

# Interdisciplinary Artistic Collabora- tion

Instruments on personal reflections, self–assessment, and the sensitivity meter

Research into the master’s course Interdisciplinary Artistic Collaboration at the Amsterdam University of the Arts (AHK) revealed that personal (written) reflections in an experientially-based course for arts educators in the Master of Education in the Arts Program can make an important contribution to individual learning and to the development of professional practice.

This tool shares three self-reflection/assessment instruments from this study, Personal Reflections, Self–Assessment, and The Sensitivity Meter (in English, and then in Dutch).

Read the [research](#)

## PERSONAL 'WRITTEN' REFLECTIONS

Personal 'written' reflections after each artistic workshop can be introduced for (master) students in the arts/ in arts education to record their experiences and, sometimes elusive, insights of the day. The form can be of their own choosing. The only requirement is that the form embodies the specifics they would want to remember as references for assessing their own learning.

Choice of goals for students:

To capture for oneself significant interactions with others and/or with the material

To record new discoveries and/or re-discovered information

To connect students' work in the workshop with theory and practice in the arts

To develop or sharpen the students' own theories and/or vision of arts education

Open Reflection Question: What do you want to remember from the class today?

Possible forms:

Written description	Dance registration
Mind ma	Photo collage
Poem	Recorded discussion
Short film	Poster
A reference to the work of a specific artist or philosopher	A fictional dialogue

Your idea ????

## SELF-ASSESSMENT

At the end of a course, directed, written reflection questions about learning objectives can be asked as a means for students to:

**Summarize** (What did you discover about \_\_\_\_\_?),

**Contextualize** (How would you now define \_\_\_\_\_?), and

**Evaluate the perceptions of their own learning** (What will you take with you to your own arts education practice, and why?).

## THE SENSITIVITY METER

(in English, Dutch version follows)

The Sensitivity Meter is an unconventional self-assessment instrument inspired by international artist collective, The Authentic Boys, during their artist-in-residency at the AHK Master of Education in the Arts Program in 2013. It consists of scoring oneself on a list of ten qualities that they had identified as essential for practitioners in the arts in order to be ready and open for artistic thinking and discovery.

**Goal:** To help students identify which qualities and skills they bring to the table in their own and in collaborative artistic work, and to reflect upon how they can use and/or adapt those when collaborating with others.

### Instructions:

The Meter is filled in individually by scoring oneself for each quality on a number scale from 1 to 10 and explaining (some of) one's highest and lowest scores. Before filling it in, it is good to discuss the list with the group by sharing and filling out the initial descriptions from the Authentic Boys so that all agree on a common definition for each sensitivity. The group definitions can then be added to the Meter.

The Sensitivity Meter can be used as a personal reflection instrument, a vehicle for class discussion, or even as a 'pre-test' and 'post-test' at the beginning and end of a course, giving students an instrument to reflect upon their perceived development of their sensitivities in relation to the course.

For the Authentic Boys, the artistic process is informed through a combination of sensory-based observations and purposely opening oneself up to new challenges.

THE SENSITIVITIES FROM THE AUTHENTIC BOYS, 2013

Playfulness	being open, light-footed, able to work spontaneously without a specific plan, making associations, withholding judgements
Multi-perspectives	looking at a subject from different angles, open for the input of others
Empathy	being able to see and feel from someone else's perspective
Movement	an appreciation of the process, being flexible, investigative, responding to new information
Courage	daring to try, willing to be challenged and to take on challenges
Curiosity	wanting to investigate, discovery-led
Failure/Imbalance	planning in and permitting risks, using failure constructively
Engagement/Dialogue	involving oneself in an artistic process and collecting input from one's sensory observations, from material, from one's surroundings and/or from interactions with others
Shock	being open to completely new and surprising input
Nerve Costume	using your head and body as a complete system to experience the world

## THE SENSITIVITY METER

Instructions:

Step 1: Score yourself on the following qualities. (less) 1-----5-----10 (more)

Where do you see yourself at this moment in relation to artistic work and/or collaboration?

### PLAYFULNESS

Being open, light-footed, able to work spontaneously without a specific plan, making associations, withholding judgements

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### PERSPECTIVE

Looking at a subject from different angles, open for the input of others

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### EMPATHY

Being able to see and feel from someone else's point of view

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### MOVEMENT

An appreciation of the process, being flexible, investigative, responding to new information

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### COURAGE

Daring to try, willing to be challenged and to take on challenges

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### CURIOSITY

Wanting to investigate, discovery-led

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### FAILURE/IMBALANCE

Planning in and/or permitting risks, using failure constructively

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### ENGAGEMENT & DIALOGUE

Involving oneself in an artistic process and collecting input from one's sensory observations, from material, from one's surroundings and/or from interactions with others

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

## TOOL : SELF-REFLECTION /ASSESSMENT FOR LEARNING AND TRAINING

### SHOCK

Being open to completely new and surprising input

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

### 'NERVE COSTUME'

Using your head and body that work as a complete system to experience the world

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

**Step 2:** Choose 5 (high or low scores) and (briefly) explain your choices.

**As a 'post-test' question:** Which Sensitivity/Sensitivities do you feel have been most influenced by this course?

Could you explain how?

**Extra** – Do you have a Sensitivity to add to the list?

## DE SENSITIVITY METER

### Instructies:

Stap 1 - Scoor jezelf met een kleur op de volgende artistieke kwaliteiten. (weinig) 1-----5-----10 (veel)  
 Waar zie je jezelf op dit moment?

#### SPEELS (Playfulness)

Openheid, lichtheid, spontaniteit, associëren, zonder vooropgezet plan werken, achterhouden van oordelen

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### MULTI-PERSPECTIEVEN ZIEN EN WAARDEREN (Multi-perspectives)

Kan bewegen tussen verschillende kanten van een onderwerp, open staan voor de inbreng van anderen

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### EMPATHIE (Empathy)

Inlevingsvermogen

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### WAARDERING VOOR PROCES (Movement)

Flexibel zijn, onderzoekend, bereid om door verschillende fases heen te gaan, het reageren op nieuwe informatie

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### MOED (Courage)

De durf om te proberen, bereid om de uitdagingen van anderen aan te gaan

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### NIEUWSGIERIGHEID (Curiosity)

Het verlangen om te onderzoeken, ontdekkingsgericht

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### FALEN/UITBALANS (Failure/Imbalance)

Het inplannen en/of permitteren van risico's, het vallen/opstaan... en vooruitgaan

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### BETROKKENHEID & DIALOOG (Engagement & Dialogue)

Zichzelf betrekken in een artistiek proces en input vanuit de eigen sensorische observaties, van materiaal, de omgeving en/of interacties met anderen verzamelen

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

## TOOL : SELF-REFLECTION /ASSESSMENT FOR LEARNING AND TRAINING

#### SCHOK (Shock)

Je neemt onverwachte paden, je opent jezelf voor het nieuwe

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

#### 'NERVE COSTUME'

Het gebruik van je hoofd en lichaam als compleet systeem om de wereld te ervaren

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

**Stap 2** - Kies 5 van deze kwaliteiten uit (hoog en/of laag) en licht je scores toe.

**Als 'post-test' vragen** – Welke van jouw Sensitivity/Sensitivities vind je door deze cursus het meest beïnvloed?  
Kun je uitleggen op welke manier?

**Extra** - Heb jij een Sensitivity om op de lijst toe te voegen?