

Hybrid Spaces: Reimagining pedagogy, practice and research

Friday 26 March 2021: Societal, environmental and political impact
Parallel Session Programme

Breakout Room 1

Desperate Journeys

Jeff Adams | University of Chester

At a time of endemic nationalism and xenophobia some artists have attempted to resist this trend by depicting its damaging consequences, revealing the inequalities that fuel its disfigurement of human relations and result in mass displacement. Paul Dash's recent paintings of refugees attempting dangerous and degrading sea crossings are the main subject of this paper, and these works are discussed in the context of his negative educational experiences as a child, and his salvation through painting in the sanctuary of his school's art room. This school experience and the trajectory of his artistic career are contextualised by the current marginalisation of the arts in the curriculum and the increasing scarcity of critical and creative approaches to education. The prohibited and dangerous spaces the refugees inhabit are forced to inhabit in their sea crossings are the those that Dash humanises and makes visible the uncomfortable truths of suffering and our complicity.

Historical investigations of racism through a Hexagon Project in an online college art methods course

Jaehan Bae | University of Wisconsin Oshkosh

In Fall 2020, in the wake of the death of George Floyd in Minneapolis, Minnesota and the shooting of Jacob Blake in Kenosha, Wisconsin, I added a specific requirement: to explore two historical topics, with at least one involving racial injustice in the United States. I knew that some of my students came from locations near these tragic events and most had been directly or indirectly affected by them. Therefore, my purpose in the hexagon art project was to help my students explore the complexity of historical and contemporary racial issues through art. This presentation will portrait teaching and learning activities and discuss values of this assignment.

Differentiating Between Unity and Uniformity - a proposal for pedagogy of mutuality in our splintered times

Ranjana Thapalyal | Glasgow School of Art & Independent Scholar

The adoption of critical theory by extremist political players as a propaganda tool should be singularly alarming to educationists everywhere. More than ever, it is vital to tell our histories in entirety; to engage with long asserted postcolonial imperatives of critiquing North/South relationships and cultural systems within nations.

For when we lie to ourselves, we invite others to lie to us. And we cannot accuse others of manipulation while resting our own national narratives on amnesia and victory tales.

Art/Design education prides itself on producing individual thinkers, yet resists an overhaul of pedagogies premised on incomplete histories that perpetuate status quo validation and judgement. It lags behind students, whose life experiences, curiosities and abilities go well beyond these.

Towards closing this painful gap, this paper proposes a pre-emptive and nurturing pedagogy of mutuality and critical contextualisation, and considers how hybrid digital learning can both enhance and hamper it.

Tearing Down Walls, Opening Doors: Teaching an Art History college class in jail during Covid

Maria Ruyter | Teachers College, Columbia University

This paper explores the transformative impact of teaching in a prison context during COVID. In this case study, a course designed by AXSJ, a group of activist art history graduate students, draws on culturally relevant and trauma-sensitive practices and is delivered asynchronously via tablets. By examining the experience of the educators as they design and teach this college-level course during the pandemic, we will document how this innovative approach to curriculum design and method of delivery can be used as a model for educators to encourage participation, inclusion, and access to education and make more porous the prison walls.

Breakout Room 2

A comparative study on Korean wave between Yi dynasty and the present

Boo Yun Lee | Hanyang University, Seoul Cyber University

A study on the societal and political impact of art and art education in Yi dynasty in Korea - focused on 'Korean wave' from King Seonjo 40 (1607) to King Sunjo 11 (1811) era. The middle of Yi dynasty was the special era which Korea was just before getting out from the traditional society to the maelstrom of changes to modern society. The art and art education in this period in Korea pursued special and important roles inside and outside of the country. This study will discuss of the societal and political impact of Korean art and art education through the 'Korean wave' started by painting, from King Seonjo 40 to King Sunjo 11 in Yi dynasty and will suggest directions of future art and art education.

The practice and value of a Community-Based Art Education programme in a Chinese rural primary school

Ning Luo | The Education University of Hong Kong

Art educators have been promoting Community-Based Art Education (CBAE) to enhance students' sociocultural identity and contextual learning about local art. In China, CBAE has been implemented to promote equal access to art education in rural areas. This ethnographic case study examined the concept, practice, value and implications of a fifteen-year CBAE programme in a Chinese rural primary school. The fieldwork was six months at the rural community. I mobilize a tri-faceted lens that combines social reconstructionism, the intrinsic and extrinsic value of art education, and cultural capital to understand the practice and value of CBAE in rural China.

Designing situated-participation through an exploration of everyday creative practices within rural communities in Indonesia

Gamia Dewanggamanik | Glasgow School of Art

Design intervention holds a growing presence in the development sector in Indonesia. However, rural craft practices within development frameworks remain circumscribed by colonial perceptions of exoticism, thus dispossessing the communities of their knowledge. Focusing on the Wakatobi Islands, this research explores rural communities' everyday creative practice as an exemplary distributed mode of innovation that demonstrates resilience and situated knowledge. The research uses participatory approaches to re-centre local communities' knowledge, aiming to shift the asymmetrical power relation between design and indigenous knowledge and eventually reframe community empowerment practices beyond the western ideals of development and progress.

Hybrid Space: A nomadic space in teacher education

Gloria Jove, Qim Bonastra & Daniel Gutiérrez-Ujaque | University of Lleida

In our days, education requires that we teachers be able to launch a series of physical and digital spaces linked to contemporaneity. In this communication we show how our teaching in the Primary Education degree at the University of Lleida (Spain) has served to create a network of interdisciplinary and transdisciplinary learning spaces in our territory based on: our reading of the notion of hybrid space from Zeichner; work with contemporary art; and the methodology of life stories. These three aspects have imbued the lifestyles of our students, have generated initiatives for change to forge the foundations of lifelong learning, and have fostered culture in an environment of collaboration and peer learning.

Breakout Room 3

Exploring emergency remote education from a resilience perspective: The pandemic experience in Turkey

Merve Nur Doğan | TOBB University of Economics and Technology

With the COVID-19 pandemic, it has come to the fore that it is essential to increase the flexibility of education systems to cope with unexpected situations. In this regard, the main objective of this study is to document current emergency remote education experience at architecture departments in Turkey and to expose the changes architecture programs undergone during this period. The quantitative and qualitative search on this experience will provide data for increasing education systems' capacity to cope with future crises with a resilience perspective. It will also provide insights into the transformation of architectural education after emergency remote education.

Capacities and skills of a design team to ensure affective digital presence in online learning and participation

Melanie Sarantou | University of Lapland

The paper discusses the development of training guidelines and a toolkit for policy roadmap making with regional stakeholders across eight European countries participating in a European Commission-funded project. The toolkit and guidelines were applied in workshops to collect data for drafting practical regional policy roadmaps that would be implementable by regional stakeholders. The paper explores the skills and capacities of the AMASS design team in guiding the policy roadmap making, ensuring affective digital presence in online learning. Digital inclusion of the participants, due to their unfamiliarity with online work during the COVID pandemic, contributed to the positive uptake of the toolkit and guidelines.

How do we foster belonging in creative educational spaces?

Vikki Hill & Liz Bunting | University of the Arts London

Fostering Belonging & Compassionate Pedagogy is a strand of staff development at University of the Arts London (UAL) that supports the elimination of the awarding differentials between home students of colour and home white students. We understand the phenomena of belonging as an affective and transitory concept that can be lost and found on a student's journey. We present our curated podcasts of contributions from education professionals and Alumni from across the globe to explore the affective power of listening to polyvocal artefacts to construct dialogic relationships and to support staff challenge normative beliefs and practices.

Similarity and hybridity: where conceited cultural difference stops, and substantial art agency begins

David Anthony Gall | University of North Carolina at Charlotte

Cultural difference, pluralism, relativism, antiessentialism, and constructivism are key terms that power postmodern countermodern art pedagogical initiatives. They have moved art education theory and practice toward more equitable positions, but not far enough. Arguably because those terms were unable to undo the deep insecurities that sustain the pervasive racism and ethnocentrism recently resurgent, which also inhabit art teaching at all levels. Hybridity's and similarity's role in identity transformation, inadequately appreciated in postmodern theory/practice, is elaborated here as pivotal to comprehending and counteracting the anxiety that persists in postmodern frameworks, and to enabling more equitable art education.

Breakout Room 4

Dissensuality and affect in Art Education

Lisbet Skregelid | University of Agder

This paper is a contribution to arts-based approaches to education. In the presentation I will make a proposition for pedagogy of dissensus, a pedagogy inspired by Jacques Rancière and informed by the dissensual and affective characteristics of art. The project "My Stunning Stream Made with a Little Mischief", consisting of over 100 films from my running during the Covid-19 pandemic, will be used as a point of departure. I aim to initiate discussions on how art-practice as a lived inquiry relying on dissensual and affective awareness can inform teaching and enable an embodiment of the pedagogy I call for.

When Paulo Freire's pedagogy and contemporary art commissioning meet. A case study from the Isle of Bute.

Morven Gregor | Glasgow School of Art

This paper will draw parallels between a community commissioning process and key concepts articulated by Freire.

These reflections will be based on a practical project undertaken with a group of secondary school students and their teacher, as part of my PhD research. Inspired by the model of Les Nouveaux commanditaires in France aiming to increase the voice of citizens in contemporary art, this study saw the group commission an artwork for their day-to-day environment. The process brought to light questions around participation, power, learning and growth.

(Re)considering pedagogy: entangled ontology in a postdigital age

Laura Barritt | Cardiff Metropolitan University

This paper draws from Haraway's idea of symbiogenesis (2016), to cast new light on the rapid and progressive socio-technical lived-experiences of adolescents. It is argued that a UK education system is required such that it specifically recognises the particular dynamic, co-constructive nature of the post-digital entanglement of technology with the epistemic and ontological development of students. The paper proposes that adolescent 'cognitive consonance' might be found by positioning the key skill of 'emergent-abstraction' as a critical facet of pedagogy.

Resources for reimagining pedagogy and practice: results from a Rapid Evidence Review

Pat Thomson & Liam Maloy | The University of Nottingham

We conducted a Rapid Evidence Review into the benefits of Art, Craft and Design (AC&D) education in schools. The review also addressed the nature, status and sustainability of AC&D education in the face of changes to the national curriculum, accountability measures, online learning and austerity. We examined systematic reviews, case studies, surveys, and other published research to determine the strength and nature of "evidence" about disciplinary knowledges and practices, identity-formation, inclusion, wellbeing and creativity. We suggest areas where more, and different, forms of research might be undertaken to support reimagining pedagogy and practice.

Breakout Room 5

Research on the blended learning approach of doctoral education in design under Chinese context

Fan Chen | Tongji University

The doctoral education in design had been developing over thirty years in China, which had been influenced by the European and the North American modes as well. Given this, the researcher investigated three Chinese doctoral curriculums of design in Tsinghua University, Tongji University, and Jingdezhen Ceramic Institute, which aimed to share the domestic education experience. Through comparative study, a coordinate model had been proposed to analyze these curriculums. In the light of findings and the distance learning situation, the researcher suggested a series of advice toward the China's doctoral education, which involved transferrable skills and sustainable thinking.

"Ex- to New" Home Products: A strategic learning model in the interior product design studio during a pandemic

Tri Noviyanto Puji Utomo & Yusita Kusumarini | Universitas Ciputra

Learning interior product design at Ciputra University was understandably constrained by the pandemic. Thus, direct tutorials and practical processes could not continue and new learning strategies are needed to ensure the achievement of learning objectives. In this study the learning approach model will be explored in relation to learning outcomes.

Here, the method used in this learning process was design thinking (stages: understand, ideate, prototype, test) and upcycling.

The results of this product design learning process are several complete designs of ex- to new home products that are ready to apply for intellectual property rights.

‘Localising Philosophy, Democratising Technology’: exploring the philosophy of technology with children using creative approaches

Anna Robb | University of Dundee

‘Localising Philosophy, Democratising Technology’ is a joint project between the departments of Education and Philosophy at the University of Dundee. The focus is on exploring the philosophy of technology through creative approaches with school-aged children. It is inspired by the work of Walter Benjamin, and most specifically his radio play for children which discusses technology through the story of the Tay Bridge Disaster in Dundee, Scotland. The aim of the session is to outline the project, the outcomes so far and to discuss how the project has adapted to the changing circumstances of the last year.

Repairing and Caring for Technologies: Proposal for pedagogical practices

Hong-An Wu | University of Texas at Dallas

As digital media making becomes increasingly popularized in K12 and community learning classrooms, art and media educators are faced with not only mastering digital technologies for curricular planning but also improvising with these disobedient objects during pedagogical exchanges. Drawing from my five-weeks action research project teaching digital art making, specifically video game modifications, with teens in a library setting, this paper examines repeated moments of technological breakdowns during teaching practices and argues for developing a feminist pedagogical reorienting of teaching practices that utilize care and repair to de-centre these challenges.

Breakout Room 6

Becoming an indisciplinarian: The myth of the autodidact in the age of the murmuring multitude

Stefanie Tan | Glasgow School of Art

Advocates of the rubanisation movement propose moulding institutions to suit human activity not vice versa. Through the lens of critical deschooling this paper presents groups of ordinary people enacting non-hierarchical alternatives; radicals, conservatives and the undecided between them. The wall-less classrooms are already tentative steps towards the erasure of authority where schools become sites of found assembly not imperatives. Where learning set in the vernacular values of a community is ageless engaging not just students but the disengaged. My research presents the value of indisciplinarity as a phase of transition to the wall-less classroom.

Becoming-Blended-Becoming-Hybrid-Becoming-Multiple-Becoming

Mark Ingham | University of the Arts London

As we now teach and learn in even more multiple hybrid spaces and fall from one platform to another this paper will explore ideas of becoming-learner and becoming-teacher in these multiplicities. How can Deleuze & Guattari's ideas of rhizomatic ways of re-thinking thought help us learn with each other in cooperative, collaborative, radical assemblages will be developed in an active blended semisynchronous workshop presentation. The form of communicating the paper will mirror the ideas being expressed in it. As learning can happen everywhere at anytime and in any place what new rhythms are we working with is hacked.

Inculcating The Digital Dérive. The transformation of the Art & Design learning experience in pandemic times

Alex Forsyth | Verulam School

In a time of crisis, the art and design learning experience appears unrecognisable. Alternative modalities of learning have become critical to engage cohorts in meaningful creative practice during lockdown.

It is in this context that Debord's 'Theory of the Dérive' might be re-imagined digitally. Learners departing their changeless everyday relations in-order to, "let themselves be drawn by the attractions of the terrain and the encounters they find there". Creative exploration helping make sense of digital spaces, but also the effects of the pandemic upon learning conventions; as participants embrace uncertainty, whilst shaping conceptions of personal enquiry, practical progression, and critical reflection.

Digital dérives require learners open access to roam national media, museum, and gallery archives freely; many of which remain significantly exclusive domains, collections semi-digitised, licenced, or monetised. Presently 'digital exclusion' further erodes learning experiences, as access to technology curtails engagement and stymies opportunity within the sphere of arts education.

Effects of working for/in what's not working

Charlotte Moulis | Interdisciplinary Artist & Primary School Teacher

Lived experience as a primary school teacher and engagement with educational theory, research and politics gives rise to alternative presentations of findings.

Informed but open learning opportunities show immediate, successful impact through qualitative observations; in contrast to the dehumanising, accountability system which reigns in the state's primary sector. I propose to share a brief, intimate encounter with my findings as a prompt for considering what can be offered as active agents to the drive for reform and their intrinsic value in this reform.