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Art of Management and Organisation Conference, Nancy
21-24 August 2024

Call for contributions for the conference stream:

The Arts-Based Pedagogy of Love and Freedom: a critical rewriting of creative education

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Banksy, *There is Always Hope*.

Let us be blunt: knowledge organizations are shrinking under the pressure of neoliberalism, advanced capitalism and ideological extremisms. In formal institutions, such as higher education, students and staff are not thriving. Not only do numbers show a great indifference (Honan 2017) but also the participants' experience of learning and teaching demonstrate this downturn: mental health issues are endemic, workplace conflicts and unethical practices, such as plagiarism, are rabid. Knowledge organizations everywhere are hurting, so much so that the times call for a radical change in rethinking new models of creative education. Calls for better practices include the pleasure inherent in the formulation of knowledge (Honan 2017), the act of flourishing (Chemi, Brattico, Fjorback & Harmat 2023), the coupling of free thinking and social relevance (Stenger 2018), and being grounded in a life-giving vitality (Braidotti 2019)—all of this, by their lack, provide incontrovertible evidence that a rethinking of organizational and educational frameworks is much overdue. The triangulation between and among what we love to do, what we are most wired to

accomplish, and how this impacts the creative world of education—is the foundational core of our investigation.

Some problems cannot be addressed by incremental, limited changes but only by a radical transformation. What is needed becomes a pedagogical revolution. According to Debra Deruyver, “arts-based narratives created by the grassroots artist-leaders (...) challenge us to reconsider what we think we know. They challenge us to reimagine a better future and then encourage us to bring it forth” (p. xxx).

What supports radical change and participatory structures are activist practices, feminist/queer/posthuman/indigenous theories, and arts-based methods. These are the topics we wish to investigate with our contributors.

- Love in pedagogical/learning theories:
 - Dewey and love
 - bell hooks & feminism
 - Freire & Freirians
 - Montessori and care
 - Braidotti and vitality
 - Haraway & Harendt “go visiting”
 - The Waldorf movement
 - Other radical practices that provide a balance of the creative and the critical
- The role of affects, body, aesthetic experiences in education
 - The materiality of affects
 - The politics of affects (Ahmed)
- Pedagogy as love
 - Friendship
 - Radical care
- Love as pedagogy
 - Compassion training
- Pedagogies of care
 - Health, healing, prevention
 - Care aesthetics
- Radical generosity
 - The gift
 - Barter

Please submit a 750-word proposal in size 12 font, Times Roman, outlining the context for your thinking and a research question that you plan to address. Literature pertaining to the topic should be folded into the body of the text. **Proposals are due by January 30, 2024**, and should be sent to Tatiana Chemi at tch@ikl.aau.dk; Anu Mitra at anu.mitra.10@gmail.com; and Kristian Firing at kristian.firing@ntnu.no.

After the conference, contributors will be invited to join a facilitated online collaborative writing laboratory. We will explore freely critical-creative ways to become with the other at a distance.

During this time (we imagine a length of 4-6 months), participants will critically and creatively think through and rethink and rework their pieces. Those of us who feel ready to commit our thoughts to paper could consider submitting their work to a special issue—an exclusive publishing project possible with the journal, *Organizational Aesthetics* (<https://oa.journals.publicknowledgeproject.org/index.php/oa>), in mind. However we are open to other collaborative processes.

References

Braidotti, R. (2019). *Posthuman knowledge* (Vol. 2). Cambridge: Polity Press.

Chemi, T., Brattico, E., Fjorback, L. O., & Harmat, L. (Eds.). (2023). *Arts and Mindfulness Education for Human Flourishing*. Taylor & Francis.

Deruyver, D. (2023). Preface. In Susan J. Erenrich and Debra DeRuyver (eds.). *A Grassroots Leadership and Arts for Social Change Primer: For Educators, Organizers, Activists and Rabble-Rousers* (pp. xxix-xxi). Middletown: International Leadership Association.

Honan, E. (2017). Producing moments of pleasure within the confines of the neoliberal university. In *Producing Pleasure in the Contemporary University* (pp. 13-24). Brill.

Stengers, I. (2018). *Another science is possible: A manifesto for slow science*. John Wiley & Sons.