

Practising Freedoms

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How can

- **dialogic**
- **embodied**
- **artistic processes**

**foster students'
personal exploration
of justice?**

Why?

passive tick-box exercise

☐☐☒☒☒☒☐

racial

social

climate

justice

How?

Engaged Pedagogy



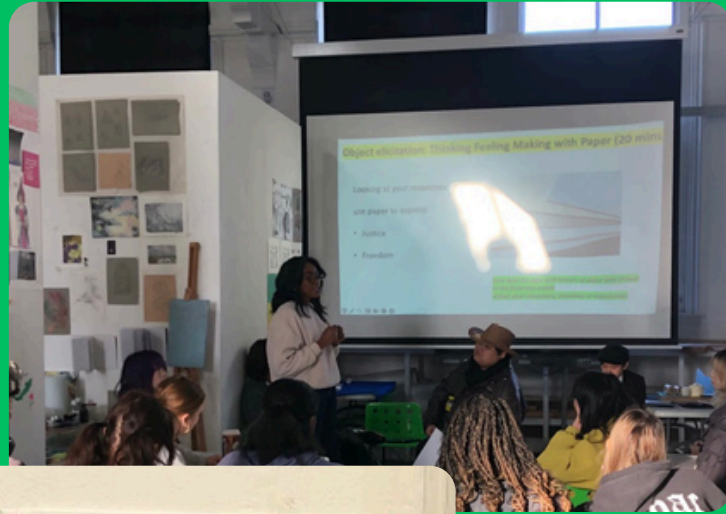
students as already knowers

**lived experiences and identities are
foundational in building critical
consciousness**

creating dialogic learners

**bell hooks
Teaching to Transgress, 1994**

Day 1 & 2 - Y1 Drawing Studio



Day 3 - Drawing Room



Arts - based action research

cyclical nature of AR

+

'art as a catalyst'

Jokela et al. (2019, p. 9)

Arts - based action research

visual analysis

brave spaces
co-creating ground rules

hooks, 1994; Freire, 1996; Arao and Clemens, 2013

group sharing & discussion

(hooks, 1994; Freire, 1996; Arao & Clemens, 2013; Adams et. al, 2016)

body mapping

Wilcox, 2009; Gastaldo et.al, 2012; Kwon, 2022

multilingual enquiry

Thiong'o, 1986; hooks, 1994; McNiff, 2004; Fricker, 2007; Garcia and Wei, 2014; Modern Family, 2014; Odeniyi, 2022

broader structures

isms, power, privilege, patriarchy
Adams et al., 2016; Salinas et al., 2018; Smith et al., 2020

'art as a catalyst'
Jokela et al. (2019, p. 9)

See [blog post 2](#) for methods research and references

embodied questioning

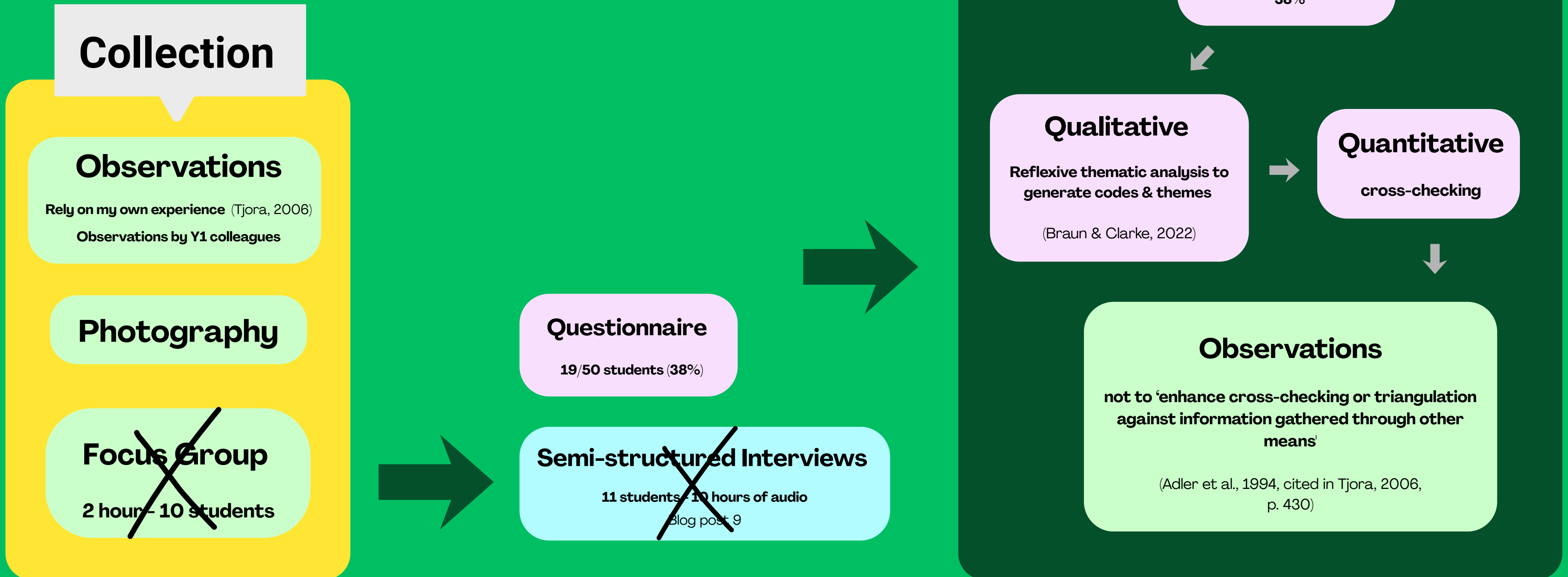
Thiong'o, 1986; hooks, 1994; McNiff, 2004; Fricker, 2007; Garcia and Wei, 2014; Odeniyi, 2022; Wilcox, 2009; Kwon, 2022

**introduction to bell hooks &
Engaged Pedagogy**

object elicitation
(paper expressions)

Woodward, 2020; Cunningham et.al., 2024

Methodology



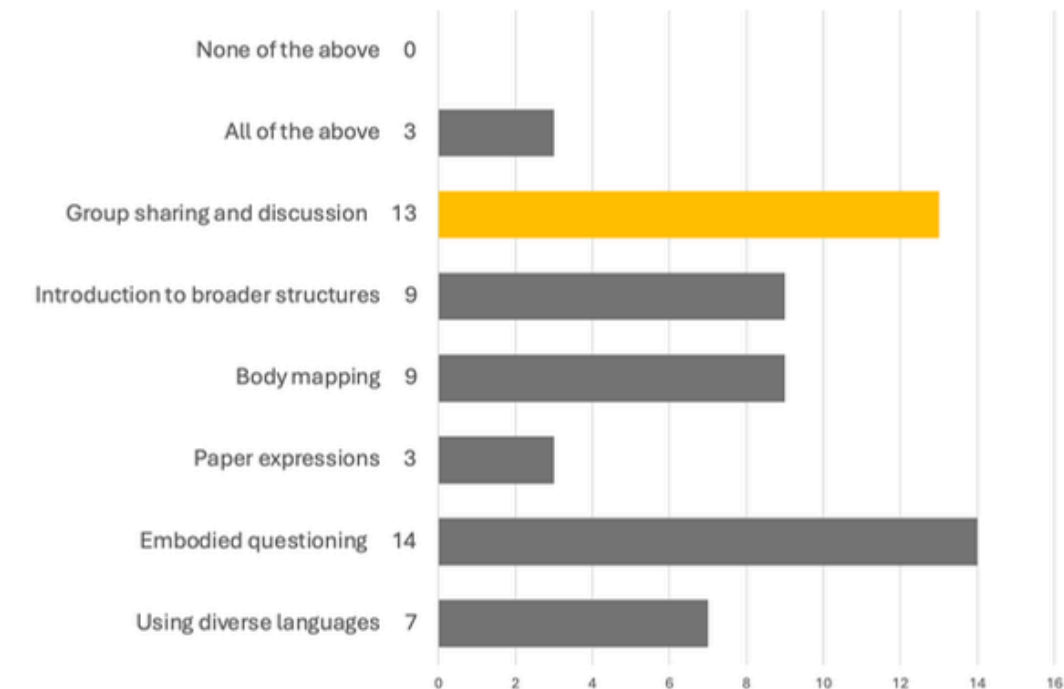
Findings

1. Dialogic processes



“I find these larger group discussions incredibly valuable when speaking about ideas such as justice, as they are so broad and cannot be simplified”

Which of the following processes did you think contributed to your personal exploration of justice and freedom? (Select all that apply)

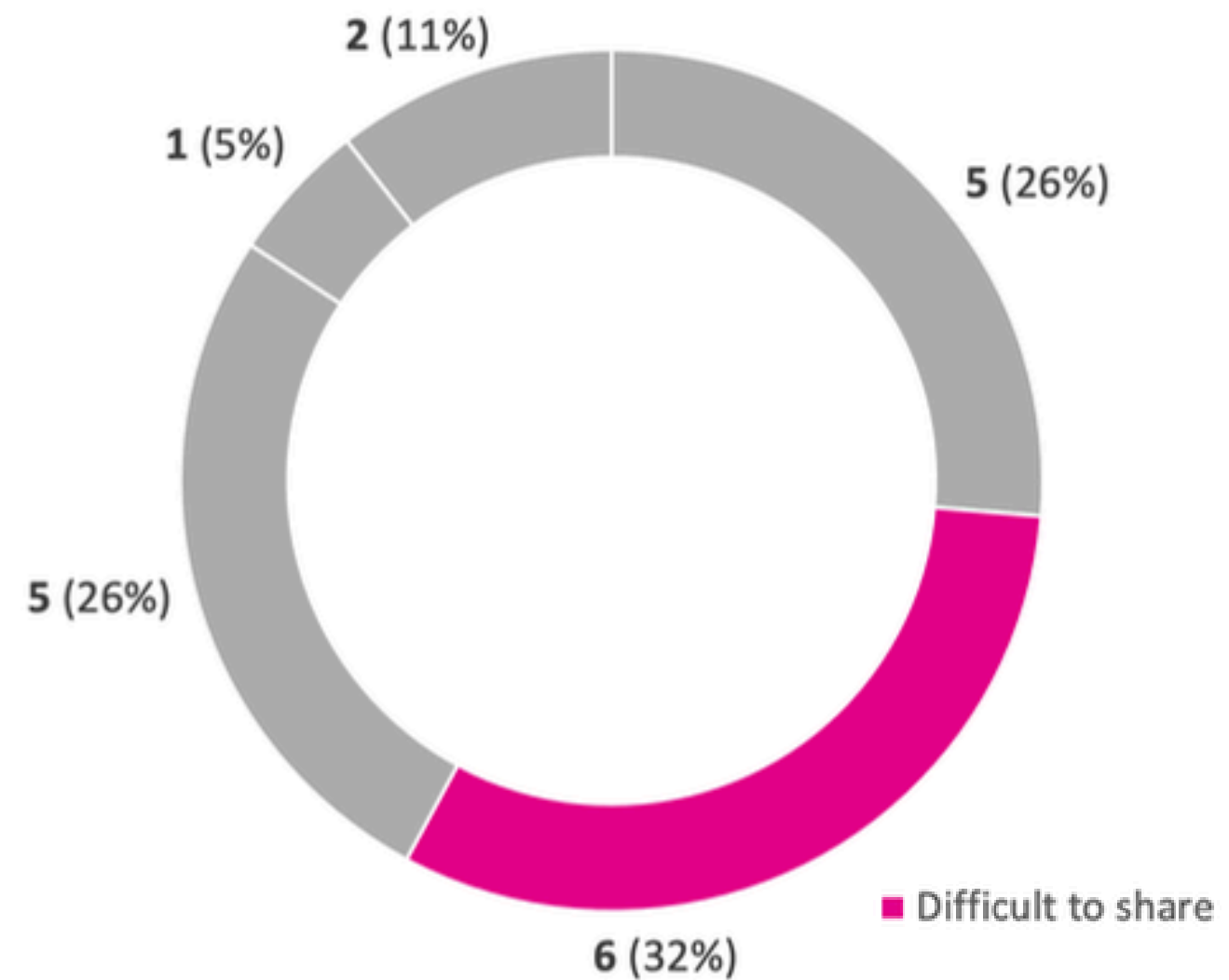


1. Dialogic processes

BUT

**other learning styles
(e.g. solitary) must
be supported**

How did you find sharing your work in the wider group



2. Embodied processes

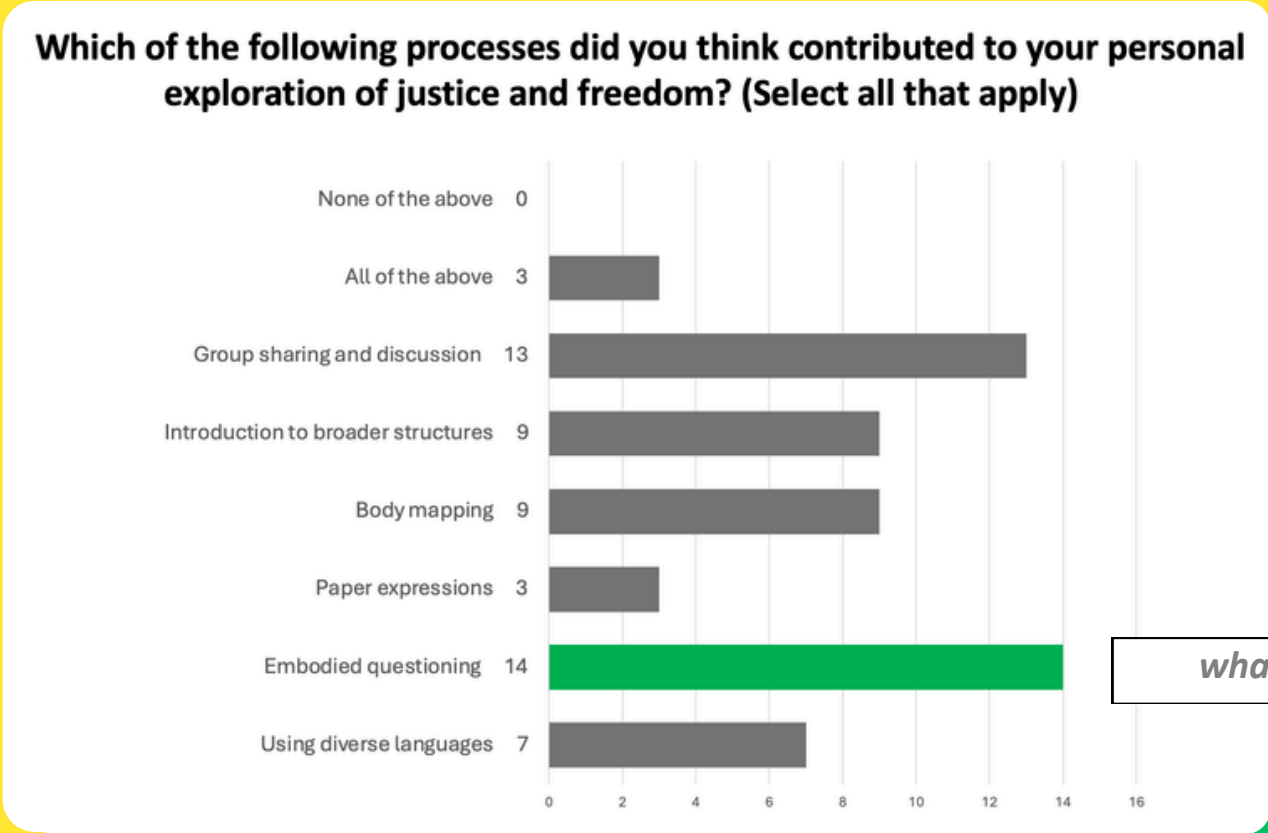
cultivated
sensory, somatic &
conceptual explorations

of justice, freedom
and self

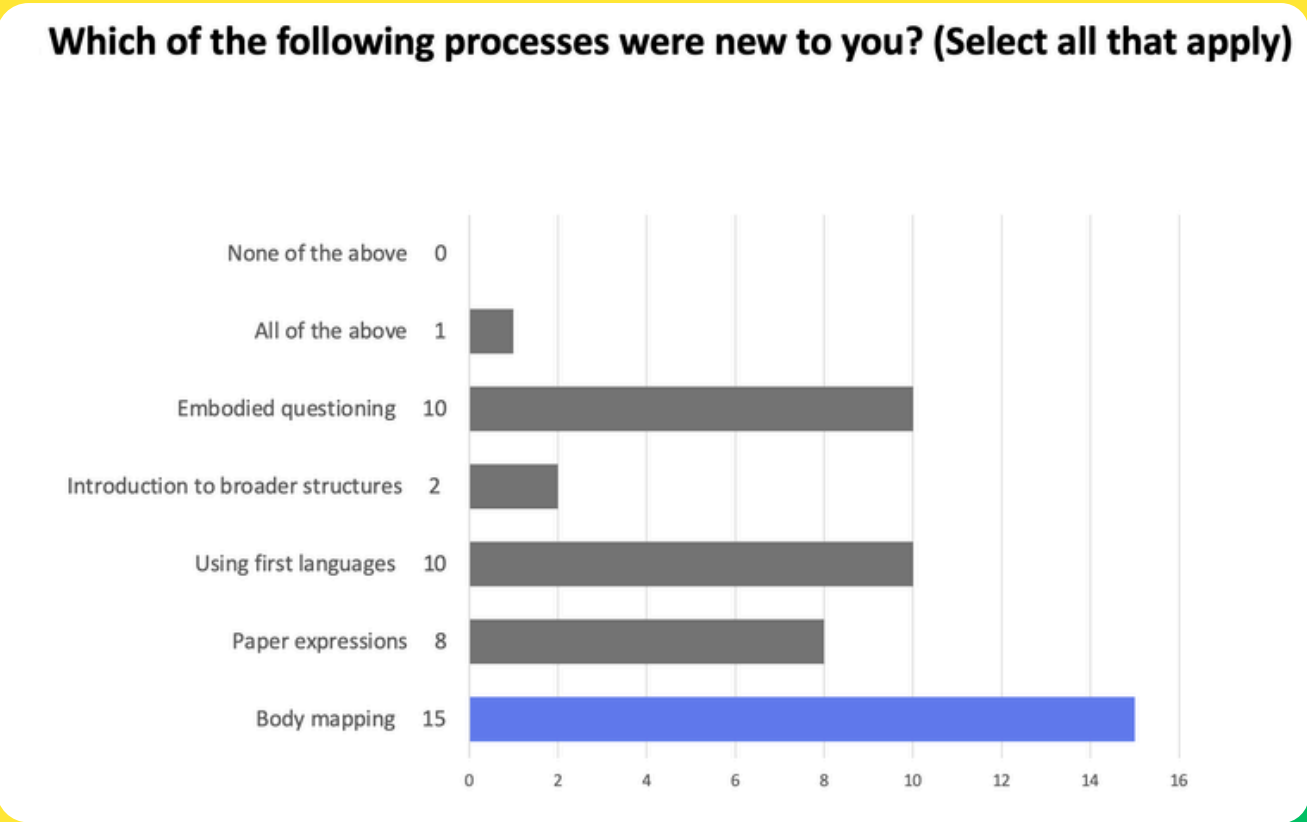


2. Embodied processes

Requires more time



what does justice taste like?

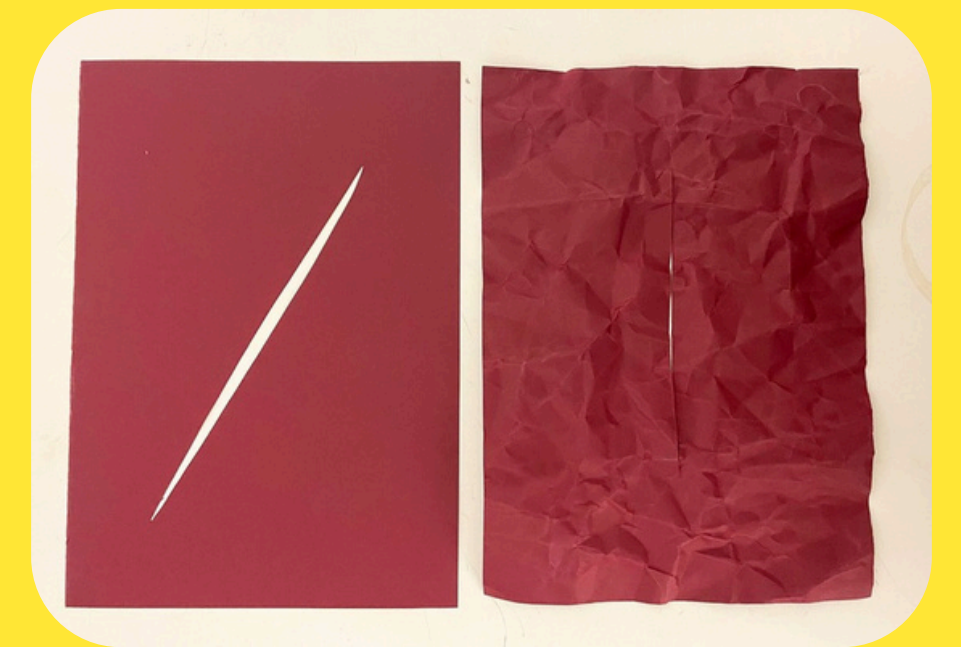
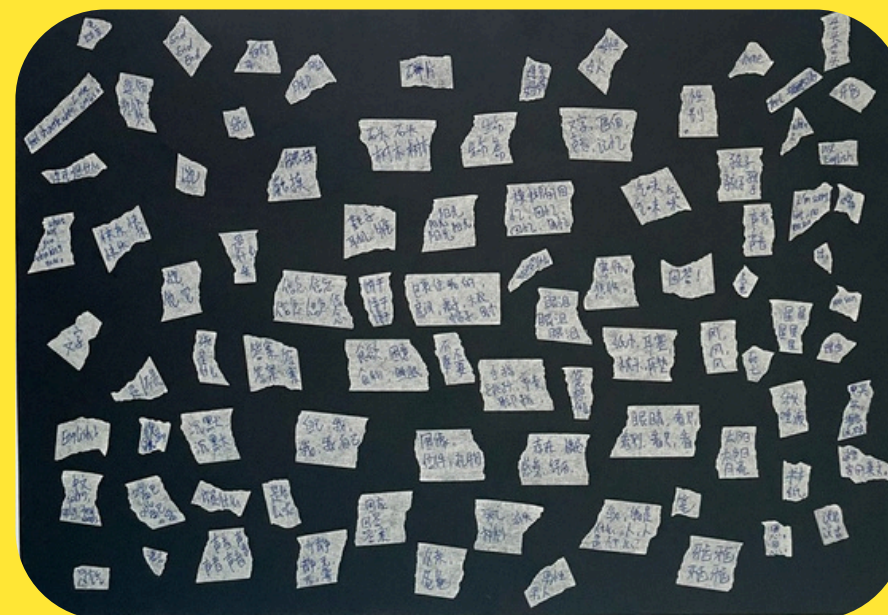
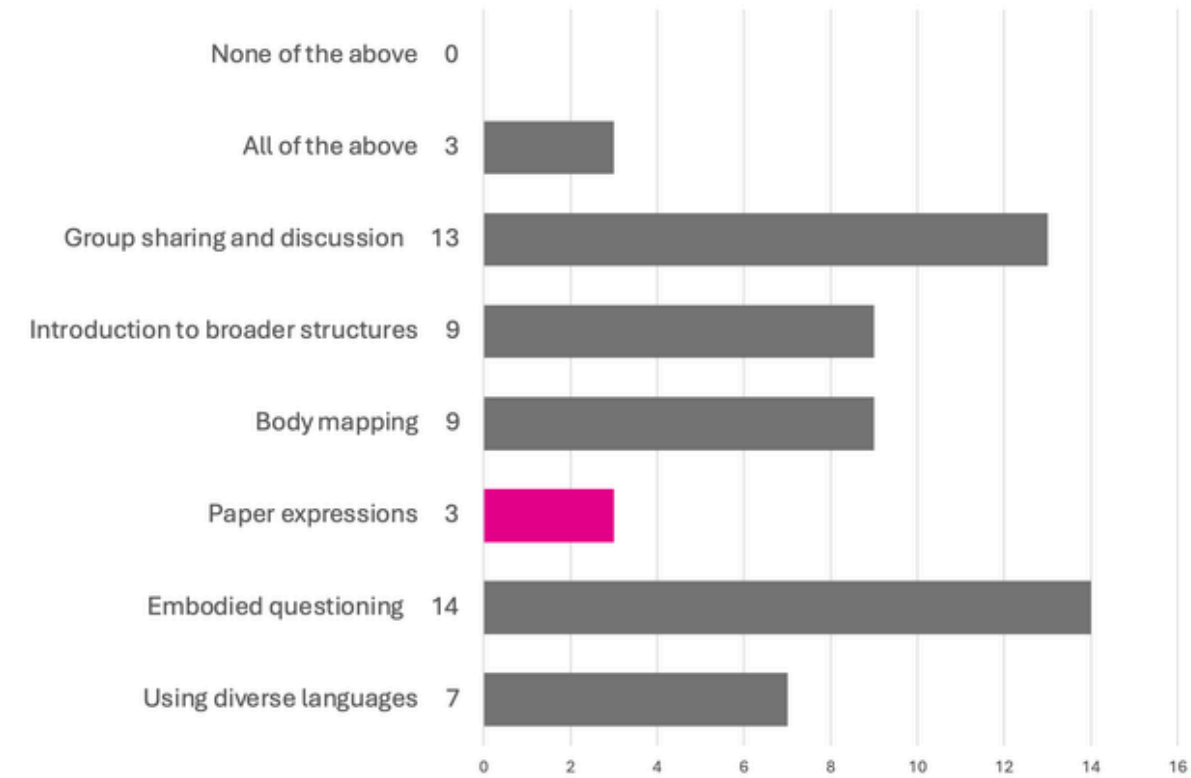


2. Embodied processes

object elicitation
(paper expressions)



Which of the following processes did you think contributed to your personal exploration of justice and freedom? (Select all that apply)



3. Artistic processes

creative translations
of lived experience

visual, material and
conceptual explorations
of justice

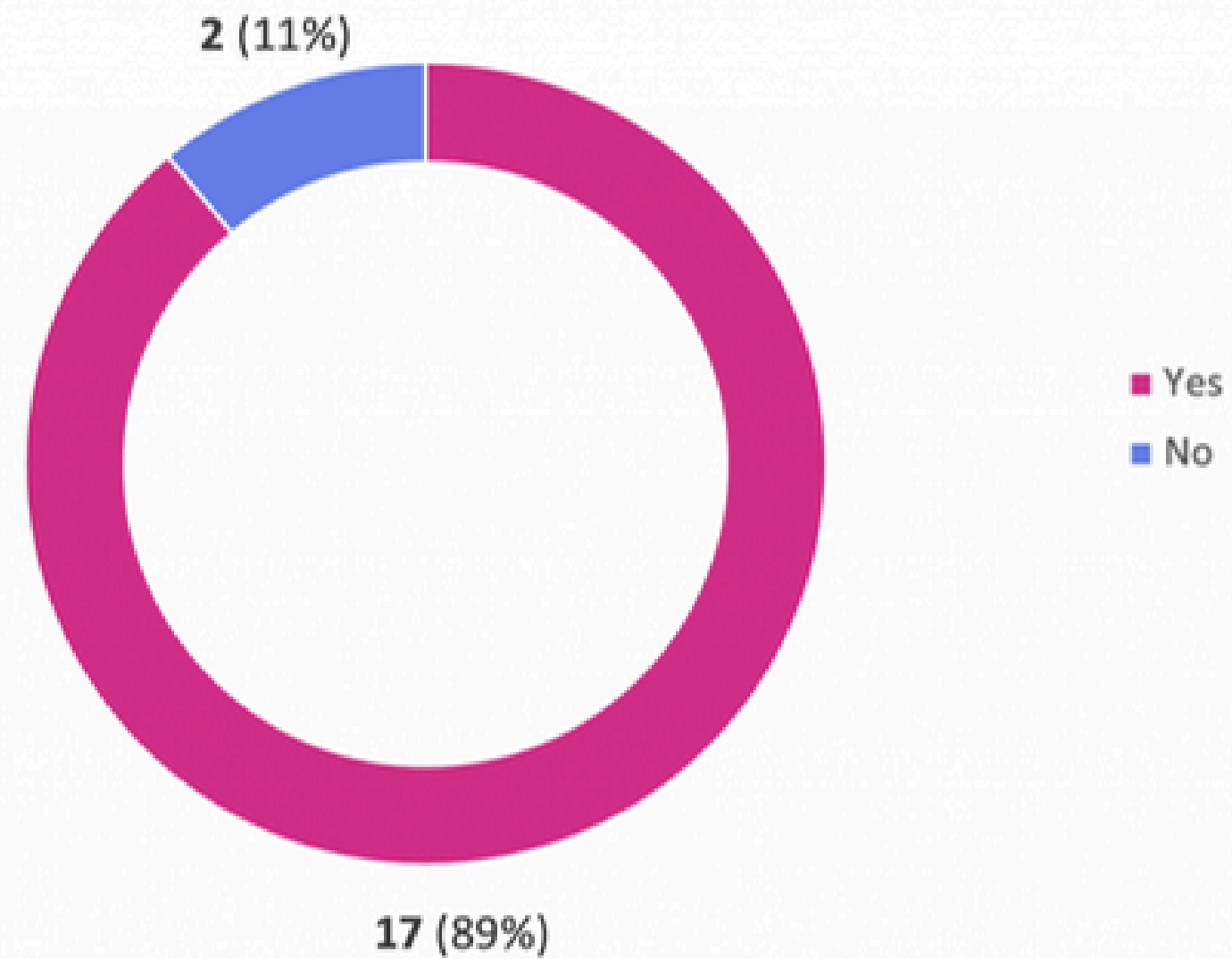


“Loved it”

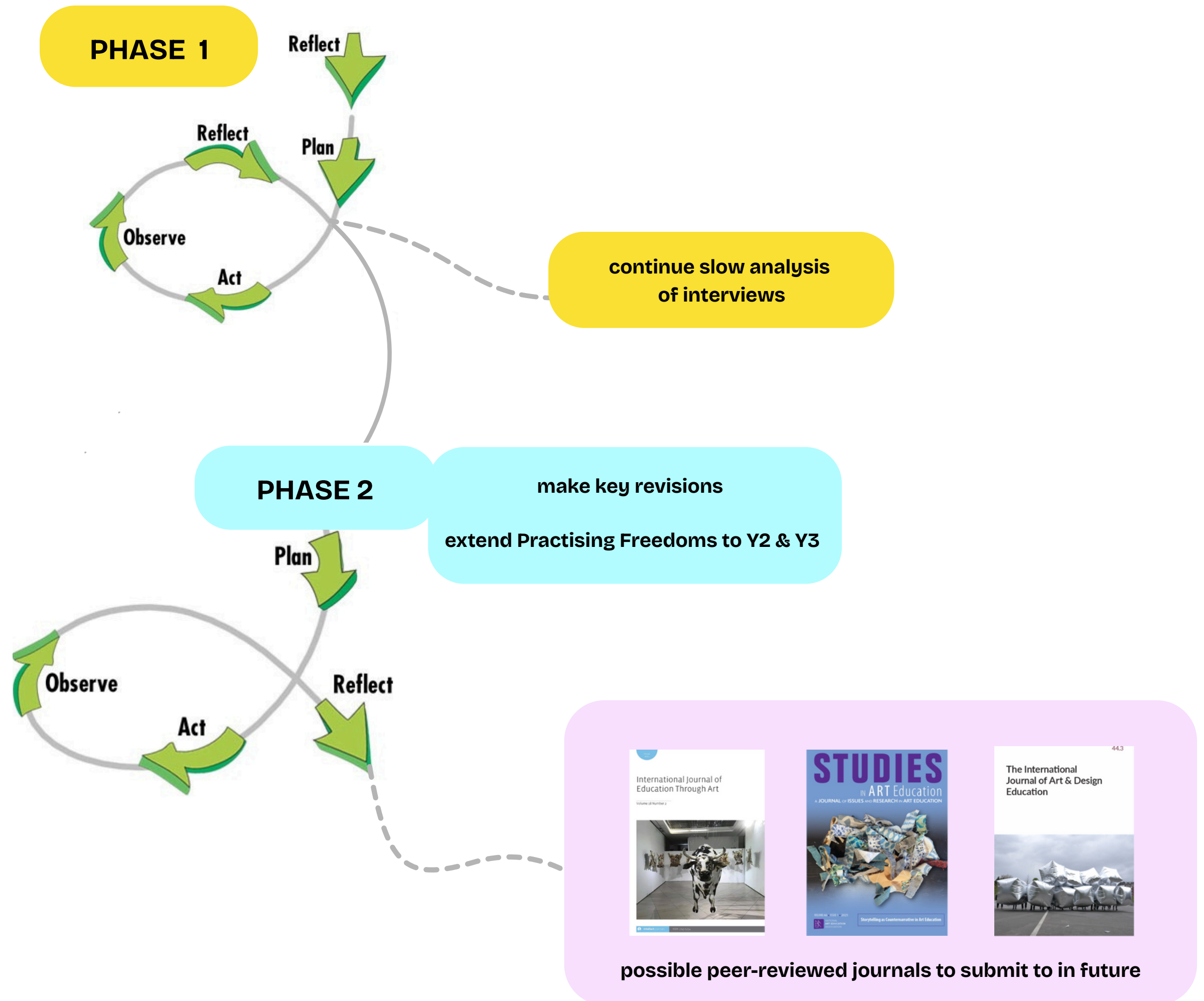
“Amazing”

***“could discover more different
details behind the work which feels
fascinating and could have more
understanding”***

14. Did these creative workshops lead to a meaningful exploration of justice for you?



Reflections & What next



PHASE 1

Reflect

Plan

Reflect

Practising Freedoms = Practising Rest



possible peer-reviewed journals to submit to in future

- Adams, M., Lee Anne Bell and Griffin, P. (2016). *Teaching for Diversity and Social Justice*. Routledge.
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- Kwon, H. (2022). Body mapping as embodiment and witnessing and its implications for art education. *International Journal of Education Through Art*, 18(3), pp.309–324. doi:https://doi.org/10.1386/eta_00103_1.
- learn stuff 5pm (2024). *Modern Family/Gloria – Smart in Spanish*. [online] YouTube. Available at: <https://www.youtube.com/watch?v=3GACORMzdZk>.
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