



Kimber Andrews

Abstract

In this panel presentation, we reflect on the evolution of our ideas as they travel across various disciplines of arts and education and their distinct cultures. We start with Elliot Eisner's conceptualizations of curriculum and qualitative research methodology in the 70s and 80s, tracing their journey through the work of Liora Bresler and five of her former doctoral advisees who develop their contributions in the respective fields of Art Education, Music Education, Design, Spirituality, Higher Education, and Expressive Arts Therapy. We note the confluence of individual researchers' backgrounds, expertise, and aspirations with academic mentorship and diverse institutional cultures.

Bio

Kimber Andrews, a former professional dancer and choreographer, explores the embodied dimensions of teaching. Utilizing her background in dance, Andrews applies a choreographic frame to look at the performative nature of teaching. Inspired by Bresler's use of musical concepts to look at teaching, Andrews draws on techniques used in dance to analyze and articulate the nuanced ways teachers communicate with their bodies. In her doctoral dissertation, Andrews illuminates the role of the body in shaping the implicit curriculum (Eisner, 1979 & 2002) focusing on the movements, gestures, voice, pace and how these elements shape the aesthetic experience of the classroom. Her research builds on Bresler's (2004, 2012) work on the embodied and aesthetic nature of teaching and research by illuminating how teachers artfully design and physically perform the curriculum.