

Exploring European Citizenship through Contemporary Art and Blogging. Experiences of Using International Quad Blogs in an Art Education Action Research Project in Elementary and Secondary School Levels

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Abstract

In this paper I'm presenting the experiences of the use of group blogs and their role in the learning process in an international action research project 'Creative Connections' (2012-2014). The project aimed to explore the European identity through analysing the examples of contemporary art, producing visual works and communicating in the quad blogs. The paper is based on one part of my doctoral research focusing on the questions: What was the group blogs contribution to learning? What did the emphasis to multimodal conversations in blogs with images, videos, sound works result?

The data consists of the group interviews of the pupils in the Finnish schools and a summary of interviews in the other five countries. It also includes the statistics of the quad blog posts and comments.

The aims of the project were also to actively promote the 'pupil's voice', to encourage pupils to explore their identity and to improve implementation of

digital technologies in the classroom. Connected to these aims, I'm discussing the themes of control, agency and anonymity or facelessness emerging from the data and affecting on the interaction in the blogs. As a conclusion, I am summarizing the challenges and benefits of bringing the online communication and collaboration with images in art education, developing multiliteracy and phenomenon based teaching.

Keywords

Group blogs in education, Multiliteracy, Contemporary art, Identity, Elementary and secondary school art education.