

Constructivism

- Participant construct knowledge rather than passively take in information
- Learning is an active process
- Participant is owner of own learning-process
- Teacher adapts learning tools to needs of participants
- Teacher creates balance between challenge, freedom & safety



Social Constructivism

- Human development is socially situated and knowledge is constructed through interaction with others
- Learning is an active process
- Participants making up their own theories and questions
- Open-ended investigations, problem solving and self-organisation in a realistic and meaningful context
- Contradictions need to be investigated, clarified and discussed



Authentic Art Education

- Meaningful learning situations by connecting real-life themes with popular culture students and professional art.
- Knowledge is constructed in a 'complex assignment' (an open assignment with a few limitations)
- There is space for interdisciplinary work
- Participants are stimulated to use own opinions, initiatives and interests
- Group is a learning community and students are sharing expertise



Theory of Reasoned Action / Integrative Behavior Model

- Focuses on relation between attitudes and behaviours
- The intention to perform certain behaviour precedes the actual behaviour
- Motivation and behaviour are about 'wanting to' and 'being able to'
- 'Wanting' is influenced by: attitude, belief in own ability and social pressure
- 'Ability' is about: knowledge & skills, load capacity, context & preconditions and self-regulation
- 'To want' makes the intention clear, together with 'can' you can reach the goals



Munari Method

- Focused on learning by doing to stimulate creative thinking
- Based on active learning and links art & play
- Workshop is a space for experimenting
- Using guiding questions to let the participants understand their own individual creative process
- Using various materials to stimulate creative process
- Outcome participants is an open artefact



Classic method

- Most widespread and oldest form of education in which the teacher exposes topics in a unidirectional way.
- PRO: It is one of the most efficient methods to present a lot of information in a relatively short time towards many students.
- CONS: Teachers may unintentionally present more information than students can absorb and it is difficult to keep the students attention for the entire duration of the class



Peer to peer method

- Method in a form of peer coaching, in which peers work together systematically, on the basis of equality and in different roles.
- PRO: Teacher is observer and not active subject in the transmission of knowledge, enables collaboration and trust systems, Implement learning, develops communication and interpersonal skills
- CONS: inadequate preparation, risk of creating confusion in the concepts to be learned and the topics may not be deepened at sufficiency

