

Media Arts & Science, and Technology challenging Responsive Art Education

Nina Czegledy Daniela Reimann

Reaching out to a diversity of socio-cultural contexts and specificities: 2.3 Digital media, popular culture and arts education

KMDI University Of Toronto, Canada

czegledy@interlog.com

In the last three years an interdisciplinary dynamic approach by the Leonardo Education Forum (LEF) brought together educators in media, arts, science and technology to identify key issues concerning responsive interdisciplinary education methods for the 21st Century. Currently a worldwide gap exists between rapidly growing technological advances and academic art education. The Leonardo Education Forum's initiative aimed to bridge this gap using an alternative hybrid methodology. We sought to answer questions such as "What are the most inspired educational goals for the 21st century?" What are the most effective elements of curricula to educate artists as well as art teachers for the future? How disciplines foreground practices within the academy and structure resources?

Over a dozen workshops and forum sessions were developed and presented by the authors at major international conferences on four continents. The primary questions at "The crossroads of media arts& science and technology" meetings were focused on how to deal with the changing curricula requirements, how to integrate the role of research in art and interdisciplinary education and how to evaluate the changing role of the institutions. The working group discussions formed the base of the outcomes on these topics. In January 2009 a short strategy summary, outlining focus issues and an action plan for a white paper on policy analysis and planning in media and new media education, was circulated. This was based on international meetings of experts and educators at Mutamorphosis, re:place , ISEA 2008 and ARS Electronica 2008. These meetings revealed that, although most of the sub questions in the identified focal areas overlap to one degree or another, there is also the need

to add a discussion of network-centric and intercultural learning methods and processes.

As the next step, the outcome of three thematically linked international conferences (ARS Electronica 2009, ISEA2009, Re:live2009) a policy paper is currently developed based on the participants discussions. The activities and outcomes outlined above are in alignment with LEF's mission: to promote the advancement of artistic research and academic scholarship at the intersections of art, science, and technology.

In conclusion, LEF provided an international platform for research, collaboration and exchange with a wide range of scholarly communities in interdisciplinary studies, using hybrid methods for knowledge transfer. This platform was often used as an arena to link media art and education experts, with scientists, artists and technologists through the promotion of dynamic discussions aimed at concrete outcomes.

References

- Hans Daanen and Keri Facer (ed, 2007): Futurelab Bristol: 2020 and Beyond. Opening Education. Future scenarios for education in the age of new technologies. Bristol 2007, available at: http://www.futurelab.org.uk/resources/documents/opening_education/2020_and_beyond.pdf
- Reimann, Daniela (2006): Ästhetisch-informatische Medienbildung mit Kindern und Jugendlichen. Oberhausen