

Student – teacher-artist collaborations: Developing multi-professional creative partnerships in schools

Welcome to an open research seminar with the research group Culture – Criticism – Community in Fyrrommet at Høgskulen på Vestlandet campus Kronstad, February 20th, 2019 at 13:00-15:00.

About the seminar:

Arts-in- education projects and creative partnerships are included in children’s arts education within schools. Such collaborations between artists and schools are often encouraged by politicians, and by many viewed as excellent opportunities for inspiring artistic experiences and encounters. However, as research tells us, such collaborations could also be very challenging and problematic from the perspectives of teachers and of arts education. The purpose of the seminar is to explore multi-professional collaborations in schools, and connect this topic to teacher education: *What are the challenges and possibilities surrounding such collaborations, and how can pre-service arts teachers be prepared to participate in such collaborations?*

Program

1300-1415: What does research say about the possibilities and challenges of artist-teacher collaborations in school contexts?

- Catharina Christophersen: Introduction
- Ailbhe Kenny: Teacher-Artist Partnerships in Ireland: Insights and Issues
- Kari Holdhus & Jonas Romme: Functioning Partnerships between Schools and Artists in Dialogical Music Productions (The DiSko project)
- Ingvild Digranes: Professional dilemmas in the Cultural Rucksack
- Ailbhe Kenny & Catharina Christophersen: Pathways and Possibilities for Collaborations in Schools

1415-1500: What could a functioning artist-teacher partnership look like, and how could pre-service teachers be prepared to participate in future partnerships?

- The discussion will include researchers, teacher educators, arts teachers and preservice arts teachers. Moderator: Silje Valde Onsrud.

About the contributors:



Catharina Christophersen is a Professor of Music Education and Leader of the Research Program “Arts, Creativities and Cultural Practices”. She has done extensive research on the Cultural Rucksack in Norway, and has co-edited *Den kulturelle skolesekken* (2013) and *Musician-Teacher Collaborations* (2018).



Ingvild Digranes is an Associate Professor of Art and Design Education at the Western Norway University of Applied Sciences. She did her PhD at the Oslo School of Architecture and Design in 2009, focusing on the professional dilemmas in the Cultural Rucksack.



Kari Holdhus is Associate Professor in Music Education and Project Leader of the research project "School and concert - from transmission to dialogue" (www.diskoprojektet.no). Kari holds a Ph.D. in music education from 2014, with the monograph *Star Experiences or Gymhall Aesthetics? – A study of visiting concerts in schools*.



Ailbhe Kenny is Senior Lecturer and Head of Arts Education & Physical Education (Acting) at Mary Immaculate College, University of Limerick. She holds a PhD from the University of Cambridge, is a Fulbright Scholar and EURIAS fellow. Ailbhe is the author of *Communities of Musical Practice* (2016) and co-editor of *Musician-Teacher Collaborations* (2018).



Silje Valde Onsrud is Director of Centre for Arts, Culture and Communication at Western Norway University of Applied Sciences. She holds a Ph.D. in music education. She is also the leader of the research group Culture – Criticism – Community at the Faculty of Teacher Education, Arts and Sports



Jonas Romme is Lecturer in Community Music and Music Teacher Education, and a researcher in <http://casecenter.no/projects/school-and-concert-from-transmission-to-dialogue-disko/> at Western Norway University College of Applied Sciences. Since 2016 he has been central in the development of Scandinavia’s first bachelor program in Community Music.

Culture – Criticism – Community (<https://blogg.hvl.no/ccc/>) is an interdisciplinary and international research group that gathers researchers with a critical research interest. The purpose of our research is to raise critical discussion and challenge existing assumptions, ideas and practices within the field, thus ultimately contributing to change. Through various empirical and theoretical approaches, our research projects aim to explore arts education, cultural expressions, cultural participation, community arts and arts communities.