

Artistic Education and Practices of Scientific Writing in a Cooperative Context: Space of Discussion, Sharing, Analysis and Collaborative Work

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Abstract

Given the importance of cooperative methodologies in Artistic Education processes, we suggest that fears, demons and obstacles of creativity encountered while practicing scientific writing – as well as during teacher and student training – must be faced through the consolidation of a space of discussion, sharing, analysis and collaborative work.

This research takes place within the Doctoral Course in Art Education 2016/2017, of Lisbon and Porto universities, Portugal. It intends to summarize an educational space, the Cooperative Scientific Writing Seminar. It gathers thinkers and teachers of the Movement of the Modern School of Portugal with a group of researchers and PhD students, who participate in a Research and Guidance Seminar. The purpose of the study is about finding praxis of scientific writing that resonates with the PhD research, intertwining oral and written speeches collectively shared.

Therefore, it doesn't intend to define the educational space but rather to share the overall thoughts about the set of results from the practical and methodolog-

ical view of scientific writing in a cooperative context (Barthes, 1979; Bresler, 2007). Used in this research are Cooperation and Action Research methodology, enabling a consistent and collaborative data collection and a rigorous group reflection, according to (Serrano, 1990).

Keywords

Artistic, Education, Scientific, Writing and cooperation.