

Abstract In English

This research delves into the transformative potential of *Artistic Research* when utilised by a teaching artist in educational environments. It traces its developmental trajectory from Bachelor to Doctoral levels, exploring its integration into design curricula. The study aims to generate new insights for both teaching artists and students, seeking to connect Artistic Research and pedagogy by incorporating perspectives from sociology, phenomenology, and educational theory. The methodology employed is *Artistic Action Research* in combination with a *Research In Didactics Model* to analyse the three case studies. The results underscore the enhancement of educational experiences through Artistic Research, promoting a self-reflexive approach for teaching artists and advocating for a research-based educational paradigm.