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Review paper

## *The Educational Turn: Toward the Contemporary Educational Theories in Art and Culture<sup>2</sup>*

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### Extended summary

The educational turn is a tendency in contemporary art that starts in very specific historical, economic and cultural moment of civilization, precisely in the last decade of XX century. Contemporary world is led by the logic of cognitive capitalism, therefore the education itself becomes commodity which can be sold or bought, and has to be profitable, flexible, standardized, accessible, predictable, mobile, measurable and so on. In fact, the education is seen as necessity today, or as a ticket for entering the market. Consequently, there is classification of knowledge to one that is applicable, profitable, and therefore desirable, and other that is not, such as humanities and arts. The educational turn occurs as reaction to those changes and crises in the system of higher education (known as Bologna Declaration in Europe), bringing the idea of exceeding the established functions of universities, art academies, art schools, museums and galleries. Briefly, the educational turn deals with small, local, ontological, uneconomic, 'acapitalistic' knowledge, which is close to life. It builds new sites for learning from which new critical view on capitalism and on somnolent traditional institutions can be offered, and from which hegemonic order can be problematized and usurped.

The actors within the educational turn rethink what art and education can become outside their established systems, outside 'packed' and predictable knowledge. It means posing the question how sites for learning such as school, academies, galleries, museums, exhibitions and so on can expand and include new learning forms (debates, discussions, talks, programs, etc.). This change can be viewed as proliferation of nomadic, alternative educational practic-

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es, which appear within biennales, residency or research projects. The educational turn signifies remapping of art world within universities/art schools, spaces for exhibitions and self-organized forums. The potential of educational turn practices can be seen in possibility for dislocating education from neoliberal commodification and for discovering of alternative sites for sharing knowledge through the collaboration. While this formations of educational turn deal with problems directly, we are still deeply immersed in linear, essentialist and cumulative knowledge which positivistically claims that there is one and only solution, not many.

One of the results of practices of educational turn is critical questioning of educational system itself and of system of arts education, with an idea of finding potentialities for expanded field of art school and art academies. This expanded field of education is possible if the main footholds of art education – hierarchy, specialization, and isolation – are abolished. Afterwards, the boundaries between inner life of art school/academy and real life will be blurred and adequate preparation of arts students for the art world will be possible.

Gathering of individuals and forming of self-organized collectives, groups or communities is the main formation of the educational turn. Within those formations, all members are equal interlocutors with equal right to speak and to be listened to. They cherish negotiations, discussions and dialogues, so that the art world becomes ‘the site of extensive talking’, the world in which small, personal, local truths as subordinated knowledge are told and heard. In this way, freedom of speech, critique and contra-institutions that offer new forms of life (different from capitalistic one) become possible.

Finally, in order to escape the formal subsumption of neoliberal capitalistic market, the educational turn has to change continuously its definition; it has to update itself, it has to be fluid, while keeping its initial aim – shaking up the problematic points of education and curating and making them uncomfortable. The ways for getting the aim are unknown, so each individual has to discover it by him/herself, performing the act of his/her emancipation.

**Key words:** educational turn, art education, expanded field of education, cognitive capitalism, emancipation.

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