



Using the Mirror as a Working Tool in Handicraft Education

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Research on practical education and handicraft

- Effective teaching involves teacher-student interaction, encompassing verbal dialogue, body language, and the use of visual, verbal, and physical resources (Lundesjö Kvar & Melander Bowden, 2021).
- Mirrors play a crucial role in healthcare, aiding physiotherapists in patient therapy (Martin & Sahlström, 2010) and enhancing visibility in dance education (Dougla, 2020). In hairdressing, hand mirrors are essential for clients to view haircut results and facilitate effective communication (Öhman, 2017).
- Research shows that students in vocational education and training (VET) programs develop a "professional gaze" similar to Goodwin's concept (1994) through mirror-based learning (Björklund, 2018; McClure et al., 2019).

Aim and research questions

The purpose of the study is to contribute with knowledge about the function and significance of the mirror when teachers and students interact in relation to a specific learning content in the hair and makeup stylist program.

- When and how do teachers and students orient themselves towards the mirror in the interaction in makeup education?
- What vocational content is made visible when students and teachers interact in front of the mirror in these situations?

Theoretical and methodological approach

Conversation Analysis – How?
Interaction, multimodality

Variation Theory Approach – What?
Object of Learning, content

CAVTA
(Conversation Analysis and
Variation Theory Approach)

When bringing Conversation analysis and Variation Theory Approach (CAVTA) together, the aim of the analysis is to reach a broader knowledge of the what- and the how-aspects of learning towards a specific object of learning in technical vocational education can be made relevant using artefacts, gestures, prosody and gazes between teacher and students.

Data and Analysis

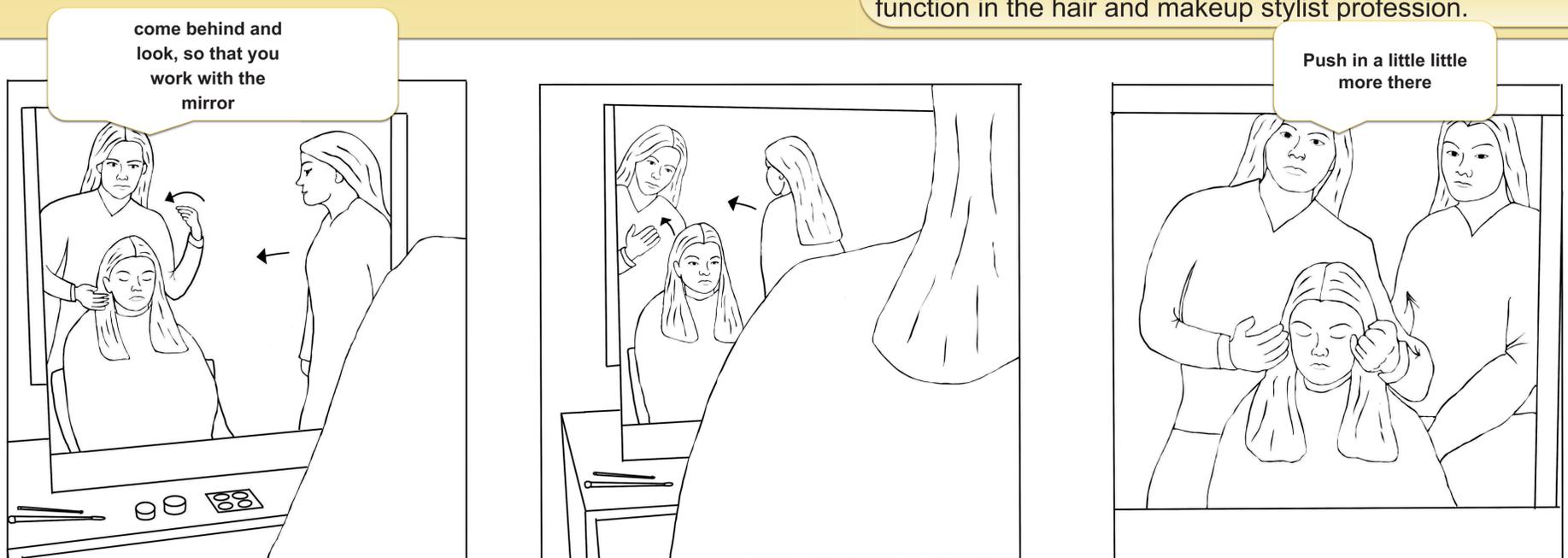
- Handicraft program for hair and makeup stylist program
- 17 students and one teacher interacting in front of the mirror
- Two teaching sessions video recorded in the classroom
- Learning object: how to apply eye makeup

Findings

The results show that the importance of the student's position in relation to the mirror is emphasised as significant and the focus is on identifying the critical aspects of the object of learning together with the student. In order to visualise the different critical aspects (wholeness, evenness of the eyes, position of the eye shadow, balance and the amount of colour), different semiotic resources such as language, gaze, body position and hand movements are used to clarify and concretise the critical aspects. The teacher also gives feedback and discusses visualisation and body positioning used as a tool for comprehension and attention. The teacher does not make it explicit for the student to position towards the mirror as the main purpose, which can lead to difficulties in establishing a common understanding.

Conclusion

The teacher and student's positioning in relation to the mirror can be highlighted as a resource in the process of reaching a common understanding of an object of learning. The mirror can be placed in the foreground to visualise its role and function in the hair and makeup stylist profession.



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