



Postcard from Landau & Karlsruhe



In September 2024, we all met together in Landau for the 1st Consortium ArtEx: Ethical Retreat and Methodological Workshop. The organising team from RPTU Landau wanted to create a feeling of a retreat, not find solutions. They wanted to look at the unfinished and the conceived, and create space for ambivalence, unanswered questions, and uncertainties.

The meeting was supported by a great graphic recording team, Lisa Klotz and Verena Klary from the Chaos Comic Club Karlsruhe collective. They captured both the content and the atmosphere throughout the two days. Here are a few examples of their work, which offers an artistic insight into the interdisciplinary gathering of experts from cultural education as well as researchers from the fields of education, philosophy, law and social sciences. All the international project partners got to visit the premises of our cooperation partner KINEMATHEK in Karlsruhe and were given a tour of the ZKM (Center for Art and Media Karlsruhe) by Carmen Beckenbach from KINEMATHEK.

When it came to content, we were inspired by a quote from Kathy Charmaz (2014, p. 114), as she says, 'No researcher is neutral'. We took part in three methodological workshops. First was the mapping workshop, where we made our own situational maps using Adele Clarke's method. Next was the researcher positioning workshop, followed by the workshop on asking questions. All three workshops are great for getting into the nitty-gritty of reflecting on the research process. It's also important for us to look at social power relations, which are present in research contexts. We're guided by Donna Haraway's perspective: 'Knowledge from the point of view of the unmarked is truly fantastic, distorted and irrational' (Haraway, 1991, p. 587). We don't see research methods and the entire research process as objective and harmless. We see them as reflecting power relations. With this in mind, we're really looking forward to the next meeting in person, which is going to be in Barcelona in January 2025.

More about our project:
www.expectart.eu/

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Useful materials on our website



Led by the University of Barcelona, WP2 of the EXPECT_Art project focused on establishing the conceptual foundations linking arts education and critical cultural literacy (CCL). This work package involved two main tasks: conducting a literature review on this intersection—considering elements like critical pedagogy, decolonial theory, multimodality, and community- and arts-based research—and identifying innovative methods in community- and arts-based research related to arts education and cultural literacy. Both tasks were completed between January and June of this year, culminating in two deliverables now available on the EXPECT_Art [website](#).

Deliverable 2.1 is a narrative review of conceptual and methodological literature on cultural literacy and arts education, approached cross-disciplinarily. It comprises three sections. Section 1 offers a genealogical review of CCL, analyzing its three core compo-

nents—literacy, cultural literacy, and criticality. Section 2 explores six key notions connected to CCL: decoloniality and curriculum, art education and curriculum, critical pedagogy, multiliteracies, arts-based and community-based research, and cultural awareness. The last section examines CCL's relationship with local perspectives in six countries: Denmark, Germany, Hungary, Poland, Slovenia, and Spain.

Deliverable 2.2 provides a collection of innovative methods fostering CCL, including adaptable ideas, activities, tools, and multimethod research paradigms emphasizing participant-researcher collaboration. It integrates approaches like arts-based research, co-design, participatory action research, and dialogic research. Additionally, it identifies examples of critically informed arts education interventions aimed at enhancing CCL in schools and communities across Europe.

Our Commitment

EXPECT_Art is dedicated to integrating CCL into educational practices, providing resources and support for educators and learners to engage with this transformative approach. We believe that by fostering critical cultural literacy, we can contribute to a more inclusive, equitable, and just society.

