

# Equipping Students for Listening Across Difference

IAPCHE

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# Listening

“Listening is fundamentally about being in relationship to another and through the relationship supporting change or transformation” (Schultz, 2003, p.9).

Listening involves more than hearing; it requires attending to

- words, gestures, objects
- actions, routines & rhythms
- silences & silencing
- individuals, groups & the cultural-historical social context

Listening implies entering with

- knowledge & a clear sense of limitations
- questions as well as answers
- understand one's own cultural lens, assumptions, & biased judgments

Listening evokes

- interaction
- responsive action (Freire, 1973)
- opportunity for transformation
- paying attention to **difference**

# Listening across Difference

We live in a global-information access context.

We live with increased diversity & widening resource gaps between people.

We often pair difference & value; risk experiencing difference as exotic or deficiency.

We are called as Christians to be part of a diverse kingdom (1 Cor. 12 – One body; many parts; Eph. 4:11-13 & Romans 12:3-8 - diverse gifts of the spirit; Rev. 7:9-12- every tribe, language, people, nation)



“We often want to bridge social distance by assuming a common humanity that unites rather than divides us...how can [we] see and understand differences, reframing those differences as potential resources rather than deficits?”

(Schultz, 2003, p. 12).

# What do we know about our students?

## Millennials

Information  
Problem-Solving  
Self-Perception of Difference  
Resilience

## Diverse

Range of experiences  
Social contexts  
Ways of making sense of the world

## Passion for Arts & Justice

## Privilege



## The Context

Calvin College Students (2<sup>nd</sup> year)

Artist Collaborative Cohort

- Arts
- Interdisciplinary Majors
- Collaboration
- Leadership

## The Courses (3)

Truth & Reconciliation:  
The Artist Responds I & II

How does a Christian artist...

- See injustice,
- Respond to injustice,
- Bring hope into injustice?

*Multi-Sensory Listening  
across difference*

## **Place:** Indonesia

How does a different place stretch us and help us see our own place differently?

## **Time Frame:** 3 weeks

What can we accomplish in 3 weeks?

## **Stance:** Interdisciplinary Liberal Arts

How does Indonesia's rich culture of arts & diversity inform our learning?

## **World View:** Reformed Christian & Ecumenical

What can we learn by going to a place where Christians are in the minority?

## **Pedagogy:** Faith-shaped

What practices bring growth in the arts, collaboration, leadership & justice?

*Immersing yourself in a culture is the best way to learn for me...*

*I honestly **did not think that I had a culture***

*before I went to Indonesia (BI)*

Truth & Reconciliation:  
The Artist Responds II

## Our Questions

How can instructional design inform how students encounter & respond to difference & injustice?

What listening-learning structures support and stretch students?

Arts-based Exploratory Research Frame



# Exploratory Arts-Based Research

**Arts** - a creative palette for engaging in reconciliation work (Rachel Smith, 2014).

**Exploratory Sites** - understand naturally contextualized situations or ideas and often from varied perspectives (Lambert, 2012).

**Open, yet Structured Format** - intertextual (multiple texts), multimodal (words, images, music, movement), & recursive inquiry cycles for the creative pursuit of truth in the dynamic context of issues (Leavy, 2009).

**Encourages Dispositions:** (1) **emancipatory** – see & change unjust or limiting structures; (2) **critical** - power dynamics & possibilities through arts to reposition voice; (3) **practical** - actions and structures affecting practice are examined, critiqued, addressed, & possibly changed; (4) **reflexive** - shaping participant researchers' own beliefs, thinking, and practices through a process of collaborative reflection and activity (Creswell, 2012; Kemmis & McTaggart, 2005; Schon, 1983).

# Arts: Insight into Culture & Cultural Messages (Creative Palette)



# Exploratory Sites - understand naturally contextualized situations or ideas from varied perspectives



# Exploratory Sites:

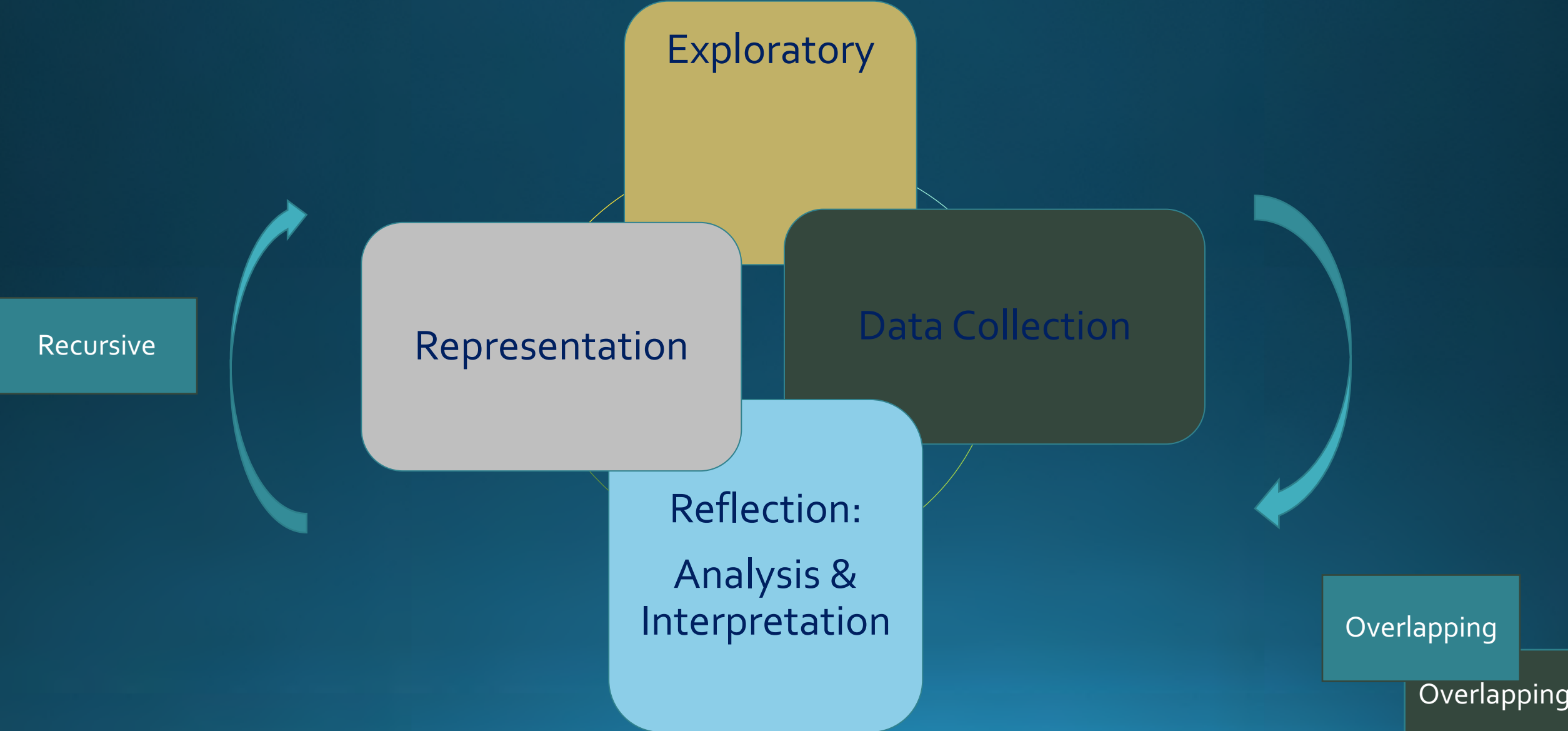
contested  
historical  
domination,

developing  
education &  
economies,

cultural  
differences



# Open, yet Structured Format: Exploratory Arts-Based Research Phases for Listening-Learning



# Structures for supporting & stretching students during inquiry phases:

Arts-based  
Exploratory  
Data Collection  
Reflection  
Representation

CREATE Groups & Student Leaders

Interviews & Informal Conversations

Multi-Media Field Notes

Readings & Journals

**Reflection**

gray area ( [ ] vs. black & white [ ] )

disagreed with Paddy's when saying America Model for Christian schools

Christian (S) public school (good & bad)

Big lighthouse = rich school  
little light = poor school

Good economy & realistic? or demarcating?

different idea of equality & justice. (than in America)

maybe word became more b/w with Christ  
- scary when people say "This is right" (Christian school is right)

[REMEMBER]: we are not here to fix things.

- weight things/comments from UPH students (on diets; pinching arm fat; \*don't ask my weight\* [ ] )  
\*GIRLS\*

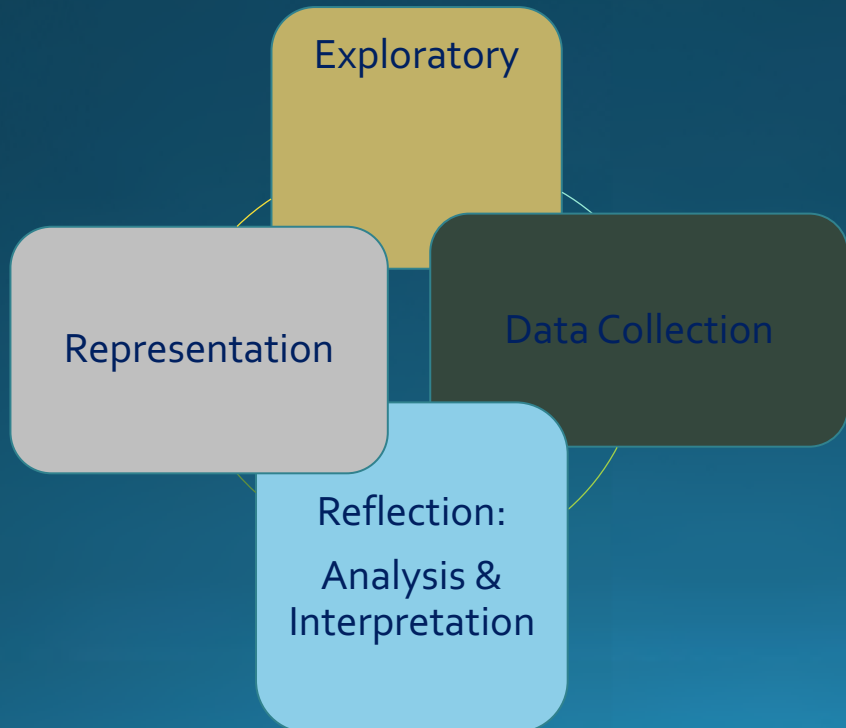
PROJECTS:  
Luke - wants nature  
Prenna - not passing judgement

- B&W, truth, Christianity, grey  
- architecture vs nature; city planning [equality - mosque in cathedral; Dutch colonization;]  
- difficulty of developing

Tiff: 2 paintings - 1 in B&W  
1 in B&W

Chaparral sky line - like shadow puppets

# Create group Inquiry Phases



**CREATE group: questions**

- injustice in Indonesia = most important to group
- thru work, how do you respond to the injustice you see?
- how can arts be used as restoration to injustice in Indo
- \* - how has your faith been formed thru your time in Indo
- as artist or student how has collaboration helped you grow?

**FAITH:** external observations (outside of ourselves) & internal/introspective reflections (looked on back of ourselves)

- Prenna: appreciate rituals (something we've dropped -> become more modern & simplified); take off shoes & keep sacred space; dedication to uphold Religion (wake up early)
- Tiffany: we think we can understand everything - but world is so much bigger; we think we have all the answers but we can learn so much from other religions/traditions
- Luke: struck by how easy it is to spend time w/ those of other Religions, openness between, warm welcome & can relate
- Jordan: trying to figure out how my beliefs fit in - how they relate & differs; how to be light w/o dominating/condemning; finding unity within the diversity
- Morgan: my theology is nothing compared to God's plan. (worry about performed)

Injustice -  
- money  
- caste system [working vs. priest]  
- corrupt law

responding:  
- bring awareness -> spread word  
- live out our thoughts & experiences & applying in our own lives

emotional charged vs fair representation

everything is intertwined

# The T-Shirt Project

## Exploration that promotes action...

T-shirt Design :

- Less cartoon & touristic
- Batik? Symbols
- "Live Indonesia"
- Garuda, Papper puppets
- wood carved masks
- more off-centered design
- silhouette of famous religious buildings
- National emblem?
- cultural hindu masks. (cartoonish)
- talk about woodcarving
- talk about silver making
- image of a hindu dancer.
- silhouette of different religious buildings (iconic)

Field Notes

Mount Merapi

Live Indonesia

Bell tower symbol from Borobudur

all one color, silhouette

solid color

famous building



Frensy Frans

Dispositions:  
Emancipatory, Critical, Practical,  
Reflexive

ACTS 1:8 (ESV)

**VISION :**  
To spread the Good News and the Indonesian culture to all the tribes of the nation and to the ends of the earth through arts.

**MISSION :**  
To design t-shirts by educating local and international consumers through promotion of Indonesian culture and artistry

**TAGLINE**  
Make it simple

To use the financial gain by sponsoring some less fortunate local schools in rural areas



Four multi-sensory “listening-learning” structures:  
Equipping students to listen across difference:

Arts-based  
Exploratory  
Research  
Frame

CREATE Group Reflection & Projects

Interviews & Informal Conversations

Multi-Media Field Notes

Journals

Data  
Sources

# CREATE Groups

*listening with and to each other*

## CREATE

**C**ollaborative **R**esearchers **E**ngaged  
in **A**rts-based **T**ruth **E**xploration

**Student Leaders**

### **Their Primary Question:**

How does an artist see injustice,  
respond to injustice, bring hope to  
injustice?

## CREATE groups: Collaborative Accountability

- look out for one another (cohort care),
- listen to one another,
- Listen to others (prepare and conduct 1-2 interviews)
- process data (reflecting, discussing)
- create collaborative multi-media arts projects