

**Increasing student
appropriation of
course content using
arts-informed
pedagogy. Some
reflections on the
Covid-19 pandemic
and lockdown
experience**

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[http://www.iospress.nl/journal/education-
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Teaching levels

- Graduate (year 3)
- Master's levels (years 4-5)
- Master's track 'Data, Information & Digital Communication', option A: Digital Information and Communication Devices

<https://ejcam.univ-amu.fr/en/ma-data-information-and-digital-communication-data-information-communication-digitale-dicod-option-a>



The dominant lecture-mode pedagogical style ingurgitate - regurgitate



- Education for all
- Professor style teaching
- Large groups of students
- Ingurgitate – regurgitate
- Little interaction & hands on teaching
- High boredom factor
- Student dissatisfaction & drop out
- Inadequately trained to enter the professional workforce

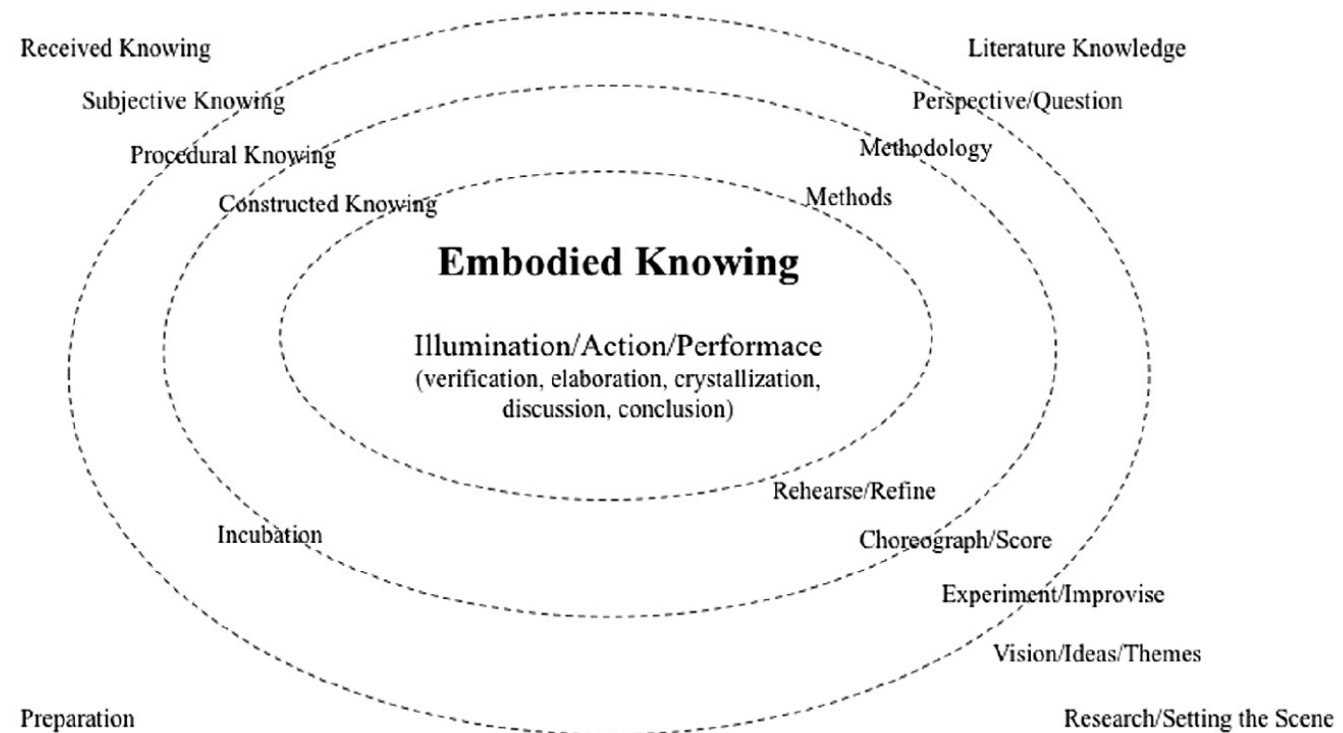
Un amphithéâtre plein à craquer pour défendre l'université de Béziers, Pierre Saliba, *Midi Libre*, 19/09/2013

<https://www.midilibre.fr/2013/09/19/un-amphitheatre-plein-a-craquer-pour-defendre-l-universite-de-beziers,759245.php>

Other ways of knowing

Embodied
ment in arts research.

Barbour (2011, p. 96).



“The model of experiential learning places the concrete experience (or the artistic practice) inside a continuous cycle of reflection. (...) The researcher’s body engagement and awareness entail new questions about how we can develop, in a new and creative way, a research process based on an embedded construction of knowledge.”

- Karen Barbour. (2011). *Dancing across the page*. Chicago: Intellect Books, 187 pages.

The search for innovative pedagogies...

- Chemi and Du (2017), Arts-Based Methods in Education Around the World’.
- “Art” and “artistic” used in conjunction with academic research since the 1914” - Monica Pentassuglia, 2017, The Art(ist) is present: Arts-based research perspective in educational research, *Cogent Education* (2017), 4.

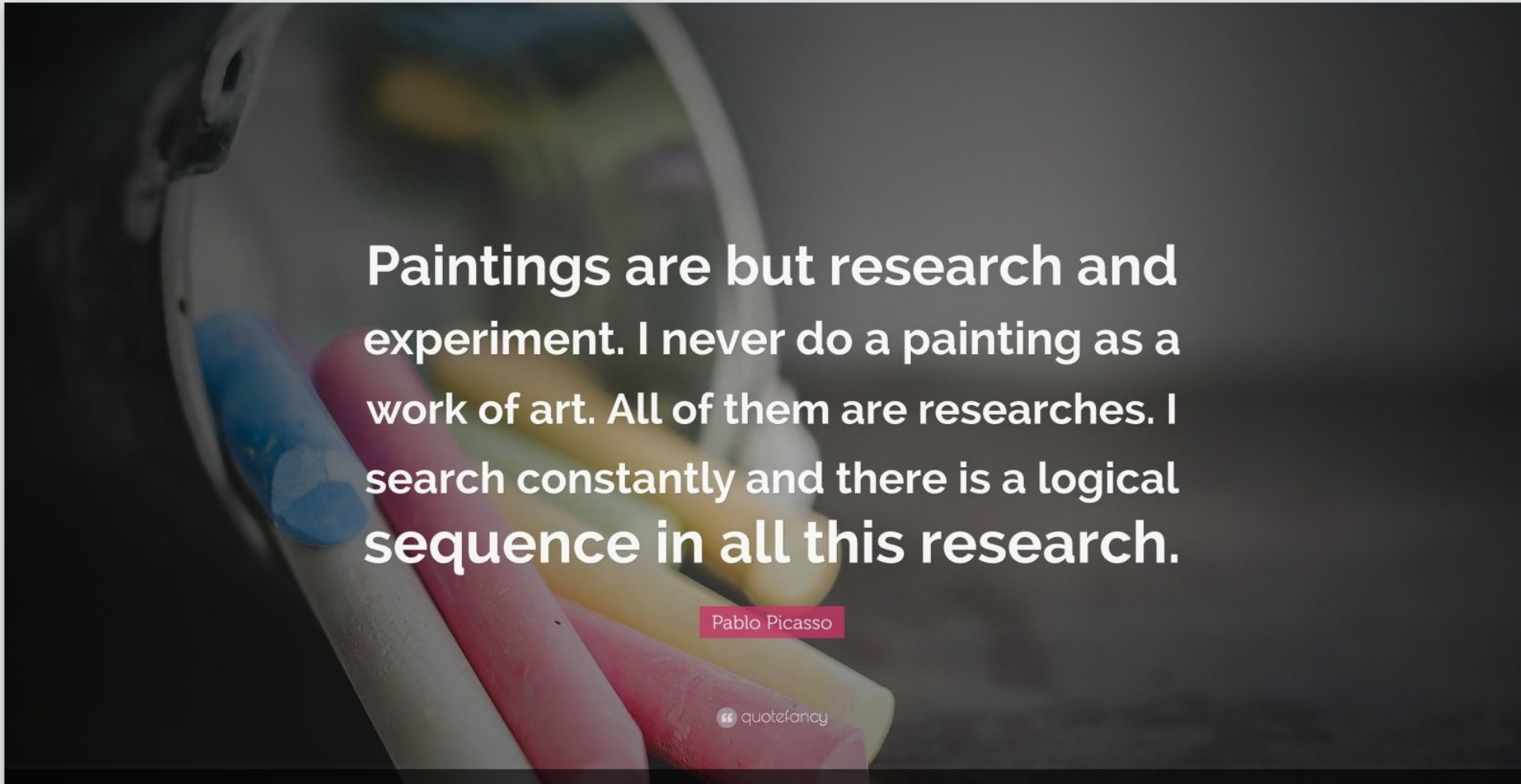
ScholArtistry

Arts-oriented pedagogy

Arts-informed pedagogy

Arts-informed research





Paintings are but research and experiment. I never do a painting as a work of art. All of them are researches. I search constantly and there is a logical sequence in all this research.

Pablo Picasso

quote fancy

| Pablo Picasso

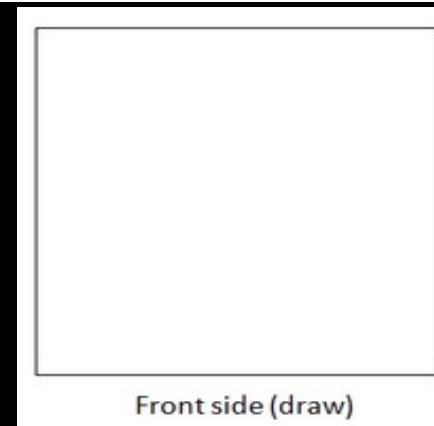
From iSquares to **c-Squares**. Drawing & writing Information and communication

“Drawings offer a different kind of glimpse into human sense-making than written or spoken texts do, because they can express that which is easily put into words: the ineffable, the elusive, the not yet-thought-through, the sub-conscious”. - Weber and Mitchell (1995, p. 34).

The iSquare protocol was introduced in IS by Jenna Hartel, An Arts-informed study of information using the draw-and-write technique. *Journal of the American Society for Information Science and Technology*, 2014, 65(7): 1349-1367. See, <http://www.isquares.info/>.

My adaptations and students' productions

<https://www.fideliabekwe.info/learning-by-drawing.html>
<https://www.fideliabekwe.info/arts-informed-pedagogy.html>



Sur le verso, faites un dessin pour répondre à la question « Qu'est-ce la communication ? », puis complétez la phrase si dessous :

La communication c'est :

.....

.....

.....

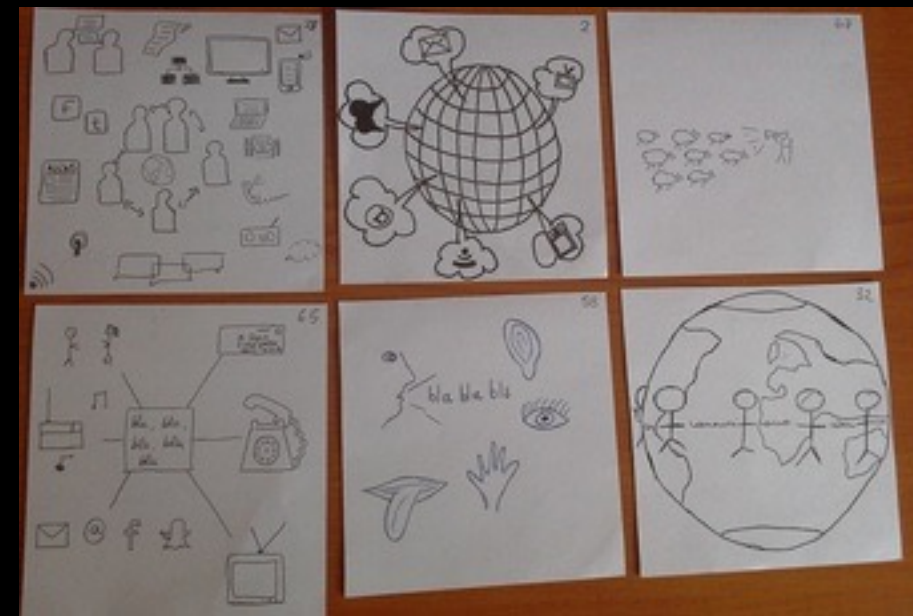
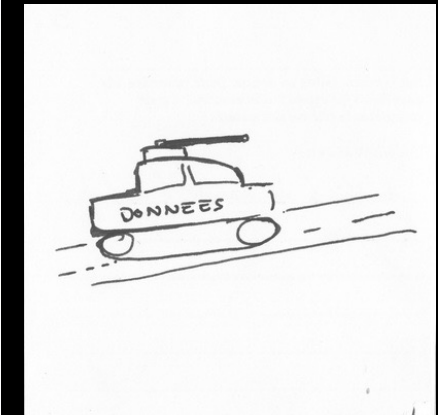
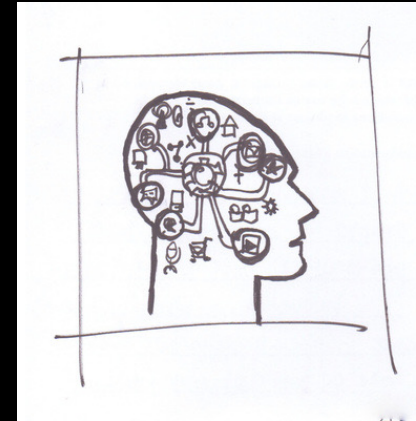
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Age : Sexe : M / F Spécialité : Initiales :



Drawing & writing Information and communication.

From c-Squares to c-Stories.

<https://www.fideliabekwe.info/from-drawing-to-storytelling.html>

I. Le Polythéisme

A. Déification des moyens de communication



Le Panthéon des Dieux de la Communication

I. Le Polythéisme

B. Pollution informative divine



Nous avons érigé de nombreux monuments pour nos dieux à l'encontre de notre propre vie et voilà que notre adoration nous ronge.

II. Le Monothéisme

A. La croisade informative



Info-Com
Notre Dieu bienveillant

II. Le Monothéisme

B. La réforme informative



III. L'Humanisme

A. Retour à l'humain



III. L'Humanisme

B. Union de la information-communication au monde



You've wasted

158 DAYS 15 HOURS 21 MINUTES

Since Apr 14, 2008

Facebook is 4,070 days old. You've belonged for 2,538 of them and posted 499 things to your feed in that time.

BRAG ABOUT IT

Bauhaus Inspiration

The Bauhaus artistic movement was created by Walter Gropius in 1919 in Weimar (Germany).

Fred Turner, *The Democratic Surround, Multimedia and American Liberalism from World War II to the Psychedelic sixties* (2013)

<https://fredturner.stanford.edu/books/the-democratic-surround/>



Bauhaus Manifesto

'Architects, sculptors, painters (...), let us create a new guild of craftsmen without the class distinction that raises an arrogant barrier between craftsman and artist. Together, let us create the new structure of the future which will one day rise toward heaven from the hands of a million workers, like the crystal symbol of a new faith.'

- Walter Gropius (1919)

<http://gropius.house/location/bauhaus-manifesto/>



*Moving into
Full-fledged arts
pedagogy*

Information and communication theories
through "total arts"

<https://www.fideliaibekwe.info/bahaus2020.html>



<https://www.fideliaibekwe.info/bahaus2020-860291-144071.html>



<https://www.fideliaibekwe.info/bahaus2020-860291.html>

*And then the
pandemic hit!*



<https://www.fideliaibekwe.info/bahaus2020-860291-988898.html>

Evaluation of the arts oriented pedagogy

Questions					
Gender	Female (74,2%)	Male (25,8%)			
Age group	18-20 (1,6%)	21-25 (89,4%)	26-30 (4,5%)	31-35 (0%)	<u>>35</u> (4,5%)
Did you have prior Knowledge of IC theories?	Yes (57,6%)	No (42,4%)			
Did you have prior experience of arts-oriented pedagogy?	Yes (34,8%)	No (65,2%)			
Did the arts-based approach enhance appropriation of the course contents?	Totally agree (77,3%)	Moderately agree (18,2%)	A bit (3%)	Not at all (1,4%)	
Should it be incorporated into other courses when possible?	Totally agree (1,5%)	Yes (71,2%)	No (10,6%)	Indifferent (16,7%)	

*Publications on
my arts-based
pedagogy
experiments*

Ibekwe Fidelia (2020), Teaching Information and Communication Theories through Arts, *Journal of Education for Library and Information Science* 61(4), 2020, pp. 424-451. DOI: 10.3138/jelis.61.4.2019-0053.

Ibekwe-SanJuan F. (2018), Combining an arts-informed and textual approach to teaching information and communication theories, *Education for Information*, 2018, 34(1), pp. 39 - 53.

Ibekwe-SanJuan F. (2017), The journey of information. How students perceive information in France using the draw and write technique, *Information Research*, March 2017, 22 (1).