



## DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

### INNOVATION I UNDERVISNING OG LÆRING

<b>Foredragsholder:</b>	<b>Toril Hægeland</b>
<b>Jobtitel:</b>	Universitetslektor
<b>Kvalifikationer</b>	Scenekunstner, forteller og instruktør
<b>Organisation:</b>	Scenekunstner, forteller og instruktør
<b>Titel på Præsentationen:</b>	<b>Aesthetic intervention: stimulating argumentation, emotional awareness and play through interactive theatre performances and picture book readings</b>
<b>Type af præsentation:</b>	Mundtlig præsentation
<b>Sprog:</b>	Engelsk
<b>Tema:</b>	<b>2. Innovation indenfor kunst og håndværk, kultur og uddannelse.</b>
<b>Abstrakt:</b>	<p>Our presentatiton will highlight key findings from an ongoing project at the after school program at a multicultural school in Oslo. Interventions – interactive theatre performance and picture book readings with drama activities – will be performed this spring, in collaboration with the theatre duo Brodin &amp; Hægeland, the school and OsloMet. The theatre performance Dead or alive invites children to explore and talk about death and grief through the theatrical event itself and through performative responses in the form of singing, play and activities inspired by philosophy for children, including argumentation. The theme for the picture book reading is being different; coming to understand that different means unique. 2 Our object and interest of study include both responses that happen within each event; and responses that may come after the events have taken place, when pupils are free to do what they like. We see these in the light of Erica Fischer Lichte’s term feedback loops, describing interactions between participants in a theatrical event (Fischer-Lichte, 2004), and Dewey’s ideas about how an aesthetic experience can be both sensuous and transforming, how Art as Experience (Dewey [1934] 1980) can transform everyday experiences – when connected to reflection and action. As an after school program has a more open schedule than the regular school day, pupils have access to a wide variety of recourses they</p>



may respond through: different art materials, drawing and painting gear, costumes, building blocks and lego, ipads and computers. Key words: emotional awareness, critical awareness, aesthetic impulse and argumentation Dewey, John [1934] (1980). Art as Experience. New York: Perigee Books Fischer-Lichte, Erika (2004): Asthetik des Performativen. Suhrkamp, Frankfurt am Main