



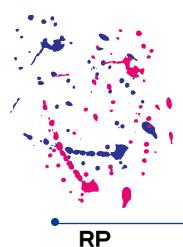
EXPECT_Art

a short introduction

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Spring School Tübingen 2025

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subject	Exploring and educating cultural literacy through Art
research question	How can critical cultural literacy be promoted among children and young people using art-based methods?
methods	community-based research, participative approaches, ethnography, group discussions, surveys, individual interviews
fields of research	Schools and communities in 6 european countries involved: • Sloveni
(research) teams	1 institution for cultural education + 1 university per country • Hungar • Poland • German



- lovenia
- ungary
- Poland
- ermany
- Denmark
 - Spain





EZPECT_Art





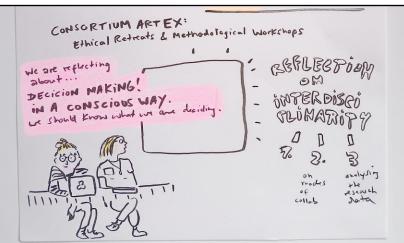




Our national team

KINEMATHEK Karlsruhe: Kimlotte, Carmen, Marc & Nina – experts in film mediation

RPTU Kaiserslautern – Landau: Lisa, Bianca & Fenna – ethnographers with a focus on inequalities in education













main responsibility: "work package methodological reflexivity"

tasks:

- > Share disciplinary expertise to qualify interdisciplinarity
- > Critically study, discuss and qualify researchers' understandings of cultural literacy and researcher positionings
- Design a framework of core concepts that should be tackled when exploring cultural literacy during fieldwork
- Experience and practice the techniques and approaches that will later be used in fieldwork
- > Reflect, define and apply the ethical approach
- > Re-evaluate ongoing practices in the field







SEU LEAD KULTURPRINSEN ABSALON HOW CAM STUDENTS KINEMATHEK 2RS MAJARUK SLO TION WE PARTICIPATE PORTRET KIMLOTTE MARC TK In Site CARMEN / ANIM SHOULD ART ES REVIEWA SCHOOLS Erpeimenlem HORK TOGETHER ? KULTURELLE POL WIK CHILDREN JUVENILE 8 SCHOOL PRINCIPLE IS WP3 MORNING) (ARTS CLASS) FR. HTH GRADE & WHO 7TH GRADE O ARE THEY ? AFTERNOON CLASSES SCHOOLS SHOULD BEA SAFE SPACE FOR RIGHT EXTEN CHILDREN POLITICS - LOCAL DOMINANT With IS AN ALLY DISCOURSES POWER OF - NATIONAL (MARGINALIZED) INTERPRETATION CAN BE? - EUROPEAN - MORLDWIDE BIASES

Funded by

the European Union

project complexities on many levels...





questions we would like to discuss with you

- > How do we write together in our interdisciplinary team of researchers and experts from cultural education practice as well as with the students?
- > How can we relate and respond to each other when 'writing about each other'?
- > How do we then continue working with our data?
- > What kind of data can we work on with pupils from year 4 and 6? How can we talk about it and analyse it together?
- > How is context knowledge discussed within the team and also with regard to analyses?
- > What knowledge do we feed into data and who accesses it and how? What becomes shared knowledge and how?





