

# ASCILITE 2024

## Navigating the Terrain:

*Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies*

### Enriching Educational Landscapes: The Impact of Australian Arts Educators on Teaching and Learning in Bhutan and Beyond

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As an arts educator, I spent a month in Bhutan engaging Bachelor of Education students in project-based learning activities aimed at enhancing creativity, critical thinking, and problem-solving skills. These activities served as a dynamic capstone to their theoretical literacy unit. I documented students' collaborative efforts and creativity through photos and videos, which have been transformed into eBooks. These resources are now integrated into courses at my Australian university, enriching learning experiences for our culturally diverse student body with authentic examples of cross-cultural project-based learning. The eBooks showcase student outcomes and offer reflective analyses to inform future teaching practices, inspiring innovative and collaborative learning strategies globally.

Moreover, these resources contribute to the university's commitment to global education and cultural diversity, demonstrating how experiential learning can transcend geographical boundaries and enrich the educational journey of students promoting global citizenship.

To address a broader audience within Bhutan, and globally, the lesson plans and resources I developed to deliver the project-based learning activities, are now available on the Artist in Residence Education Program website. This provides an opportunity for any educator to access and adapt these materials to their own contexts.

Teaching in Bhutan highlighted how factors like collectivist culture, religious beliefs, and the Gross National Happiness Index support traditional teaching practices and how complex it is to break down traditional teaching practises and encourage valid creative ways learning.

The students greatly enjoyed the new activities and even requested additional lessons. It was rewarding to see them realise their potential for creativity and innovation in teaching, enhancing their approach to learning and self-perception as future educators.

In conclusion, understanding sociocultural norms in Bhutan offers a wealth of insights that can inspire and inform academic approaches to teaching in countries with traditional forms of education and limited access to resources.

*Keywords:* Arts educator, Bhutan, cross-cultural, project-based learning, creativity, critical thinking, problem solving, eBooks

#### References

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