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Nota di contenuto	Introduction -- Section 1: Activism, Subversion and Radical Practice -- Shut Up and Be Quiet! Icelandic Museums' Promotion of Critical Public Pedagogy and the 2008 Financial Crisis -- St Mungo Museum of Religious Life and Art: A Space to Speak, Discuss and be Heard -- Adult Education and Radical Museology: The Role of the Museum as an Archive of the Commons -- Art and Commitment: Galleries without Walls: Propositions -- The Victoria and Albert Museum: A Subversive, Playful Pedagogy in Action -- Section 2: Women in Clothes: (Re) Gendering Practices and Pedagogies -- Knowing Their Place: Feminist and Gendered Understandings of Women Museum Adult Educators -- Daughters of Joy? A Feminist Analysis of the Narratives of Miss Laura's Social Club -- Re-Educating the Educators: Re-Envisioning Digital Civics & Participative Learning Practice in Black Women's Community-Led Heritage Projects -- Contemporary Art as Pedagogical Challenge: Must Gender Remain an Obstacle in Portugal? -- Performing and Activating: Case Studies in Feminising and Decolonising the Gallery -- Section 3: Re-Imagining, Representing, Remaking -- Decolonising Museum Pedagogies: "Righting History" and Settler Education in the City of Vancouver -- Formally Informal: Confronting Race through Public Narratological Pedagogy in a Museum Space -- Exhibiting Dark Heritage: Representations of Community Voice in the War Museum -- From Narration to Poïesis: The Local Museum as a Shared Space for

Life-Based and Art-Based Learning -- Mua: Participative Museum Experiences and Adult Education -- Section 4: Performing, Intervening, Deconstructing -- Casting Light and Shadow: Reflections on a Non-Formal Adult Learning Course -- The Opportunities and Risks of Community Docent Training as Adult Learning: Love and Labor at the Jane Addams Hull-House Museum -- Museum Hacking as Adult Education: Teachers Creating Disturbances and Embracing Dissonances -- Adult Education in Art Galleries: Inhabiting Social Criticism and Change through Transformative Artistic Practices -- QR Codes: The Canary in the Coal Mine -- Index. .

Sommario/riassunto

This is a book about adult education in the sphere of public museums and art galleries. It aims to enrich and expand dialogue and understanding amongst adult and community educators, curators, artists, directors, and cultural activists who work within and beyond the walls of these institutions. The various chapters take up the complex and interconnected pedagogics of subjectivity, identity, meaning making and interpretation, knowledge, authority, prescription, innovation, and creativity. The contributors are a combination of scholars, professors, graduate students, heritage and cultural adult educators, artists, curators and researchers from Canada, United States, Iceland, England, Scotland, Denmark, Portugal, Italy and Malta. Collectively, they challenge us to think about the dialectics of passivity and engagement, didactics and learning, gender neutrality and radicality, and neutrality and risk-taking amongst a collage of artworks and artefacts, poetry and installations, collections and exhibits, illusion and reality, curatorial practice and learning, argument and narrative, and struggle and possibility that define and shape modern day art and culture institutions. The chapters, set amongst the discursive politics of neoliberalism and patriarchy, racism and religious intolerance, institutional neutrality and tradition, capitalism and neo-colonialism, ecological devastation and social injustice, take up the spirit and ideals of the radical and feminist traditions of adult education and their emphases on cultural participation and knowledge democracy, agency and empowerment, justice and equity, intellectual growth and transformation, critical social and self reflection, activism and risk-taking, and a fundamental belief in the power of art, dialogue, reflection, ideological and social critique and imaginative learning. .
