



## Tracie Costantino

### **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**

Tracie Costantino came to her doctoral work with a disciplinary background in the humanities (art history and Italian studies) and a commitment to application from her years working at The Art Institute of Chicago. Through her doctoral mentors, especially Liora Bresler and Thomas Schwandt, these propensities continued to intertwine through a deep study of aesthetics--grounded in the aesthetics of curriculum, a challenge to the linguisticity of hermeneutics—in pursuit of its relevance to visual forms of communication, and a persistent attachment to pragmatism. Now manifested in research exploring the “aesthetics of human understanding” (Johnson, 2007), the interculturality of the humanities, pragmatism, and art and design education plays out in studies of aesthetic reflection in teacher preparation (Costantino, 2014) and embodied cognition in artistic research methodology. In this presentation, Costantino will also explore how institutional contexts play an influential role in providing the constraints and affordances of interdisciplinary explorations as our “lifespan of ideas” evolve.