

un-learning from ... anti-discriminatory perspectives on media practice by and with young people

lecture series and seminar / summer term 2019

Who has been awarded a prize?

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In the category: Diversity Teaching Award 2020

Who has been addressed by the teaching?

un-learning from ... anti-discriminatory perspectives on media practice by and with young people, a hybrid between lecture series and seminar, was part of the regular course offerings in art teachers training at the UDE.

This series was supported by the project ProViel, which is promoting the professionalisation for diversity within teacher training.

EIN ANFANG: 16.10 - BEOBACHTUNGSPERSON SETZT SICH. HOLT EINEN COLLAGEBLOCK HERAUS. EINEN STIFT. EIN SMARTPHONE. SCHREIBT. SCHREIBT. SCHREIBT. FRAGEN? 16.15 - SCHAUT ZUM VORTRAG. SCHREIBT. MALT LINIEN. SENKRECHT. WAAGERECHT. EIN KOORDI-

AS KINN AUF
HAUT. MÜDE?
HTE LINIEN.
NE KREISE IN
GEDANKEN.
ARTET. LIEST.
HIN. SCHAUT
SE. SCHLÄGT
HAND. SPIELT
HNET SENK-
S HAAR HIN-
LIEST. 16.25 -
OCK AUF DEN
N MINDMAP.
NACHRICHT
AUT ZUM BO-
AB. SCHAUT
AUF'S SMARTPHONE. LEET ES WEG. LEET DEN STIFT WEG.
SCHAUT NACH VORNE. HÖRT ZU. HÖRT. SCHAUT. 16.30

What is the project about and how does it relate to diversity?

In summer 2019 the art education at the University Duisburg-Essen (UDE) realized a series of events/lectures entitled *un-learning from ... anti-discriminatory perspectives on media practice by and with young people*.

With the concept of "un-learning" postcolonial theorist Gayatri Spivak wants to stimulate the unlearning of traditional hierarchies and work on interrupting the ignorance towards minorised areas of knowledge.

The programm of the series: <https://un-learning-from.tumblr.com>.

The range of themed media included, among others children books, theatre, videos and social media. The round of speakers interior consisted of national and international positions from different disciplines and non-discriminatory critical angles on aesthetic learning and cultural practices of children and adolescents. Creating the program, we put an emphasis on the diversity of contributors, both in terms of their negotiation of a multiplicity of forms of discrimination, and in terms of their artistic, pedagogical and scientific approach to these issues.

Four teaching and learning formats were combined so that the students would take an active role in the preparation of and during the lecture series.

- 1) Objects in Context (img. right), 2) Introduction and Moderation,
- 3) Reflective Observations: (img. left), 4) Finding questions.

The variety of methods and the active role that the students took in this event lead to an enduring investigation with the issues of the series.

