



university of
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faculty of arts



Hanze
University of Applied Sciences
Groningen

Research Centre Art & Society

Curious Hands.

Moving making to the core of education

Evert Bisschop Boele, Vanessa van 't Hoogt
Smart Culture Conference, Leiden, 6-11-2019

The Project

- Curious Hands – Moving Making to the Core of Education
- Start 1/2/2020
- Partners: Rijksuniversiteit Groningen (prof.dr. A.S. Lehmann),
Hanzehogeschool Groningen (prof.dr. E.H. Bisschop Boele),
Openbaar Onderwijs Groningen, Frysk Lab
- Two PhD-studies
 - Vanessa van 't Hoogt (RuG): Curious Hands in the Educational Workshop
 - Imka Buurke (HG): Curious Hands for E-Labs

Inspiration

- Existing research into materiality and embodiment in the arts
- Existing research into 'Educational Labs' in Groningen
- The Curious Minds approach ('Talentenkracht-benadering') in science and technology education – and its translation towards arts education
- The conviction that, even in design education and maker education, cognition in the form of 'thinking' is often over-emphasized whereas the importance of embodied cognition and things-as-actors remains under-stressed

The Research Team

Expertise:

- processes of making (theory, practice, history)
- educational science
- arts education
- higher arts education
- ethnographic methods



The Questions

- “How is making learned and taught?” ->
- “How can we integrate making and its benefits (i.e. stimulating intellectual, creative, and skill capacity in individuals, fostering social cohesion across diversity, enhancing sustainable thinking on a local and global scale) in pedagogical processes in secondary and higher education?” ->
- “How is making learned and taught in 12 educational workshops [in Minerva Art Academy] and how can patterns of teaching and learning be made explicit, including embodied processes and material knowledge?”

And

- “How do we shape learning situations in E-labs in [4] secondary schools [of OOG] in such a way that the potential benefits of making and the learning situation’s materiality for pupils’ development are maximally realized?”

The Goals

“Curious Hands will:

- collect and analyse embodied, tacit, and explicit ways of teaching and learning *making* in educational workshops
- translate this knowledge to E-labs in Dutch secondary education in such a way that embodied, tacit, and explicit ways of teaching and learning *making* are (i) available to teachers and (ii) are integrated in curricula so that pupils can explore the benefits of making
- an additional aim of *Curious Hands* is to raise the appreciation of making as an intellectual and creative skill in pre-vocational education (VMBO). With the *Frysk Lab*, a mobile FabLab (<http://www.frysklab.nl>) as advisory partner, this aim is worked towards in the valorisation phase of the project.”

“Curious Hands in the Educational Workshop”

Identifying distinct patterns
in teaching and learning making

How is making learned and
taught in educational workshops?

How can patterns of teaching and
learning be made explicit,
including embodied processes and
material knowledge?

Vanessa van 't Hoogt





A contemporary definition may describe the act of making as a temporary creative unit, fixed in time and place, in which materials, tools, and maker interact.



Case Study: Metal Workshop

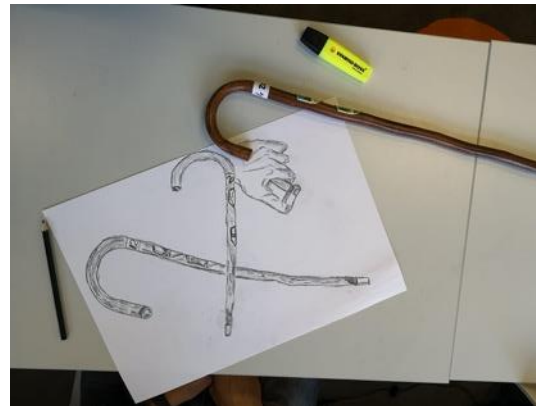
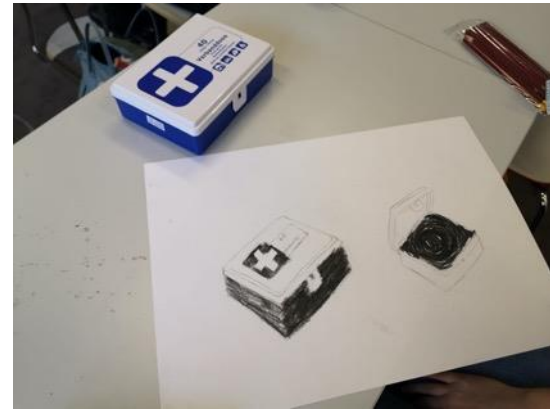
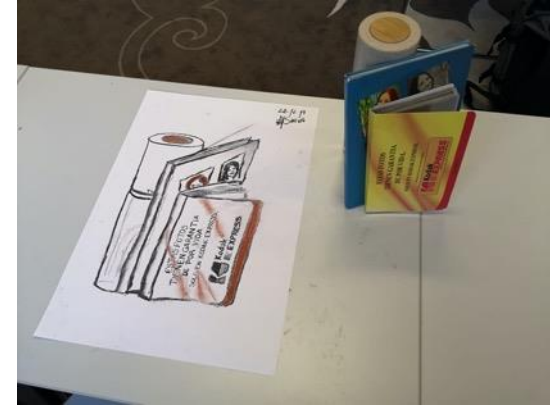




Process of learning and teaching



Moving making to the core of education



Project 2: Imka Buurke

- Case study/Educational design
- Observing current working methods in E-Labs
- Develop, test and redevelop new working methods
- Training teams of teachers in new working methods
- Using arts students and visiting artists in design stages
- Using artistic methods in observation

Results

- Expert platform: dissertations, methods, handbook, practice clips, (online) expert training
- Embedding in *Curious Minds* network
- Follow-up projects: VMBO, MBO