

Arts/Cultural management students:	general	seek curricular offerings
	artists	seek curricular offerings and self-management
	with arts management experience	seek curricular offerings, but <i>may</i> be new to and impatient with theory (cultural policy)

main question in summary:	are specific pedagogies discernable and/or needed that are appropriate to teaching Arts/Cultural management?
curricular models represented by participants:	economic, managerial and critical emphases
largely shared pedagogic goal:	to match diverse interests and abilities with diverse aspects of the field (contextualization + role finding + problem finding)
largely shared didactic framework:	to pair teaching of curricular content with opportunities for research and guided transformative experience

transformative experience

student need	desired ability	ped. method
psychological	self-reflection discern own identity self-confidence	coaching
analytical	contextualize triangulate	advising
communicative	narrate perform mediate	training

recommendation for teaching goals and methods derived from studio advising
(Blomberg, Hautio, Kuznetsova-Bogdanovits, Mers, Rachleff-Burt, Shekova)



approaches to research

		process		
		determine field	context	
scenarios		observe	P.O.V.	scenarios
start situation	interested client poses/commissions	posit question	rationale	client purchases/implements
<i>practice guided by legitimations: implicit theory preference/habit tradition/experience need/value explicit theory</i>	or	assemble	method	or
	participant researcher devises	interpret	method	participant researcher tests/revises/implements
	or	apply	rationale	or
	disinterested researcher formulates	evaluate	P.O.V.	research community tests/evaluates
		project	context	goal situation
				<i>practice guided by explicit theory</i>

situations and scenarios were discussed, process is my post-conference addition

emerging curricular contexts:	DIY - Internet - Social Media Networks - Mobility - changing economies	
curricular questions:	How should curricula address the past - as foundation, certainty, identity?	Does technology change forms of legitimation? What is the impact of an emphasis on the future?
	How should curricula address existing power structures?	
	How should curricula address existing habits/implicit theories?	
	How should curricula address new technologies? The military-entertainment complex?	
	How can curricula address the relations between artists and managers?	
	What are the field's academic standards?	

observations:

In discussions, pedagogy was used as an umbrella term for curriculum and didactics. With the exception of andragogy, explicit references to pedagogical concepts and literature were minimal, leading to some attempts to reinvent the wheel. The proposal to consider "best practices" as didactic framework was largely rejected.

follow-up question:

Do emerging curricular areas/cognitive patterns call for new pedagogical approaches - for example a consideration of radical pedagogy in media contexts?