

Appendix 4_AA Researcher Seminar notes

Title: Art as Education / Education as Art: Inhabiting Practice Workshop
Category: Notes/ Exercises
Event: Shift/Work May 2018
Date: May 7-8th 2018
Contributors: Facilitators: Tormod W. Anundsen and Helene Illeris, University of Agder, Norway, ST

Description

Art as Education / Education as Art: Inhabiting Practice

Workshop May 7-8th 2018

Directed by Tormod W. Anundsen and Helene Illeris, University of Agder, Norway.

Hosted by Shift/Work at Edinburgh Sculpture Workshop

This workshop is supported by ERASMUS+, Art & Learning (School of Art, Edinburgh College of Art), MASTKUN UiA, and Edinburgh Sculpture Workshop

What is Art as Education / Education as Art?

As part of their overarching project: Art as Education / Education as Art, Illeris & Anundsen invite you to participate in an explorative workshop that focuses on 'inhabiting' art practices as a form of teaching. The aim is to explore how lived inquiry may at the same time be a form of art practice, everyday practice and education practice.

Through the workshop you will explore possible ways of 'inhabiting' landscapes, places, practices, collectivities, perspectives....

Exercises that reflect propositions of what we seek to engage. Instead of addressing it from a detailed level of definition, an intellectually remote island of discourse. The point of inhabiting investigations would seem to be to perform theory, to open up more questions and points of engagement, not to have it directed from the source, or authority, but to allow the reality of each subject(?) in the space to engage with a concept in a horizontal landscape. To self examine the preconditions of their experience of experience deeply and meaningfully, in order to approach the concept, with authenticity and a genuine engagement. Not practice and theory divorced, but a way of engaging theory with embodied practice, though the word practice is problematic. To take theory off the shelf and into life into as many shoes that can walk in it and begin to dance together.

Responses to Ex 3:

Why practice is problematic?

It involves risk, opportunity cost, time spent, time stolen to be spent. It suggests a cultivating of skill. We are immersed in activity. Is practice something we do alone or collectively? Is there a hierarchy of practice? Is it practice only after it is legitimated? Is parenting a practice? Is gardening a practice? Is practice a ritual, a habitat, is it making embodied, awareness within learning, repetitions are difficult. Can they be repeated or is it spontaneous and ephemeral. What is slow learning? What is slow time? Is Education to be seen as a sharing space, where participation happens and we bring the unconscious into being, where we transfer knowledge and skills. Are we challenging the teacher centric space? Gratitude in sharing is minimal, often the learner comes away imagining they did that all by themselves. Is it possible to strive for horizontal structures of power? Equality? Pure sharing? Absence of concentrations of power? So prepared for the unglamorous task

ahead how can we create a space of supreme comfort and endeavour where we can share and engage a practice which we truly enjoy. (?)

Reflections on the Practice of Practice.

Lou: special needs/ learning disabilities high school teacher. Practice of procrastination.

Autodidact, I want to understand what people understand of autodidacts? Can I start with definitions and engage? Tormod – how about asking everyone to share what they have taught themselves to do. In that sharing, this leads to an organic emergence of what autodidact practices exist in their everyday practice. From there, patterns emerge, classifications of what is or isn't autodidact will happen. Learner will consider what learning is from an autodidactic point of view.

In my thoughts, I saw a black box, and their definitions being positioned within or without and being connected by found objects. The resourcefulness of the connections with found materials was an aspect of autodidacticism we could discuss. The black box, is it institutional, is it self imposed, is it framing, what is the black box to them.

Black box. Place the post it note about their self taught activity in relation to the box. Connect or not connect activities by routes direct or not by found or borrowed objects. Scarves, tape, pen caps, stones etc.

Exercise 1

Tormod: What should notes look like?

Helene: I don't know.

Tormod: Like drawing?

Helene: (hesitant) Yes.

Tormod: So 15 mins.

Helene: Yes don't feel you should fulfil any learning requirements. Just try to inhabit Whatever.

Tormod: Be back at 10:52.

Listening to a room.

To Occupy

To inhabit

Straited Abstract place lived smooth space

Exercise 2

Mapping territories

Can we build zones? How can we find routes or dialogue with a space to make it a landscape? Does the sound or voicing create a dimension of inhabitation more than no speaking? In repeating a route what does the dialogue draw out from the relation to the self and the space?

See gongs and sticks

The beautiful risk of education

Exercise 3:

How have ex 1 & 2 prepared us to have a dialogue with education. How can we apply what we have observed in the 1 & 2 to listen to and dialogue with Education?

5 mins to write or chat.

Share 3 from each table:

Sharings:

How important to you (education) are subjects?

How do you prepare us for life?

What are the rhythms of education?

When are you happening and how?

What is the difference between you and learning?

How do we imbue surprise and schizerprise?

How could education provide opportunities to be more authentic?

How can you be less rigid?

What voice does education speak in?

How changeable is education? How temporary is education?

How embedded in lived experience does Education need to be?

—

reflections it is revealing, it is a new way of speaking about authentic assessment. It does not overreach, it does not assume knowledge is some place else or some one else. It is about choice, but a sense of purpose developed by the independent learner, to seek that space and seek that mentor or community to arrive at a deeper inhabitation of the quality of knowing that they need.

—