

37 ITINERARIES FOR DESCRIBING THE ENVIRONMENT USING FICTION AND PRINTMAKING IN ART EDUCATION

Research paper

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There is no better fiction than fiction that is integrated with reality. The formula is simple: turn every day into an adventure. The itinerary as a strategy for discovering our everyday environment is one of the keys to creating the teaching-learning experience proposed here. In it, the participant plays the lead in his or her own adventure, in which every decision contains an infinite range of possible itineraries. The various routes that are gradually constructed will make up a multiple and infinite whole with descriptions in which graphic concepts are developed using printmaking. The purpose of the project is to incorporate play and train the eye so as to change our perception of the space; to imagine impossible dialogues; to invent narratives that modify this established order; or to seek out aesthetic relationships that link them together. Each person constructs their own fiction from the (un)familiar environment with the intention not only of creating a host of itineraries but also introducing into their routine the ludic potential offered by the quotidian.

The proposal is the result of a range of experiences I have had throughout my teaching and research career. The most recent projects I have been involved in relate to art education and art, and draw on methodological approaches that understand artistic creation as a research tool (Art Based Research). On this occasion an idea is proposed that aligns with the core fundamentals of *a/r/tography* (Irwin, Springgay, 2008) – namely, research, training and artistic practice – under the integrative model of Arts-Based Educational Research (Barone, Eisner, 1997). To this end, we first propose, in the teaching context, strategies to identify the features in the environment that might facilitate the learning of printmaking through visual arts. From the research aspect, links are established between the concepts peculiar to the technique and the methodologies based on the visual arts. At the artistic level the images created reflect on the materials, the learning and the

graphic concepts. With this project we aim to approach educational questions through non-text-based means and to offer new solutions. We also use formats taken from fiction, which are, in turn, a characteristic feature of artistic creations.

Coherent with this project's philosophy for the creation of proposals, we use research tools based on the visual arts (Roldán-Ramírez, Marín-Viadel, 2012) to propose and describe the learning and teaching processes of printmaking. In addition, we produce visual discourses that pose and respond to questions in different dimensions of education and whose work shows some of the aesthetic qualities that we consider to be related to these techniques.

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