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Foster, Raisa – Salonen, Arto O. – Sutela, Katja. 2022. The ecosocial framework for art education: Towards sustainable life orientation. *The Finnish Journal of Education* 53 (2), 118–129.

In the Anthropocene, man is the single most significant factor shaping the Earth's future. The recognition of planetary boundaries increases the need to think and act to bridge the human and non-human reality. In this article, we ask 1) what features and characteristics art education has that recognize and acknowledge the intertwining of human and other realities and 2) how this kind of art education can act as a driver for the change of society towards a sustainable future? Based on the theory of ecosocialization and the tradition of aesthetic–ethical art education, we identify three dimensions – embodiment, imagination, and care – for art education supporting ecosocial sustainability, which can accelerate the mainstreaming of sustainable life orientation in societies. When the problematic features of human-centered thinking are revealed, it is possible to address the contradictions in the human world. When human life is perceived as an integral part of the more-than-human world, the pursuit of a life that is perceived as valuable and meaningful can be realized even more fully as part of the planetary whole. An art education that makes the utopia of a sustainable future visible, the intertwining and intrinsic value of all life forms, can accelerate the debate to resolve planetary crises and strengthen hope for the future.

Descriptors: art education, care, ecosocialization, embodiment, future, imagination, planetary crises, sustainability

Kairavuori, Seija – Kaihovirta, Hannah – Knif, Leena – Komulainen, Kauko – Niinistö, Hanna – Ojala, Aleksis – Paatela-Nieminen, Martina – Poutiainen, Ari. 2022. How art helps us face uncertainty? Dance workshop as a space for multivoiced reflection on sustainable art education. *The Finnish Journal of Education* 53 (2), 130–144.

This article explores the potential of art education to guide learners to face uncertainty both individually and in groups in times of ecological crises and societal changes. The theme of uncertainty is approached by means of artistic knowledge. We seek to understand more fully how art helps us face uncertainty and the nature of the artistic learning process in this context. The researchers studied uncertainty through dance, an art form unfamiliar to them, in a workshop designed by a dance pedagogue. The exercises were videotaped after which written descriptions of them were made. The exercises and the personal observations of the research team members were analyzed collectively. Uncertainty was localized, when analyzed through the concepts and data-based observations, to the multimodality and continuous relapse of meanings, process incompleteness, incoherence, mutual dependence and unpredictability in the learning experience shared by the group. Experiences of uncertainty are significant dimensions of growth in artistic learning as well as in building a sustainable future.

Descriptors: art education, experiential learning, sustainability, uncertainty

Manninen, Annamari – Parpala, Mari – Härkönen, Elina. 2022. "How many ways one can interpret the North": Art education for cultural awareness as phenomenon-based learning and art-based online collaboration. *The Finnish Journal of Education* 53 (2), 145–159.

This article discusses visual expression and image sharing in the formation of knowledge and awareness by analyzing upper secondary school students' experiences of producing and sharing visual works of art through online collaboration. The research focuses on the question whether contemporary art and phenomenon-based learning and online collaboration can foster dialogue to develop students' visual literacy and cultural awareness. In the ArkTOP project, first-year students from five schools visually interpreted the phenomenon, i.e. the Arctic, shared their works and commented on their peers' works. The aim was to increase their ability to understand diversity and enhance their knowledge of contemporary art as well as their cultural competence and multiliteracy. The results indicate that the students observed differences in the interpretations and art techniques of the topic. The study confirms that combining art and phenomenon-based work to online collaboration for dialogic learning provides opportunities to strengthen students' visual literacy and cultural awareness.

Descriptors: art-based learning, art education, cultural awareness, multiliteracy, online collaboration, phenomenon-based learning

Moilanen, Jaakko H. 2022. Participation in the early childhood teacher students' visual art education memories. *The Finnish Journal of Education* 53 (2), 160–170.

In this study, early childhood education (ECE) teacher students' memories of visual arts education from primary school to upper secondary school are examined from the perspective of participation which is defined from social and political viewpoints. The data consisted of 46 writings, and it was gathered in the spring of 2016 at the beginning of an ECE visual arts education course at the University of Oulu. The analysis followed the principles of abductive content analysis, i.e. the researcher moves between inductive and deductive reasoning. The possibilities for participation were minor and visual arts education was presented in the ECE students' memories mostly as teacher-lead, formalistic and mimetic visual arts education, where participation was narrowed down to concern only the student's own artwork. Teachers play a meaningful role in providing possibilities for the students to participate. The findings implicate the need to find means to promote teacher students' pedagogic competences to implement participation and they also demand reflection of the concepts, practices, and the culture of teaching visual arts, which is needed both in teacher education and in the whole field of institutional education.

Descriptors: early childhood education, participation, school memories, visual arts education

Myllyntaus, Oona. 2022. Public art pedagogy in expanding learning environments. *The Finnish Journal of Education* 53 (2), 171–186.

This article focuses on public art, including the art on display in formal learning environments as part of teaching. It examines the views of visual arts teachers on public art in educational facilities and the use of it in teaching primary, secondary, and tertiary education in the 2010s. In the teachers' questionnaire completed in 2017–2018, the visual arts teachers (n=45) defined public art as a cultural resource, although they also perceived it as an independent and useful teaching tool and learning material. Works of art by professional artists, as well as student artworks, were regarded as public art as they are on display within the semi-public space of educational facilities. Works of art in public urban spaces as well as in the art exhibitions, city art museums, and galleries fell within the scope of public art pedagogy. Thus, the understanding of public art in learning environments and teaching extended to include art that is outside the actual educational facilities. Visual arts teachers particularly promoted argumentation skills and the emotional expression of learners, as well as 21st century skills, of which creativity and innovation, cultural awareness, and social

responsibility were the most often mentioned. Also, visual arts teachers made use of accurate sensory perceptions to deepen the reality in which learners live as well as advanced the study of cultural significance. In that way teaching through public art in lower and upper secondary schools specifically emphasized the different perspectives of learners and their ability to evaluate the human experience responsibly.

Descriptors: art education, learning environment, pedagogy, perception, public art