Two Camps: tensions between practice and teaching in creative arts subjects

Dr Alison Shreeve
Director Creative Learning in Practice
Centre for Excellence in Teaching and Learning
University of the Arts London

CLIP CETL

CREATIVE LEARNING IN PRACTICE
CENTRE FOR EXCELLENCE IN
TEACHING AND LEARNING
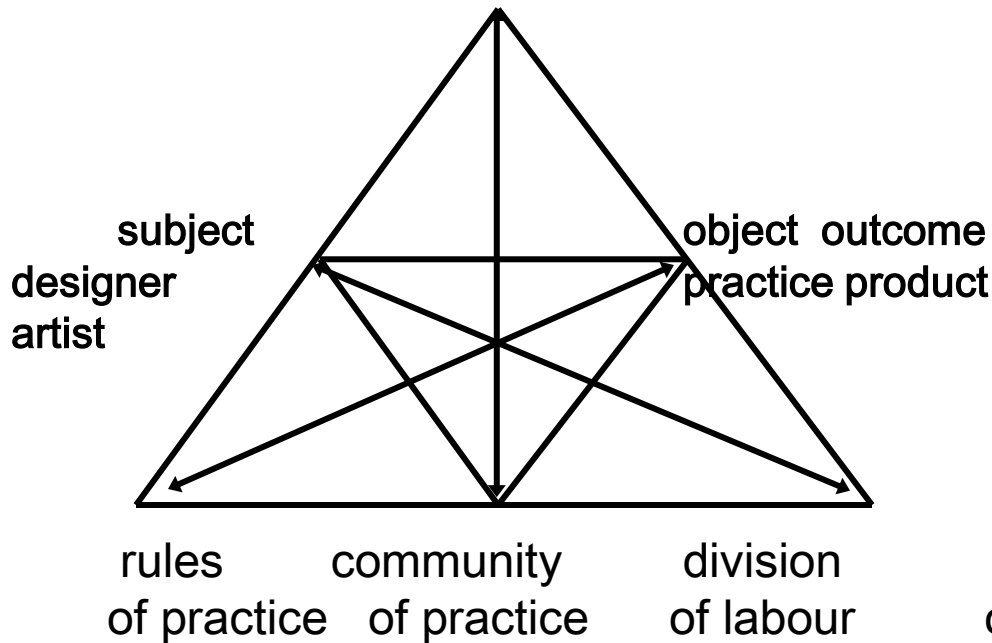
Two 'worlds' or two practices

The phenomenological representation of relations experienced by practitioner tutors

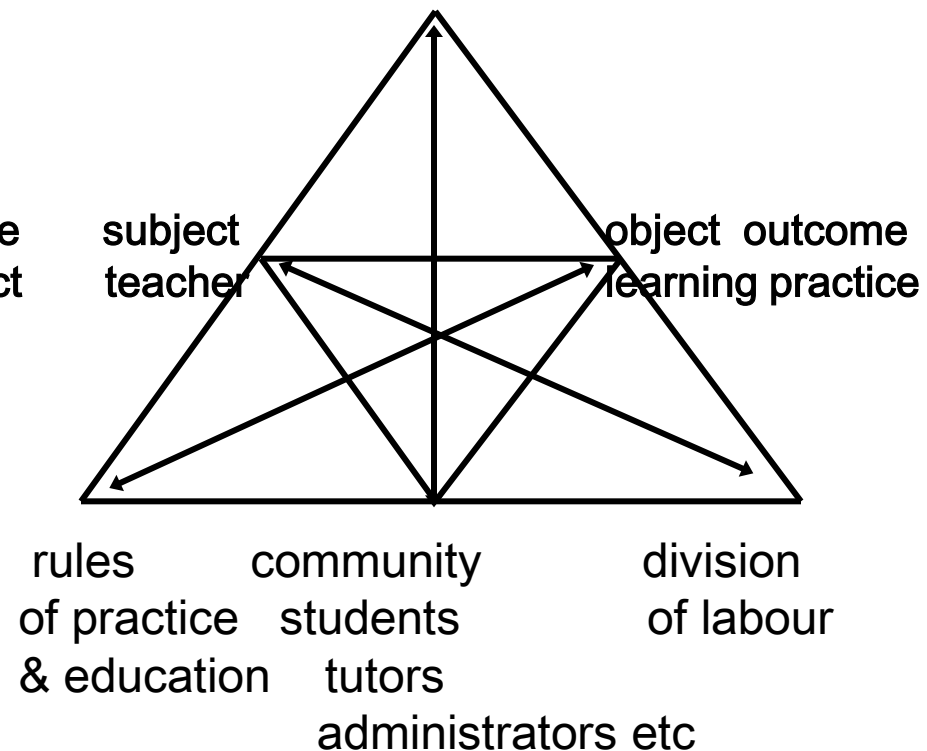| Structural component of practice teaching relations	Referential component			
	Transferring knowledge from practice	**Using knowledge from practice**	**Exchanging knowledge between practice and teaching**	**Eliding knowledge between practice and teaching**
Asymmetrical	1	2		
Symmetrical		3	4	
Holistic				5

An Activity Theory Analysis of Practice and Teaching

mediating artefacts
of practice e.g. computers, materials,
language, concepts

subject

designer
artist

object outcome
practice product

rules
of practice

community
of practice

division
of labour

CREATIVE PRACTICE

mediating artefacts
of practice *and* education e.g.
tutorials one to one, projects

subject
teacher

object outcome
learning practice

rules
of practice
& education

community
students
tutors
administrators etc

division
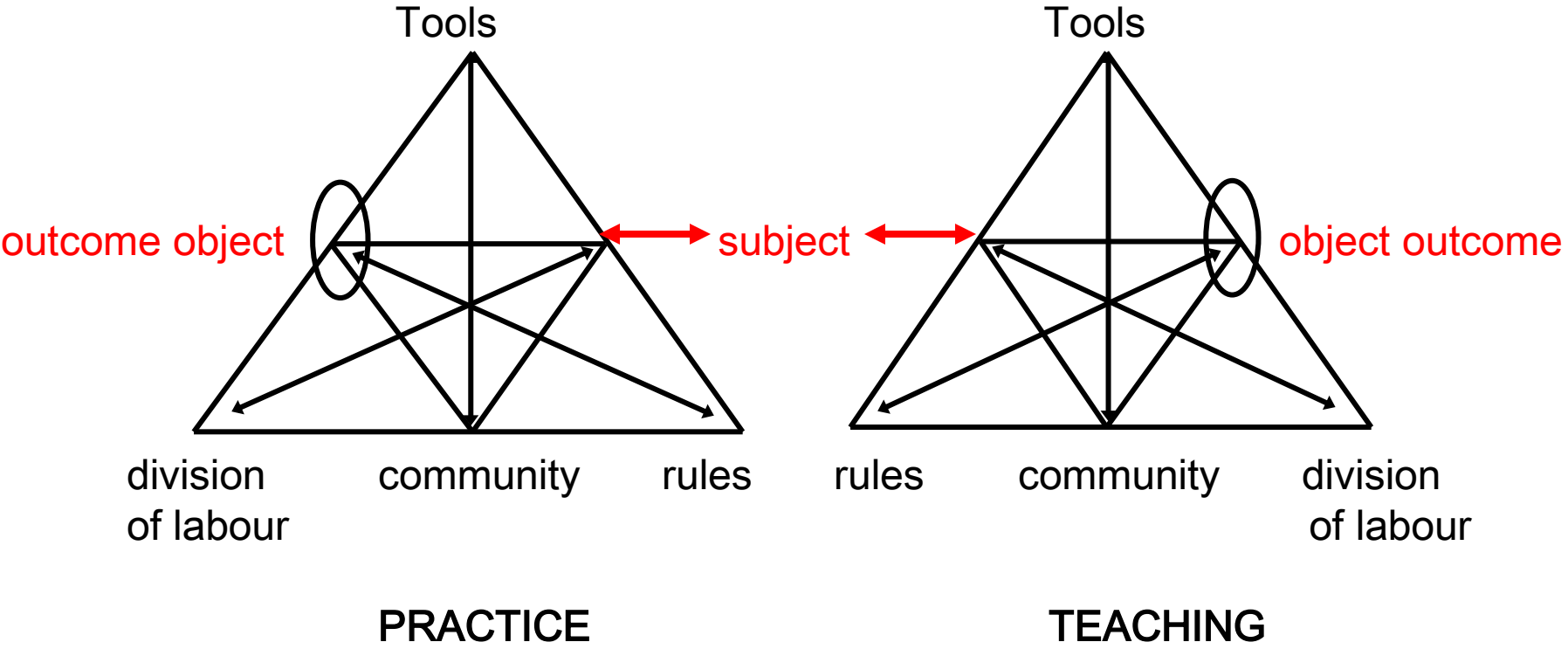of labour

ART AND DESIGN TEACHING

Two Camps

- There is a symmetrical relationship between practice and teaching, but they are seen as two different and separate things and tension exists between them. Knowledge from practice is used in teaching students.

All I know is that I feel now, because I am financially in this place where I feel quite secure…….but I so desperately want to do my own thing more. And it's really hard and I think how do I do it? (…) I just kind of, I think, I mean I really enjoy the teaching but I don't want to be defined by the teaching I do want to achieve other things.

Two Camps

The case study indicates:

- Major tensions:
- Between both activity systems
- object of activity to earn money/ to practice your art/ to teach students about your art?
- The subject, community and division of labour
- Subject and rules

Issues undermining identity

- Lack of 'legitimisation' in either practice or teaching
- Role in education unclear
- Contribution to education under used
- Non reconciled aspects of identity
- A position of liminality between both practices which contribute to being a practice based academic