

SPEAKER	IRIT ROGOFF
TITLE	PEDAGOGICAL AESTHETICS <i>Academy, Museum, 'Educational Turns'</i>
DATE	21/10/2009

PROPOSED TOPICS

The idea of 'implicating' different audiences in the educational agenda of art museums –rather than simply improving 'participation', was discussed. The concept 'public space' was contested – arguing that it has a clear affiliation to the modern institutionalism. A lack of useful tools for the political engagement between new audiences and progressive museums was noticed. The museum was described as one of the multiple parts of the social machinery, rather than overestimated as THE exceptional and discrete device for symbolic and historical construction. Moreover, the museum was defined as a place where social questions can be risen in a different way and with a different intensity. From an educational starting point, the museum has to be perceived not as a mere depository but rather as a place for knowledge production, profesor Rogoff argued. Criticism and criticality were assumed as non-equivalent pedagogical strategies. Political and affective regimes involved in knowledge transmission were discussed as well.

DICUSSION

A number of local scholars and collectives concerned with alternative pedagogies joined this forum session in thinking and sharing their experiences, agendas, and views. A set of structural issues and basic educational concepts were brought over the table. Transforming the way in which knowledge is shared and reproduced nowadays was described as one of the must urgent collaborative challenges. Professor Rogoff described the project De-regulation and elaborated on the interplays between experiential economies and historiographies on the one hand and cultural translation and global negotiations on the other. Professor Rogoff described the role different research strategies recently proposed by museums have in the production of a more implicated and independent subjects. Some of the participants argued that the progressive museum should not centralize the educational transformation of the everyday more interconnected society.

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Negotiating Difference is a forum for discussion, exchange, and knowledge construction, run by PhD students thematically engaged with the *Global Visual Cultures* platform. This forum organizes a series of public debates entitled *Open Talks*, in which well-known theoreticians, interdisciplinary research groups, activist-researchers, and culture-led scholars expose innovative fieldwork results, share heuristic/methodological tools, debate recent findings, comment on publications, and discuss relevant curatorial experiences. Rejecting the standardized format which characterizes academic conferences, these *Open Talks* attempt to give shape to a more informal atmosphere on the one hand and to develop a more accurate format for horizontal interchange and collective knowledge production on the other, maintaining at the same time a non-dogmatic rigorousness. The forum *Negotiating Difference* has conceived these talks as a laboratory for pedagogical experimentation