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Titolo	Engaging First Peoples in Arts-Based Service Learning [[electronic resource]] : Towards Respectful and Mutually Beneficial Educational Practices // edited by Brydie-Leigh Bartleet, Dawn Bennett, Anne Power, Naomi Sunderland
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Nota di contenuto	Section I: Framing and Conceptualizing Arts-Based Service Learning with First Peoples -- Arts-Based Service Learning with Australian First Peoples: Concepts and Considerations by Brydie-Leigh Bartleet, Dawn Bennett, Anne Power and Naomi Sunderland -- Translating Indigenous Reciprocity into University-Led Arts Practice and Assessment by Sandy O' Sullivan -- Exploring University-Community Partnerships in Arts-Based Service Learning with Australian First Peoples and Arts Organizations by Brydie-Leigh Bartleet, Gavin Carfoot and Alan Murn -- Finding Common Ground: Combining Participatory Action Research and Critical Service Learning to Guide and Manage Projects with Aboriginal Communities by Michelle Johnston, Dawn Bennett, Bonita Mason and

Chris Thomson -- I'll Paint you a Picture and You'll See my Story: Broadening the Scope of Narrative Research for Arts-Based Service Learning by Naomi Sunderland, Elizabeth Kendall, Lauraine Barlow and Catherine A. Marshall -- Section II: First-Hand Experiences of Engaging First Peoples in Arts-Based Service Learning -- Learning in Community: Reflections on Seventeen Years of Visiting Kuntri by Glenn Woods -- Australian Aboriginal Knowledges and Service Learning by Nerida Blair -- Sustaining Indigenous Performing Arts: The Potential Decolonizing Role of Arts-Based Service Learning by Te Oti Rakena -- Qalunak on Baffin Island: A Canadian Experience of Decolonizing the Teacher by Lori-Anne Dolloff -- Transformations in Arts-based Service Learning: The Impact of Cultural Immersion on Pre-Service Teachers' Attitudes to Australian Aboriginal Creative Music-Making by Anne Power -- Kapa Haka Transforms Lives Through Arts-Based Service Learning: Developing a Sense of Community Ownership in Service Learning Projects: A Mori Perspective by Te Manaaaroa Rollo -- Partnerships, Worldviews and "Primal Vibration" Lesson Plans by Four Arrows and Susan Roberta Katz -- Service Learning in an Urban Aboriginal Community: "Real Aborigines Don't Just Live in the Bush" by Michelle Johnston, Dawn Bennett, Bonita Mason and Chris Thomson -- Section III: Future Directions for Engaging with First Peoples Through Arts-Based Service Learning -- A Diffractive Narrative About Dancing Towards Decoloniality in an Indigenous Australian Studies Performance Classroom by Elizabeth Mackinlay -- Choose Life: The Potential for Reciprocal Healing Through the Arts by Joseph Stone and Naomi Sunderland -- Reconceptualizing Sustainable Intercultural Partnerships in Arts-Based Service Learning by Anne Power, Dawn Bennett, Naomi Sunderland and Brydie-Leigh Bartleet. .

Sommario/riassunto

This volume offers educators, higher education institutions, communities and organizations critical understandings and resources that can underpin respectful, reciprocal and transformative educative relationships with First Peoples internationally. With a focus on service learning, each chapter provides concrete examples of how arts-based, community-led projects can enhance and support the quality and sustainability of First Peoples' cultural content in higher education. In partnership with communities across Australia, Aotearoa New Zealand, Canada and the United States, contributors reflect on diverse projects and activities, offer rich and engaging first-hand accounts of student, community and staff experiences, share recommendations for arts-based service learning projects and outline future directions in the field. All educators with an interest in enhancing future teachers' understanding of social justice and arts-based learning will benefit from reading this book. Arts-based service learning is here presented as a tool for stepping outside traditional classrooms, in order to learn about culture and to engage with real subjects. The central concepts reciprocity, meaningful service, reflection, development and diversity are discussed using a wide range of references to international research. Although many of the chapters concern Australian projects carried out with Australian first peoples communities and Australian universities, the editors present the challenges and affordances on an analytical and reflective level that is both inspiring and useful to international readers. Eva Saether, Lund University, Sweden.
