

SYSTEMS

The Complimentary Convergence of Development Education and Social Art Practice.

Thomas Noone (2019).

CONCEPTUALISATION

This programme aims to present a creative comprehension of how 'marginalised' youths in education respond to the amalgamation of development education (DE) and social art practice (SAP). By focusing on enabling creativity in the community of Drogheda and surrounding areas, the programme will engage with educators and youth practitioners who work directly with individuals that are 'marginalised' in society and education.

The application is concerned with examining the experiential conditions of the youths institutionalised relationships within formal and non-formal contexts, by analysing the role of power, perspective, value, awareness and art within their individual learning, and social cycle .

Engagement strategies within the field of DE and SAP will prompt the participants to think, problem solve, experiment, connect interpersonally and creatively for the betterment of their students/participants social and educational relations. A discussion and analysis of the participants' experiences, opinions, behaviours and attitudes will aim to identify a number of injustices in contemporary education and the social construct. Ultimately, the transformative practice will ascertain if the featured learning paradigm can be performed as an incentive for social change.

OUTLINE

The purpose of this programme is to analytically and practically explore the link between the disciplines of 'Development Education' (DE) and 'Social Art Practice' (SAP) in a creative and experiential framework.

DE's is to demonstrate increasing awareness, with comprehension of the rapidly evolving, interconnected, unequal and environmentally unstable world in which we all exist. The goal of the project is thus to display the DE practice in a creative pattern, which uniquely explores social and human relations in an Irish educational context. Pivotal in the DE detail, is that it must support the individual's learning transformation, with the subconscious manifestation of how societal structures affect 'marginalised' individuals at personal, social and community levels .

In contrast, SAP is recognized as collaborative, regularly participatory and includes individuals as the medium and/or material of the practice. Essentially it can enforce various artforms (i.e. illustration, video, photography, drama and street art) which include diverse groups of people and communities in discourses, cooperation or social interplay. In this context, SAP is intended as programme that supports educators and youth practitioners in producing an inventive and innovative display of public art...

METHODS

The course aim is to create an andragogic learning environment (DE and SAP) that performs aspect of social change through participation with educators and youth practitioners in education. The sessions will run from one introductory session to seven successive thematic sessions. The period of each session is to vary from 1 hour and 30 minutes to 2 hours.

The profile of individuals that the educators engage with is concerned with:

- (1) Disengagement from formalised curriculum with the absence of educator-student communication,
- (2) Unstable family life situations,
- (3) Academic struggles,
- (4) Punctuality,
- (5) Vulnerable behaviour,
- (6) Lack of enthusiasm for guidance.

The artist and participatory group will produce a mode of artistic practice that is instrumental to the programme process. Together they will complement the new learning paradigm by attaching a feature of socio-economic struggles that directly impacts the life experience of 'marginalised' individuals (i.e. educational injustice, environmental struggles, conditional and contextual barriers, and socio-cultural issues).

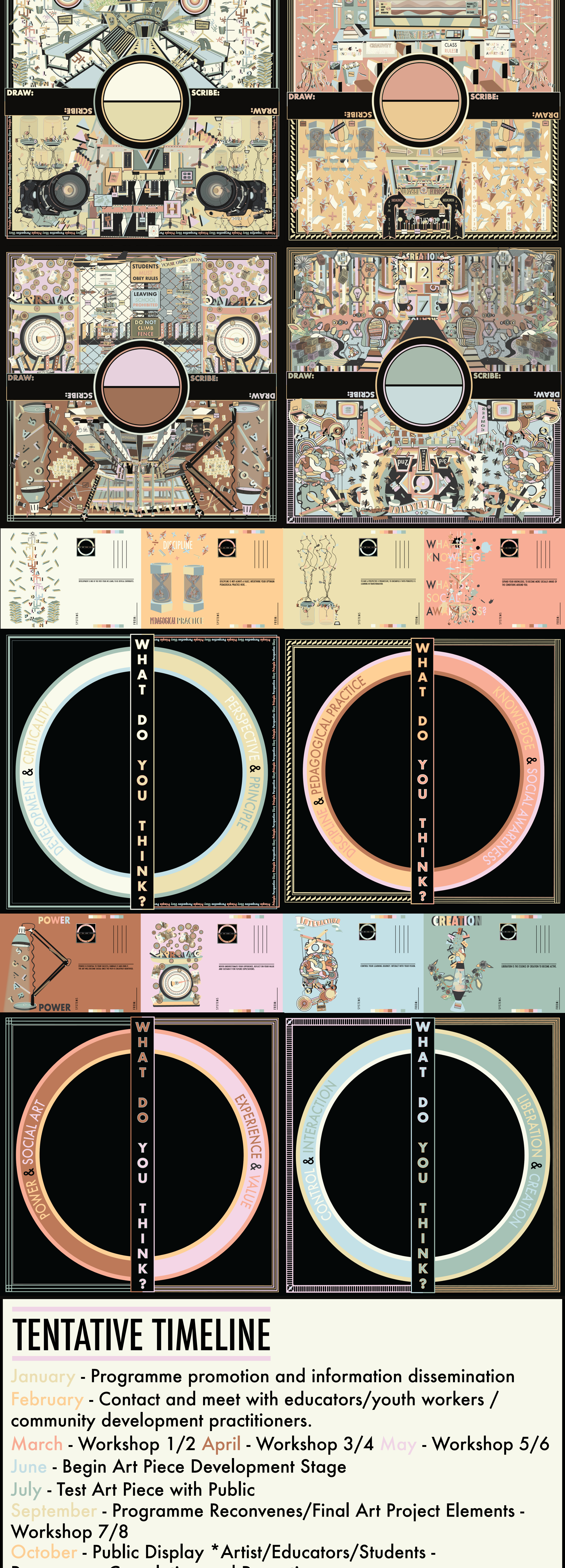
The educational paradigm in question will engage with participants in a learning experience that is formed from a series of themes (development, criticality, perspectives, power, value, social awareness, social art, and experience), which are instrumental to the identities of DE and SAP.

CONNECTION

This work will contribute to your educational facility from the following elements of engagement via transformative experience patterns:

- o It will be highly effective in engaging participants at an initial stage and encouraging/cultivating a personal and collective responsibility for learning.
- o It aids in the exploration and development of personal and professional growth through the construction and negotiation of identity, values and goals.
- o It experientially introduces individuals to reflective learning practices at an early stage and incentivises them to hone this practice throughout their educational journey. This creates an open, collaborative and shared learning environment for both individuals, students and educators.
- o This sets aims/goals that can be continuously reflected upon and evaluated against the process and progression of educating and learning. In light of this, the programme will become an interactive art-piece that contributes to 'change'.
- o In essence, this educational phenomenon will occupy a specific social space and time, with the capacity to evolve and develop in line with cultural and global educational trends.

INTERACTIVITY



TENTATIVE TIMELINE

January - Programme promotion and information dissemination
February - Contact and meet with educators/youth workers / community development practitioners.
March - Workshop 1/2 April - Workshop 3/4 May - Workshop 5/6
June - Begin Art Piece Development Stage
July - Test Art Piece with Public
September - Programme Reconvenes/Final Art Project Elements - Workshop 7/8
October - Public Display * Artist/Educators/Students - Programme Completion and Reporting

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