



Tawnya Smith

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

Tawnya Smith explores the intrapersonal aspects of arts learning at the intersection of arts education and expressive arts therapy. Smith (2014) uses art-based reflective research to support learners as researchers through their own learning journey, to help them connect with their creative potential and better understand self-dialogue that may disrupt its expression. Bresler's research in arts integration (1995, 2003) and background in music provide a nurturing and dynamic intellectual space for Smith to expand beyond her own background in music education and embrace the intermodality of the expressive arts. While the aims of the expressive arts may be viewed as antithetical to Eisner's conceptualizations of connoisseurship, Paulo Knill's (2014) ideas about "low skill, high sensitivity" resonate with Bresler's thinking about the cultivation of sensitivities that the arts foster.