



Spatial Pedagogy in Early Visual Arts Education: A Case Study of Teachers' Practice and Beliefs

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Abstract

While most past studies have criticized that spatial recourses are important to teaching and learning, simultaneously, visual arts is the earliest language for the pre-schoolers to express their emotions, ideas, and thoughts (Rudolph & Wright, 2015; Vygotsky, 1967; Wright, 2014), less research has been conducted to investigate the implementation within early visual art education and spatial pedagogy. This study works primarily to explore the teachers' practice and their beliefs in early visual art education and spatial pedagogy through two research questions: (1) What are the effects and implications of spatial pedagogy for the teaching and evaluation in early visual arts education? and (2) To what extent are self-reported actions of teaching practices with spatial pedagogy in visual art lessons consistent with observed teaching practices?

A total of 64 students aged from four to five, 1 visual arts teacher, and 4 class-teachers from a local nursery in Hong Kong were recruited for four sessions of lesson observation and semi-structured interview. The findings from the study indicate a co-constructive relation between spatial pedagogy and visual arts education and it may provide flexibility and diversity to both teaching and learning in visual art lessons through the following elements: (1) Spatial Thinking, (2) Subject centered Classroom, and (3) Assessment with Holistic Approach. Thus, the most important research related to Spatial Pedagogy recently lined of the investigation of the use of space, movement, teachers' self-reporting, in-class engagement, and children-centred approach. Specifically, as space constructs the movement between the teacher and students, it contributes to both verbal and non-verbal communication in both teaching and learning visual arts. It provides teachers to review their teaching practice in early visual arts education and the art learning experience of students with multiple perspectives and types of interaction.

Keywords: Early Childhood Education, Early Visual Arts Education, Spatial Pedagogy, Spatial Recourses, Hong Kong