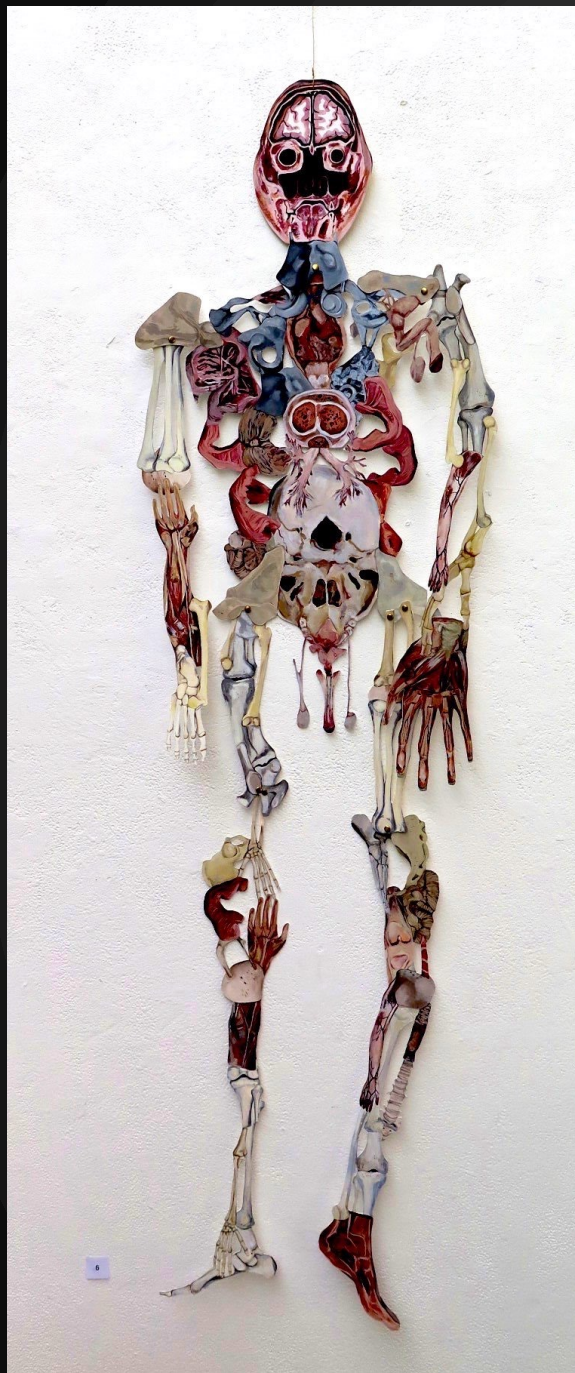




FROM SURFACE KNOWLEDGE TO DEEP INSIGHTS

Exquisite Corpse: The Value of Transdisciplinary Learning

Georgia Claridge 2019

Good doctor SHOULD BE

Competent in all aspects of medical sciences and clinical skills



Patient-centered
Critical thinker
Professional
Creative
Ethical
Empathetic

POINT OF VIEW for the contemporary artist



Henrietta Farrelly-Barnett

- To bring depth, awe and authenticity to their understanding of the human condition.
- To have the opportunity to examine the human experience from an anatomical perspective
- To facilitate conversations with scientists
- To appreciate the knowledge of both the arts and sciences
- To equip students to take challenges that maybe confronting

The educational need



Associate Prof. Krisztina Valter
Elisa Crossing
Associate Prof. Alexandra Webb

PLANS

To offer an **intensive** (3 weeks long), undergraduate, **interdisciplinary** art-science course

Collaborative teaching between the School of Art & Design and College of Science & Medicine

Collaborative learning: the course is open to all students across the campus

Selection process based on merit and application paragraph

Numbers are limited to 20-22

Days 1-9 9:30am-12:30pm Integrated, interactive presentations –
Afternoon individual work

Days 10-14 Independent project creation and curation of exhibition

Day 15 Exhibition opening

Day 16 Reflections and critique session

Assessment: Weekly portfolio work (2x20%); Course portfolio work through visual diary and reflective account (20%); Independent project (30%); Participation (10%)

Exquisite Corpse

day by day

The body as a whole - The physical being

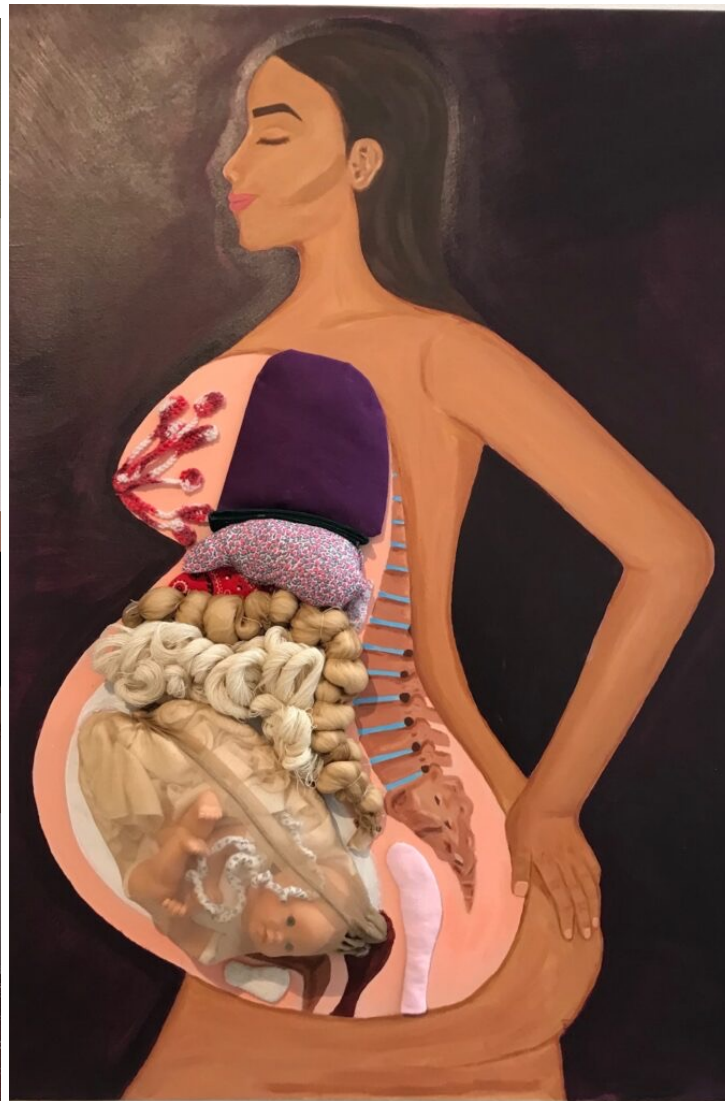


Yasmin Osborne "Gifted"

The body and self – embodied expression



Pryor Hollis 2024



Charlene Zheng 2021



student work 2019

Embodied learning and Empathy

“For example, understanding diabetic retinopathy through anatomical diagrams and clinical descriptions is familiar within my scientific studies. However, experiencing simulated vision loss through the diabetic retinopathy glasses created a much more visceral understanding of the condition. The scientific knowledge was still important, but connecting it with an embodied experience and then what artwork looks like when created by a person with that condition created a deeper understanding of what illness actually means for a person living with it.

This highlighted the importance of understanding patients not only through pathology, but through their lived experiences”

The body in a greater cultural context

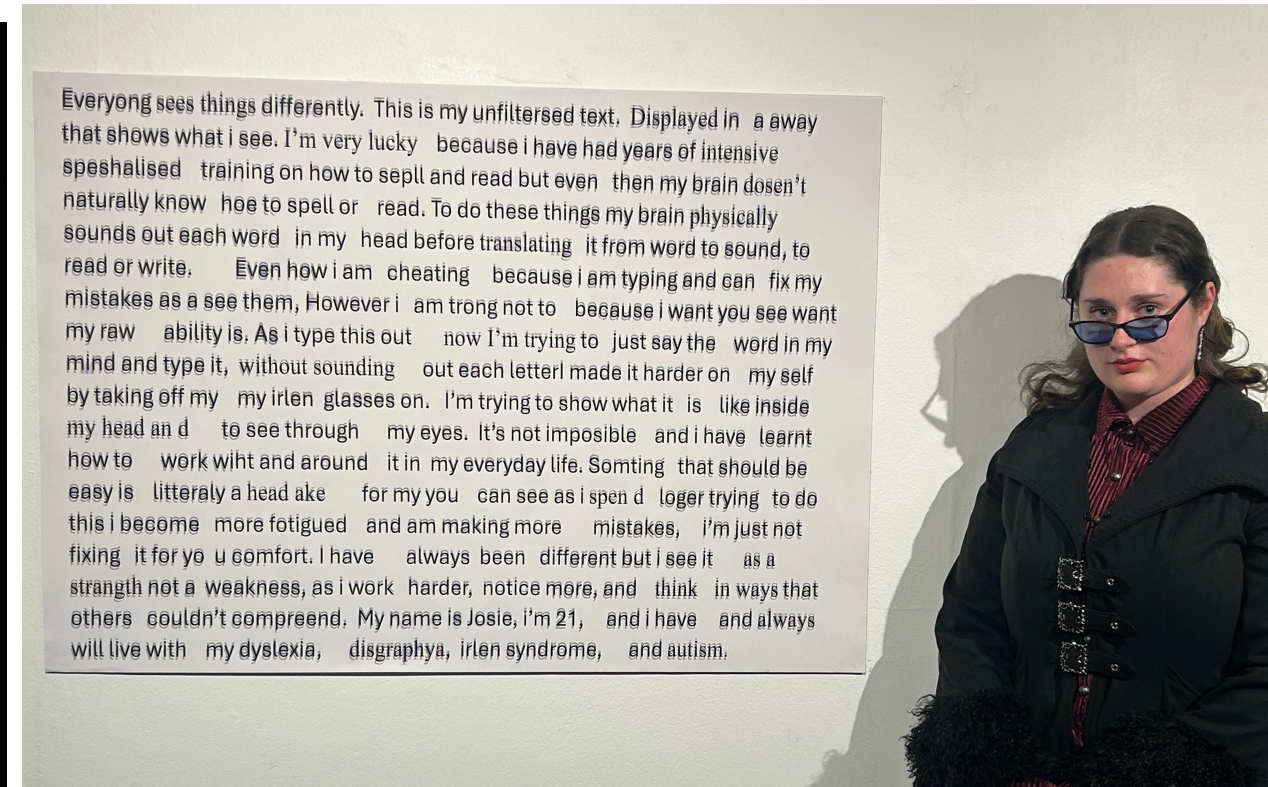


Amalia Edevane, Emma Zeng, Indiana Whitford

Contemporary and original



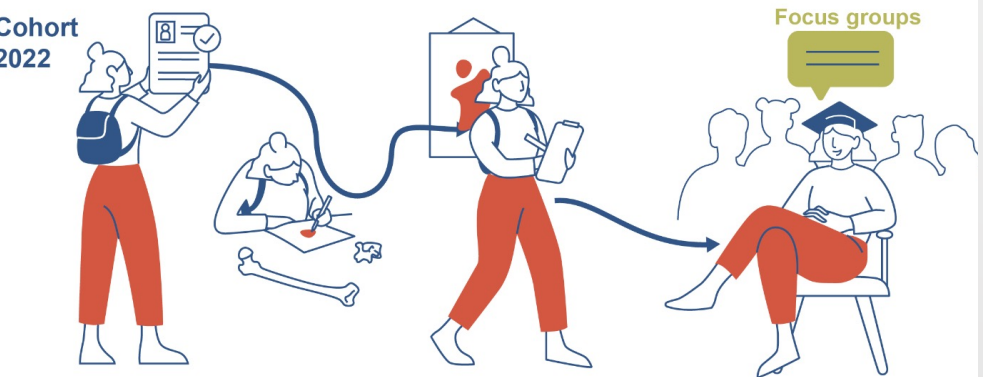
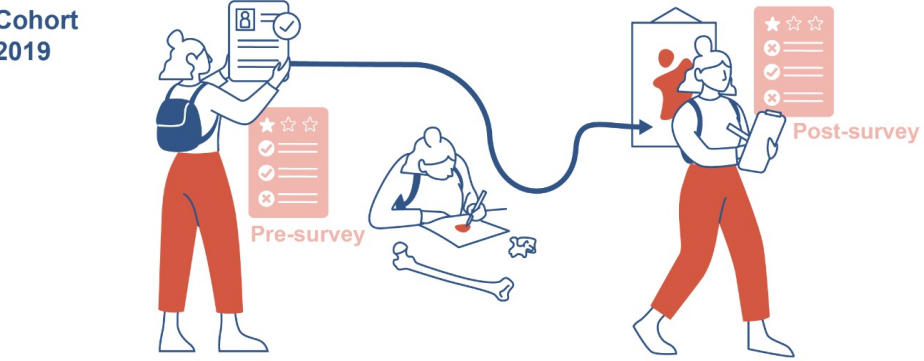
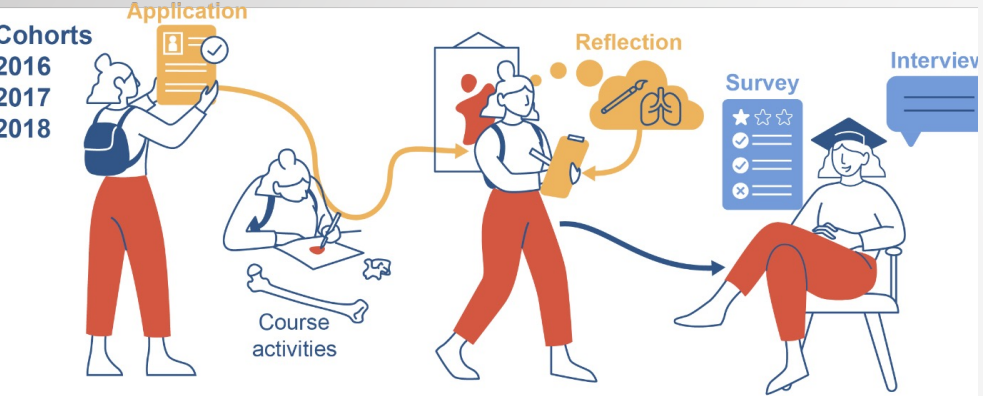
Thomas Amann, 3D printed



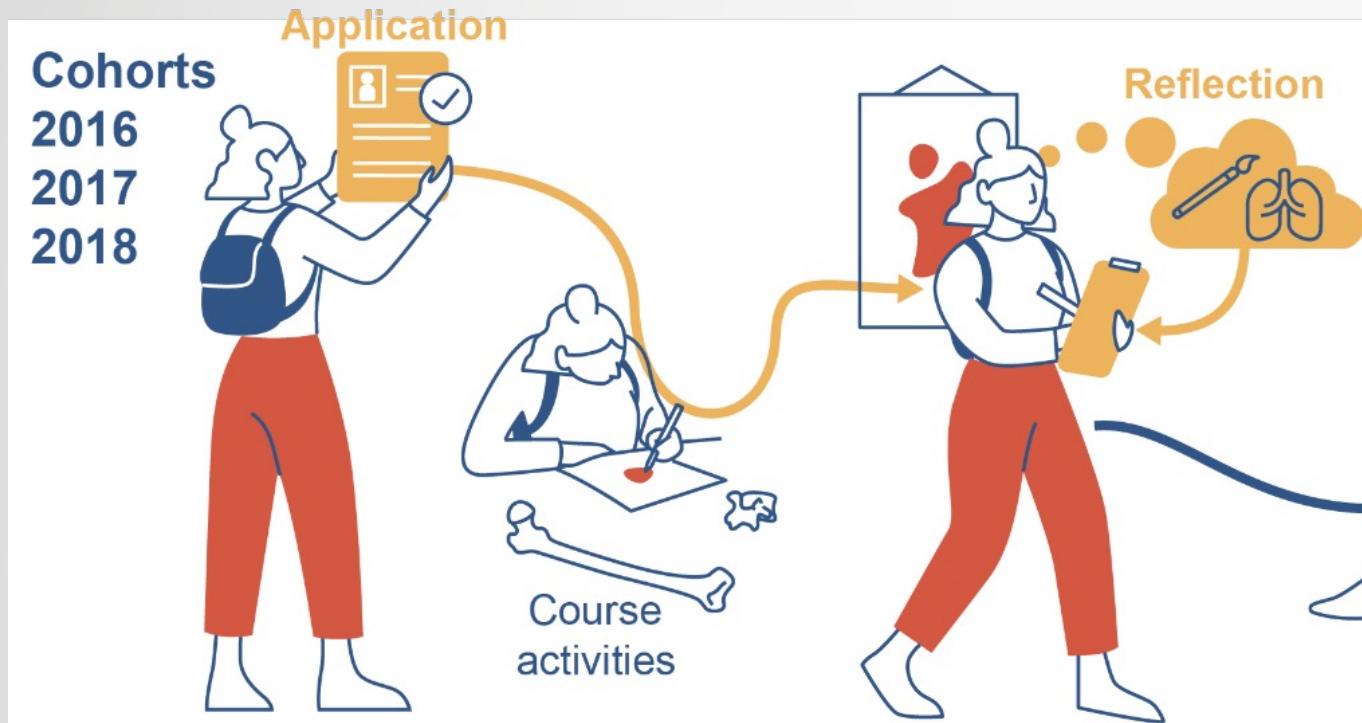
Josie Wassell

Professionalism and achievement





Action Research



STAGE 1

STUDENTS' VIEWS BEFORE AND AFTER

Expectations

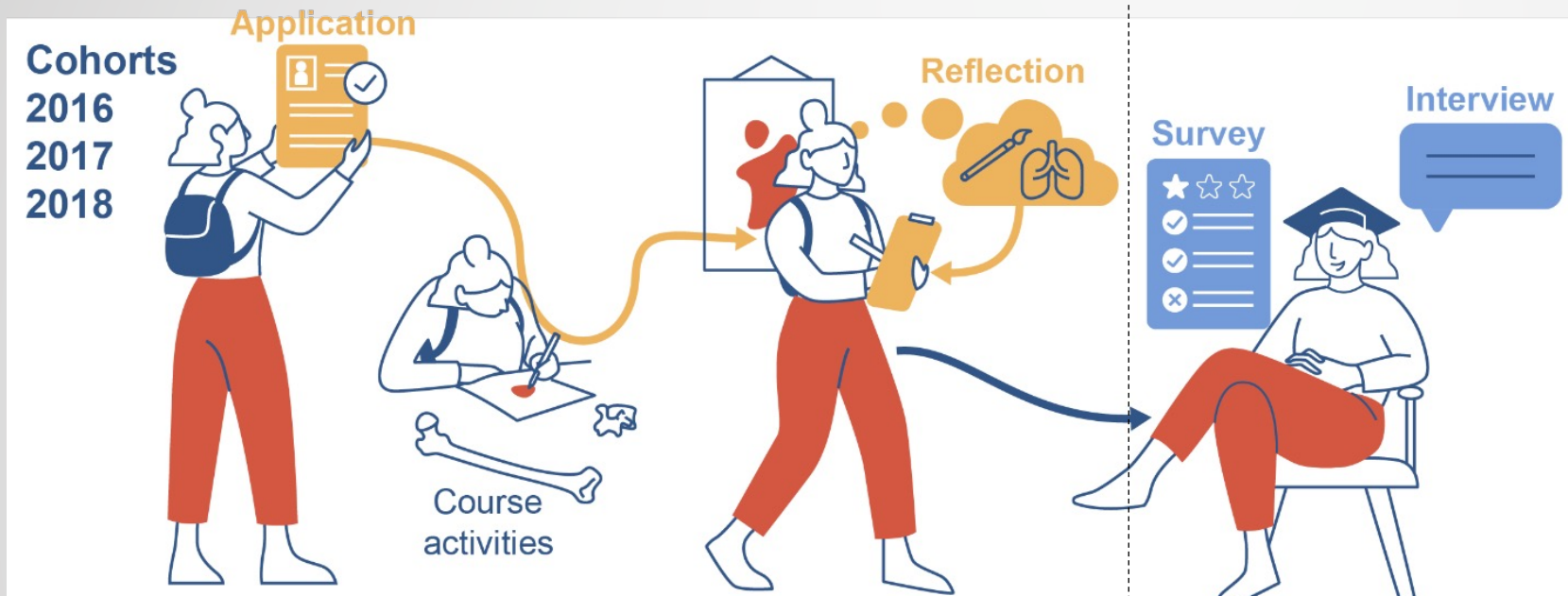
Teach me
Learn more
Understand better
Allow to experience

Experience from the course

Learn in different ways
Engage with learning from a different perspective
Used exploration and research to better understand
Recognised the importance of reflection to reinforce learning

Gained transferable skills
Feeling of empathy
Feeling accomplishment and pride

Challenged to think
Recognised link between art and science



STAGE 2

STUDENT INTERVIEWS

Thematic analysis of the interviews identified 5 important factors that students found useful to help them grow during this course

✓ Tolerance for uncertainty

"It has taught me to embrace discomfort as a catalyst for growth, to remain curious when confronted with uncertainty, ."

"One of the most significant things I discovered throughout this course was the value of discomfort as a tool for learning"

✓ Space for exploration

*"It felt **very open** and **safe**.... With **different things to try**, and **experiment**."*

✓ Skills (processes) vs Knowledge (product)

*"...useful to **reapply reinforce and go a bit deeper** on some things or **spend more time** standing there looking at a bone and going, oh I see that now."*

✓ Transferable skills

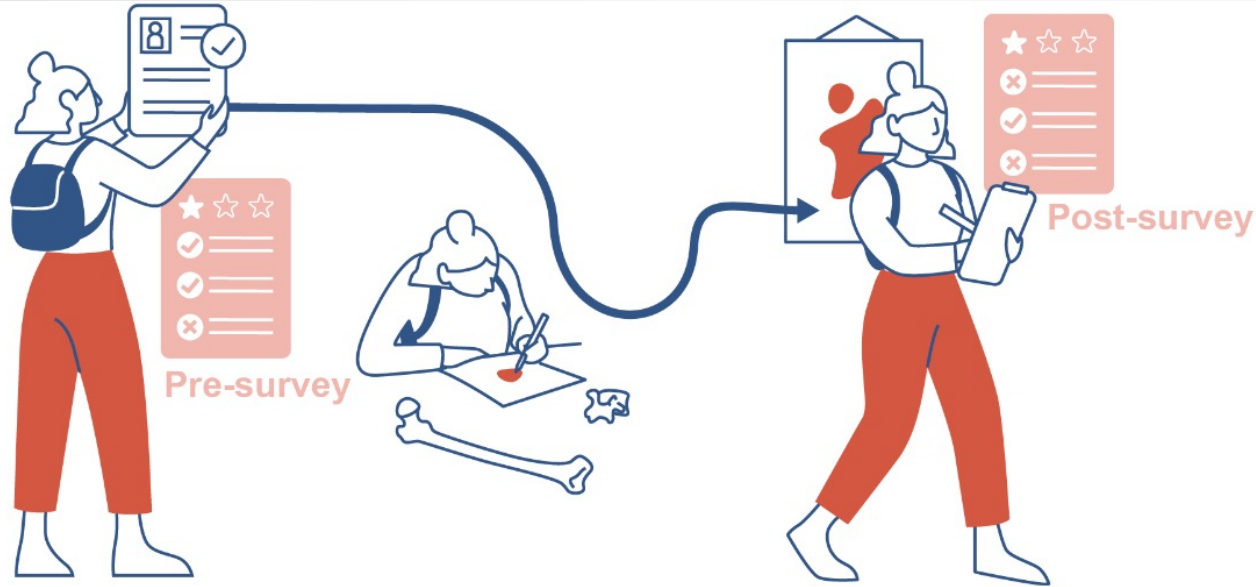
*"...has taught me **a new method and way of thinking** that I know I can **take with me into my future studies**."*

✓ Resilience

“I have come to accept that it is beautiful to embrace this creation and structure that is my body, despite the tumultuous relationship I have with it. ”

“I found the openness and vulnerability of the human body confronting, even though this vulnerability was minimal compared to the vulnerability of the patients that doctors encounter and are responsible for holding space for. However, rather than simply trying to overcome this discomfort, the course encouraged me to examine it. Why was I uncomfortable? What assumptions or boundaries was that discomfort revealing? What could I learn from engaging with vulnerability rather than avoiding it? ”

Cohort
2019



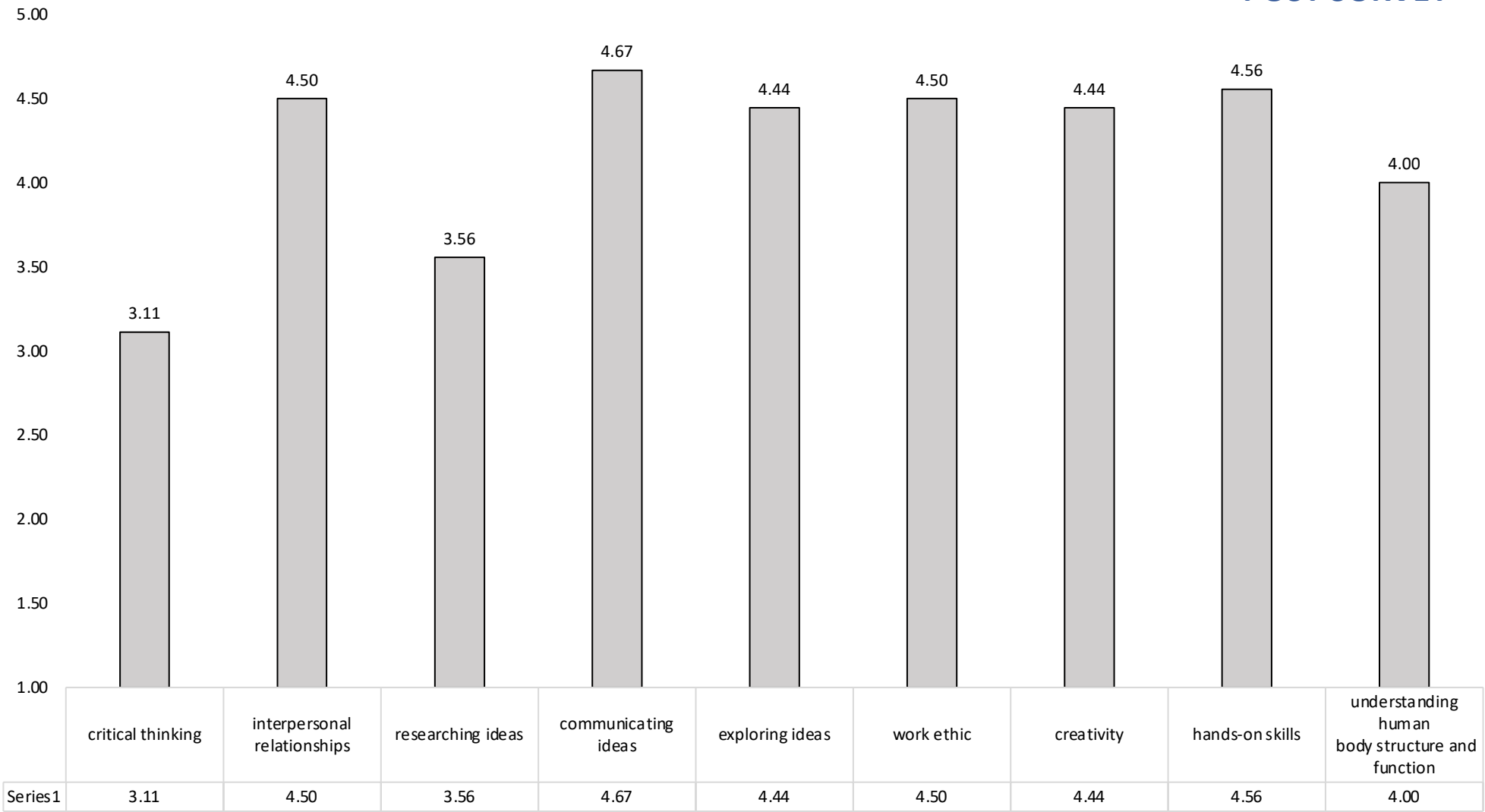
STAGE 3

PRE- & POST-SURVEYS

Students reflected on their **intention** and expectation of the course and **gained** skills and knowledge

Average rating of course-based opportunity to develop...

POST SURVEY





STAGE 4

FOCUS GROUPS

Analysis of focus group comments produced 4 themes that students identified to help them understanding and learning anatomy

Theme 1: Isolated vs interconnected approaches to knowledge construction

*“ I think through like **studying it from an art perspective rather than a science perspective**, you're not just looking at individual like little parts that have names...so like this is so so...you're **looking at the whole thing**”*

*“having to like draw and like work out the placements and understand it like really fully, it made me kind of question what I've been taught and **actually like delve deeper.**”*

Theme 2: The embodied and self-anchored experience of learning about the body

*“you're also **using your own body** a lot...obviously, as you like create your artwork and so getting to know the ways that you yourself can make like fine details or make certain big gestural movements of the paintbrushes. I think that **helps you to sort of understand how that part of your body is actually working as well, and how you can recreate those movements and develop those fine motor skills**”*

Theme 3: The tension between representation and communication

*“Like we were all given the **same task** and all managed to **represent anatomy...human anatomy in very, very, very different ways.**”*

Theme 4: Awe

*“this like very instrumental moment in the course for me where like we did that Anatomy lab the second one and there was the **brain and I was just like holding it and I was like...there is like an entire person's life.** Like all the decisions in their life was made by this brain like how...how is this the thing? and it was like incredible like I just felt like this immense like power and this immense like gratitude”*

TAKE-HOME MESSAGE

Product-focused teaching

- Rules
- Pressure to produce
- Penalties for failure



Rote learning encouraged
Predictable outcomes

Process-focused teaching

- Freedom to explore
- Free expression of ideas
- Free communications of ideas
- No fear of failing



Creative processes encouraged

Learning environment providing freedom for exploration is key in encouraging creativity in our students



Dr Lillian Smyth



Ms Bethany Lincoln
BMedSci (Honours)



A/Prof Krisztina Valter

Ms Elisa Crossing

A/Prof Alexandra L. Webb



Dr Riemke Aggio-Bruce