

Quest-I-On

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SECONDARY

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Are you on a Journey for Artistic Inspiration? Look no further! Get on board and travel with us on a Quest. Get ideas for research, conceptual development, and creation.

Best Practice Lecture

Sheraton Liberty 4 3rd Floor

Essential Questions:

What is a Quest?

How are archetypes used to frame quests?

Why are quests important?

Analogy of questing: fate and fortune

Theme: symbolized by tarot

Personified by individual

Explored through sketchbook journaling

How to use this with yourself and your students.

- I. **Questing in Culture:** The importance of the quest resides in the development of identity, creativity and narrative learning. Quests are identified as transformative journeys undertaken by an individual to achieve a goal- which can be tangible or intangible. The attainment of the goal is often secondary to the challenges, changes and discoveries encountered along the way. The questing cycle creates the narrative that is used for instruction and inspiration, thus becoming an recognizable model of maturation and cyclic development of the individual.
- II. **Archetypes:** Archetypes are culturally understood patterns of behavior which are utilized as models for response. Psychological archetypes, as defined by Jung, are aspects of personality that echo the underlying behaviors of the cultural collective . Within each individual resides a hero and a villain, the child and parent, the self and shadow. Cultural archetypes, which appear in narrative structure, are personifications of behaviors- the hero, anti-hero, trickster, mother, hermit, beauty, fool. These are the characters that are in every story- from religious texts to fairy tales, classical literature to modern media. Within quests, the individual encounters these archetypal characters, and the response to those encounters are what transforms the individual into their final role. The quest itself takes on the form of an archetype, based on the focus: finding the true self, attainment of material goods, survival, love, discovery, redemption, family, insight~ and many more forms. These stories are what guide us and inform us, and understanding our place in them is important to defining our role in the world.
- III. **The Importance of the Quest:** Human learning often is best when the information is framed by story. The role of story is to make the information personal, contextual and applicable thus creating a bridge between the individual and the information. In education we can see this not only in literature, history and context, but in the narrative of the effective instructor whose presentation includes antidotes and personal connections to the material. When we explore the quest behind the information, we can not only create a narrative structure for our students, but

understand the relevancy the material has to our selves. Our content can then be framed by a supporting narrative, a model for understanding in a personal way.

IV. **Analogy of Questing: Fate and Fortune.** One of the key questions of any quest is if the actions and results of the individual are determined by fate (predictable outcome) or fortune (variable outcome). Methods of divination have been used historically to predetermine behaviors and results- be they consulting an oracle or prophet, reading your daily horoscope or visiting a stock analyst. Tarot divination is archetypal and narrative based- the appearance of archetypes in the spread tell the story of the quest. Trump cards can symbolize both individuals and overarching quests, and the Rider-Waite deck was designed with that in mind. Within our presentation we utilize images from the deck in order to symbolize a quest and it's characteristics. We then link that to a historical figure- in this presentation scientists- that exemplify the individual on the quest. Art connections are made through images from sketchbooks and journals, which is a means to explore individual experiences and perspectives. Through the use of sketchbook images, the individual- yourself or student- can explore and discover the quests you are on and the roles that you play.

V. **How to use this with yourself and students:**

~ As an exploration of personal motivations and response.

~As a conceptual base for investigating art images: what quest is being represented? What quest is the artist exploring with their body of work? What are the underlying themes important to the culture the work was created in? How are those themes interpreted today?

~Psychological investigation into the different aspects of the self, and the roles that they play in our current quest.

~Identification of quests within our lives and culture, and how they impact art, visual communication and personal development.

~As a framework for connecting yourself to content, and creating narrative based instruction.

~To create bridges for connection between disciplines and understanding.

VI. **Pedagogical Rationale:** The use of quests and archetypes to frame instruction is supported by research in psychology, anthropology and various learning theories. The combined focus of these theories is the individual's development through relation of the information to the self, and the restructuring of knowledge and perspectives accordingly. As the individual transforms, so does their role and influence within their context, thus creating the potential for wide spread effect.

Constructivism: (Piaget) Knowledge and meaning is created by the individuals linking action and experiences with ideas. Within the quest, it is the ability to place themselves within the story, and relate motivation, experience and results.

Transformative Learning: (Mezirow) As the individual learns, they are transformed at three levels: psychological (knowledge of the self), convictional (revision of beliefs) and behavioral. Through the format of the quest, the individual learns from exemplified behavior and explores their personal response and perspectives.

Critical Thinking: (Dewey) The ability to abstractly consider the knowledge, question assumptions, determine validity of preconceptions and analyze response. Understanding patterns of behavior within the quest, and being able to determine fate, fortune or action as causations. Understanding that individual response can be the result of precoded cultural assumptions, and identifying those within the self.

Cultural-Historical Psychology: (Vygotsky) Individual development is informed and taught through the underlying stories of culture and history. As children, we learn the base activities and precepts of our culture through play, mimicking, narrative and creation. As adults, we can choose to accept the stories, question them, or utilize them as leverage for our own creations.

Jungian Psychology: (Jung) Integration of the unconscious motivations and beliefs of culture and the individual. Utilization of symbolic imagery in order to achieve understanding of personal

transformation and growth. Identified the role of archetypes/quest in the development of the individual.

Comparative Mythology: (Campbell) Recognition of archetypes and quests as a global phenomena that is used to define/create cultural characteristics and models of behavior for individuals within that culture. Identification of the function of myth as devices for explaining/connecting to the spiritual world, physical world, existing social order and life stage transformations.

Conceptual Age: (Pink) Identification of creativity as a main component of future success. Creativity can be supported by learning through the use of design, story, symphony, empathy, play and meaning. Narrative framework used as a vehicle for transforming information into knowledge.