



100 M Malmö

**-when Art-Activism challenge both students
and lecturers**

**The Wicked Arts Assignments
Zoom 27 November 2020
Amsterdam University of the Arts
Amsterdam, Netherlands**



MALMÖ UNIVERSITY



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The assignment: 100 meter Malmö

You will investigate a specific location / stretch of about 100 m in Malmö.

You should conduct a guerrilla marketing or art-activism in the 100 m Malmö that you have selected. You choose something you want to market, it can be completely abstract things, ideas or content from the course's cultural studies.

In your message, **you combine text and image into a print**. What you do can be combined with any object that is placed on the selected stretch.

The Method:

Art- Activism or Urban Inventions in Public Spaces

Theoretical Framework

Atkinson Disobedient pedagogy (2018)

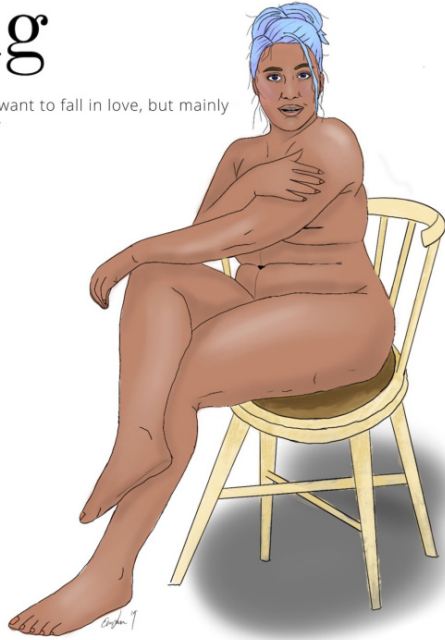
Biesta Education should be “slow, difficult, frustrating and weak” (2014)

Goffman front stage and back stage (2014)

Rollo May have courage to create (2005)

Jag äger mig

This Year i want to fall in love, but mainly with myself



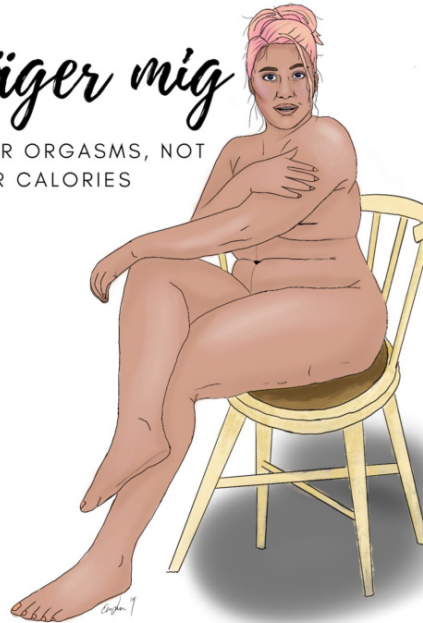
Jag äger mig

COUNT YOUR ORGASMS, NOT YOUR CALORIES



Jag äger mig

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JAG ÄGER MIG

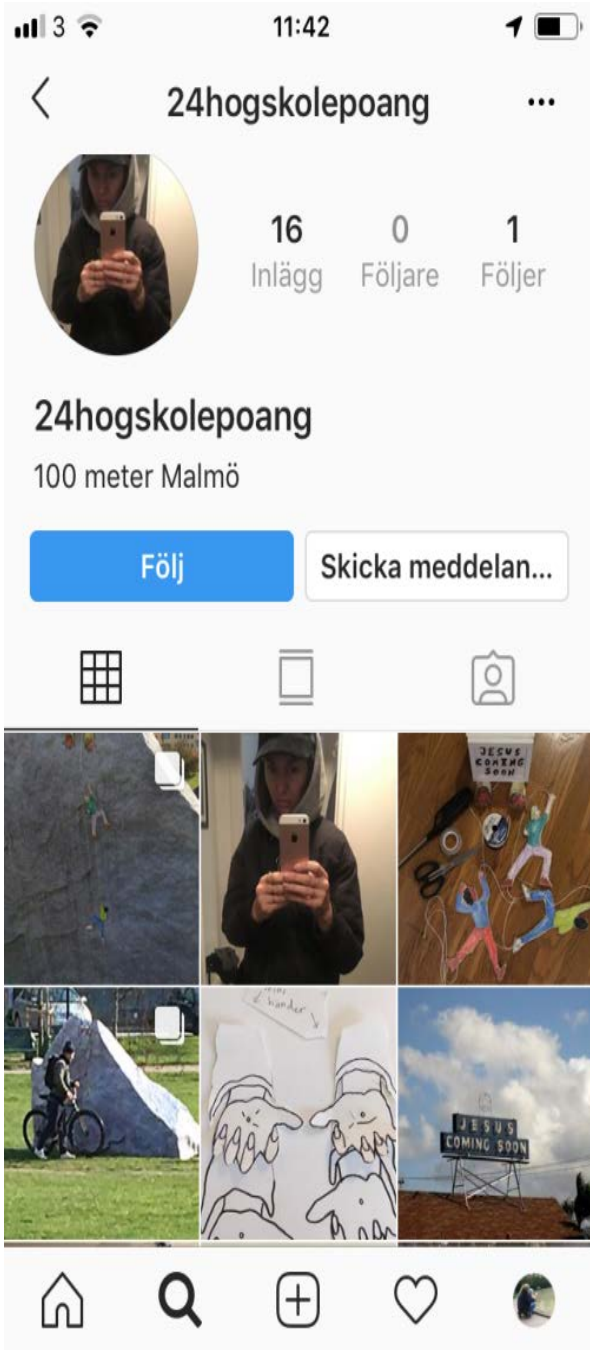


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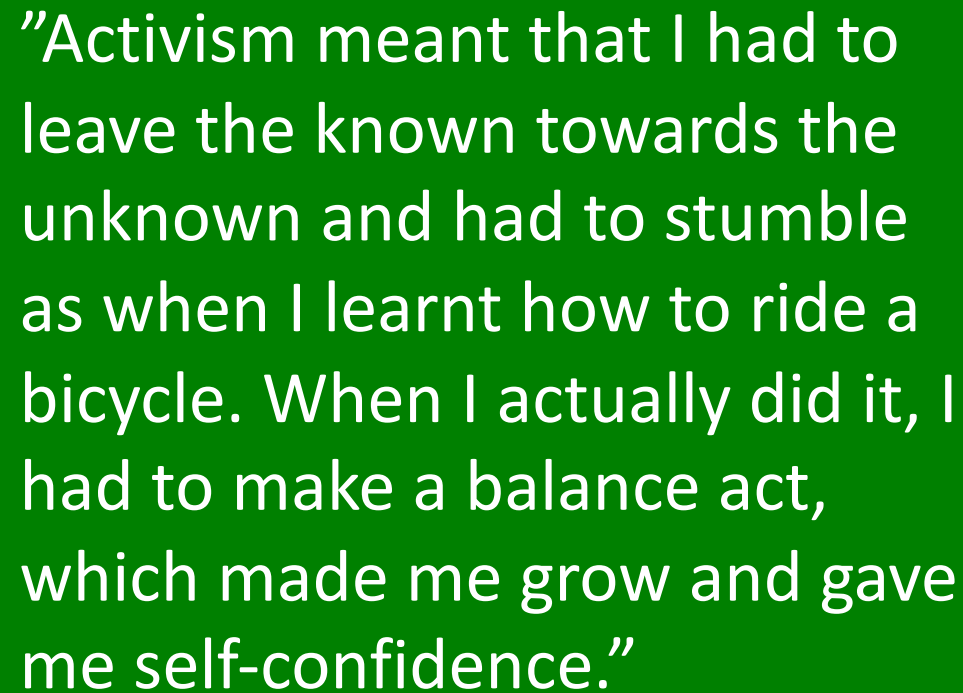


” The scariest thing. This part of the process is about courage. Questions that you asked before: What will people believe? What will they think? Will they think it is childish and ugly? What do I do if the police come? I didn't want any unwanted attention, but if anyone asks what I'm doing, I knew I'd answer that I'm doing a study.

”

”To take place in public space is difficult, and therefore I myself was the largest obstacle. The toughest step was the first step I took going public.”

”I wonder if I break norms. Does that mean that I break the law? What is legal? Shall I speak to the police before acting in public?”



“Activism meant that I had to leave the known towards the unknown and had to stumble as when I learnt how to ride a bicycle. When I actually did it, I had to make a balance act, which made me grow and gave me self-confidence.”

What Happened?

- Better self confidence
- The hardest task of the entire teacher training program
- Challenged their self-perception
- Challenging their perception of right and wrong.

Finally what does it all mean?

- The hardship and continuous reflection increased their learning.
- They dared to take place and become publicly visible.
- They became public, democratic citizens.

Challenge current teaching practices

– “make a weak, open and risky learning situation”, become disobedient (Biesta, 2014
Atkinson, 2018)



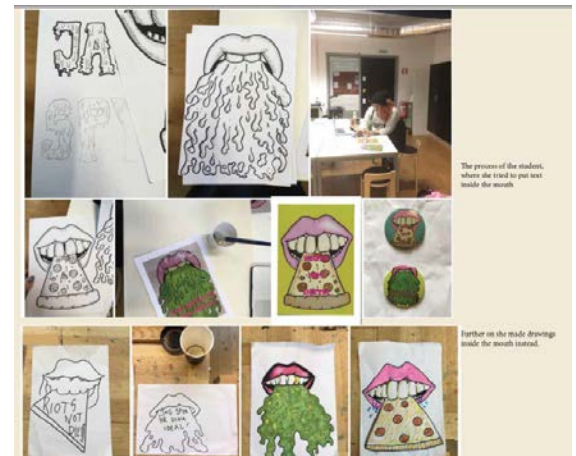
TRACES
Visual Arts Education
in Sweden

IMAG # 9

<https://www.insea.org/imag/9>

Article:
Risk-taking in Education - When Art-Activism
Challenge both Students and Visual Arts
Teacher Educators

Ewa Berg, 2020



Atkinson, Dennis (2018[2018]). Art, disobedience, and ethics: the adventure of pedagogy.

Biesta, Gert (2014). *The beautiful risk of education*. Boulder: Paradigm Publishers

Goffman, Erving (2014). *Jaget och maskerna: en studie i vardagslivets dramatik*. 6. uppl. Stockholm: Studentlitteratur

May, Rollo (2005). *Modet att skapa*. 2. uppl. Stockholm: Natur och Kultur

**Thanks, to all my students at
Malmö university,
The Visual Arts Teacher Education!**

Thank you for listening!

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