

Virtual Symposium: *Making* Global Citizenship Education for the Arts & Humanities

Wednesday, September 28, 2022, 10.00 a.m.-2.00 p.m.

“Does it matter?”: Learning through aesthetic experiences in a higher education communication design course



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Stine Ejsing-Duun’s research interest is centered on the meeting between humans and technological systems. She has worked with screen-based solutions, but now focuses on solutions that often use both physical and digital space. This is the case with the research project Build a World EDU which she is part of. The goal of this project is to design a game platform for educational purposes, which expands learning beyond the classroom. Her Ph.D. thesis was about location-based games that take digital games to urban space. Through her post.doc project she focused on how to design for the elderly to interact with robots in a playful manner, and how to use this knowledge when designing robotic applications for health promotion. In the research project ‘Students own production and student involvement’ she made use of her solid knowledge of interaction, games and play as well as design and production processes, which she also uses when teaching e.g. gamification.

Teaching and learning in higher education have increasingly separated knowledge-making processes from individual and social becoming. The material turn reclaims the uncertainty related to knowing and gives attention to the intertwining of learning, doing, and being. The purpose of this article is to use insights from pragmatist aesthetics and feminist new materialism to explore an unusual learning process in higher education. The reported situation is a design process with a group of undergraduate students of the course in Communication and Digital Media at a Danish university, who inquire through materialisations—writing, sketching, and building with LEGO bricks. In this study, the relational agency among humans and objects offers evidence of both sense-making negotiations and emotions as core elements of learning. The narrative shows how students’ aesthetic experiences are enabled by/entangled with matter, as discursive micro-negotiations and participatory sense-making become intentional actions. On the other hand, aesthetic experiences create disturbance, uncertainty, and confusion, proving meaningful as they challenge students’ established conception of knowledge. The unconventional proposal brings a possibility of transformation for the learner, as well as for the teacher.

Registration: <https://eveeno.com/277495434>