

EVC Textbook Working Group

Meeting (9 March 2023 - Tamale, Ghana)

Malik, Selasi, Gabriele, Osuanyi, Gertrude, Phillip, Patrique, Christian, Ernst, Avi, Ebenezer

Welcome to day 1

Discussion of drafts we have so far and of concepts for further development

1. Religion- architecture
2. Prototype on sustainability, Environmental dimension as an example
3. How we understand sustainability
4. Talk about which topic, the chapter that follows,
5. Character or text that forms this text
6. Germany- artists cannot talk about their works, they are writing about their works.
7. Core topic- bridge the different chapters from Germany and Ghana, overarching themes etc., cannot leave this as is, does not make sense,
8. relations between the two parts,
9. talk about geography and history- strengths that add to the text,
10. Extend the group to a team in SA maybe?? She knows a historian in SA maybe another team
11. Funding for this project.
12. Copyright - legal and moral sense

Need to use this unique chance to meet so we can meet and talk

- 1- Religion If we isolate then the text is focused on religion only. This is limiting. Based on previous works- functionality may have socio, political, historical, etc. Unless the work is only about religion. A different perspective- focus on spirituality rather than religion, This is more inclusive. Cultural, economic, aesthetical, etc lead to educational relevance.
Functions: Christian presentation in Winneba- different functions that relate to works.
Look at the Cape Town model, not the German model. The works may have multi-pronged relevance.
Sustainability- should we talk about religion? in German work sustainability is limited.

Should we widen this? Allow the work to determine aspects of sustainability. Ideas that grow out of the work. Have a clear profile in each chapter. Ghana and the German contribution to each chapter. In the book- sustainability is the first chapter and then chapter 2 could be colonialism, etc economic development etc....

We are producing a prototype for this chapter: Sustainability- Look at environment?
We need to open the floodgate to sustainability- This means that there should be no chapters.

Based on the chapters, we look at the content in the written chapters and then develop the chapter. 17 goals- systematically develop these.

Poverty, economic etc

We need clear differentiation.

Chapter 1 Environmental dimension on sustainability

Do we look at the various aspects? Example: Expand on some things, talk about waste material to produce art- protect the environment, Patrique's presentation was for educational reasons. The work of UNESCO is getting individuals into economic areas etc., eg, poverty.

Ebrahim Mahama (EM) has an economic value- art that focuses on certain things. Many issues on Sustainability are addressed. Waste material (trains, planes etc.) We are casting a wide area not only on the environment.

We need to clear the profile of this chapter.

They could link this to the goals – will not work!!!!

Artwork- link to education as a base.

Another goal is air and water. If we box it, it may be limited. Open the writing without limiting, WE can touch on certain goals, and these can be linked. Do not limit the flow of ideas.

Reminded- there must be a focus, reference a certain idea- able to move to a particular chapter. Do we need to select some of them and work on them- key elements and then address the chapter from what comes from it?

The goals are many but equally important. If we select a few it may be difficult. This will still allow us to capture information. Carefully select so that the chapter does not look closed.

Self-critique- identify some of the goals and images that are important but may not fall within the selected goals. How do we address this?

Does not make sense to use SDGoals to template this chapter. Sustainability and colonialism and gender and important matters to look at. Idea is to find relevant topics that fit into these for education.

The objective is not to use the SDG but we need to look at a broad spectrum. We need to look at areas that we come from to better express ourselves.

The SDG is a policy structure not for education.

Artworks have many dimensions – how to combine the chapters. The complexity is the challenge. If we focus on sustainability in 1 artwork, how do we show this in many chapters? Take global challenges- global change has many dimensions. Structure this to global challenges then you can do this.

Artworks are more complex than 1 idea. The former approach narrows it. Repeat images show the complexity.

EM – ecology, (Birds) economy, art, global art system, exhibitions, addressing many things- makes the complexity.

use another concept- 100 example of fascinating artworks /visual cultures

No chapters- demonstrate its complexity.

This was done in the last chapter 101 works- use El Anatsui.

Contemporary and exists in Ghana etc. It indicates the complexity.

Currency- Cocoa, looked at the economy – connect it to issues today. Cocoa is not significant as compared to glamsey. The complexity is inherent in this.

Students- didactic reduction is required: Chapters- global warming, inequality, poverty, migration, conflicts etc. Can be addressed by art. Show the connections between them and how they affect each other. choose 3 elements only to show connections. Older students do more elements.

Need to look at what level of the student using this book – 10 to 15-year-old students will use the book. Simply the book.

What should we teach German students?

Issue of Racism (inequality) Artwork deals with environmental issues, racism, and moral or cultural issues. If you choose 1 artwork- many aspects exist. Expand the horizon of the student. Human relationships (other in the classroom)

Delete chapters and choose artworks?

Develop lessons – 10 to 14 lessons. The content links to these.

A lesson plan should be developed. A teacher may not be there, but lessons are there. Education should take place.

Increase complexity in the lessons- 1 topic to start the simplicity/complexity.

End we choose an artwork that has at least 5 elements (racism, environment etc)

Find a web-based learning, distance learning.

Have a CD rather than flat works.

Should we stick to an age group or high school?

Work with the age brackets of 10-15 years. Development of educational supplements.

The character in Germany is different. We look at creativity in the classroom. No development of lesson plans. Quit a printed text- tutorial for this age, online training that can be done for distance learning.

We need a textbook. One done is in German (Cannot read it as it is in German) English version is on the website. This was for educators.

The idea for materials should reach out to many people, development of lessons- use a particular artwork. The activities should be open to allow flexibility. Creative in diverse ways.

Ghana provided headings, but Germany did not. Both are similar between the 2 texts. The difference was the headings.

Low complexity- Eg- Artivism, lesson 1 be this. Tandem between the German and Ghana teams. We are open to ideas.

Areas that we considered- human and natural and non-human relationships and historical memories.

Experiences on EM – trains. Where it came from who was involved – involves students in many areas of learning. A bricolage of many things.

Look at the parties involved. What do we want to achieve?

Headings and sub-headings in the lesson plans.

Goal- System thinking that increases complexities. Competencies can be achieved. Lower complexity to higher ones. Literature is available-send by Gabrielle to read.

Presentations- Ghana have standards that need to be achieved. Activities affect the level of objectives.

Model 1- lesson plans- each lesson has a structure, online, assignments etc. Complexity increases. All parts are connected in the process of learning

Model 2- Traditional Textbook- chapters that the teacher unpacks. Subject in the textbook, Germany gives an artwork then explains it (material to understand ethically), how to use it in

the classroom- group work etc. Unpack the work. There is no order to this. The chapter could have a sub-chapter. There is no linear way to navigate the text. No rules to govern learning.

Both models are in play here. Printed book- learning for Germany only? Chapters.

Lesson plans

Impact of either on the audience. German and Ghana. Online can be a tutorial for students.

Students need to be global citizens. The impact on access is broader. Funders for this project, how will this influence the project?

Online- Accessibility of the internet for our students. Disservice to the project and students- Tamale is an example.

Lack of internet affects my INSEA role.

The tangible Books worked in Ghana for many years. Design a model for accessibility and online as well. Transformed into online distance learning for later.

In all our thinking this should be a tangible textbook. Model of lesson plan or chapters. Both are okay but look at our approach. Hybridity can work. Items presented- linear teacher instructions- this has been done for a long time, linear. We are trying to rid our teaching of linear teaching lesson plans. We want to be at a point where art can be a space where art students can express themselves. Simple to complexity can be done through questions etc. Proposal- Orientated vs linear. A model from India is called the learning ladder. two approaches. Create text (assignments)

Steps to prepare- prepare competencies, possible goals, and steps to create pace. Topic-orientated structure Racism & injustices. Eg: Religious perspective- nature and the divine.

The teacher states- do all or choose 2. Can be individual or group work. Openness for teachers to do discussions on learning consumption. Students can spend more time in areas of preference.

Learning ladder created for drawing. Colour pencils and their use in complexity.

Can be printed but it must be structured. Used model for reading and writing.

Can we plan and design a model now?

How we select images and reasons why. If we can have this, it can take us forward. We are looking at different models rather than looking at what we need to do.

We can go back and relook at what we have designed.

Structure or online. Structure. Printed or online. Put the online on hold for now. Have tangible books for us to use by educators. Online needs a different set of thinking.

What do we need in Ghana and Germany?

Germany could use both models. What do you need in Ghana? What material do you need and how is this structured?

Osuanji is on the curriculum committee- does it allow textbooks or lessons as a guide for teachers? History for example curriculum and textbook should meet the curriculum.

Osuanji and Ebenezer worked on the curriculum. No textbooks as yet. 2024

implementation- Learning through an image does not exist yet. There was only a basic formal analysis.

EM example- transcends this type of learning. Relevance and beauty of learning through an image. The new curriculum demands that the students learn through studying images, etc.

There is a curriculum that was developed and a textbook to be supporting this.

What will guide the text the contributors or the curriculum? Will this be used in both countries?

The text has to be based on the curriculum, and supplementary. some groups develop textbooks and schools are forced to be used in schools. What happens to this Textbook developed- by this group? If you are on the curriculum committee you cannot develop a textbook. In Germany, you can be in both. ESB- textbook goes to the ministries for approval. If Bavaria approves, all other states approve. Publishers need an approved textbook. Schools will not buy them. If approved, schools purchase and distribute. Ghana- it is illegal to use a non-approved textbook in class.

This is in both countries.

What guides the writing of the text? This text should be approved text not supplementary.

The curriculums differ between the 2 countries. The curriculum is open in Germany so competencies can be addressed. Freedom in topics etc. The text has to be translated into German. The content can be adapted.

What is developed here will be an adapted version for Germany.

Textbooks are printed and sold. The digital version is based on EVC- global citizenship. Reach more people.

The curriculum can be shared by Ebenezer
Thematic matters: Gender, Equity and Social cohesion.

Problem is that the curriculum developed will arrive and no textbook will be available for educators. No one knows how long it will take before the curriculum is approved. EVC can complete this with UWC/ EVC in developing a textbook. Knowledgeable people are not writing at the present moment. If we can come up with this textbook, we can get this approved. We can get this approved. If the new curriculum is wanting global citizenship etc., the government can, not approve it.

Do you want a traditional textbook or what?

The book must stay true to the curriculum developed. We need a text for students to learn.

Can we start tomorrow with the UEW team- on how the text should look like? Based on the material available.

EVC Meeting (10 March 2023 - Tamale, Ghana)

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Welcome to day 2

Presentation by the Ghanaian team- Ebenezer

Responsible for making a presentation on the Ghanaian curriculum for the textbook. Overview: Personal subject area of art is now Art & Design for the new model. Art and design foundation- other subject areas plus art as the core. The design studio has a foundational element as well.

Art and design studio: Stands or topics- this appears as linear: Creative methodologies

1. Broad learning areas

sub-strands are sub-divisions of the above: Thinking studio

learning outcome: mixed media usage for 21st-century cultural ideas.

Assessment of the outcome required. How to apply gender and socio ideas in the project brief. Their performance is important.

skills, attitude to achieve,

content standards: Knowledge and skills on mixed idea

learning indicators and exemplar- guides for teachers: Students to analyse antique works.

modes of acceptance

competences to be achieved

gender & social equity issues

Important background.

Shared national values are central to the teaching.

1- some criteria available

2- 4 levels. 4 being the highest level of achievement. (Basic, intermediate, advanced, complex)

This fits with the German curriculum. The construction is different, but the background is similar. Development goals fit into this as well.

Art and design include Ernst's idea of architecture.

6 competencies need to be achieved. These are graded.

Communication and collaboration.

creativity and innovation

global citizenship and creativity.

Critical thinking and problem-solving

What does this mean for the textbook? – These can be the chapters.

How is the textbook structured using the curriculum as a means of content development?

21-century skills as chapters- after every lesson we look at what students have learned that aligns with the 21-century skills. (Assessment component)

The image presented- some of the skills can be achieved. The 21st-century skills should be a guide.

Example: Racism (select images that serve this topic)

Many competencies can be looked at with this as content in an image.

Question: increase the complexity of competencies – level 1 to level 4.

Design assignments etc from basic to level 4 (most difficult) based on Bloom's taxonomy.

Question: Linear or non-linear approach?

Structure:

- artworks/ visual culture images from both countries
- The image is explained how to interpret the image
- Tasks or assignments can be used for assessments
- Assessment is done as competencies required.
- Linear structure within the format.

Both the Germans and Ghanaians are happy with the structure presented by the Ghanaians.

If it is online- there is no direct assistance from teacher to student. One can insert supplements for the students.

There is a decision that this is the structure of the sub-structures for the text.

The Germans looked at twins- the Germans do not have to have the same but similar examples. This builds a meaningful bridge between the two countries and what is required.

Decisions accepted:

- 1. Structure within the text**
- 2. similar examples of artworks in both countries.**

Strands: Agreed to

- 1. Environmental dimensions of sustainability.**

We can look at volumes on each strand.

How many sub-structures that each stand to have? Refer to Christian's presentation at UEW.

7 sub-chapters in the German curriculum. Issue of complexity. Many facets. If addressing only a few of these facets, reduces the complexity.

7 sub-chapters to each Stand. Each country decides how it will approach this. Many authors or lesser authors.

1. changing the world with art
2. Watch it we are responsible (eg, Patrique and Ebenezer's talks on waste)
3. Perspective on nature, research and contemplation immersion
4. images as a space for reflecting the models of the world
5. Visual culture as a powerful means to change the perception
6. Art offering a new way of reflecting the nature of nature and man
7. Beauty and fragility of nature and art.

Decisions accepted:

The 7 sub-chapters to each strand will be written up for the text in both countries.

Transdisciplinary submissions

Gabrielle stated that complexity should not be diluted. Contribution from a geography perspective.

- Refer to the presentation
- There are different possibilities. different products, written text. Can contribute to images and more dimensions to the image of water with plastic. Importation of garbage to Ghana from Germany – this is burnt and its consequences.
- Learn geography through art. This can be done through art images. Can add geography to the package.
- This can be developed. the transdisciplinary approach

Gertrude stated that she can contribute as a historian. The focus is creativity but history also uses analyses. The historical impact affects the image. History contextualises the image to an extent.

both history and geography contextualise the artwork. It's an imperative component of the art reading to complete the learning holistically.

Experiences as an art teacher- Inter-disciplinary way to global learning. Combined add to sustained ideas.

Osuanji's chapter- history of the image. geography on the image. There is the connect section:

Connecting to history and geography, science as well can be added. Look at global citizenship through the structure that we agree on.

Annanse's story is historical. Gertrude can contribute.

Have a geographer and historian contribute in both countries to the content of the textbook.

Do we look at all genres: Architecture, industrial design, game design - or only on art?

Creative Art- covers all aspects (Textile, theatre, fashion etc) Music is separate. Dance can be brought in if it adds to the content. The focus should be on images but these invoke other images eg. dance etc. These should be off-shoots. They should be admissible. Just as we look at geography etc

as part of the art. There is nothing different from what we are discussing. Environmental matters. Architecture has a visual cultural impact when buildings are environmental concerns. Discussions move between various notions of art making.

Performance could be on our website as well.

Decisions accepted:

Look at visual art but other matters relating to the visual can be added.

Education realm- art needs to be looked at critically. The artist talks about knowledge that is created that is valuable. The author has to be a neutral person writing about the work. This may be an obstacle in the writing of the textbook. We could have the artist and an outsider writing about the work. Allow persons to critique the work so that there are different perspectives. There must be balanced and objective writing of the work. As a Ghanaian, such a person may be biased but an outsider can add to this discussion.

Neutrality: How do we achieve this? Autobiography- artists have written about their works. Art historians need to mediate the written text and the artwork.

Traditional African art was not written about because they were unable to write. The examiner/ art historian/ critic on the work gives greater insight into the work. The work is thus richer. Eg. Joseph's presentation and the critique of the work. Differences of opinion should be acceptable.

Avi Sooful