

Hybridity, Multimodality and Youth's Informal Creative Practices: Review of the Present State of Knowledge & New Cases

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Abstract

Interdisciplinary conversations on the most burning issues in contemporary art education are put forward in this congress. One of these issues concerns youth's creative practices and the difficulty for the education system to adapt to them in a rapidly changing universe. Do we, as art teachers, know what our students create outside of school? As a result of our research on hybridity and multimodality in youth's informal creative practices (Richard, Lacelle, Lebrun, Lemerise & Faucher, 2013-2017), we have observed the use of hybrid processes, figures and forms, and of various combinations of modes (image, text, sound, gesture, etc.) to create meaning. These practices oscillate between genres and context: analog/digital, private/public, feminine/masculine, individual/collective, imaginary/everyday. In this presentation, we will explain our results and some new cases in the light of these combinations. We will propose pedagogical strategies to motivate young people and enrich their creation in art and language. Our goal is to better understand the creative practices of

young people, their interests, and skills. We believe that this requires unceasing updates.

Keywords

Hybridity, Multimodality, Youth's informal creative practices, Meaning creation, Art education strategies.