

A Process Analysis of Art Teachers' Creative-oriented Guiding Practice: From Art-Based Perspectives

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The purpose of the present study was to provide different frameworks for the theory and practice of education with respect to creative-oriented guidance given by teachers in colleges of art in Taiwan. The creative-oriented guidance involves the inquiring ideas, paradigm of creations, constructing artistry for challenge and the social interaction learning upon which it is based. Art-based researchers have stressed the importance of collaboration between teachers and students in learning and spiritualization achievement.

The study explored how art teachers can, through guidance, empower students to perceive and engage in the self and cultural visual experience embedded within the creative practice. Using the narrative method and analyzing process of pedagogic practice through a discussion of arguments and events with thinking in media, language and context, the case study not only focused on guidance on the principles and methods, but also explained how to assist creative learners to develop their creation.

The guidance on art-based inquiry is an essential direction for students who are committed to examining self and fostering imagination principles through their creating. In the “teaching” segment, creative idea discourse will assist in the sense of issue of participation, and paradigm challenge discussion will assist in the sense of open experience. In the “interaction” segment, creation helps learners reflect on self-experience and cross-context communication. Finally, by encouraging student through creation to interpret, evaluate, re-organize and redesign the meanings of creation in their everyday experiences, educators can begin to move student subjects beyond modes of passive spectatorship and towards more active and expressive forms of communication within the world around themselves.

專論

Keywords: art-based, creative practice, creative learning, visual media creation,
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