

Trial lecture and disputation:

Biljana C. Fredriksen



Time: 1st November 2011 at 10.00
Place: Main auditorium,
The Oslo School of Architecture and Design
Maridalsveien 29

Program

at 10.00 Trial lecture

Welcome!

Introduction to today's program by Master of Ceremony
Professor in Design Håkan Edeholt

The candidate gives a lecture on the topic:

The model of Negotiating Grasp as basis for a discussion of the distinction in the new Framework plan for early childhood teacher education (Forskrift om rammeplan for BA barnehagelærerutdanning) between the knowledge areas 'Children's development, play and learning' and 'Art, culture and creativity.'

(45 min)

*** break ***

at 12.00 Disputation

The adjudication committee presents their evaluation of the trial lecture

The candidate presents her thesis:

Negotiating Grasp. Embodied Experience with Three-dimensional Materials and the Negotiation of Meaning in Early Childhood Education

First opponent

Professor Michael C. Parsons disputes with the candidate

*** break (30 min) ***

Questions ex auditorio

(Questions are handed in to
Master of Ceremony during the break)

Second opponent

Associate professor Marte S. Gulliksen
disputes with the candidate

break

Assessment

The adjudication committee presents their final assessment of the candidate's defense.



The candidate

Biljana C. Fredriksen (1969) has been teaching Early Childhood Education and teacher education programmes at Vestfold University College since 1998. Her specific specialisation and interest is in young children's imaginative and explorative approaches to learning. Since 2005, she has conducted a number of research projects with children, early childhood teachers and teacher students.

Summary

Building on the theories of John Dewey, Elliot Eisner and Arthur Efland, this thesis adopts an understanding that cognition is closely related to children's embodied experience with art materials. It presents an empirical, interactionist study conducted with 3-5 year old children in a Norwegian early childhood education centre. Close focus on children's actions and expressions lead to an insight that negotiation of meaning is a complex process that interweaves material, individual, and social phenomena, and where imagination, creativity, and metaphor play essential roles.

The contextual analysis uncovered materials' resistance as a significant source of motivation to self-initiated problem solving. The thesis discusses young children's imaginative connections between past and present experiences and suggests that their "micro-discoveries" are the essence of creativity.

The findings in this thesis contribute to understanding children's holistic learning strategies and exemplify how aesthetic experiences can support cognitive activities. The thesis promotes a holistic view on learning, but also problematizes the tensions between the embodied and linguistic nature of learning, which is a significant tension in many educational systems.

Adjudication committee

- Professor Michael C. Parsons, University of Illinois
- Associate professor Marte S. Gulliksen, Telemark University College
- Professor Halina Dunin-Woyseth, AHO/Chalmers University of Technology