

# Research Project Concerning the Integration of Youth Culture Into Arts Education Practices: Preliminary Results

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## **Abstract**

**More than ever, youth cultural practices are in tune with the multimodal media landscape that evolves beyond disciplinary boundaries. Whether cultural or more specifically artistic, these informal practices resonate strongly with the model of cultural democracy. It is therefore good news that ministerial guidelines concerning “culture-education” links in Québec (Canada) are now encouraging the inclusion of emerging juvenile cultural practices. However, arts teachers lack concrete examples of strategies that make use of these practices in the art class. Indeed, there is no research showing what arts teachers already do to incorporate these practices in the teaching-learning process. To solve this problem, we are conducting a research project aimed at building a repertoire of educational approaches that integrate youth culture with different artistic disciplines present in Québec’s schools: visual art, music, drama, and dance. In 2016-2017, sixteen arts teachers (four per artistic discipline) were interviewed in their secondary schools. The following academic year, we analyzed the data using NVivo software. This communication will focus on the**

**results found so far, which are starting to shed light on the following questions: how do arts teachers understand ministry guidelines about culture? What are their own representations of culture, adolescence and youth culture? How do they include youth culture in their classrooms based on these representations? Once the repertoire is finalized, it will be essential to share it with research participants in order to foster mutual inspiration and sharing of expertise, in particular with regards to the transdisciplinary potential of certain teaching strategies listed.**

### **Keywords**

Pedagogical strategies, Youth culture, Arts teachers' representations, Transdisciplinarity, Informal juvenile cultural practices.