

Art Making/Education In The Age of Automated Thinking

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Abstract

Through a series of interviews with current art students and recent graduates (whose practices range from studio art, social engagement, and VR/AI installations,) this paper explores relationships between Automatic Thinking (AT) and art-making for young artists. How do the conditions of AT play out in their art, their education, and their day-to-day lives? In response, the paper traces a history of art and education, which traverses across the 19th century skill-based academy, 20th century creativity-centered pedagogies, to our current state of education-as-reparation, (of righting the wrongs of patriarchal art and education.) The paper then delves into the need for new pedagogical models that do not turn a blind eye to the monster in the room (in our hands, in our bodies) by proposing an art curriculum that accepts AT technology as a companion-being. To foster new complex forms of materiality and thinking, this essay recommends course work such as hacking-in-all-forms, tutorials in rule-breaking, and workshops in the power of free-stuff. To further an ethics-of-being, the paper recommends the development of experiential learning labs that explore, for instance, radical identities, subjectivities of eco-systems, and

multi-species bonding. Unescapable as it is, Automated Thinking does not necessarily mean the death of art as psycho-social-cultural activator, if, we as artists and educators enliven our students to finding new relationships both with their technological companions and in all matters of being.

Keywords

Art, Education, Automated Thinking, Radical Pedagogy, Techno-companionship.