



## **Exploring the Potential of Aesthetic Experience for Teaching and Learning in Higher Education: Using Art to Teach the Concept of 'Discipline' to Student Teachers.**

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### **Abstract**

Exploring the Potential of Aesthetic Experience for Teaching and Learning in Higher Education: Using Art to Teach the Concept of 'Discipline' to Student Teachers.

This study suggests the application of experiential methods in the educational procedure of teachers, within the framework of their initial education in universities. It is about learning and teaching by using a method, which is based on the aesthetic experience of learners through pieces of art. Deriving from adult education, this method is based on the theoretical approach of transformative learning, according to which, the way reality is interpreted, is defined by the individual perception system. The main objective in adult learning is to help learners reexamine the foundation of their wrong perceptions, assisting them in questioning the validity of those that have become malfunctioning, so that they can form a more functional perception of the world and their position in it. The above mentioned procedures could be achieved by critical thinking, which is defined as the reexamining process of perceptions and values, according to which we comprehend reality and we act. Based on this idea, the 'Transformative Learning through Aesthetic Experience' method was applied. According to this method, art is used as a tool for the critical approach and creative thinking as well as thought over a specific teaching topic. Works of art can facilitate thought, through the critical aspect they require for their interpretation. The application was carried out on students of the department of educational studies of a Greek regional university. The topic which was analysed through art, was the notion of 'discipline' and this is integrated into a wider range of applications that concern learning process. The assessment of this application showed that the achievement of the teaching goals, which have been placed during planning the teaching application, is facilitated and the same method works as an example of using alternative and effective teaching methods.