

ECER 2013 Istanbul

The European Conference on Educational Research

Research in Art Education

PAPER:

***Title**

Possibilities to interdisciplinary landscapes: methodological paths expanded by the art.

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On the intersection of research objects, instruments and areas of study, methodology emerges as a very important subject. So it is on this scope that, even having different focus of study, common questions come together in a same path which has its origin in the interdisciplinary graduation program of Education, Art and Cultural History at the Universidade Presbiteriana Mackenzie, and that were brought up by searching new methodological paths expanded by the arts. One student from the master program, two from de PhD program and one group of studies in cultural mediation having the same question: How art based inquiry can contribute as a methodology for the researches already initiated within this group? Driven by Eisner's perspective (1998, 2008), which had influenced so many others researchers and that points to the singular contribution that art can have on education, in this paper we intend to go beyond the frame of art being only an object of study, seeking to understand it as an important methodological ally for interdisciplinary education. In this sense, the starting question is a reflection of other questions related to ours objects of study: How to articulate theoretical foundations and reflections about the public on art exhibitions, based on images created by the photographer ANDRADE (2009) and by the researcher DEMARCHI (2013)? How to support and encourage researches about teacher formation, whether initial formation or life-long formation, giving the incentive to the construction of a proper teacher identity (HERNÁNDEZ, 2000 e 2005) and the desire of teach and learn about art (EGAS, 2013), connecting School, University and the governmental department of education in the city of Juiz de Fora? If art can be seen as a form of knowledge inside academy, where it is also used as a methodology (art-based research), then how could we apply this same concept to teaching in regular schools? Can Cultural Mediation (MARTINS E PICOSQUE, 2012 and studies from the Research Group on Cultural Mediation) be one more structural element for this kind of research and for its propagation? Such questions, which give birth to varied paths, come together in a rhizomatic cartography (DELEUZE, GUATTARI, 1995) built upon our reflections and theoretical studies

through this methodological path. It can be highlighted the articles published on an special edition of the *Studies of Art Education* magazine (48-1, 2006) pointing to important concepts on art-based research and a/r/topography, which were lately broadened by the works of Marin Viadel (2011), who have been in Brazil recently, Eisner and Barone (2008), Hernandez (2008), Springgay, Irwin, Leggo and Gouzoausis (2008), Irwin (2008), among others. As teachers and researchers committed to investigate the relationship between art, research and education, our main objective in participating of this European conference is not to share results, once the researches are still in progress, but to enlarge our knowledge about researches and inquiries that use art as its main methodology, as well as “put on the map” our own questions and findings. The conceptual and theoretical basis for this proposal exposed in this paper, and here briefly presented, will certainly be enlarged through the share with other colleagues which, we hope, will empower, expand and contribute to our researches in Brazilians universities.

Methodology or Methods/ Research Instruments or Sources Used – 200n words

This paper, as already said, relates to the researches being developed by a Master student, PhD students and a group of studies formed by undergraduate students, graduates students, Masters and PhDs. Each of these researches has objects, instruments and fields of study that are specific, but that come together through a collaborative proposition (IBIAPINA, 2008) based on group study and group discussions on art-based research and a/r/topography. Concerning our method of investigation, theoretical and bibliographical researches are being conduct focusing on the authors mentioned above among others to be incorporate throughout the study. Dewey’s concept of art as experience (2010) is also an important reference since we are deeply immersed on that. This study also intends to think on possibilities to create instruments for data analysis and recording, and for this purpose virtually and face to face meetings are being arranged inside the group.

*** Conclusions, Expected Outcomes or Findings - 200 words**

It may be said that our research is a *work in progress* and because of that there is no conclusions to present, but theoretical findings, connections, proposals and experimental practices. What we expect by presenting this paper is to expand our contacts as well as our comprehension about the problems surrounding the research on education and on arts, having the arts as a methodological path that is expanded through the creation of interdisciplinary research landscapes.

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