

24. 11. 2022 / 12:00 – 12:30

Národní Galerie Praha / National Gallery Prague

Veletržní palác / Trade Fair Palace



CHARLES
UNIVERSITY

AMASS

acting on the margins, art as social sculpture



This project has received
funding from the European
Union - Horizon 2020
research and innovation
programme under grant
agreement no. 835621

The role of Environmental Action in Addressing Societal Challenges

Satu Miettinen, Melanie Sarantou, Amna Qureshi, Mirja Hiltunen, Maria Huhmarniemi
University of Lapland, Rovaniemi / FINLAND

The experiments of the University of Lapland were conducted in remote Finnish-Swedish Arctic places such as Rovaniemi, Utsjoki, Äkäslompolo across the Finnish-Swedish border, and Kolpeneenpuisto at Salmijärvi. The socially engaged arts actions undertaken by the Lapland team pivots around the role activist action, underpinned by cultural and place-based identities that nurtures respect for the environment. Our activist action involved multiple demographics. A common concern was how respect for non-human existence can foster local identities and address societal challenges, such as geographical and social isolation, the impact of industrialisation on fragile ecosystems threatening Indigenous and local communities.

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Acting on the Margins: Lessons Learned

Raphael Vella, Milosh Raykov, Isabelle Gatt
University of Malta / MALTA

Now that we are reaching the final stages of AMASS, Professor Raphael Vella, Professor Milosh Raykov and Dr Isabelle Gatt will reflect about using the arts in our engagement with societal challenges, on the impact of socially engaged arts on attitude changes and about labels used with the elderly demographic as opposed to personally relating with individuals through the arts.



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Storytelling in marginalized communities: a way to move forward

Andrea Kárpáti, Lajos Kovács, Márton Rétvári,
Budapesti Corvinus Egyetem / HUNGARY

The presentation from Corvinus University will focus on two main parts: media representation of marginalized communities - with a case study of romani representation on social media - and the lessons learned throughout the Roma Influencer program that was conducted at our university, where we worked with young romani women to craft and disseminate their stories on different social media platforms.

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Essencial: to feel and understand the other

Ângela Saldanha and APECV TEAM

Associação de Professores de Expressão e Comunicação Visual (APECV) Viseu / PORTUGAL

Presentation of experiments carried out in Portugal with communities on the margins: groups of people with disabilities, group of unemployed people and Roma community group. Project results.

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Participatory design: opportunities and challenges

Silvia Remotti and the PACO Design Collaborative / ITALY

Can participatory design provide a valuable approach to tackling the complex problems our societies and planet are facing? The talk will analyse the opportunities and challenges of the participatory design approach in tackling complex problems and envisioning a new future.

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Mapping research on the social impact of the arts: what characterises the field?

Sofia Sol Lindström, Cia Gustrén, Gustaf Nelhans, Johan Eklund, Jenny Johannisson, Roger Blomgren

University of Borås, The Swedish School of Library and Information Science (SSLIS) / SWEDEN

Presentation will summarise the main findings from a study of the broad research field of the social impact of the arts. The effects of art and culture are often used as justification for public funding, but the research on these interventions and their effects is unclear. Using a co-word analysis of over 10,000 articles published between 1990 and 2020, we examined the characteristics of the field as we have operationalised it through our searches. We found that since 2015 this research field has expanded and consists of different epistemologies and methodologies, summarised in largely overlapping subfields belonging to the social sciences, humanities, arts education, and arts and health/therapy. In formal or informal learning settings, studies of theatre/drama as an intervention to enhance skills, well-being, or knowledge among children are most common in our corpus. A study of the research front through the bibliographic coupling of the most cited articles in the corpus confirmed the co-word analysis but also revealed new themes that together form the ground for insight into research on the social impact of the arts.

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Mining the gaps

Ki Woong Nam, Paul Wilson
University of Leeds / UNITED KINGDOM

This presentation will look to review the work carried out by the team from the University of Leeds in the AMASS project. Being located within and between work packages, operating remotely both in terms of the project activities themselves and within the consortium, the Leeds team have made their research subject the complex and unstable context(s) of the project, the project team and pre-project activities and have carried out a range of work which situated the relationships between project partners as the subject of study. For this presentation, team members will discuss the notion of common ground as it has been used to define that most coveted of relationship goals: having things in common. From this, we will show how our contribution to the project MOOC has mobilised methods of storytelling to demonstrate common ground as something socially-constructed within arts-based research, and how it can be materialised to reveal complexities in ways which can be easily understood. We will also report on research which has been focused instead on gaps, and how bringing those things which separate us into focus can be equally valuable in moving any socially-engaged arts project forward.

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Emancipation, transformation, imagination

Jan Pfeiffer, Magdalena Novotná, Marie Fulková

Department of Art Education, Faculty of Education, Charles University / CZECH REPUBLIC

In this paper, we explore the concepts that emerged as central figures in CU research and the AMASS ethos. They are concepts of emancipation, transformation and imagination. We examine these concepts comparatively in the process of critical reading of relevant sources both in the original and in several variants of their translations and their influence in art pedagogy and education policy. These are Jacques Rancière's basic essays *Le spectateur émancipé* and *Égalité des intelligences: opposer l'émancipation intellectuelle à l'instruction du peuple*. From the logic of the matter, the contribution has an equivalent performative part. Jan Pfeiffer's open form performance puts the audience in a situation that establishes the necessity of action and reaction and transforms the conceptual background into social interaction.