IDENTIFYING NEW CULTURES OF LEARNING WITHIN THE CONTEXT OF FINE ART EDUCATION

Jacqueline Jackson
“The 2014 REF process revealed that there is no agreed set of leading research journals in the fine art subject area. As is not the case in other subject areas, in art and design individual likes and dislikes still outweigh collective prioritising. There are few agreements on the boundaries of the fine art field and, in consequence, little agreement about what is central to that same field.”

Nigel Llewellyn
The London Art Schools: Reforming the Art World, 1960 to Now
“I see and I perceive, I comment, and I evolve in a unique space and time.”

Nicholas Bourriaud
Relational Aesthetics
“Susan Greenfield of the Royal Institution aptly describes the pupils who squat before their computers in our schools as ‘the children of the screen’. This would be an exact description of these said pupils, if they were truly present, sitting in front of the screens assigned to them; but dull and pragmatic realists suggest that many thousands of these children, after pausing to register at their schools, have now fled, not only from their screens but their schools, and are now ‘children of the street’.

Stuart Macdonald
A Century of Art and Design Education: From Arts and Crafts to Conceptual Art
“If educators want to have relevance in this century, it is crucial that we find ways to engage students in school. Because common sense tells us that we will never have enough truly great teachers to engage these students in the old ways—through compelling lectures from those rare, charismatic teachers, for example—we must engage them in the 21st century way: electronically. Not through expensive graphics or multimedia, but through what the kids call “gameplay.” We need to incorporate into our classrooms the same combination of desirable goals, interesting choices, immediate and useful feedback, and opportunities to “level up” …”

MarcPrensky
Listen to the Natives
“More and more of our students lack the true prerequisites for learning—engagement and motivation—at least in terms of what we offer them in our schools. Our kids do know what engagement is: Outside school, they are fully engaged by their 21st century digital lives.”

Marc Prensky

Listen to the Natives
“It is true that a generation gap has opened up between the professors teaching postmodernism modules and their students.”

Alan Kirby

*Digimodernism: How New Technologies Dismantle the Postmodern and Reconfigure Our Culture*
“…..degree programs get increasingly watered down by dispersing the field of study across loosely connected academic threads, which often puts faculty into teaching situations that are beyond their purview, leaving students confused and frustrated.”

Gary Pearson
Rethinking The Contemporary Art School: The Artist, The PhD, and The Academy
“The curriculum has to be in a constantly evolving state to avoid normalization.”

Gary Pearson
Rethinking The Contemporary Art School: The Artist, The PhD, and The Academy
“Despite the encouraging signs of student creativity nowadays, the ubiquitous “dead hand of institutional bureaucracy”, with its short-sighted obsessive stress on accountability and profitability, is still at the core of our universities.”

John Conomos
Rethinking The Contemporary Art School: The Artist, The PhD, and The Academy
“The possibility of a relational art (an art taking as it’s theoretical horizon the realm of human interactions and it’s social context, rather than it’s assertion of an independent and private symbolic space), points to a radical upheaval of the aesthetic, cultural and political goals introduced by modern art.”

Nicholas Bourriaud
Relational Aesthetics
“But radical dissent tends to be ignored until evolution leads to crisis. And in the late twentieth century, we have reached a crisis. With modern culture in upheaval, with accelerating social, personal and ecological disintegration, the need for new meanings, new metaphors and new values is becoming critical.”

Ron Miller
The Renewal of Meaning in Education
Responses to the Cultural and Ecological Crisis of Our Times
“My paraphrase (from Herbert Marcuse) polemic calling for a confident discourse, one that reflects the practice of a generation, where being positive, overt and obvious is reported by reference to wider political and cultural contexts and not derided for possessing the characteristics of revolution.”

Sue Baker

Rethinking The Contemporary Art School: The Artist, The PhD, and The Academy
“We believe the school should be self-critical. We believe the school should be self-organising. We believe first and foremost that the school should be supporting its students. We are the school.”