

# POP UP Themes or Teachers? Art and Research as Interventions in School

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## **Abstract**

**The presentation discusses teaching and learning from the concept of art as a phenomenon beyond expected combined with the interpretation that education is a process towards something beyond expected. The across curriculum situation in Finnish education presents phenomena based learning as a possible way to learn knowledge, competencies and skills. The phenomena based concept serves as an intervention, a vertical trigger for new approaches to education. According to one long-term teacher narrative education is by tradition linear. The teacher narrative indicates that a phenomenon-based approach to education creates a kind of professional pedagogic turn where the linear approach can appear differently. The current Finnish curriculum challenges to approach learning situations as interventions from life, society etc. This generates a form of Pop up teaching with challenges and crucial choices for the teachers. Pop-Up teachers are good with subject knowledge and possess competencies to make lessons for pupils motivating. They enchant pupils to be hooked on learning by relating to the everyday life beyond school. They put**

**into teaching interest areas and trends in an adult way that empowers pupils. Pop-Up teaching is about catching the moment without stretching the edges of curriculum. It is not about making the classroom into a circus. It is to be professional and aware of beyond expected outcomes. The research is framed by participatory action research (PAR). Processes of recognition, articulation, interpretation and critical approach are documented and analyzed for finding implications on what teaching is as a didactic quality in contemporary school.**

### **Keywords**

Pop-up teaching, Art and across curriculum teaching, Beyond expected, Interpretation, Critical approach.