

# Putting sense experiences at the front in STEAM-oriented inquiry

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## Abstract

In the present keynote lecture, I take departure from science education and seek to investigate conditions of various forms of disciplinarity within the context of STEAM. For this purpose, a threefold foundation from educational research and theory is used. Firstly, the commonplace notion that education should seek to promote learning not only of declarative knowledge (“learning facts”), but also practices and ways of thinking. Secondly, the fact that STEAM as movement and phenomenon has increased the motivation to seek for interdisciplinary approaches in education. However, with interdisciplinarity follows not only possibilities for productive collaboration, but also encounters of different cultures and manners of being and communicating. With this, again, follows issues of power relations and frictions. Thus, not only possibilities, but also conditions for various forms of disciplinarity should be investigated when dealing with STEAM. Thirdly, I build on the normative stance of Dahlin and others that that science education has for a long time given too high priority to abstract and idealised descriptions over immediate, sensuous experiences of the world, and that we therefore should seek an education where immediate sense-experiences play a more prominent role. With these perspectives as backdrop, and some selected classroom examples, I seek to discuss various notions of disciplinarity, the nature of inquiry across subjects, and thereby uncover both possibilities and challenges in inquiry-oriented STEAM education. In short: How can inquiry be conceptualised when different subjects, with their distinct practices and ways of thinking, meet in the context of STEAM?