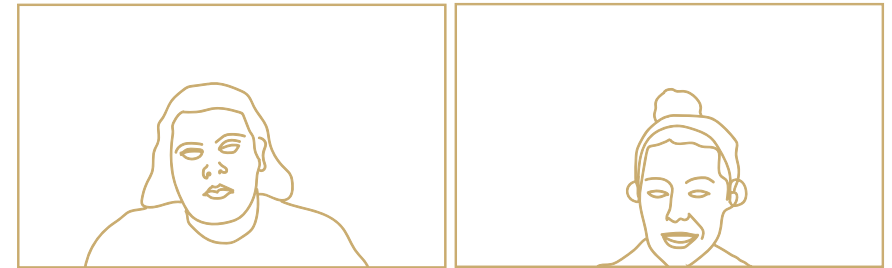


WORKSHOP #7 TALKSHOP

TUESDAY, APRIL 20, 2021, 17:00-19:00

W/ CLARA BALAGUER

The internet generation has its own muscle: through their familiarity with online platforms they are able to understand complexity and non-linearity in new ways. Hear! Here! #7 is a talkshop on exploring expansive online rabbit holes in a small amount of time. Through the work of cultural worker Clara Balaguer we discussed the politics of online trolling, instagram as a field notebook, and silence as a character. We essentially asked Clara the following questions: how can we co-educate with social media, and how do we address the disparity between the abundance of access to information and the lack of criticality? This topic brings forth an even wider array of questions on how activism plays out on social media, how it can empower and shift power dynamics, on short attention spans and cyber bullying, on knowing vs. understanding, on building communities and on airing dirty laundry, on art academy meme pages, the movements against undesired behaviour, and on research through the rabbit hole. In short, talking about how to educate alongside social media is a crucial question for how we educate in this time.



Clara Balaguer (Makati City, Pisces Metal Monkey) is a cultural worker and grey literature circulator. From 2010 to 2018 she articulated cultural programming with rural, peri-urban, and diasporic communities from the Philippines through the OCD, a residency space and social practice platform. In 2013, she co-founded Hardworking Goodlooking, a cottage industry publishing hanz interested in the material vernacular, collectivising authorship, and the value of the error. She heads the Social Practices department at the Willem de Kooning Academy and teaches at the Piet Zwart Institute (Experimental Publishing) and the Sandberg Institute (Dirty Art Department).

Frequently, she operates under collective or individual aliases that intimate her stewardship in a given project, the latest of which is To Be Determined: a transitional, migratory, neighbourly structure of sleeper cells (Trojan horse networks) that activate–deactivate for leaking access to cultural capital.

TALKSHOP

online
WORKSHOP #7

HEAR
HERE
HERE

w/ CLARA
BALAGUER

TUE APR 20,
5-7PM

The internet generation has its own muscle: through their familiarity with online platforms, they are able to understand complexity and non-linearity in a new way. As educators, how do we help them to train this muscle?

Hear! Here! is a platform and research project for Rietveld & Sandberg staff. In 2020/2021 the platform is dedicated to dialogue and critical pedagogy.

Troll

Trolling on social media is posting disruptive or provocative messages in public comment sections. However non-sensical or insincere the troll might be, trolling can seriously sabotage access to information or shift the middle ground of the conversation. By becoming a troll amongst trolls, it is possible to reshuffle the conversation by disrupting the chain of misinformation. A troll is by definition not institutional, so how can one keep their active and critical stance when working in an institution? Perhaps the troll can become a smuggler, bringing a fresh perspective into the institution.

Enter the Rabbit Hole

It is an easy mistake to believe that the current generation of students is not used to doing or able to do research because they do not spend days in the library, when in fact they are the generation of the rabbit hole, constantly researching this or that and familiar with complexity in entirely new ways. Give them a rabbit hole!

Respect the Attention Span

Online education can be tiring. Silence is awkward so we are used to immediately responding, and we do not take enough breaks. Find strategies for disruption. For example, by accommodating short attention spans: pre-record content instead of always talking spontaneously. Making talks re-watchable allows people to

access information at their own pace. Through creative use of subtitles, complexity and layers can be added to teaching.

Memes

Many art institutions today are accompanied by meme pages run by students and/or teachers. These meme pages often criticise the institution's day-to-day dealings and larger decision-making practices. There is a danger in critique without engagement and this inevitably poses the question of who the institution is: who is addressing whom? But perhaps memes can be considered as part of care work. It is in meme pages that we sometimes find easy and accessible breakdowns of the institution's information streams, tips on how to file for support, and other crucial ways through which we can become re-engaged.

Access to Discourse

Instagram and other social media platforms can be useful tools for shifting power dynamics. Activist pages provide their readers with the vocabulary to address micro-aggressions and the reproduction of oppressive relations. Access to discourse can be a source of power, but it does not always guarantee criticality. How can we help students and staff to stay critical and question the information they are presented with?