



AECED

aesthetic and embodied
learning for democracy

Democratic Approaches to Supervision: UKGCE seminar

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Introduction



AECED: Transforming Education for Democracy through Aesthetic and Embodied Learning, Responsive Pedagogy and Democracy-as-becoming (Horizon Europe / UKRI-funded, 2023-2026)

AIM: To enhance and transform the role of aesthetic and embodied learning in education for democracy

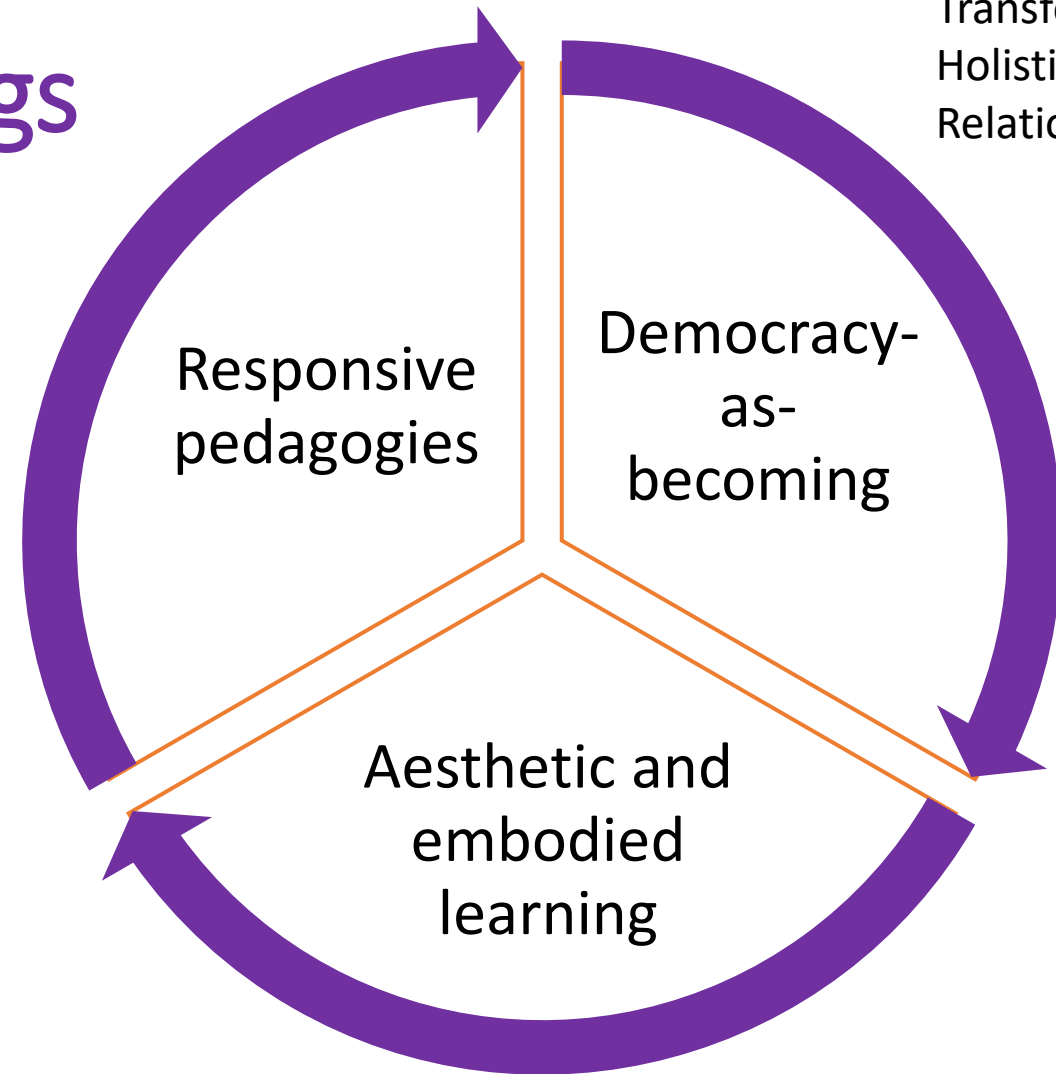
HOW: By creating and trialling, through case studies, an innovative aesthetic and embodied pedagogical framework and associated guides for pedagogical practice.

WHO: University of Lapland, Finland
University of Zagreb, Croatia
Phillips University, Marburg, Germany
Riga Technical University, Latvia
Open University, Portugal
University of Hertfordshire, UK



Project underpinnings

Features of aesthetic and embodied learning for democracy (AELD)



Power sharing
Transforming dialogue
Holistic learning
Relational wellbeing

The features of AELD can be found in the AECED *Prototype Pedagogical Guide Part 1* (pp.9-11), available at:

<https://cordis.europa.eu/project/id/101094052/results>

See also the concept paper, *The Four Dimensions of Holistic Democracy*, available at: <https://aeced.org/resources/>

Overview of AECED Cases

- The six partners carried out **19 trials** between them, covering all phases of education:
 - Early years and primary; secondary; higher education; adult, professional and organisational learning
- UK case phases – secondary education; **adult, professional and organisational learning.**

Introduction

Familiarisation with Framework and Guides

Collaborative reflection

Planning ABE activity

Action – trialling ABE activity

Reflection / Evaluation



Developing more democratic approaches
to supervision



Doctoral supervision case

Case focus: doctoral supervisor development, towards more democratic supervisory relationships and more democratic doctoral pedagogy.*

Facilitated sessions	Self-directed
Three differently constituted groups engaged in facilitated sessions over five phases, leading to the trialling of an arts-based and embodied (ABE) activity to foster reflection; sessions face-to-face, online and hybrid.	Participants working individually with the AECED resources, following guidance and activities in a Companion Guide . No direct facilitation.

*Approved by the University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority: protocol numbers: SLE/SF/UH/06090; aSLE/SF/UH/06090(1); 0264 2024 Oct SSAH

ABE approaches employed

- Visualisation
- Gesture-response
- Found images / drawing
- Planning and trialling chosen method
- Collage

Focus area	ABE method
Power in supervision	Collage self portrait
Imbalance of power in supervision	Found objects; model making; knitting
Power and voice in supervision	Found objects; poetry
Care for doctoral students	Found images; comic strip creation
Supervisor identity	Collage self portrait
Supervisor feedback and student agency	Comic strip

Chosen ABE method and focus across all four cycles



Trialling an expressive activity



Collage activity prompt



**How does democracy
feature in your
practice of doctoral
supervision?**



Final reflections and questions



Reflections ...

On the UK case research

- Filled a professional learning gap
- Underpinnings of AECED resonated with participants
- AELD was powerful in supporting collaborative discussion and reflection
- AELD enabled experience of democracy
- Implications of AELD beyond supervision.

What are your reflections, based on today's experience of AELD through collage?

What's your takeaway for your own practice of supervision?

Are you interested in learning more about AECED, and how you might use the AECED resources in your own practice?

Contact us at: aeced@herts.ac.uk

Keep in touch via the socials!

- <https://aeced.org/>
- <https://www.linkedin.com/company/aecedhorizon>
- [AECED \(@aecedproject.bsky.social\)](#) — Bluesky
- https://x.com/AECED_project
- https://www.instagram.com/aeced_horizon/
- <https://www.facebook.com/people/AECED-Aesthetic-and-Embodied-Learning-for-Democracy-as-Becoming/61572914532459/>



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