Education, Design and Practice – Understanding skills in a Complex World

• Paper / Proposal Title:

INTERIOR ART LEARNING SPACES: WHERE INSPIRATION MEETS CREATION: AN ART PROFESSIONAL LEADERS’ SURVEY

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• Abstract (300 words):

The current research focus on the opinions of three categories of art professional leaders (artists, museum education directors, artist-researchers) about art learning spaces. This is the first research of its type and it contributes to the interdisciplinary literature of pedagogy and spaces as well as art learning pedagogy and spaces. My findings suggested that spaces not only influence instructor behavior and student willingness and performance, but the objects and basic elements of color, sound, and light may direct the viewers' perception, creation, and interpretation of art. This study corroborates prior research concluding that “the physical environment sets limits on patterns of behavior making some actions more probable than others” (McArthur, 2015). The interviewees agreed that art inspiration can come from anywhere, but the reasons why art-dedicated spaces are valuable: (a) well-designed spaces enable inspiration to meet creation, and a flexible classroom accomplishes this mission; and (b) space-related pedagogy research and its philosophy seen in art teaching classes could lead the way for other disciplines to be more satisfying and participatory. A dedicated space allows students to be focused on their tasks. Sufficiency of space enables students to circulate and develop autonomy and confidence. Allowing students to be
familiar with their working spaces helps them develop a sense of well-being. The organized set-up of flexible storage and materials opens up the capacity for creativity and inspirational universe, and nurtures learners’ understanding of their relationship with the space. Having functional autonomy within the art classroom spaces thereby encourages self-determination, choice of learning, and risk taking. Using technologies in art classrooms allow to overcome knowledge limitation and expand physicality in the classroom. The visual atmospheres created by the teacher and the learners set the air, tone, texture, tactility, and quality of the interior community, engendering a space of life and stimulation, a space that elongates time and allows students to be immersed in their art making. Interior art learning spaces then become places where inspiration meets creation.


• Author(s) Biography (200 words each):

Catherine Lan is an interdisciplinary artist who specializes in painting, mixed-media, installation, performance, and video. Born in Taipei, Taiwan in 1980, she is currently a doctoral candidate in Art and Art Education at Teachers College, Columbia University. She obtained MFA from Yale University in 2009, Artist Diploma from National Higher School of Art in Paris in 2006, and Bachelors from Central Academy of Fine Arts, Beijing in 2003. She is the recipient of Queens Council on the Arts Grant for Individual Artists (2015) and the Andrea Frank Foundation Sanyu Scholarship Fund from Yale University (2008-2009).

She recently performed at the 2017 Central Park 50th Anniversary Performance Art happening event and 2016 Interactive Art Show at Queens Museum. She recently exhibited at El Museo de Los Sures in New York, and Guanshanyue Museum and Hexiangning Art Museum in Shenzhen, China.

As an art educator for the past 10 years, she has been teaching a wide range of students, ranging from K-12 to college levels and adults. She fuses hybrid pedagogy into her curriculum that is student-centered and inquiry-based, and focuses on constructive learning processes and individualistic outcomes.