

4th Conference on Art-based Research and Artistic Research

"What is the relationship between arts-based and artistic research and communities?"

Research paper/project presentations

The disruption of knowledge production: New social spaces between our understanding frames

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How can artistic research (AR) generate an event that disrupts our understanding frameworks concerning what the artistic production and the generation of knowledge could mean?

On my PhD thesis (2015) I focused on how artistic research built social spaces of knowledge production, and how the artistic and the pedagogical could be displaced. By exploring these displacements, the *un-known* (Atkinson, 2011) was reveal. The un-known not as a gap to be re-fill with knowledge, but as social space of possibility: movement and disruption of the normative epistemic structures.

These fractures and tears in-between structural frames show that produced knowledge is not universal, neither individual; but a social, active and contextualized space. Thereafter artistic research may use categories which function as links between in the one hand embodied, personal and contextualized knowledge, and in the other hand the social, generalizable but not universal.

These categories are clue in AR to entail personal research with the social sphere and understand it exists no individual knowledge. Therefore categories can be used as scrutiny methods. Categories by which peers can take generated knowledge and apply it into other fields.

Artistic research changes our understanding of *the artistic*: From perceiving it as an individual, creative, production, into a process of (self/social) reflection (Calderón, 2015) that could contribute to realize artistic research constructs a new *us* (Garcés, 2013).

References

Atkinson, D. (2011). *Art, equality and learning: pedagogies against the state*. Rotterdam: Sense.

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Garcés, M. (2013). *Un Mundo en común*. Barcelona: Ediciones Bellaterra.