

Failing to Deliver: Education and its Art in the Current Post-Truth Situation

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Abstract

For the last seven years, the presenters have engaged tensions inherent in research dissemination venues and their corresponding institutions through a series of interventions. Methods used to investigate the affordances and limits of existing research dissemination formats, such as poster sessions, lectures, and roundtables, were generated from contemporary art practices. Additionally, various theoretical frameworks and philosophical provocations were employed to test the reception and peer-review of particular actions. The content of the newly conceptualized poster session, lecture, or roundtable was not exceptionally radical in these sanctioned events, however, the actual forms of work shifted as they failed to deliver in interesting ways. For example, poster sessions collapse but become something extraordinary when the rules of engagement, such as clarity, facts, convention, and transferability, are reimaged through social and embodied art practices. Likewise, a lecture that doesn't rely on facts or aim to convince, but instead turns to the audience for its content and skepticism—asking for the expertise to come from them in actions or feelings—functions quite differently as an emergent artist performance. The

poster and the lecture are transformed in these moments through a deliberate severing of default roles and modes of knowledge transfer associated with a traditional lecture. The presenters will unpack and contextualize their work within the current “post-truth condition,” drawing from the practices of several international artists. Finally, the presenters will invite the audience to participate in a brief activity that highlights the failings and possibilities of playing with the traditional formats of research dissemination.

Keywords

Knowledge economy, Performance, Art education.