

”The Poetic Self is Not a Fiction”: Transformative Potentials of Collective Learning in Art Education

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Abstract

This paper investigates the relationship between aesthetic experience and collective, transformative modes of learning in art education. As my example I use The Poetic Self - a two week long artistic and pedagogical workshop guided by the Danish performance artist Gry Worre Hallberg at the transdisciplinary master’s programme in the arts at the University of Agder.

The first part of the paper explores the concepts of aesthetic experience and transformative learning both through theory and through examples of experiences as reported by workshop participants. Irit Rogoff’s idea of how to inhabit a practice both pedagogically and artistically is here used as a key for understanding how transformative leaning experiences can be understood as collective instead of personal.

The second part of the paper explores conflicts and contradictions in the workshop participants’ experiences of aesthetic collectivity within an immersive performance universe. In this way the paper discusses antagonism as a necessary part of inhabiting collective aesthetic learning processes in the making

and relates this kind of experiences to the education of what is defined as “the ecological person”.

Keywords

Collectivity, Aesthetic experience, Transformative learning, Performance art, Antagonism.