

# In the Open: Opening Access to Artistic Learning

Professor Neil Mulholland

[www.neilmulholland.co.uk/drive](http://www.neilmulholland.co.uk/drive)  
2021





## Tacit Knowledge

Polanyi, M. (1966). *The Tacit Dimension*. Garden City, N.Y., Doubleday

Li, M. and F. Gao (2003). "Why Nonaka highlights tacit knowledge: a critical review." *Journal of Knowledge Management* 7(4): 6-14.

Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking, June 2004 *New Directions for Teaching and Learning*, 2004 (98):1 – 12

Jarvis, M. (2007). "Articulating the tacit dimension in artmaking." *Journal of Visual Art Practice* 6(3): 201-213

## Third Place-making

e.g. of studios and artist-led art schools



# Basho in Paragogy

Basho 場所 Japanese: *basho no ronri* “logic of place”.

See: Nishida, K. (2012). *Basho. Place and Dialectic: Two Essays.* (1926) A. A. o. Religion. New York, Oxford

‘...the environment makes the subject and the subject makes the environment.’

Learning is adapted to and by any given context

# Open Creation of Research Objects

open-licensed artworks

pickpocket programmes

toolkits

open methods



# Para-Practices: The Open Creation of New Publics

Paul Boshears argues that, to be genuinely open, research should be focused less exclusively on research objects (such as OERs) and more on the

new ‘publics that result from the circulation of these objects’. (Boshears 2013: 617)

Paul Boshears' (2013). "Open Access and Para-Academic Practice."  
*tripleC* 11((2)): 614-619.



# ***Subjectivisation: Curating Personhood***

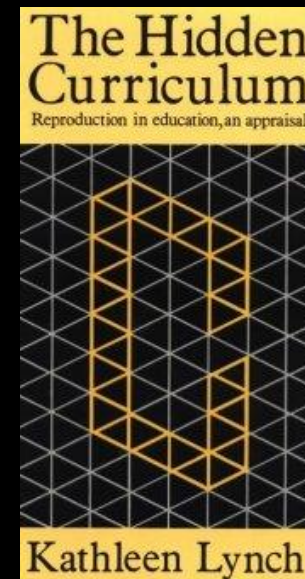
## **Art School**

Invisible-hand of anti-curriculum  
curates personhood

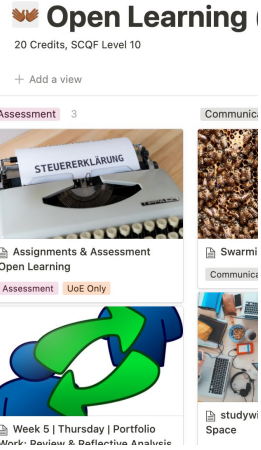
## **Educational Research:**

Methodocentric?

Socially overdetermined?



# How did we compose our OER?



**Swarming**  
 agile ideation, resource building  
 and holistic curriculum  
 composition using Notion and  
 Miro



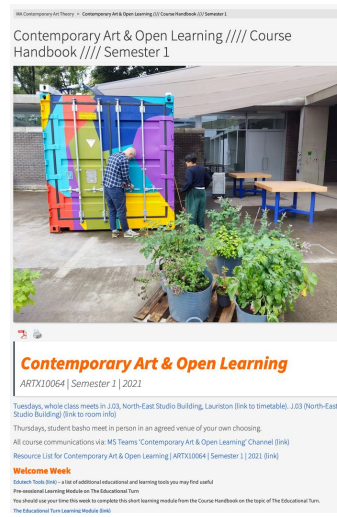
**Learning Shifts**  
 compose in delineated blocks of  
 time, akin to a learning sprint or  
 scrum



**Playtesting**  
 try it out, what works? Recalibrate



**Open Publication**  
 simple WordPress with  
 open licences  
[blogs.ed.ac.uk/macat](https://blogs.ed.ac.uk/macat)



# Contemporary Art & Open Learning

OER Structure:

Part I: P2P (4-5 Weeks; > 13hrs per week)

## Covenant: Build-a-*Basho* 場所

Self-defining the parameters of our Collective Inquiry

Covenant becomes our playing and making environment (*Basho* 場所 or “p-space”)

Covenant scaffolds group ideation and composition

Continued awareness of delimited space-time (*Basho* 場所) is vital to shift the composition process









# Contemporary Art & Open Learning

OER Structure:

**Part II: Open Art Fair (5 Weeks; >13hrs per week)**

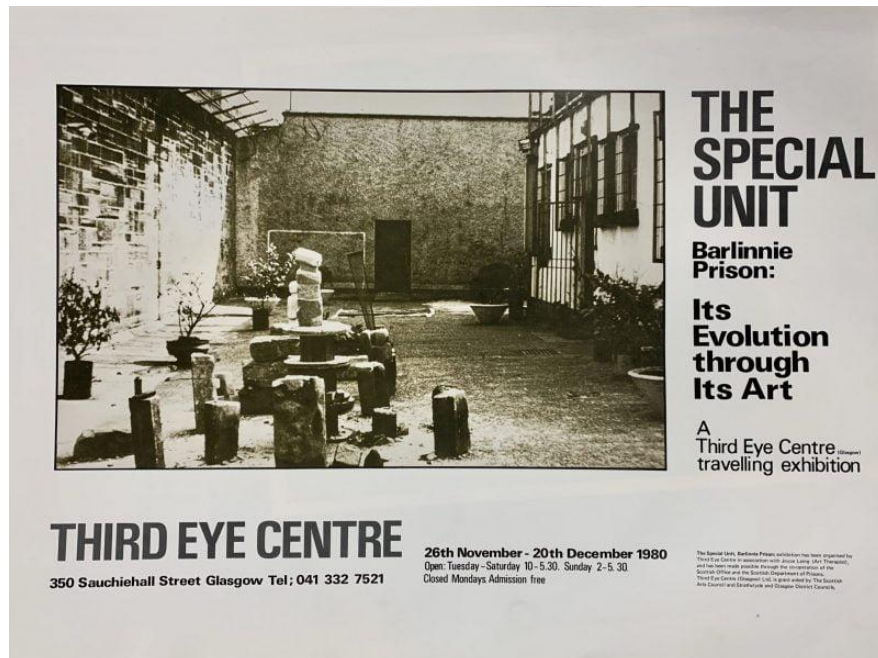
## JEDER MENSCH EIN KÜNSTLER?

Hauntology of Joseph Beuys as open educator / Scottish 'Democratic Intellect':

Edinburgh Poorhouse Action-Object Projects (1974)

Free International University

Work with the Barlinnie prisoner Jimmy Boyle



**THE SPECIAL UNIT**  
Barlinnie Prison:  
Its Evolution through Its Art  
A Third Eye Centre travelling exhibition

**THIRD EYE CENTRE**  
350 Sauchiehall Street Glasgow Tel: 041 332 7521

26th November - 20th December 1980  
Open: Tuesday - Saturday 10 - 5.30, Sunday 2 - 5.30  
Closed Mondays. Admission free.

The Barlinnie Unit, Barlinnie Prison, Edinburgh, has been organised by Third Eye Centre in association with Angus Young (2007) of Edinburgh, and has been made possible through the cooperation of the Scottish Office and the Scottish Department of Prisons. Third Eye Centre (Edinburgh) Ltd is registered by The Scottish Arts Council and Edinburgh and Glasgow District Councils.

Open Creation Fieldwork, Scottish Radical Pedagogy:



Biesta, G., 2017. Letting Art Teach- Art Education 'after' Joseph Beuys, Arnhem, Netherlands: ArtEZ Press (Gert Biesta is Professor in Moray House School of Education, Edinburgh)

Ragged University, Edinburgh:

## Coordinators

Anyone can do a talk, and everyone can help organise events. Lots of people have been responsible for organising the project since its start in 2010, and each person who took a significant role will be listed here to give an idea of the many parts which make the whole.

*Coordinators have all done this on a purely voluntary basis, as Ragged University has been done not by money but by determination, enjoyment and belief in what we are doing.*



<https://www.raggeduniversity.co.uk/coordinators/>

# Contemporary Art & Open Learning

OER Structure:

**Part II: Open Art Fair (5 Weeks; >13hrs per week)**

## ARTISTS' TOOLKITS

2021 Open Art Fair

Edinburgh Sculpture Workshop, 5th Nov 2021

**Thursday 25th November 2021**

11:00 to 13:00

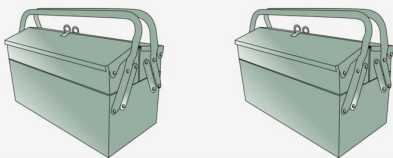
Edinburgh Sculpture Workshop //// 21 Hawthornvale, Edinburgh EH6 4JT, Scotland

*Artists' Toolkits* are free, open resources created by artists for the purpose of sharing their practices.

For this year's **Art & Open Learning Fair**, MA Contemporary Art Theory students will be running a series of 15 minute workshops at **Edinburgh Sculpture Workshop** to demonstrate how to use and modify their toolkits as a way of 'inhabiting' their practices by taking part in them.

Building on *Shift/Work: Inhabiting Practice* (Tormod W. Anundsen and Helene Illeris, 2018) each MA CAT student has created a toolkit to share and playtest with you.

Retain – Reuse – Revise – Remix – Redistribute



blogs.ed.ac.uk/macat



25 NOV 2021  
11:00-13:00

ARTISTS'  
TOOLKITS

MA  
CONTEMPORARY  
ART  
THEORY

EDINBURGH  
SCULPTURE WORKSHOP

MA  
CONTEMPORARY  
ART  
THEORY



Key Fieldwork:

*The Para-Academic Handbook* (2014)

*Shift/Workshop Inhabiting Practice* (Anundsen & Illeris, 2018)

ESW Artist Toolkits (2020-)

Beth Dynowski - *Calton School of the Arts*, Pipe Factory, Glasgow's East End (2021)

# What are the implications?

## (The 5 Rs)

OERs as action-objects for artistic learning

How do we *licence* action-objects as open objects that can be:

Retained

Reused

Revised

Remixed

Redistributed

See:  
"Remix, Reuse, Reshare – An Open Resource of Learning Activities." (n.d) Retrieved from <https://learningactivities.trubox.ca/>

Wills, S. and Pengler, C. (2016). A deeper understanding of reuse: Learning designs, activities, resources and their contexts. *Journal of Interactive Media in Education*, 2016(1), 1-11. DOI: <http://dx.doi.org/10.5334/jime.405>



# Oroborous

Enable action-learning >

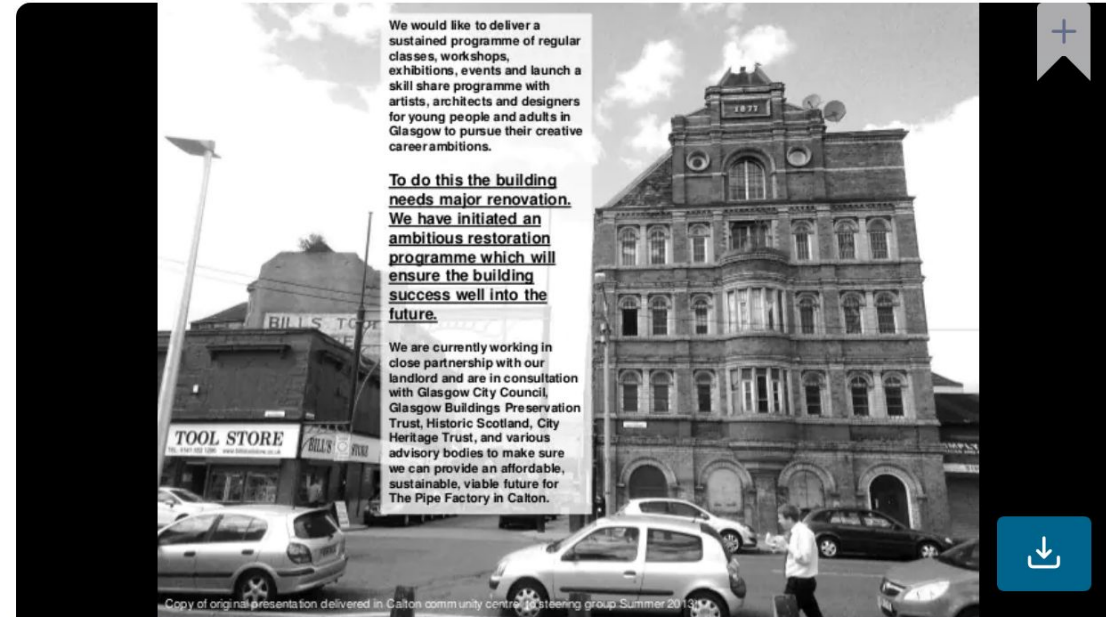
Forking  
Versioning  
Modding >

into new OERs as  
action-objects for artistic learning >

## Advocacy: Open Repository of Distros

Looping reverberation >

creates new distributions>



< 8 of 65 >

Art & Photos Nov. 06, 2014 606 views

## The Pipe Factory Experience Beth Dynowski

Download Now

Download to read offline

<https://www.slideshare.net/ArtsDevelopment/beth-dynowski>

# Fermenting Open Distros

Scotland:

1. HNC Contemporary Art Practice at Glasgow Clyde College Beth Dynowski - versioning
2. ESW School Programme Debjani Banerjee - versioning



# Fermenting Open Distros

Canada:

## 3. *Fabricating Vibe*

DARK MATTER PLAYGROUP,  
Kingston, Ontario, Canada

fork, mod initiated by Neven  
Lochhead





# Do-it-Together in Organisational Studies

'Basho have to keep busy identifying and pursuing common purposes that lie beyond what they already know (knowledges) and what they already have (tools). Basho stay together, (play together), only if they have a reason to learn together. Such groups will only flourish for so long as they have a common purpose (what we will call our Collaborative Inquiry) and can only do so if they have a means of organising themselves. If they cannot figure out how to organise, they simply disintegrate (and perhaps w Basho form in their wake).'

Neil Mulholland *Build-A-Basho* | Thursday 23rd September 2021, Accessed 30.11.21  
<https://blogs.ed.ac.uk/macat/contemporary-art-open-learning-course-handbook-semester-1/buildabasho/>

## Ethics of D-i-T Artworlds

### *Nurturing social relationships*

(via friendship, informal support, etc.)

*precedes*

### *Codifying social relationships*

(via *incorporation*, organising, collectivising, etc.)



# Ethics of Care (in the open)

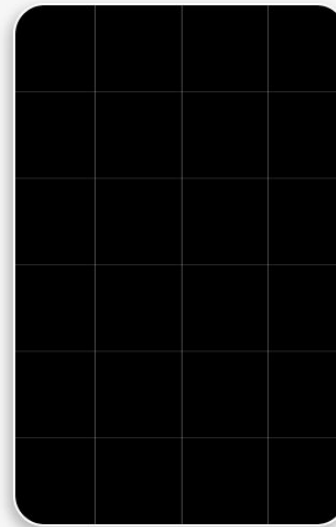


A framework

[caring.openped.buffscreate.net](http://caring.openped.buffscreate.net)

**Establishing a  
Community of  
Care**

<https://establishingcommunity.trubox.ca/>



<http://bfamfaphd.com/cards/>

# UNESCO - Open Paradigm



“UNESCO is the only UN agency with a dedicated OER programme. The term “Open Education Resource” was first coined in 2002 at a forum organised by UNESCO on Open Courseware in Higher Education. In November 2019, the 40th UNESCO General Conference adopted the UNESCO OER Recommendation which is the only international standard setting framework in this area worldwide.”

<https://en.unesco.org/themes/building-knowledge-societies/oer>



**Art-world-building**

*as*

**Open Symbiotic Colonies  
of Artistic Learning**

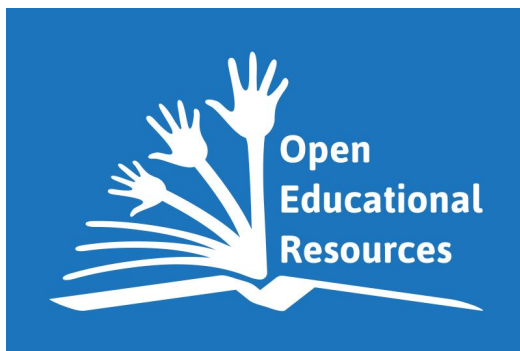


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Courseware 2020, 2021:

Emma Balkind  
Beth Dynowski  
Neil Mulholland  
Jake Watts

