



Lifelong Learning Programme

CONFERENCE

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LOAC

Learning Outcome of Amateur Culture

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General goal

A learning view on amateur art

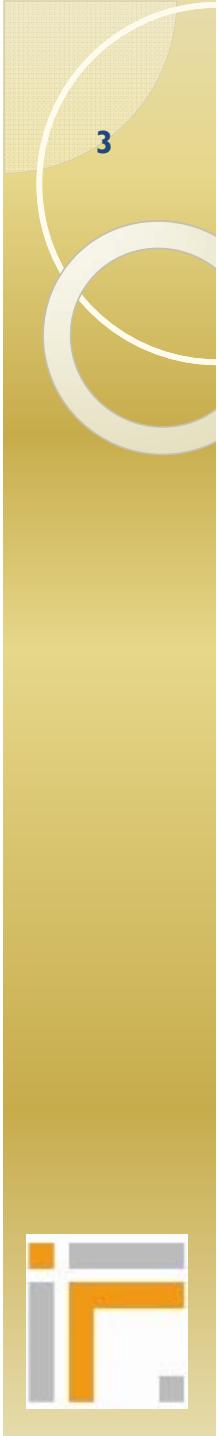
EU's Memorandum on lifelong learning, 2000

- Life long
- Life wide

Why is art & amateur culture important

– because you learn something / you have a learning outcome

Art based learning provide a refined and intensive learning



Specific goal

- **to promote a humanistic learning view
on amateur art and voluntary culture**

Humanism:

- Man as an goal or end in himself /herself

Humanistic core value is **freedom**:

- The ability to determine meaning and goals
of ones own life and the common life.
- Personal autonomy and sovereignty of the people

Humanistic pedagogy has a dimension of Bildung /personal formation

- Bildung dialectic: The verb / to bild - the noun / a Bild
- Self-reflexion and social reflexion is related - Freedom for the
common good

Guideline:

- Important outcome of art based learning is Bildung

Paradigm struggle on Lifelong Learning

UNESCO introduced "lifelong learning" in 70s

- Access to knowledge and culture as a human right
- Learning for human and democratic development
- A humanistic paradigm

OECD promoted "lifelong learning" in 80s

- Qualification for competitiveness on the global market
- Learning as an investment in “human capital”
- A economic-instrumental paradigm

Edgar Fauré: Learning to be, 1972

UNESCO: United Nations Educational, Scientific and Cultural Organization

OECD: Organisation for Economic Co-operation and Development



Inner tensions in EU's aims of lifelong learning

Memorandum, 2000

- employability contra active citizenship

Communication, 2001

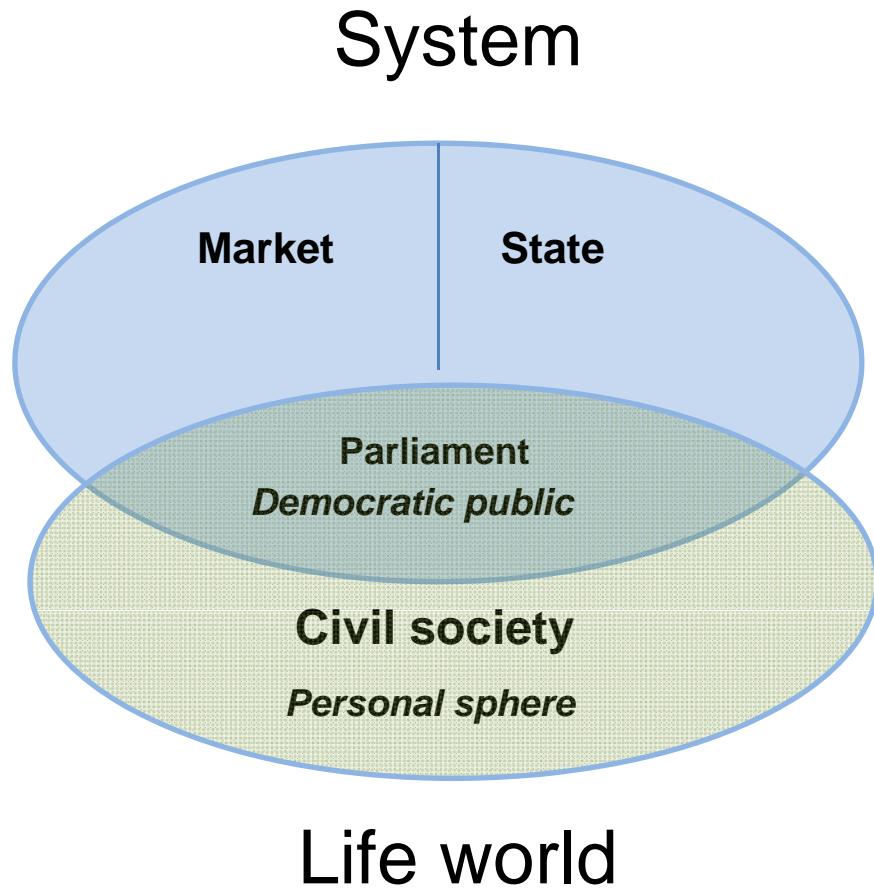
- employability contra active citizenship
social inclusion
cultural cohesion
personal fulfilment

Opposite aims

- the instrumental aim of the system world
 - the humanistic and democratic aims of the life world



Kant/Habermas – Rationality forms



instrumental rationality
(How - on effective means)

- Economic rationality
- Bureaucratic rationality

Communicative rationality
(Why - on purpose and meaning)

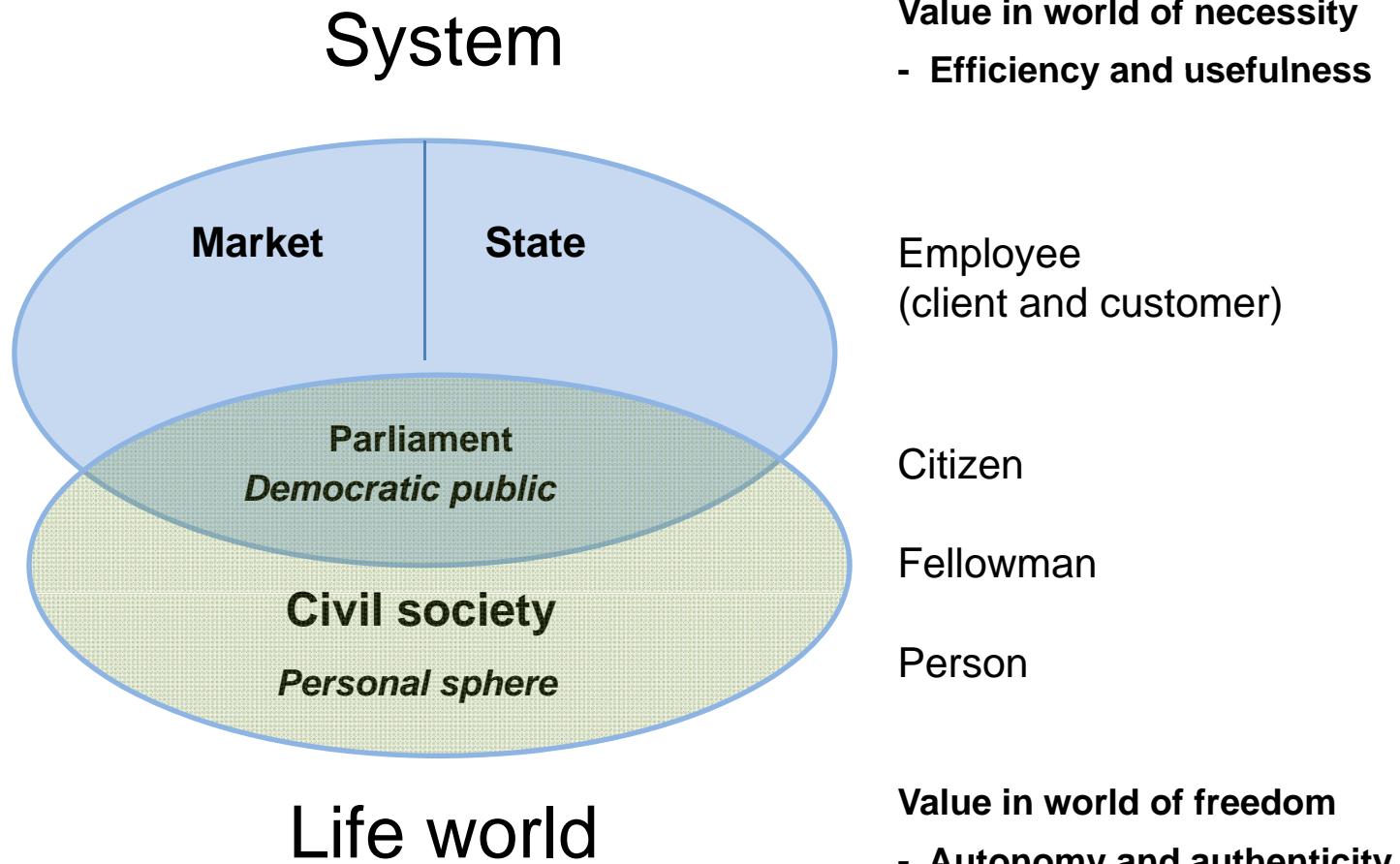
- Cognitive reason (basic science)
- Moral reason (ethics, law, politics)
- Aesthetic reason (art and culture)

Grundtvig:

*To find the song behind the plough
The difference between sunshine and lightning*



Kant/Habermas – Life spheres



The change of pedagogical frame

The classic Curriculum, some decades ago

Double aim

- Education for the work life
- Formation for the social and personal life

Main components

- Hard qualifications - Knowledge & skills
- Soft qualifications - Personal skills
- Personal formation - Bildung perspective

First a person and a citizen – then a employee





The change of pedagogical frame

The new mainstream Curriculum

Background – Knowledge economy and management theory in 90s

- The learning organisation
- Human capital
- Flexible competences

One aim

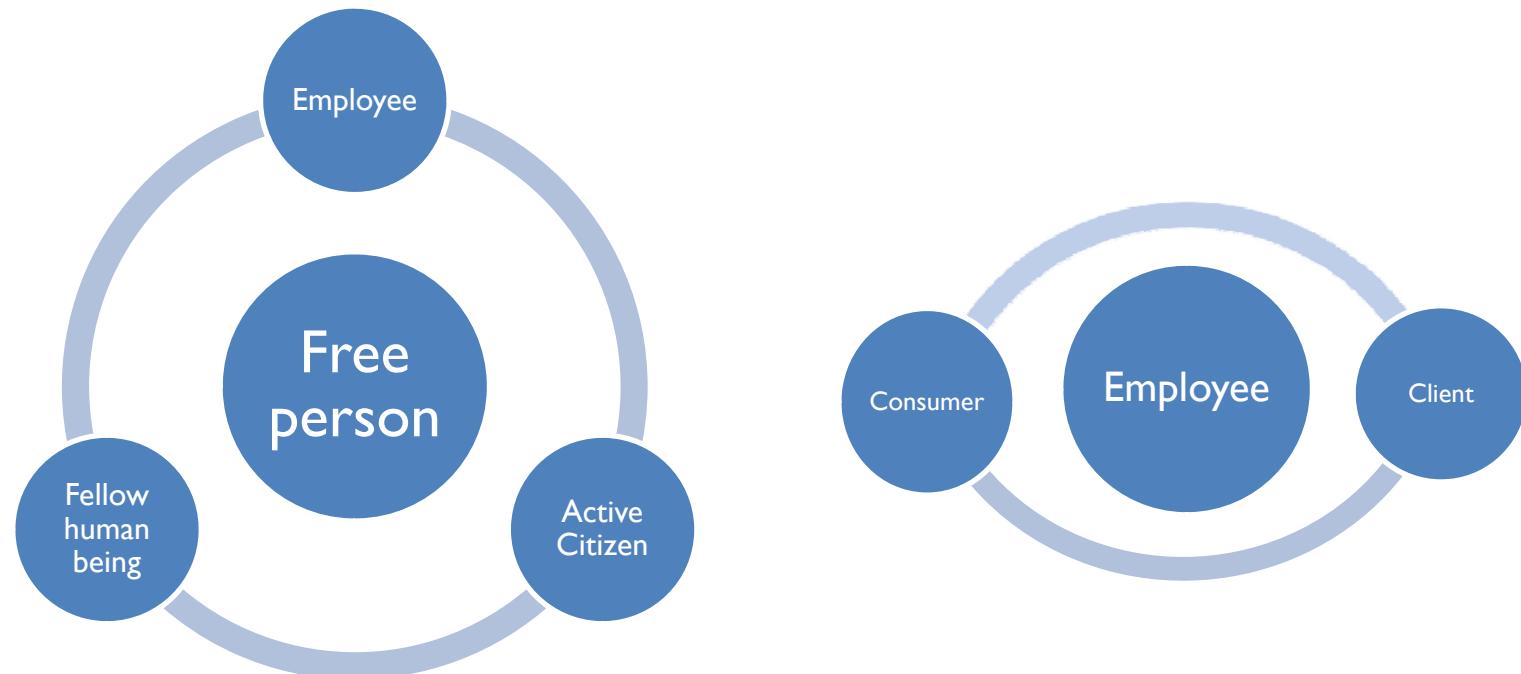
- Education for the work life
- Adaptable, flexible, full commitment with body and soul, no leisure time
- To work for the firm is to live

Main components

- Soft qualifications - Competences

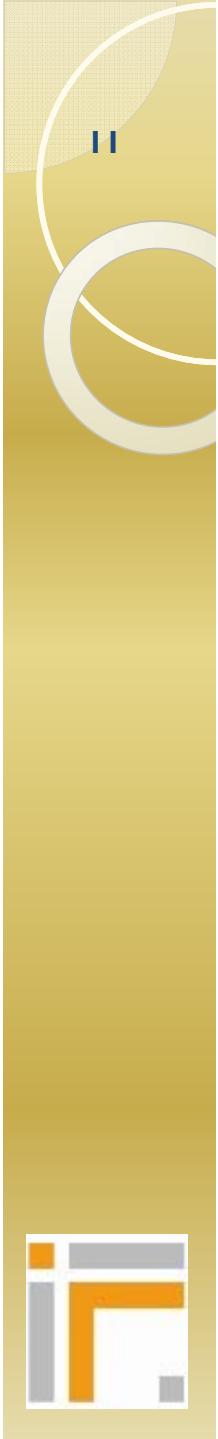
First and foremost – be a committed employee

Modern man – neoliberal man



Bela Bartok:
Competitions are for horses, not artists.





LOACs learning frame

A broad view on learning including three dimensions

- Personal formation
- Knowledge & skills
- Competences

The three dimensions are interrelated*

Their importance will vary in different contexts

*)

- Personal formation will be empty without knowledge-anchoring and act-weak without competence.
- Knowledge will be directionless without personal formation and impractical without competence.
- Competences will be useless without knowledge and bewildered without personal formation.



Art based Bildung

Include

- Bildung dialectic between me, others and the world
- High degree of communicative reason

The aesthetic reason

Baumgarten:

- The logical and aesthetic knowledge (meets the world with emotions at front)

Kant:

Full cognition implies interaction between

- Perception (*anschauen*) - sensuous receptive part /gives content
- Conception (*begreifen*) - concepts order the experiences /gives form

Schiller

- Aesthetic practise is the freest form of reason

Bildung perspective

- Dialogue between the art work and own life story
- A stylization of complex life experiences – tuned and intense meanings
- Develops the interpretation registry
- Provide experiences with freedom to interpret and gestalt reality

Conclusions - theory

The humanistic agenda (with reference to Critical Theory)

- An effective system world as well as a rich lifeworld
- Learning in context

A freedom-oriented civil society theory

- With a high independent learning capacity
- And a communicative rationality incl. the expressive and aesthetical reason

A Bildung-oriented learning theory

- Human freedom (autonomy and authenticity)
- Communicative reason as unity of cognitive, moral and aesthetical reasons

A Bildung-oriented culture theory

- Aesthetic practise has high level of personal formation
- Quality criteria for art and amateur culture may be the Bildung-potential.



Conclusions – policy

The raison d'être

Amateur culture represent a societal activity that

- promotes aesthetic learning processes with a high potential of personal and democratic formation.

The core service is

- To provide areas for personal fulfilment and formation
- To ensure a independent learning capacity of civil society
- To strengthen the communicative reason of the lifeworld in the societal totality

Culture policy strategy / perspectives for profiling

- Focus on the core services (inner values) of art based learning
- Reference to fundamental modern European ideals of the good society

The zeitgeist may be more open for a humanistic agenda





Try the tool

<http://grundtvig.netschooldtools.com/>

Enjoy yourself



The dimension of personal formation

This dimension includes six elements:

- authenticity
- autonomy,
- reflexive knowledge
- moral judgement
- aesthetic sense
- integration (a versatile personality or the whole person).

Each element is described by three key attributes, e.g. *Aesthetic sense*

- Sensitive of moods and feelings
- Poetic imagination
- Artistic sense

The dimension of knowledge & skills

This dimension includes three elements:

- General knowledge *about man, society and culture*
- Specific knowledge and skills in a cultural subject
- Didactical insight in the specific topic

Each element is described by four key attributes, e.g. Didactical insight in

- Pedagogical techniques of teaching
- Learning methods
- Awareness of personal learning style
- Responsibility of own learning



The dimension of competences

This dimension includes six competences:

- Cooperative
- Communicative
- Creative and innovative
- self-management
- intercultural understanding
- general learning ability

Each element is described by three key attributes, e.g. Social competence

- Empathic and participatory
- Responsible and Cooperative
- Tolerance and respect of diversity



The double online tool

One tool for the learners

- to validate their own learning profile and outcome

Another tool for the learning providers

- to clarify their own goals and priorities for the learning activity
- to validate the outcome for a group of learners (e.g. a class)
- to compare the learners outcome with the schools goals





The purpose of the double tool in amateur art and voluntary culture

1. Focus on the learning dimension for learners and providers
2. Help the learners to document their learning profile
3. Help the organisations to evaluate their learning activities
4. Collect cross-border data on learning outcome for research