

Statement on the dissertation

The dissertation entitled "The Texture of Artistic Research: A Self-Reflexive Practice Theory of Art as Education" in the field of didactics of art education was written by the candidate Cornelia Helena Edwards at the Faculty of Education of Charles University.

The candidate wittily shapes the title of the topic through the development and metamorphosis of artistic research as pursued by the three-tier Bologna higher education system.

The dissertation is divided into several sensibly organized chapters that logically follow one another. The chapters are discussed using the concept of texture, which is synonymous and manifests itself as a result of time and transformation, and there is an interplay between the etymological overlaps of the materiality of the media *texere*, *text*, *texture* and *textiles*. The candidate's topic is appropriately chosen and represents a novelty in the wider European area. In the introduction, the candidate explains the terminology necessary for understanding the theoretical framework of the dissertation and emphasizes its importance in the theoretical discussion. The starting points that the candidate discusses in the theoretical section come from the fields of sociology, phenomenology and education. This illumination is necessary in order to understand and carry out the research and practical process of the dissertation.

In doing so, candidate Cornelia Helena Edwards reviews the relevant literature and skillfully introduces it to the field of her research, focusing on the intertwining of artistic research and educational theory. Carefully written theoretical starting points provide a good basis for conducting the empirical research. This is based on examining the role of an artist who decides to enter the teaching profession. Maintaining a constant dialogue between theory and practice is crucial here. He therefore speaks of artistic practice and professional pedagogical practice.

Based on the research questions posed and the objectives set, which are based on recognizing the transformative potential of artistic research in the educational environment, we can conclude that the candidate's thesis progressively achieves these objectives while answering fundamental research questions. The research poses a thesis based on how an artist who

becomes a teacher can bring a particular research experience to direct pedagogical work by adapting to the research aim of creating new knowledge within a teacher who is an artist on the one hand and students on the other. The answers are correctly executed, thus confirming a rich theoretical knowledge of the content and a skillfully researched corroboration. In her dissertation, the candidate addresses the fundamental question of the link between two areas and this: (1) artistic research and (2) pedagogical practice. The candidate obtains the answers to these questions through a thorough examination and analysis of three case studies. In doing so, she builds and gains her insights through a systematic approach and didactic reflection on past pedagogical experiences. These three case studies conducted by the candidate in her research work describe the pedagogical activities carried out at three levels of the Bologna higher education system: Undergraduate, Master's and Doctorate. From this she draws the conclusion that each case leads to a critical conceptualization of practice as a reflective learning process.

The dissertation submitted for assessment by candidate Cornelia Helena Edwards is based on the qualitative methodology of scientific pedagogical research or, as the candidate wrote, Artistic Action Research in combination with a Research in didactics. The chosen method, derived from an interpretative, empirical and qualitative case study, seems appropriate as it leads the candidate to the desired results. The candidate used semi-structured interviews, the collection of pedagogical data and their content analysis as well as photo and video documentation as research tools. The candidate also collected the data required to produce the dissertation results at various symposia, in archives, at conferences, in museums and in many other areas. To summaries, we can say that the methodological framework is suitable for a high-quality dissertation.

In relation to the findings of Cornelia Helene Edwards' dissertation, we note that adopting the stance of self-reflexivity allows one to become aware of and take an outside perspective on how one's learning proceeds through a continuation of reflexive practices in order to achieve an optimal level of reflexivity at the doctoral research level. From this we can summarize that the proposed practice of self-reflexivity theory enables the ongoing and rich practice of an arts researcher. This in turn can impact on the production of high-quality learning materials that enable potential experiential learning situations with students. As a final thought, it can be

noted that in this way it will be possible to treat the pedagogical position on an equal footing with that of a work of art.

The results obtained are certainly important for social practice, particularly from the point of view of art education practice in the whole, but especially in tertiary education. Cornelia Helena Edwards' dissertation makes a major contribution to the scientific profession of art education and art didactics. The dissertation presented opens up new avenues in solving an eternal problem and the question of whether he is a better teacher who engages with art or an artist who delves deeper into pedagogical work.

From what has been written, we can conclude that Cornelia Helena Edwards' dissertation entitled "The Texture of Artistic Research: A Self-Reflexive Practice Theory of Art as Education" fulfils all the criteria. In her dissertation, the candidate has researched important and scientifically relevant art didactic and artistic-artistic topics and has thus presented a complete whole of the problems investigated with corresponding proposals for solutions for a competent implementation of the contents of fine art teaching under the conditions of tertiary education.

Maribor, 24 March 2024.

prof. Matjaž Duh, PhD.

