

The Object Poem as a Tool for the Creative Empowerment and Critical Thinking of Students. An Arts-Based Research to Address Their Concerns as Future Teachers

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Abstract

Meaningful learning in artistic subjects generates ethical responsibility in the training of future teachers. In this sense, artistic research and creation offers students a way for reflection, analysis and communication of their concerns as teachers in training. Contemporary art education originates teaching-learning processes which encourage active participation and a critical view. The project developed has stimulated and motivated the students in the classroom, promoting visual discourses that represent expectations in their future educational context. Therefore, the main objective of the didactic proposal is not only the representation of their concerns as future teachers, but also to provide new methodologies from the arts that help students to produce disruptive methods and processes of creation in their classrooms. The creations (object poems) represent the results of the research itself, which together with the didactic processes, propitiate a diversity of languages and codes that are enriched by the subjectivity of each participant. On an environment as important as education, these practices encourage individual growth, subjective opinion and personal reflection.

Keywords: significant learning; contemporary art education; teacher training; education innovation; student motivation