



FULL ENTRIES

REPOSITORY 1

**The use of the arts in education:
teaching curricular subjects through the arts**



e-ARTinED Erasmus+
ID KA201-01226718



Funded by the
Erasmus+ Programme
of the European Union



1.1. ACADEMIC LITERATURE: BOOKS

| | |
|-------------------------------|---|
| Contributor's name + email: | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author | Wiklund, Ulla |
| Title | NÄR KULTUREN KNACKAR PÅ SKOLANS DÖRR. |
| Date | (2009-09). |
| Full reference | Sveriges Utbildningsradio AB, Stockholm, ISBN 9789125090042 |
| Summary | “När kulturen knackar på skolans dörr” is a book about what culture and aesthetic learning processes in schools can – and should - be today. With a clear anchor in both the theory and method, the author shows why children and young people should have the right to use all their languages, the verbal as well as the aesthetic. |
| Key words | aesthetic learning processes, art in education. |
| Other interesting information | |
| Interest for the project | All teachers at Viksjöfors school read and discussed this book before starting the e-ARTinED project. |

1.2. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|---|
| Contributor's name + email: | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author | Gottberg, Jessica |

| | |
|-------------------------------|--|
| Title | MUSIKEN OCH RYTMIKEN I PRAKTIKEN |
| Date | 2009 |
| Full reference | ISBN: 9789125090165 Sveriges Utbildningsradio i samarbete med Rikskonsertter |
| Summary | The music and rhythm in practice is a method book which describes how practical aesthetic learning processes can be applied in the school day. The methods presented in the book spans all the way from preschool to high school, and the aim is that in different ways to give educators the tools to show the way to the learning goals that both they and the students are seeking. |
| Key words | aesthetic learning processes, art in education. |
| Other interesting information | |
| Interest for the project | Has been used in Viksjöfors school. |

1.3. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|--|
| Contributor's name + email: | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author | Janson, Malena (red.) |
| Title | INTRODUKTION TILL FILMPEDAGOGIK |
| Date | 2016 |
| Full reference | Gleerups, Artikelnr: 40692634, 224 p. 2 nd Ed. |
| Summary | Introduction to film education highlights how film and other moving image media can be used for a modern, dialogue-based |

| | |
|-------------------------------|--|
| | <p>teaching in schools. What exactly is film education? How can it be conducted? Here are inspiring and expository texts about the benefits and pleasures of film education from both a theoretical and practical perspective.</p> <p>This book addresses the documentary film's truth claims and secondary school pupils movie preferences, how film sound is analyzed and normalized criticism can be conducted using the popular movie, why a camera can get the quietest student to talk and how it comes to animation workshop works so well in special schools.</p> |
| Key words | aesthetic learning processes, media literacy |
| Other interesting information | <p>Dr. Malena Janson is a researcher, writer and coordinator of the Children & Young at the Swedish Film Institute.</p> <p>The authors are all experienced film writers, film educators, researchers and teachers. The preface is written by Bengt Goransson, Former Minister of Culture and avid fan of the movie pedagogical method. The book is published in cooperation with the Swedish Film Institute.</p> |
| Interest for the project | <p>The film's educational method is an aesthetic learning process - one that encourages students to actively look, talk and create both independently and in dialogue with classmates and teacher. To reflect on the individual and society, life and death, reality and fantasy - and that very concrete practice analysis through to choose the camera angle. It is a method that partially neglect in an era where "measurability" rewarded but that proved to lead to very good results in such diverse school subjects such as Swedish, English, mathematics, NOx, SOx and image!</p> |

1.4. ACADEMIC LITERATURE: BOOKS

| | |
|----------------------------|---|
| Contributor's name + email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author | Edited by Gail Burnaford, Arnold Aprill, Cynthia Weiss |
| Title | Renaissance in the Classroom: Arts Integration and Meaningful Learning |
| Date | 2009 |

| | |
|-------------------------------|---|
| Full reference | Burnafor G., Aprill A., Weiss C.(2009). <i>Renaissance in the Classroom: Arts Integration and Meaningful Learning</i> . UK, Taylor & Francis e-Library |
| Summary | In most developed countries, the arts are at the margin of formal education. There are three reasons: they are seen as leisure activities, non-academic, and irrelevant to employment or the economy. They are seen as separate from the main concerns of formal schooling, where the emphasis is on academic ability and especially literacy and numeracy. CAPE (Chicago Arts Partnership in Education) offers a powerful alternative vision of the arts and of education. This book says what this vision is and how it can be put into practice. |
| Key words | CAPE (Chicago Arts Partnership in Education), art-infused curriculum, education through the arts |
| Other interesting information | The book is available at www.eBookstore.tandf.co.uk |
| Interest for the project | 5 |

1.5. ACADEMIC LITERATURE: BOOKS

| | |
|----------------------------|---|
| Contributor's name + email | Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr |
| Language | English |
| Author | Coutts, Glen, and Timo Jokela (Editors) |
| Title | Art, community and environment: Educational perspectives (Intellect Books) |
| Date | 2008 |
| Full reference | Coutts, Glen, and Timo Jokela. Art, community and environment: Educational perspectives. Intellect Books, 2008. |
| Summary | Art, Community and Environment investigates wide-ranging issues raised by the interaction between art practice, community |

participation, and the environment, both natural and urban.

It brings together a distinguished group of contributors from the United Kingdom, Australia, and Finland to examine topics such as urban art, community participation, local empowerment and the problems of ownership. Featuring rich colour illustrations and informative case studies from around the world, *Art, Community and Environment* addresses the growing interest in this fascinating dimension of art and education, forming a vital addition to Intellect's Readings in Art and Design Education series.

Chapter titles:

- Part One: Environments
 - Chapter 1: 'A Wanderer in the Landscape: Reflections on the Relationship between Art and the Northern Environment' – Timo Jokela
 - Chapter 2: 'Developing an Environmental Aesthetic: Aesthetics and the Outdoor Experience' – Angus McWilliam
 - Chapter 3: 'Strategies for the Convivial City: A New Agenda for Education for the Built Environment' – Malcolm Miles
- Part Two: Communities
 - Chapter 4: 'Beyond Process: Art, Empowerment and Sustainability' – Mark Dawes
 - Chapter 5: 'Community Art Projects and Virtual Learning Environments' – Maria Huhmarniemi
 - Chapter 6: 'Community-Based Art Education in the North: A Space for Agency?' – Mirja Hiltunen
 - Chapter 7: 'Crossing the Line' – Sarah Bennett
- Part Three: Education
 - Chapter 8: 'Art and Design Education and the Built Environment' – Eileen Adams
 - Chapter 9: 'Connections between Public Art and Art and Design Education in Schools' – Eileen Adams
 - Chapter 10: 'Art, Design and Environment: A Programme for Teacher Education' – Eileen Adams and Tony Chisholm
 - Chapter 11: 'Training Community Artists in Scotland' – Julie Austin
 - Chapter 12: 'Community Art: What's the Use?' – Glen Coutts
 - Chapter 13: 'Collaborative Project-Based Studies in Art Teacher Education: An Environmental Perspective' – Timo Jokela
 - Chapter 14: 'Hard Lessons: Public Sculpture and the Education System in Nineteenth-Century Glasgow' – Ray Mckenzie
 - Chapter 15: 'Living City: An Experiment in Urban Design Education' – Les Hooper and Peter Boyle
 - Chapter 16: 'Using Multimedia to Teach Young People about Public Art in Glasgow' – Glen Coutts

| | |
|-------------------------------|---|
| Key words | environmental, community art, art education, art and design |
| Other interesting information | Available at: http://www.intellectbooks.co.uk/books/view-Book,id=4602/ |
| Interest for the project | 5 |

1.6. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|---|
| Contributor's name + email: | Fondazione Nazionale Carlo Collodi |
| Language | English |
| Author | John Finney, Pamela Burnard |
| Title | Music Education with Digital Technology |
| Date | 2010 |
| Full reference | Finney,J., Burnard. P., <i>Music Education with Digital Technology</i> , 2010 Bloomsbury Academic https://books.google.be/books/about/Music_Education_with_Digital_Technology.html?id=plOtt567K0C&redir_esc=y Retrieved 18.02.2016 |
| Summary | This book draws together a range of innovative practices, underpinned by theoretical insight, to clarify musical practices of relevance to the changing nature of schooling and the transformation of music education and addresses a pressing need to provide new ways of thinking about the application of music and technology in schools. The contributors covers a diverse and wide-range of technology, environments and contexts on topics that demonstrate and recognize new possibilities for innovative work in education, exploring teaching strategies and approaches that stimulate different forms of musical experience, meaningful engagement, musical learning, creativity and teacher-learner interactions, responses, monitoring and assessment. |

| | |
|-------------------------------|--|
| Key words | innovative practices, music, technology, education |
| Other interesting information | https://books.google.be/books/about/Music_Education_with_Digital_Technology.html?id=pl0Ctt567K0C&redir_esc=y Retrieved on 18.02.2016 |
| Interest for the project | |

1.7. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|--|
| Contributor's name + email: | Fondazione Nazionale Carlo Collodi |
| Language | English |
| Author | John Finney, Pamela Burnard |
| Title | Music Education with Digital Technology |
| Date | 2010 |
| Full reference | Finney,J., Burnard. P., <i>Music Education with Digital Technology</i> , 2010 Bloomsbury Academic https://books.google.be/books/about/Music_Education_with_Digital_Technology.html?id=pl0Ctt567K0C&redir_esc=y Retrieved 18.02.2016 |
| Summary | This book draws together a range of innovative practices, underpinned by theoretical insight, to clarify musical practices of relevance to the changing nature of schooling and the transformation of music education and addresses a pressing need to provide new ways of thinking about the application of music and technology in schools. The contributors covers a diverse and wide-range of technology, environments and contexts on topics that demonstrate and recognize new possibilities for |

| | |
|-------------------------------|--|
| | innovative work in education, exploring teaching strategies and approaches that stimulate different forms of musical experience, meaningful engagement, musical learning, creativity and teacher-learner interactions, responses, monitoring and assessment. |
| Key words | innovative practices, music, technology, education |
| Other interesting information | https://books.google.be/books/about/Music Education with Digital Technology.html?id=pl0Ctt567K0C&redir_esc=y Retrieved on 18.02.2016 |
| Interest for the project | |

1.8. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|--|
| Contributor's name + email: | Fondazione Nazionale Carlo Collodi |
| Language | English |
| Author | David Sobel |
| Title | "Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning" |
| Date | 2015 |
| Full reference | Sobel.D., (2015) <i>Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning</i> , 2015, Redleaf Press |
| Summary | <p>Nature Preschools and Forest Kindergartens provides the mentorship and guidance to become a leader in nature-based education</p> <p>Environmental education expert David Sobel joins with a variety of colleagues to share their experiences and steps for creating a successful forest kindergarten program. <i>Nature Preschools and Forest Kindergartens</i> walks you through the European roots of the concept to the recent resurgence of these kinds of programs in North America. Going well beyond a</p> |

| | |
|-------------------------------|---|
| | <p>history lesson, these experts provide the framework to understand the concepts and build a learning community that stimulates curiosity and inquisitiveness in a natural environment. This helpful guide provides the curriculum, ideas, and guidance needed to foster special gifts in children.</p> <ul style="list-style-type: none"> • Staff and curriculum design • Best practices for success • Site and facility assessment • Business planning and how to successfully market your program <p>It also gives you the nuts and bolts of running a successful nature preschool business, such as potential obstacles, staff and curriculum design, best practices for success, site and facility management, and business planning.</p> |
| Key words | early childhood education, nature preschools, forest kindergartens |
| Other interesting information | |
| Interest for the project | |

1.9. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|--|
| Contributor's name + email: | Fondazione Nazionale Carlo Collodi |
| Language | Italian |
| Author | Fabiana Ferri |
| Title | La matemati...fiaba di Cenerentola |
| Date | 2015 |
| Full reference | Ferri.F., <i>La matemati...fiaba di Cenerentola</i> , (2015) Digital Index Editore, Modena, 2015 |

| | |
|-------------------------------|--|
| | ISBN 9788899283032 |
| Summary | <p>Interactive eBook on addition and subtraction</p> <p>Using this e-book it is possible to read the fairy tale or choose to listen to it.</p> <p>Between an episode and the other of the story the child will be able to solve math quiz, discover hidden items and interact with the characters, in a simple and light to discover the rules of mathematics.</p> <p>A complete list of possible exercise is available in Italian at the following link: http://www.digitaldocet.it/le-collane-di-digital-docet/28-le-matematifiabe/41-la-matemati-fiaba-di-cenerentola</p> <p>Retrieved on February 2016</p> |
| Key words | Innovative practise, Education, Mathematic, Fairy tale |
| Other interesting information | <p>Download of this resource is free of charge from https://itunes.apple.com/it/book/la-matemati...-fiaba-di-cenerentola/id1017647420?mt=11</p> <p>Retrieved on February 2016</p> <p>Website of Serena Gianoli illustrator of the book https://www.behance.net/gallery/32351387/La-matemati-fiaba-di-Cenerentola https://www.behance.net/SGillustratorgraphic</p> <p>Retrieved on February 2016</p> |
| Interest for the project | High |

1.10. ACADEMIC LITERATURE: BOOKS

| | |
|-----------------------------|------------------------------------|
| Contributor's name + email: | Fondazione Nazionale Carlo Collodi |
| Language | English |

| | |
|-------------------------------|--|
| Author | Carolyn Edwards, Lella Gandini and George Forman |
| Title | The Hundred Languages of Children The Reggio Emilia experience in transformation |
| Date | 2011 3rd edition |
| Full reference | Edwards.C., Gandini.J., Forman.J., (2011) <i>The Hundred Languages of Children The Reggio Emilia experience in transformation, 2011 ABC-CLIO</i> |
| Summary | <p>A comprehensive introduction to the Reggio Emilia Approach, history and philosophy, parent's perspective, teaching methods, school and system organization, use of space and environments.</p> <p>The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education.</p> <p>It was developed after World War II by a teacher, Loris Malaguzzi, and parents in the villages around Reggio Emilia in Italy. Following the war, people believed that children were in need of a new way of learning. The assumption of Malaguzzi and the parents was that people form their own personality during early years of development and that children are endowed with "a hundred languages" through which they can express their ideas.</p> <p>The aim of this approach is teaching how to use these symbolic languages (eg., painting, sculpting, drama) in everyday life. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided <u>curriculum</u>.</p> |
| Key words | Teaching methods, primary education responsibility arts |
| Other interesting information | http://www.amazon.com/The-Hundred-Languages-Children-Transformation/dp/0313359814/ref=pd_sim_14_5?ie=UTF8&dpID=51ZwqKDVcml&dpSrc=sims&preST= AC_UL160_SR105%2C160_&refRID=0A1YVNW05Z0QF683NJ75 |
| Interest for the project | High |

2.1. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

| | |
|-------------------------------|--|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | English |
| Author | Alerby, Eva |
| Title | KNOWLEDGE AS A 'BODY RUN': LEARNING OF WRITING AS EMBODIED EXPERIENCE IN ACCORDANCE WITH MERLEAU-PONTY'S THEORY OF THE LIVED BODY. INDO-PACIFIC |
| Date | 2009 |
| Full reference | Journal of Phenomenology, 9(1). ISSN 1445-7377 |
| Abstract | <p>A scientific article based on a phenomenological perspective: What significance does the body have in the process of teaching and learning? In what way can the thoughts of a contemporary junior-level teacher in this regard be connected to the theory of the lived body formulated by the French phenomenologist philosopher Maurice Merleau-Ponty (1908-1961), and vice versa? The aim of this paper is to illuminate, enable understanding and discuss the meaning of the body in the learning process, with specific focus on the learning of writing as embodied experience. In the process, the boundaries of learning are also explored. While understanding the significance both of learning as embodied experience and of the boundaries of learning is essential within the educational field, in this paper the discussion is limited to exploring how learning as embodied experience and the boundaries of learning can be viewed by taking Merleau-Ponty's notions as theoretical starting points. In an attempt to answer the aim and connect the paper's theoretical point of departure with a voice from a teacher, an interview with a junior-level teacher was conducted. The paper thus offers a theoretical contribution to the field of educational research, but one in which the theory is exemplified by, and connected to, a teacher's voice. Accordingly, the paper concludes by summarising the common understandings of learning held theoretically by Merleau-Ponty and made real in the activities of the contemporary junior-level teacher.</p> |
| Key words | aesthetic learning processes, art in education |
| Other interesting information | Possibility to download full text. |
| Interest for the project | |

2.2. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

| | |
|-------------------------------|--|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author | Joan Russell, McGill University, Canada and Michalinos Zembylas, University of Cyprus, Cyprus/Michigan State University, U.S.A. |
| Title | ARTS INTEGRATION IN THE CURRICULUM: A REVIEW OF RESEARCH AND IMPLICATIONS FOR TEACHING AND LEARNING |
| Date | 2007 |
| Full reference | Chapter 18 from Volume 16 of the series Springer International Handbook of Research in Arts Education pp 287-312 Arts Integration in the Curriculum: A Review of Research and Implications for Teaching and Learning Joan Russell, Michalinos Zembylas |
| Abstract | A detailed presentation of arguments for and against arts integration within school settings with analysis of large-scale and small-scale projects. |
| Key words | Art integration overall review, research on large and small-scale projects. |
| Other interesting information | The Chapter 18 is available online at http://tinyurl.com/h6cqscq |
| Interest for the project | 5 |

2.3. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

| | |
|-------------------------------|--|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author | Professor James S. Catterall, Principal Investigator Ms. Lynn Waldorf Coordinator and Field Researcher |
| Title | ARTS INTEGRATION IN THE CURRICULUM: A REVIEW OF RESEARCH AND IMPLICATIONS FOR TEACHING AND LEARNING |
| Date | 2000 |
| Full reference | Catterall J. S., Waldorf L. (2000). "Chicago Arts Partnerships in Education Summary Evaluation". <i>Imagination Project</i> at UCLA Graduate School of Education & Information Studies Los Angeles, CA 90095-152 |
| Abstract | The purpose of this monograph is to highlight the development of CAPE (Chicago Arts Partnership in Education) and its effects through the multiple inquiry lenses trained on the program over its first six years. The story is one of development and learning by school communities, teachers, and artists as they became increasingly and more deeply involved in arts-integrated instruction. It is also a story of increasingly tangible and measurable effects on student learning as the program matured. |
| Key words | CAPE, art integration analysis |
| Other interesting information | The paper is also useful to deepen the story and strategy of CAPE and its initial developments. The paper is available at http://www.capeweb.org/wp-content/uploads/2011/05/champions.pdf |
| Interest for the project | 5 |

2.4. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

| | |
|---------------------------|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author | Lynn A. Waldorf |
| Title | The professional artist as public school educator: A research report of the Chicago Arts Partnerships in Education, 2000–2001 |
| Date | 2002 |
| Full reference | Waldorf, L. A. (2002). <i>The professional artist as public school educator: A research report of the Chicago Arts Partnerships in Education, 2000–2001</i> . UCLA Graduate School of Education & Information Studies |
| Abstract | <p>The main topics investigated in the study are:</p> <ul style="list-style-type: none"> • The Teaching Artist Experience about the artists' backgrounds – who is drawn to such programs, motivations and personal missions, beliefs and attitudes about their work, and the rewards of involvement. • The Artists' Influences in the Classroom. This topic embraces the artists' perceptions about their impact in the schools through working with students, teachers, art-specialists, and school administrators. These inquiries aim at processes of lesson planning, artists' understandings of cognitive development and appropriate instructional designs, the uses of technology, and issues regarding the assessment of students. • Teaching Artists and School Culture. Finally, artists are questioned about their insights into larger issues of school change and effective educational reform potentially or actually linked to the wide engagement of artists and teachers within single schools. How and when does an artist or a "team" of artists become part of school culture – a recognizable part of the fabric of a school community? What larger roles do artists play in the education of teachers and other members of school communities, and what challenges and opportunities face them as they contemplate future work in partnerships with teachers and schools? As part of this inquiry, special projects in arts integration that brought multiple schools and artists together have been explored. |
| Key words | Artists teaching in the classroom, arts throughout curriculum |

| | |
|-------------------------------|---|
| Other interesting information | The study is available at http://tinyurl.com/gppi32r |
| Interest for the project | 5 |

2.5. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

| | |
|---------------------------|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author | Karen DeMos, University of New Mexico and Terry Morris, Consultant |
| Title | How Arts Integration Supports Student Learning: Students Shed Light on the Connections |
| Date | 2003 |
| Full reference | DeMoss K., Morris T. (2003). <i>How Arts Integration Supports Student Learning: Students Shed Light on the Connections</i> . UCLA Graduate School of Education & Information Studies |
| Abstract | <p>Learning in and with the arts has been linked with increased student achievement, but the means by which the arts may support cognitive growth in students is relatively undocumented.</p> <p>Thirty students across ten classes in veteran teacher artist partnerships were selected to help explore the processes and outcomes associated with arts-integrated learning units versus learning processes and outcomes in comparable non-arts units.</p> <p>The student sample evenly represented comparatively high, medium, and low achievers. Even though we observed differences in levels of arts integration across classrooms, students from all achievement levels displayed significant increases in their ability to analytically assess their own learning following arts-integrated units.</p> <p>No such gains associated with traditional instructional experiences. Students also described their arts-integrated versus non-arts learning differently.</p> |

| | |
|-------------------------------|---|
| | <p>Arts-integrated instruction:</p> <ol style="list-style-type: none">1) created more independent and intrinsically motivated investments in learning2) fostered learning for understanding as opposed to recall of facts for test3) transformed students' characterizations of "learning barriers" into "challenges" to be solved4) inspired students to pursue further learning opportunities outside of class. We suggest future research avenues based on this work. |
| Key words | Arts Integration and Student Learning |
| Other interesting information | Available at http://tinyurl.com/hdcsgn8 |
| Interest for the project | 5 |

3.1. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author(s)+ contact information (email) | Kiviharju, Jenny Andersson |
| Title | ÄMNESÖVERGRIPANDE ARBETE I DANSUNDERVISNINGEN. |
| Date | 2012 |
| Description | <u>From abstract</u> : The purpose of this paper is to examine the dance teacher's approach to interdisciplinary work in dance teaching. I'll find out about dance teachers work interdisciplinary on dance instruction and also how they work interdisciplinary.- -To find this out, I have done interviews with two dance teachers from primary schools, two from middle school and two high school teachers. According to the curriculum for primary and secondary school teachers should integrate other subjects into their teaching in order to create a comprehensive understanding. |
| Key words | dance education, dance instruction, interdisciplinary work, comprehensive understanding |
| Full reference (publication /web link) | Luleå tekniska universitet, Institutionen för konst, kommunikation och lärande Lärarexamen 270/300/330 hp Document; LTU-EX-2012-35960520.pdf http://pure.ltu.se/portal/sv/studentthesis/amnesoevergripande-arbete-i-dansundervisningen(072750e9-c168-461d-9d16-0900bdcd6afe).html |
| Other interesting information | |
| Interest for the project | |

3.2. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author(s)+ contact information (email) | Fjällman, Andreas |
| Title | LITE SÅNG, LITE DANS, LITE MATTE English title: A LITTLE BIT OF SINGING, DANCING AND MATH |
| Date | 2010 |
| Description | <u>From abstract:</u> The purpose of this study was to find out how music and movement were used as tools mathematics learning in preschool. What mathematics can be found in some songs in preschool, how can mathematics strengthenin motion. |
| Key words | Preschool, math, music, movement |
| Full reference (publication /web link) | Rapportnummer: HT10-6110-11 Institutionen för matematikämnets och naturvetenskapsämnenas didaktik Självständigt arbete inom AUO 3, 15 hp Matematikämnets och Naturvetenskapsämnenas didaktik Stockholms Universitet Lärarprogrammet 210hp Ht terminen 2009 https://www.yumpu.com/sv/document/view/18292341/lite-sang-lite-dans-lite-matte |
| Other interesting information | |
| Interest for the project | |

3.3. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|--|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author(s)+ contact information (email) | Wedin, Eva Nivbrant and Wedin, Jan-Olav (Photographer) |
| Title | UTVECKLA SPRÅKET MED MUSIK |
| Date | 20 April 2013 |
| Description | <p>Music has many positive effects on both body and psyche, and when singing or playing you train a range of abilities. Language and music are composed of the same elements: rhythm, pulse, tempo, melody, stress, dynamics and timbre. If we train ourselves to listen, discern and experiment with these parameters influenced both the musical trends and the linguistic. Besides theory and links to current research, in the book a large number of exercises that ties together the musical and linguistic relationships. Develop the language of music caters to the basic teachers, preschool teachers, teachers in preschool and teacher, active as well as students. Even teachers in special schools, special education teachers and teachers in Swedish as a second language can have good retention of the material.</p> |
| Key words | Language and music, language rhythm, language pulse, language melody, special education |
| Full reference (publication /web link) | Isaberg förlag, ISBN-10: 9176948889 |
| Other interesting information | Guest Author: Susanne Weiner Ahlström & Michael Schlyter |
| Interest for the project | |

3.4. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author(s)+ contact information (email) | A research team at the Centre for Cultural Sociology at Linnaeus University in Växjö. |
| Title | SKAPANDE SKOLA. EN FÖRSTA UTVÄRDERING |
| Date | 2013 |
| Description | <p>“This report constitutes an evaluation of the Creative School grant. The evaluation is done on the initiative of the Swedish Agency for Cultural Policy Analysis. A central part of the evaluation is comprised of a study conducted by a research team at the Centre for Cultural Sociology at Linnaeus University in Växjö. ---</p> <p>As a conclusion to the report, the Agency for Cultural Policy Analysis leaves the following recommendations:</p> <ul style="list-style-type: none"> - Clarify the goals of Creative School, and clarify communication about the goals of Creative School. - Create conditions for a real synergy between education policy and cultural policy at all levels. - Broaden the possible uses of the grant Creative School. - Create conditions for the development of both school personnel and cultural operators. - Initiate detailed studies of the effects of the Creative School programme. |
| Key words | Creative School grant evaluation |
| Full reference (publication /web link) | Rapport 2013:4 http://www.kulturanalys.se/wp-content/uploads/2013/12/Skapande-skola-En-f%C3%B6rsta-utv%C3%A4rdering.pdf |
| Other interesting information | This evaluation had an interesting list of references from which we copied the two following examples. |
| Interest for the project | |

3.5. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|--|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | English |
| Author(s)+ contact information (email) | UNESCO |
| Title | ROAD MAP FOR ARTS EDUCATION. THE WORLD CONFERENCE ON ARTS EDUCATION: BUILDING ARTS EDUCATION FOR THE 21ST CENTURY. |
| Date | 2006. |
| Description | From the Conference in Lisbon, 6-9 March 2006 |
| Key words | arts education, arts education |
| Full reference (publication /web link) | www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf |
| Other interesting information | |
| Interest for the project | The very beginning.of Art in Education within the EU |

3.6. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|---------------------------|---|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | English |

| | |
|--|--|
| Author(s)+ contact information (email) | Winner, Ellen, Goldstein, Thalia R. & Vincent-Lancrin, Stéphan |
| Title | ART FOR ART'S SAKE? THE IMPACTS OF ARTS EDUCATION. |
| Date | 2013 |
| Description | The kinds of arts education examined include arts classes in school (classes in music, visual arts, theatre, and dance), arts-integrated classes (where the arts are taught as a support for an academic subject), and arts study undertaken outside of school (e.g. private music lessons; out-of-school classes in theatre, visual arts, and dance). The report does not deal with education about the arts or cultural education, which may be included in all kinds of subjects. |
| Key words | impact of arts education |
| Full reference (publication /web link) | ISBN: 9789264180772 OECD http://www.oecd.org/edu/ceri/arts.htm |
| Other interesting information | |
| Interest for the project | |

3.7. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Author(s)+ contact information (email) | Doug Keely |

| | |
|--|--|
| Title | Lesson Plans and Resources for Arts Integration |
| Date | 29/08/2012 |
| Description | Dance in science, pop art in Spanish, or photography in math -- there's no end to the ways arts can be integrated into other curricula. Educators from Bates Middle School, in Annapolis, Maryland, share arts-integrated lessons and resources that can be used in school settings. |
| Key words | Multi-art for learning, teacher development |
| Full reference (publication /web link) | Lesson Plans and Resources for Arts Integration, OER posted on http://www.edutopia.org/stw-arts-integration-resources-lesson-plans , 29/08/2012 |
| Other interesting information | The resources on the webpage include Arts-Integrated Lesson Plans; Professional-Development Presentations; Arts-Integration Templates; Additional Documents from Bates Middle School and other information |
| Interest for the project | 5 |

3.8. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English / French |
| Author(s)+ contact information (email) | Ann Patteson |
| Title | Amazing Grace and Powerful Medicine: A Case Study of an Elementary Teacher and the Arts |
| Date | 2002 |

| | |
|--|---|
| Description | This case study traces the development of one teacher as she participated in Teachers As Artist, a four-year professional development program for teachers. I have used transformation theory, an articulation of the complex processes involved in life-altering adult learning, to examine her development from early dispirited participation in the arts program to her new stance as ardent advocate for the arts in education. This case study illustrates how institutional, curricular, pedagogical, and personal issues combine to influence the course of teacher change in relationship to the arts. The lasting effects of this teacher's learning on her students, her school, and her own personal and professional life attest to the transformative potential of experiences with the arts. |
| Key words | Professional development, arts education, transformation theory, longitudinal case study. |
| Full reference (publication /web link) | Patteson A. (2002). "Amazing Grace and Powerful Medicine: A Case Study of an Elementary Teacher and the Arts" <i>CANADIAN JOURNAL OF EDUCATION</i> 27, 2 & 3 (2002): 269–289 |
| Other interesting information | Available at http://tinyurl.com/zkghpw |
| Interest for the project | 5 |

3.9. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|---|
| Contributor's name +email | Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr |
| Language | English |
| Author(s)+ contact information (email) | Irene Luxbacher |
| Title | The Jumbo Book of Outdoor Art (Jumbo Books) |
| Date | 2006 |
| Description | With this Jumbo Book as their guide, kids can take their inner artist for a walk on the wild side! Here they will find the inspiration and materials to make 57 projects in the great outdoors, including backyards, parks, forests and beaches. From |

| | |
|--|---|
| | imagined ogres who live underground to a sculpture that grows, making outdoor art is a blast of fresh air. This book is full to bursting with creative energy and encourages kids to ... take it outside! |
| Key words | outdoor art, enviromental, art education, handcraft |
| Full reference (publication /web link) | http://www.amazon.com/The-Jumbo-Book-Outdoor-Books/dp/1553376803 |
| Other interesting information | <p>The Jumbo Book of Outdoor Art motivates children to get outside and discover new avenues to enhance their personal artistic expression. Children are encouraged to find their own way and to express themselves as they so choose. Through this approach, children can recognize that they are the ones in control of their own art endeavours. This will increase their desire to explore and draw upon their own creativity.</p> <p>The presentation is straightforward and makes this book well suited for the recommended age group of 8+. Children can choose from the 57 projects offered which are organized into four different themes. Each is visually appealing and has excellent drawings to illustrate the concepts, including photographic examples of the completed projects. Touching on the topic of earth and the ground beneath us, the book encourages kids to make a layered landscape in a mason jar. The concepts of greenery and growth are explored through topiary and pressed flowers. Inspiration can be found from the elements of nature via children's creating a weather vane or ice chandelier. The book concludes with a segment that utilizes materials to be recycled or composted, such as eggshells for Hilarious Hatchlings or paper pulp to make mushy monster sculptures.</p> |
| Interest for the project | 5 |

3.10. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|--|--|
| Contributor's name +email | Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr |
| Language | English |
| Author(s)+ contact information (email) | Cheryl Wagner and Douglas Gordon |

| | |
|--|---|
| Title | Planning school grounds for outdoor learning |
| Date | 2010 |
| Description | This publication covers the planning and design of school grounds for outdoor learning in new and existing K-12 facilities. Curriculum development as well as athletic field planning and maintenance are not covered although some references on these topics are provided. It discusses the different types of outdoor learning environments that can be considered, the value of flexible spaces for outdoor learning, and resources for those interested in outdoor learning environments. Also explored are environmental education's physical impact on school grounds, considerations during school site development when outdoor education is to be included, and existing school site redesign for outdoor education. |
| Key words | outdoor learning, school grounds, K-12 |
| Full reference (publication /web link) | http://www.ncef.org/pubs/outdoor.pdf |
| Other interesting information | <p>Although flexible spaces can serve an environmental education curriculum, environmental education also requires specially designed spaces that offer children the chance to observe and effect change in the natural world. Once made easily accessible to students and teachers, the outdoors occupies a more significant role in the educational program and the curriculum can evolve along with the outdoor learning environment.</p> <p>School grounds may contain useful instructional habitats such as wetlands, woodlands, and meadows. They may also have gardens from which herbs, flowers, and vegetables are harvested. Pathways or trails with more intimately scaled areas enable students to experience their environment on a personal level, although all options must be checked against the faculty's instructional objectives and teaching styles. While wetlands and other natural areas may be environmentally beneficial in general, on school grounds their true value emerges only through their integration into the school's overall educational program.</p> |
| Interest for the project | 3 |

3.11. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|---------------------------|--|
| Contributor's name +email | Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr |
|---------------------------|--|

| | |
|--|---|
| Language | English |
| Author(s)+ contact information (email) | Center for Informal Science Education at the Florida Museum of Natural History/University of Florida |
| Title | Our Natural World - Teacher's Guide |
| Date | 2010 |
| Description | This guide includes a section on habitats, exploring wind, recycling, and using tools to explore nature. Through planned explorations, teachers will engage children in the process of scientific inquiry. Teachers will also find suggested activities, related vocabulary, and recommended books and materials for each topic to guide these explorations. |
| Key words | outdoor learning, arts and nature |
| Full reference (publication /web link) | http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/science/our_natural_world_print.pdf A number of additional guides and information about the overarching MESS framework can be found at: https://www.flmnh.ufl.edu/educators/resources/mess-early-childhood/ |
| Other interesting information | Teachers may use this guide as a resource to respond to children's interests and curiosity as they explore the natural world around them: soil, rocks, water, trees, leaves, worms, and the sounds and colors of nature. Teachers will find a list of equipment, supplies, and books to facilitate children's science explorations of the natural world around them. The list is divided into basic equipment and materials to support explorations of live specimens such as earthworms, plants, and small animals, and natural materials such as pinecones, feathers, twigs, and seeds. |
| Interest for the project | 5 |

3.11. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

| | |
|---------------------------|------------------------------------|
| Contributor's name +email | Fondazione Nazionale Carlo Collodi |
|---------------------------|------------------------------------|

| | |
|--|---|
| Language | Italian |
| Author(s)+ contact information (email) | Elena Bazzanini |
| Title | Arte e infanzia. L'importanza dell'arte nello sviluppo del bambino |
| Date | |
| Description | Learning, art, children, education The importance of art in education of the child. The article provides also the links to 24 website of organizations that use art for teaching |
| Key words | Learning, art, children, education |
| Full reference (publication /web link) | http://www.tafterjournal.it/2013/02/04/arte-e-infanzia-limportanza-dellarte-nello-sviluppo-del-bambino/ |
| Other interesting information | |
| Interest for the project | |

4. EU FUNDED PROJECTS

| | |
|--------------------------------|--|
| Contributor's name +email | |
| Language | |
| Title + reference/code | |
| Project coordinator & partners | |
| Duration | |
| Description | |
| Key words | |
| Link to the project website | |
| Other interesting information | |
| Interest for the project | |

5.1. RESEARCH PROJECTS (OTHER THAN EU LIFELONG LEARNING)

| | |
|--------------------------------|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Title + reference/code | CAPE (Chicago Arts Partnerships in Education) increases students' academic success, critical thinking and creativity through research-based, arts driven education. http://www.capeweb.org/ |
| Project coordinator & partners | Chicago Arts Partnerships in Education (CAPE) |
| Plot summary | Founded in 1992, Chicago Arts Partnerships in Education (CAPE) quickly became recognized as a leader in school improvement through the arts. CAPE's original and continuing philosophy stressed collaboration and strong partnerships with funders, CPS school leaders, artists and arts organizations until today. |
| Description | <p>Vision CAPE works toward a future in which young people are empowered, through education and the arts, to fully realize their academic, creative and personal potential.</p> <p>Mission CAPE increases students' academic success, critical thinking and creativity through research-based, arts driven education.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Increase student achievement • Build teacher and teaching artist capacity • Improve school effectiveness • Contribute to the knowledge in the field |
| Key words | Student achievement, teacher development, artists working into the classroom, arts driven education, arts throughout the curriculum. |
| Link to the project website | http://www.capeweb.org/ |
| Other interesting information | Visual arts, music, dance and theatre are all integrated into school curriculum by CAPE's teachers and artists. |
| Interest for the project | 5 |

6.1. FILMS / DOCUMENTARIES / VIDEOS

| | |
|-------------------------------|---|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Title | VOXNADALENS FYROR |
| Release date | 2013-2015 |
| Director | Josefin Torp |
| Plot summary | 80 childrens' iPad films on various curricular subjects |
| Key words | Movie making in schools |
| Running time | 80 x 1-3 minutes |
| Screenplay | |
| Cast | |
| Other interesting information | More about the film project at http://www.voxnadalensfyror.com |
| Interest for the project | Most of these videos can be found on https://www.youtube.com/playlist?list=PL-BO7XzF6qoBZn4czs9iJKXcBUQPmMxYC |

7. PHD THESIS

| | |
|---------------------------------|--|
| Contributor's name +email | Fondazione Nazionale Carlo Collodi |
| Language | Italian |
| Author(s) + contact information | Manca Giuseppina |
| Title | Contributi dell'arte alla formazione della persona: alcune considerazioni pedagogico-didattiche. Manca, Manca. G., (2000) <i>Contributi dell'arte alla formazione della persona: alcune considerazioni pedagogico-didattiche</i> . In: Mulas, Francesco Gesuino (a cura di). <i>Itinera: studi in memoria di Enzo Cadoni</i> , Sassari, EDES Editrice Democratica Sarda (stampa Tipografia TAS). p. 315-328. |
| Date | 2000 |
| Summary | In this thesis, the author discusses the importance of learning through art. The art offers countless resources that go far beyond the simple acquisition of new information, and become an effective instrument of investigation and understanding of reality, physical and psychological environment where the individual is inserted, and its relational universe. |
| Key words | Art, Learning |
| Other interesting information | |
| Interest for the project | High |

8.1. WEB RESOURCES

| | |
|---|---|
| Contributor's name +email | The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com |
| Language | English |
| Name of the webresource | The Kennedy Centre Arts Edge |
| Web link | http://artsedge.kennedy-center.org/educators.aspx |
| Author(s) + contact information (email) | Various |
| Brief description | ArtsEdge is the Kennedy Centre's free digital resource for teaching and learning in, through and about the arts |
| User-friendliness (Note. 1) | 1 |
| Cost (Note.2) | 1 |
| Other interesting information | The web site contains lessons, activities and projects, how-to's and guides |
| Interest for the project | 5 |

Notes

1. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed
2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.2. WEB RESOURCES

| | |
|---------------------------|---|
| Contributor's name +email | Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr |
|---------------------------|---|

| | |
|---|---|
| Language | English |
| Name of the webresource | The Kennedy Centre Arts Edge |
| Web link | https://gr.pinterest.com/mdurossmit/outdoor-math-activities-for-the-primary-classroom/ https://gr.pinterest.com/explore/nature-activities/ https://gr.pinterest.com/explore/outdoor-education/ https://gr.pinterest.com/edutopia/outdoor-learning/ https://gr.pinterest.com/explore/environmental-education/ |
| Author(s) + contact information (email) | Pinterest resources on: Outdoor Math activities for the primary classroom Nature Activities outdoor education outdoor learning environmental education |
| Brief description | |
| User-friendliness (Note. 1) | |
| Cost (Note.2) | |
| Other interesting information | |
| Interest for the project | |

Notes

2. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.3. WEB RESOURCES

| | |
|---|--|
| Contributor's name +email | Fondazione Nazionale Carlo Collodi |
| Language | Italian |
| Name of the webresource | Rivista girotondonto |
| Web link | http://www.rivistagirotondo.it/scuola/pianeta-scuola/71-scuola/pianeta-scuola/118-l-arte-nella-pedagogia-il-metodo-educativo-di-rudolf-steiner |
| Author(s) + contact information (email) | Sara Innocenti |
| Brief description | <p>The art in pedagogy : the educational method of Rudolf Steiner</p> <p>The full text of the Rudolph Steiner's theory "The education of a Child" is available at http://www.arvindguptatoys.com/arvindgupta/steiner-education.pdf</p> <p>Steiner education, is based on the educational philosophy of Rudolf Steiner,. The pedagogy emphasizes the role of imagination in learning, striving to integrate holistically the intellectual, practical, and artistic development of pupils.</p> <p>Steiner divided child development into three major stages. This is reflected in the schools' approach to early childhood education, which focuses on practical, hands-on activities and creative play; to elementary education, which focuses on developing artistic expression and social capacities; and to secondary education, which focuses on developing critical reasoning and empathic understanding. The overarching goal is to develop free, morally responsible, and integrated individuals equipped with a high degree of social competence. Qualitative assessments of student work are integrated into the daily life of the classroom, with quantitative testing playing a minimal role in primary education and standardized testing usually limited to that required for college entry. Individual teachers and schools have a great deal of autonomy in determining curriculum content, teaching methodology and governance.</p> |
| User-friendliness (Note. 1) | |
| Cost (Note.2) | 1 |
| Other interesting information | |

| | |
|--------------------------|------|
| Interest for the project | High |
|--------------------------|------|

Notes

3. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

8.3. WEB RESOURCES

| | |
|---|---|
| Contributor's name +email | Fondazione Nazionale Carlo Collodi |
| Language | English |
| Name of the webresource | Redleaf Press: exceptional resources for early childhood professionals |
| Web link | http://www.redleafpress.org/ |
| Author(s) + contact information (email) | |
| Brief description | <p>Dedicated to the advancement of early childhood professionals. Redleaf Press support many of the services that are offered to teachers, directors, providers, and families through Think Small.</p> <p>Established in 1973, Redleaf Press is a leading nonprofit publisher of exceptional curriculum, management, and business resources for early childhood professionals. Our educational and instructional publications improve the lives of children by strengthening and supporting the teachers, trainers, and families who care for them. Red leaf Press titles represent a broad range of topics designed to assist teachers in providing a stimulating, child-centered curriculum based on sound and accepted theory.</p> |
| User-friendliness (Note. 1) | 1 |

| | |
|-------------------------------|---|
| Cost (Note.2) | 1 |
| Other interesting information | Redleaf Press is a division of Think Small , a nonprofit organization dedicated to the advancement of early childhood education. |
| Interest for the project | |

Notes

4. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

9. SOCIAL NETWORKS (FACEBOOK, BLOGS, DISCUSSION GROUPS, ETC.)

| | |
|--|--|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Name of the social network/distributionlist/discussion group | KULTUR OCH ESTETIK I SKOLA OCH UTBILDNING |
| Web link | http://www.ullawiklund.se/ |
| Brief description | "Kultur och estetik i skola och utbildning" is a blog where the author discusses the art-in-ed topics and shows things that are going on in the field. |
| User-friendliness (Note. 1) | 1 |
| Cost (Note.2) | 1 |
| Other interesting information | Ulla Wiklund is a development consultant with a focus on school development, pedagogy, aesthetics, culture in schools and language development. She is an ex governmental councillor, an ex national school inspector and a lot more. She has lots of theoretical and practical experience on many educational levels. She is also a musician. She started this blog in August 2009. |
| Interest for the project | |

Notes

5. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed

2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

10.1. OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

| | |
|-------------------------------|--|
| Contributor's name +email | Viksjöforsbaletten, hogatan15@gmail.com |
| Language | Swedish |
| Author(s) | Josefin Torp, Lotten Andersson (and more) |
| Title | VOXNADALENS FYROR |
| Date | 2013-15 |
| Description/Summary | www.voxnadalensfyror.com is a collection of childrens' iPad films. It is a project and methodology description with lots of curricular quotes and notes |
| Format | Blog, |
| Key words | iPad filming, film in schools, web training |
| Web link | www.voxnadalensfyror.com |
| Other interesting information | <p>Voxnadalens fyror is a web site, that won two prices (Best grade 4-6 and Best blog) in the Swedish National web site competition "Webbstjärnan" in 2015 (with more than 60000 participants).</p> <p>From the jury blog:</p> <p><i>"Winner of Web Star's big prize and 20,000 - went to Voxnadalens Fours, a theme blog about film production and collaboration between students and teachers from no less than seven different schools. The teachers here take the collegiate learning seriously and also involve the students in it. This I want (and the rest of the jury) to see more of, in more places, in more subjects and in different stages. Using the Web as a collaborative portal to learn together and shrink the distance, is not the whole thing?!"</i></p> |
| Interest for the project | The blog was for 2 years a part of a "Skapande skola" ("Creative School") project for all 10 year old children in the Ovanåker |

community.