

Shakin' the classroom

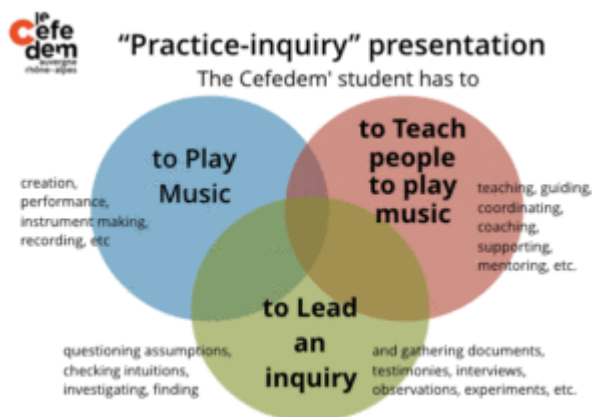
Spreading alternative knowledge sharing methods

Please briefly explain the knowledge sharing method/approach/tool.

What are the main processes? What are the expected outcomes? In what ways does that method bring change or represent an alternative to existing or dominant knowledge sharing settings and methods?

Practice-inquiry is an exercise/project conducted long-term (one school year for example) first developed in a study program for musicians. In this program the teaching methods lean on project-based learning, which “practice-inquiry” is a part of.

The method is based on the intersection of 3 activities :



It is spread over 3 semesters during the “life long-learning program”, accompanied by a teacher-researcher advisor. It is based on four major tasks:

- contractualization : each student has to write a contract to explain how he or she articulates the 3 dimensions of the Practice-Inquiry and how this will be put into practice. This contract evolves throughout the projet, always in negotiation with the teacher-research advisor and his/her help.
- action : the student is in charge of leading his/her Praticce-Inquiry (scheduling of activities, deadline, meetings with teacher-researcher, etc.)
- publication: At the end of the 3rd semester, students are in charge of organising a public presentation to illustrate one aspect of their practice-inquiry
- reflexive attention: each student has to submit a report retracing his/her path and research, and analyzing how the three dimensions articulate.

Students are thus a researcher (to lead an inquiry), educator (to have people play) and performer (to play).

In addition, the proposed framework invites each student to solicit resources to feed their work. These resources are to be understood in its broad sense, as they can be:

- traditional materials in academic research such as books, articles, or interviews and classic observations in the social sciences.
- Reaching out to “experts”: experts are not considered as “the one who knows” at the expense of others who would not know. The discussion should not be based on

- a master-student relationship, but on a professional-to-professional relationship with specific objects and precise questions the student has defined.
- exchanges within the peer group

In which way is this method alternative? (up to 200 words)

How does it try to bring change or represent an alternative to existing or dominant knowledge sharing settings and methods?

The method addresses the following question: How to build a “Practitioner-Researcher”? Teaching doesn’t mean to deliver knowledge from someone who knows to someone who doesn’t know. Teaching means to implement and develop a number of activities that make the practitioners co-producer and co-authors of knowledge (practice in itself is a carrier of knowledges). We tend to the “Professionalization of students”, in the sense of the capacity of a social body determined not to be simply the performer of knowledge, but to be, in a way, constructor of the autonomy of their action. Our students are allowed to produce research : they have the capacity to develop knowledge in theirs practices. Our key reflection and action is : in each situation where people make music, there are questions about transmission and knowledges. Perhaps not only in music...

What are your experiences with the method? (up to 200 words)

In case you have created, tested or experienced the method, what are your experiences? How have you applied the method? Would you change anything or suggest further development?

In your opinion, for what kind of pedagogical contexts, settings, participants and/or objectives is this method best suited for? (up to 200 words)

E.g. age, educational level, cultural and professional background, etc. Did it prove useful or successful in particular contexts and for particular objectives?

What are the requirements for applying this method? (up to 300 words)

Are there any requirements or limits in terms of location, number or profile of participants, tools and devices, time constraints and other? Are there certain skills, sensitivities or relations that need to be developed or assumed for the method to be successfully applied? What are the crucial points to pay attention to when implementing the method in different contexts? Are there any contexts for which this method is not best suited?

If possible, please briefly explain the context in which the method/tool/approach has been developed. (up to 200 words)

Who were the main actors? What were the main reasons/motivations/inspirations behind the creation? Which previous developments have influenced it? If relevant, in what ways did the method/tool develop or change over time or in different locations/contextes?

Could you provide any relevant testimonies?

If possible, please provide testimonies, reflections, evaluations and statements about the method, by yourself or method's author(s) or other users.

Example of a user : <https://amuser.hypotheses.org/399>

Additional references and links

If possible, please provide additional links, literature, instructions and/or other relevant content. These can be links, texts and similar. In case you want to share pictures, videos, reports or other materials, please send them to s.nikitin@univ-lyon2.fr.

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