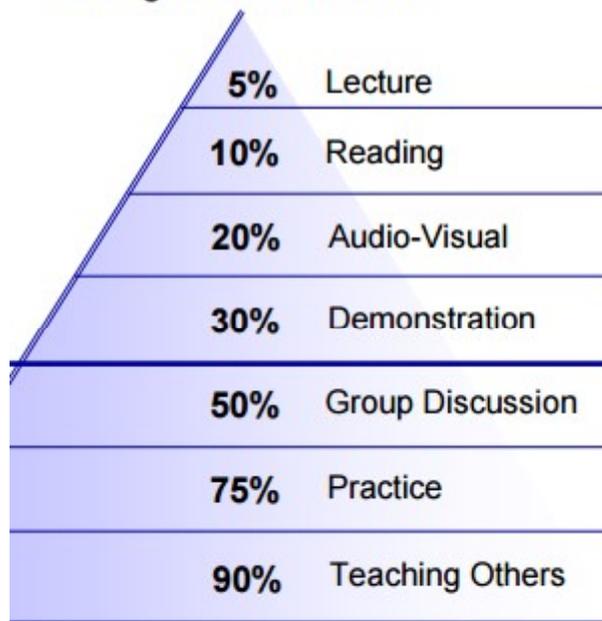
Environment

Education

Art



Average Retention Rates



John Dewey (1859-1952)

was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. He is regarded as one of the most prominent American scholars in the first half of the twentieth century.

Dewey considered arts as part of his educational philosophy; not as a way to educate children to become professional artists, but as a way to encourage "growth of perception."



Visual-Spatial

$$x^2 + y^2 = z^2$$



Linguistic-Verbal



Logical-Mathematical



Musical



Interpersonal



Intrapersonal



Bodily-Kinesthetic



Naturalistic

Howard Gardner (11 of July of 1943)

is a psychologist, researcher and professor at Harvard University, known in the scientific field for his research in the analysis of cognitive abilities and for having formulated the theory of multiple intelligences.

Gardner finds in art, and especially in artistic practice, an ideal tool for complete human development in all the areas of knowledge.

https://www.youtube.com/watch?v=2yd458l_9xo



Elliot W. Eisner (1933 – 2014)

He was active in several fields including arts education, curriculum reform, qualitative research and his contribution in the formulation of educational policy to better understand the potential of the arts in the educational development of the young.

He was the recipient of several awards:

University of Louisville Grawemeyer Award in 2005

Brock International Prize in 2004

Sir Herbert Read Award of the International Society for Education through Art (1997)

José Vasconcelos World Award of Education in 1992

Arts, in his opinion, allow us to have experiences that we cannot encounter from other sources and, through such experiences, we are encouraged to discover the scope and variety of what we are capable of feeling.



Sir Herbert E. Read, (1893 –1968)

was an English art historian, poet, literary critic and philosopher, best known for numerous books on art, which included influential volumes on the role of art in education.

Herbert Read (1943) implies that artistic or creative pedagogies can be applied to other fields of learning, including efforts to obtain a deeper understanding of the natural environment.



At the Heart of Art and Earth

An Exploration of Practices
in Arts-Based Environmental Education

Jan van Boeckel



Meri-Helga Mantere (1939)

She is an art pedagogue and therapist who has been a lecturer at the University of Art and Design Helsinki for 22 years. He is also an amateur philosopher and a multifunctional artist. Prior to the Freedom of Consciousness, his literary production has included books and writings on art education and therapy.

In 1995, Finnish art educator Meri-Helga Mantere defined **arts-based environmental education** as a form of learning that aims to develop environmental understanding and responsibility "by becoming more receptive to sense perceptions and observations and by using artistic methods to express personal environmental experiences and thoughts." According to her, artistic experiences improve one's ability to see; they help one in knowing and understanding

<http://www.naturearteducation.org/AEE.htm>



NATURE

ART

EDUCATION

**Art and our skills and learning
competences.**

Create the correct drawing.



Take a picture and send it to me:

+34 660 200 848

jsegarra@heliotec.es

1

2

3

4

5

6

7

8

Let's see how art can affect to our skills and learning competences.



Most important soft skills for today and tomorrow.



The Future of Jobs Report 2018

Table 4: Comparing skills demand, 2018 vs. 2022, top ten

Today, 2018	Trending, 2022
Analytical thinking and innovation	Analytical thinking and innovation
Complex problem-solving	Active learning and learning strategies
Critical thinking and analysis	Creativity, originality and initiative
Active learning and learning strategies	Technology design and programming
Creativity, originality and initiative	Critical thinking and analysis
Attention to detail, trustworthiness	Complex problem-solving
Emotional intelligence	Leadership and social influence
Reasoning, problem-solving and ideation	Emotional intelligence
Leadership and social influence	Reasoning, problem-solving and ideation
Coordination and time management	Systems analysis and evaluation

Source: Future of Jobs Survey 2018, World Economic Forum.



1.- Creativity





Who is creative?

When do we lose the capability of being creative?

Creativity is one of the most important skills for future.

Art is a perfect tool to improve our creativity.

2.- Problem Solving





What is problem solving?

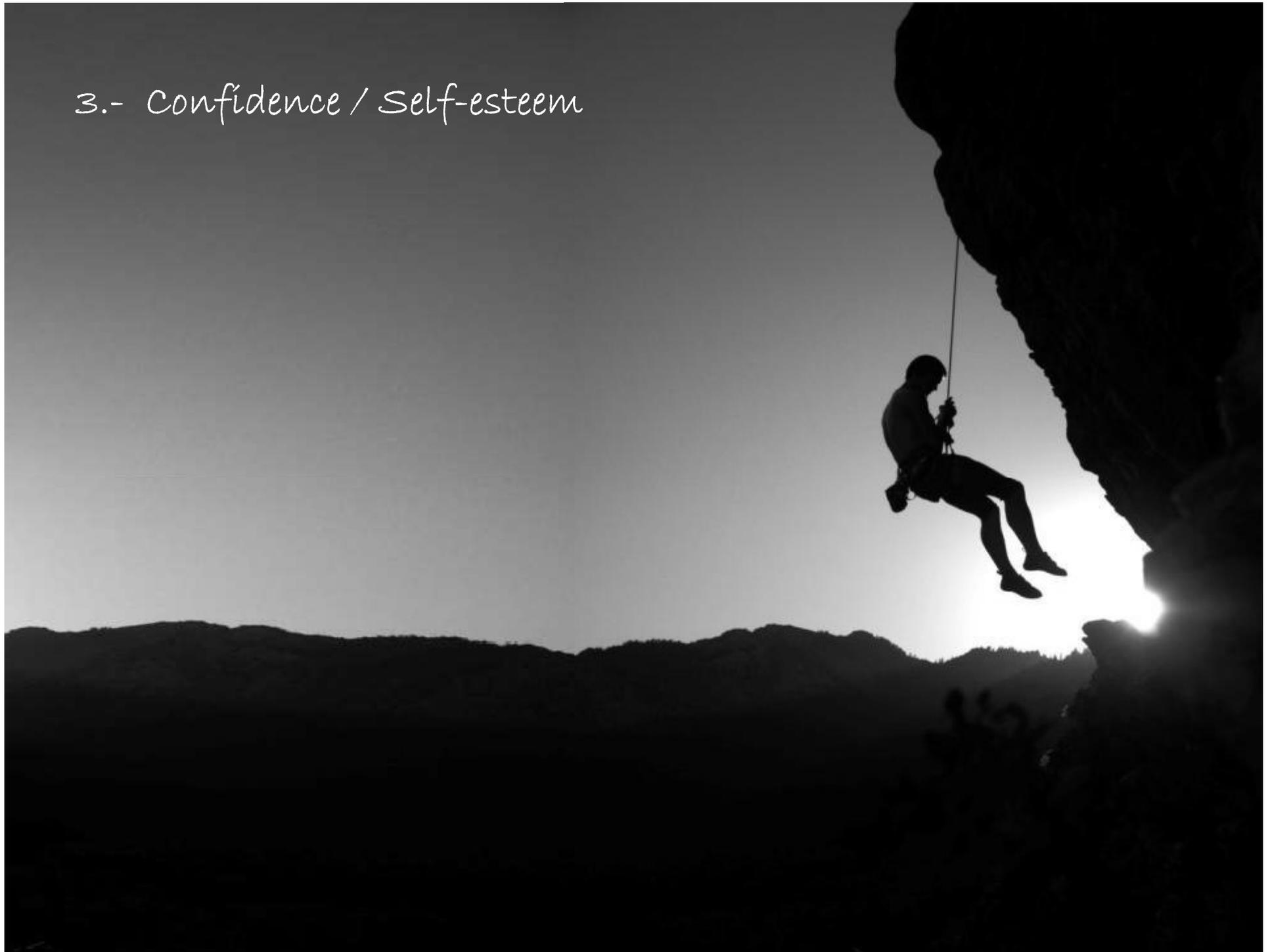
$$40 + 60 = X$$

$$X + Y = 100$$

Artistic creations are born through the solving of problems.
Reasoning and understanding.

Problem solving skills necessary for success in any career.

3.- Confidence / Self-esteem





Why confidence and self-esteem are important?

Arts allow people to “invent and reinvent themselves” (Eisner 2002).

Thoughts and ideas expression .

Theatre as example of improving the confidence.

4.- Emotional Intelligence





Arts allow people to discover the range and variety of feelings.

Arts can help us to express our feelings and emotions.

Art – Emotions – Creativity – Life.

Critique as a valuable experience and skill.

5.- Non-verbal Communication





The performing arts develops awareness of the body language

Experiences in theatre and dance education.

6.- Adaptability / Resilience





Related with the self-esteem, emotional intelligence and capability of critical thinking.

Art helps us to find different solutions and then we can be more adaptable to the different circumstances.

Usually in arts we need to use the improvisation and this will help us to be more resilient and adaptable.

7.- Perseverance





Life presents us with many challenges that require us to be dedicated, persistent, and patient.

Experiences in the arts helps people understand and appreciate where persistence can get you.

Competitive world, where people are being asked to continually develop new skills, perseverance is essential.

8.- Collaboration





Through the arts, children practice working together, sharing responsibility, and compromising with others

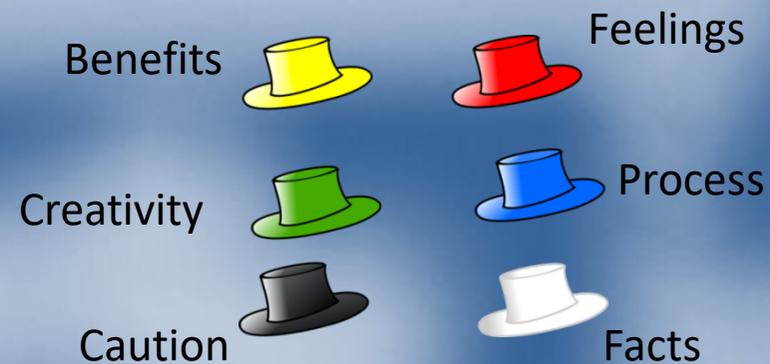
People gain confidence and start to learn that their contributions have value even if they don't have the biggest role.

Collaboration as skill is essential, as companies always want employees who can be team players.

Intellectual Output 2: Best practices.

MODULE 2. Integrating art-making in environmental education.
Methods of creativity in environmental education.

- Six hats thinking - Eduard De Bono



-SCAMPER

- Substitute: comes up with another topic that is equivalent.
- Combine: adds information to the original topic.
- Adjust: identifies ways to construct the topic more flexible.
- Modify: magnify, minify creatively changes the topic.
- Put to other uses: identifies the possible scenarios and situations where this topic can be used.
- Eliminate: removes ideas or elements from the topic.
- Reverse: rearrange evolves a new concept from the original concept.



MODULE 3. Integrating art-making in environmental education.
Experiencing the natural environment through Art-based Environmental Education (AEE).
Creation of “little-me” with clay.

- Jan Van Boeckel –AEE

- Personal-emotional process

MODULE 4. Integrating art-making in environmental education
Theatre as educational tool for environmental awareness.



There is something specific, unique and irreducible in the artistic process as a way of learning and reaching new understandings of the world.



Education through art, implies that artistic or creative pedagogies can be applied to other fields of learning, including efforts to obtain a deeper understanding of the natural environment.



THANK YOU!

