

GISIG PCE

IATEFL, Brighton, UK
2018

Objectives

By the end of this workshop you will have played with a simple material used in the visual arts and been invited to wonder about a question. You will have contributed to dialogue both visual and oral, participated in, observed and reflected upon a creative process and considered its application in the language classroom.

Act One: Curiosity

While working with the material, I invite you to enjoy it. Just play. As an aside, keep your teaching hat on and notice the language you use, the interactions and exchanges that emerge. Notes will be gathered up to create some ideas for lessons that will form part of an open resource.

Act Two: The Wondering

A question will be posed at the end of the first session that I would like you to consider. The challenge is whether there is an image or series of images that you can create that illustrate your answer. Throughout the day, consider the question, talk about it, make a note, or draw a doodle.

Act Three: The Imagining

The second half hour session of the workshop is a free open space for responding to the question and working on your visual contribution. All too often we aren't given a lot of time to process and reflect on what is presented to us. At any other time you are welcome to come, discuss, share or make a physical contribution to our collaborative visual piece. This may be a mark that expresses an emotion, a typographically treated word or an image.

What's important to know about this workshop is that the process is the artwork, not necessarily the finished collaborative work. Scrivener argues that we need to focus on where the learning is happening. That is creative process. Notice yourself during the day, notice how you participate, or don't. Notice how you arrive at an image, or don't. Don't focus on how well you draw or don't. Notice the process.

Key to the creative process is a playful attitude. Play is at the heart of creativity and artists are masters of it. Playful questions are full of curiosity and very importantly, they are without pressure to find the "right" or definitive answer. Wondering questions are playful at heart:

"I wonder what will happen if..."

"I wonder why?"

"I wonder what?"

"I wonder how I will know when...?"



Emma Louise Pratt
Collaborative
Visual Art Project

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Takeaways, activities, videos and slides associated with the Artist in Residence at IATEFL and the GISIG PCE workshop can be found at www.eltcampus.com/conferences



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Emma Pratt is co-director and founder of Frameworks Education Group and director and developer of ELTcampus, an online learning platform for English teacher training. One of the courses she has developed was the 2016 ELTons nominated TEFL Preparation Course. She has been involved with online and face to face teacher development since 2012 and an English teacher since 1999. Emma is a practising artist with university studies in Fine Art, Museology, Design and Programming. She has been showing bodies of work in galleries since 2001. She has also worked in museum education and run a nationwide artists in schools project in New Zealand. Her special interest in ELT is the practice of a teaching artist and is a member of the Visual Arts Circle.



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