

Proposal for a [Poster Presentation]

Reflection on the Integration of Service Learning Concepts into Aesthetic Education Camp:

On-site Observations of the General Convener of the Camp

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Abstract:

1. Introduction

The Ministry of Education in Taiwan promotes the "aesthetic education" of all ages in recent years, which is hoping to establish a multi-faceted aesthetic experiences, in addition to art of living combined with the knowledge and abilities, but also hope that through nurtured the arts, Improve humanistic conservation and social care literacies. In addition, in Taiwan, many universities and colleges hold the summer camps every summer vacation. Through the professionalism of the university students themselves, combined with the concept of service learning, in addition to achieving the benefits of "learning by doing" through the process, they will fulfill their social responsibilities and serve the public.

This case study is an aesthetic education summer camp organized by an art university in Taiwan. It is conducted in a way that participates in the observation method. It integrates the service learning concept into the aesthetic education camp and how it benefits students' growth.

The four main axis of the summer camp were:

- (1) Environmental protection issues;
- (2) Multicultural issues;
- (3) Social care issues; and
- (4) Life morality issues

Based on the graduate institute students and the students in program of art teacher education, which designed the camp curriculum and activities with art courses.

The specific targets of the camp are as follows:

- (1) The trainees experienced the artistic practice spirit;
- (2) Enthusiasm for the artistic creation of the students through the camp activities;
- (3) Let the students and participants learn cooperation and dialogue through the art activities;
- (4) To enable participants to better understand the field practice of art education; and
- (5) To provide opportunities for schools and communities to connect becoming a platform for local art education to take root and develop.

2. Theoretical framework/literature review

The aesthetic education concepts promoted in Taiwan comprise 3 dimensions: people-to-self, people-to-society, and people-to-nature (Fan et al. 2016). The Focuses of Taiwan's aesthetic education are as follows:

- (1) People-to-self: understand the meaning of life, gaining a sense of self-satisfaction, and improving oneself continuously through aesthetics and art creation;
- (2) People-to-society: eliciting civic awareness and pursuing harmony and empathy despite differences by increasing self-awareness and forming a community identity and social connections; and
- (3) People-to-nature: eliciting ecological awareness to promote conservation and harmonious coexistence with nature; practicing the concept of harmony between humans and nature and understanding humanistic essence.

Proponents of both participatory art (Bishop, 2012) and socially engaged art (Helguera, 2011) can generate changes among people and reshape relationships between individuals, people, and society. Courses based on the concept of service learning can help students think about social issues and engage in citizen participation through reflection (Jacoby, 2015). Tsai (2016) also discovered that they can improve participant students' civic literacy.

3. Methods/analysis

The study was conducted using the "Participation in Observation Method". The main participants were 12 graduate students of the Art Education Institute of the University of the Arts, and the researcher is the general convener of the battalion.

In the organization, there are two major groups: "teaching group" and "administrative group". The teaching group including "activities curriculum design section" (responsible for the design of activities such as icebreaking and organizing activities), "visual arts curriculum design section", "music Curriculum design section" and "performance arts design section". And the executive section is divided into "propaganda" (responsible for publicity and enrollment), "team assistant trainer" (responsible for team assistant training), "life manager" (responsible for camp site, living and accommodation, etc.), and "secretary" (responsible for photography, transcripts and maneuvering). According to the actual situation, each person is responsible for at least 3 courses, 6 activities and 3 administrative tasks.

Since the members of this battalion are interested in becoming art education teachers in the future, the purpose is to cultivate students' teaching experience. Therefore, we provide all participants with the opportunity to teach. In addition, due to the lack of manpower, we also combined with the school's service-learning curriculum, recruiting 11 students who studied in teacher training center participation. According to the department's expertise, they are mainly responsible for team assistant, as well as camp record work. Finally, we recruited 31 primary school students (grade 3 to grade 6, age 9 to 12) to take part in this battalion. Totally 56 members in this camp, including (1) 12 planner and leader; (2) 11 team assistant; and (3) 31 students.

4. Results and Discussion

Since the majority of participants are art education background, in the process of preparation period, all the efforts were placed on the visual identity. The members always follow closely for key visual design of the poster, the presentation of the content of the film, and how the art curriculum should be taught; admissions promotion, financial management and other administrative tasks are indifferent.

In the crisis management section, although the general convener has developed "risk management and safety requirements", "outdoor safety activities index", "project inspection stage

project checklist", "accident events, disease evacuate treatment points", but during the camp period, it was not taken seriously.

After in-depth interviews, it was found to be related to Taiwan's art education system: because of the requirements of the examination system, the art students' careers are too competitive, they are only required to highlight their personal abilities. Because only focus on their own art majors, they are only devoted to art teaching and artistic performance, not interested in other art administration, art management subjects, and teamwork.

In addition to the experience and knowledge of art teaching in the camp; but in fact, the management and the experience of teamwork are also indispensable for students who wish to become art teachers in the future.

Since almost all members are concerned with the curriculum design and operation mode of art education, this camp achieve the original expected results include: (1) through the camp activities, the trainees experience the art practice spirit of the DIY activities; (2) stimulate the artistic enthusiasm of the students through the camp activities; (3) students and the school participate in student learning cooperation and dialogue.

However, "teaching" is inseparable from "administration". The art education not only needs to pay attention to the curriculum but also the administrative support. During the camp, the art administrative was neglected by the members and caused many conflicts, which should be worth noting in the future.

In addition, the camp hopes to connect the relationship of university and community, and become a platform for local art education; however, only 30% primary school students come from the community, it is not well connected with the local community. This result may be related to the admissions promotion strategy and market positioning.

5. Conclusions and contributions to theory and practice

This study found that participants are all artistic backgrounds, within helping the students to enhance their aesthetic literacies, they all have the teaching experiences; but in the preparation process of the camp, the administrative management items include:

- (1) Production management, such as materials, equipment, methods of use;
 - (2) Marketing management, including admissions, publicity matters;
 - (3) Personnel management, including manpower allocation, assignment of work items;
 - (4) Development management, including curriculum design and partnership management;
- and
- (5) Financial management, including budget and funding control. Those serious conflicts have occurred in the preparation process.

The purpose of the aesthetic education camp is to enable participants to experience and practice teaching concepts and reflect on situations through event scheduling and design. However, for the graduate institute students and the students in program of art teacher education, the quality of art teaching does not need to be worried, but in the camp preparation period, participants must also cultivate concepts such as art administration, marketing management, risk management, and financial management, in order to achieve cross-domain learning can be achieved.

Furthermore, this study also suggest that arts background students would better to strengthen their communication and teamwork competences. In recent years, some artist-teachers provide the opportunities of participatory arts, socially engaged arts, and professional service-

learning to enhance related civic literacies, the researcher also suggested these ways to improve training methods.

Keywords: service-learning; aesthetic education camp; aesthetic education

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Biographical sketch of each presenter

Please send the biographical sketch of the presenters together with the proposal using the following format:

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Dr. Tsai's research and teaching interests include college students' social engagement and civic practice, student holistic development and successful learning, student affairs and counseling issues, aesthetic education for community, and cultivating seniors service talent in community. He is currently the Postdoctoral Fellow and Adjunct Assistant Professor at National Taiwan Normal University, the Secretarial General at the Taiwan Service Learning Association, and the Director at the Taiwan Volunteer Traveler Association.

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