

AI Review of "The
Arts-Education
Relationship, from the
Point of View of
Pedagogy, Is Not
Primarily to Do
Professional Artistic
Education. Educating
'With' the Arts Means
Educating 'Through'
the Arts and Educating
'For' an Art"

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This paper explores the conceptual framework of the arts–education relationship through a pedagogical lens. The work presents a compelling argument that the relationship between arts and education inherently prioritizes educational goals over professional artistic training. By advocating for understanding and applying the arts as mediums for educational development, the author delineates distinct pedagogical approaches that differentiate between educating 'through' and educating 'for' the arts. The paper critically engages with traditional notions of arts education by arguing for a more integrated, education–first approach.

1. Overview

The submission contributes to the field of educational theory by examining how the arts can serve as fields of general, specific, and specialized education. The author challenges the prevalent understanding of arts education as primarily vocational, emphasizing instead the pedagogical potential of the arts in fostering comprehensive educational experiences. Through a framework rooted in mesoaxiological pedagogy, the work expands on how knowledge and practice in the arts can be transformed into educational opportunities that enhance cognitive and emotional development. The paper is grounded in the concept that education should be driven by the values and experiences associated with the arts, thereby reformulating the arts' role within education systems.

2. Relevant References

Including a clear literature review helps reviewers quickly see what's new and why it matters, which can speed up the review and improve acceptance chances. The following

references were selected because they relate closely to the topics and ideas in your submission. They may provide helpful context, illustrate similar methods, or point to recent developments that can strengthen how your work is positioned within the existing literature.

1. López, José Manuel Touriñán. "The Arts–Education Relationship, from the Point of View or Pedagogy, Is Not Primarily to Do Professional Artistic Education. Educating 'with' the Arts Means Educating 'Through' the Arts and Educating 'for' an Art." *Boletín Redipe, Editorial Redipe*, 2023, doi:10.36260/rbr.v12i3.1941.
2. Rodríguez, Julia Margarita Barco, et al. "Educación De Educadores En Artes Visuales, Un Lugar De Sentido Para La Educación Artística." *Pensamiento Palabra y Obra, National Pedagogic University*, 2015, doi:10.17227/2011804x.14ppo108.120.
3. Viadel, Ricardo Marín. "La Investigación En Educación Artística." *Educatio Siglo XXI: Revista De La Facultad De Educación*, 2011, <http://redined.mecd.gob.es/xmlui/bitstream/11162/87256/1/O1820113012869.pdf>.
4. Lora, María Esther Aguirre. "Los Senderos Del Arte, La Formación y La Educación Artística. Notas Para Un Deslinde." *Revista Educación y Pedagogía*, 2009, <https://dialnet.unirioja.es/download/articulo/3648289.pdf>.
5. López, José Manuel Touriñán. "Claves Conceptuales De La Educación Artística: Ámbito De Educación, Finalidades y Formación De Profesores." *Boletín Redipe*, 2014, <https://dialnet.unirioja.es/download/articulo/6328411.pdf>.
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7. Manzanera, Silvia Viñao. "La Educación a Través Del Arte: De La Teoría a La Realidad Del Sistema Educativo." *Estudios Sobre El Mensaje Periodístico, Complutense University of Madrid*, 2012, doi:10.5209/rev_esmp.2012.v18.40970.
8. Flores, Ileana Guillermina Gómez. "Teorías De Aprendizaje Para Facilitar La Educación Artística. Estudio En La Universidad Autónoma De Chihuahua." *Revista De Investigación Educativa De La Escuela De Graduados En Educación, Monterrey Institute of Technology and Higher Education*, 2016, <http://riege.mx/index.php/riege/article/view/243>.
9. do Ma R in Viadel, Rica R. "Las Investigaciones En Educación Artística y Las Metodologías Artísticas De Investigación En Educación: Temas, Tendencias y Miradas." *Educação, Editora da Pontifícia Universidade Católica do Rio Grande do Sul (EDIPUCRS)*, 2011, <https://www.redalyc.org/pdf/848/84820027003.pdf>.
10. Montequín, Manuela Belinche, and Leopoldo Dameno. "De La Hora Libre a La Hora De Arte. Experiencia Artística Y Construcción Pedagógica." *Metalurgija, Croatian Metallurgical Society*, 2017, <http://papelcosido.fba.unlp.edu.ar/ojs/index.php/metal/article/download/467/894>.

3. Strengths

The primary strength of this paper lies in its reconceptualization of the arts–education relationship, challenging traditional paradigms that view the arts primarily as vocational pursuits. The author effectively articulates a nuanced pedagogical framework where the arts serve as both a medium and an outcome of the educational process.

There is intellectual rigor in how the paper distinguishes between educating 'with', 'through', and 'for' the arts, thereby broadening the conceptual schema for educators to engage with the arts in diverse educational contexts. Moreover, the paper's foundation on mesoaxiological pedagogy provides a robust theoretical lens for understanding the inherent educational value of the arts beyond mere content delivery, underscoring the transformational capacity of the arts in education.

4. Major Comments

5. Methodology

While the paper serves a theoretical function, it would benefit from clearer methodologies or frameworks that could be applied in practical educational settings. Expanding on how these theoretical distinctions can be operationalized in curriculum design and teacher training could greatly enhance its applicability and impact.

6. Clarity and Terminology

Certain terminologies, particularly 'mesoaxiological pedagogy' and 'educational value,' while novel, require more detailed explanations or illustrative examples to ensure their meanings are accessible to practitioners and researchers outside the immediate field of educational theory.

7. Theoretical Framing

The paper does well in its theoretical exposition, yet the framing could be enhanced by integrating empirical evidence that showcases how the proposed pedagogical models have been, or could be, successfully implemented. Demonstrating the effects of such a pedagogical shift in real-world educational contexts would strengthen its theoretical premises.

8. Minor Comments

9. Figures and Diagrams

Inclusion of conceptual diagrams that map out the relationships between the different modes of arts education (educating 'with', 'through', and 'for' the arts) would visually enhance the text and aid in reader comprehension.

10. Organization

The organization of the sections could benefit from clearer demarcation between theoretical exposition and practical application suggestions. Perhaps creating a standalone section dedicated to 'Applications' might help delineate these elements more effectively.

11. Language and Style

Minor grammatical errors and typographical issues, such as inconsistent spelling of 'through' as 'throught,' should be corrected to maintain the professional quality of the submission.

12. Reviewer Commentary

This paper raises critical questions about the potential for the arts to transform traditional educational practices, making it valuable for interdisciplinary conversations in education, pedagogy, and artistic fields. It provokes a reevaluation of the functions of the arts in educational curricula, prompting educators to consider broader implications for policy and practice. The discussion on the mesoaxiological approach could potentially inspire further research on other cultural areas of education, promoting a more holistic and integrated pedagogical approach.

13. Summary Assessment

Overall, this work serves as a significant intellectual contribution to reevaluating the role of the arts within the educational landscape. It advances the conversation on how arts education can be framed as a multifaceted pedagogical endeavor, harmonizing cultural experience with educational objectives. The paper calls for a thoughtful reconsideration of educational priorities, encouraging a shift towards more value-centered, experience-based educational models that reflect the complex realities of teaching and learning in contemporary society.

In conclusion, the authors are encouraged to refine the practical implications of their theoretical models, ensuring their innovative ideas can directly inform teaching practice and educational policy.