

# PUBLIC PEDAGOGY:

OR HOW TO GIVE SHAPE TO THE PUBLIC?

# **OVERVIEW PRESENTATION**

## **1. Research Question**

## **2. Henry Giroux**

- Practice 1: The movie

## **3. Jennifer Sandlin**

- Practice 2: Culture Jamming

## **4. Glenn Savage**

- Practice 3: Puppets

## **5. Jan Jagodzinsky**

## **6. Gert Biesta**

- Practice 4: Take the line for a walk

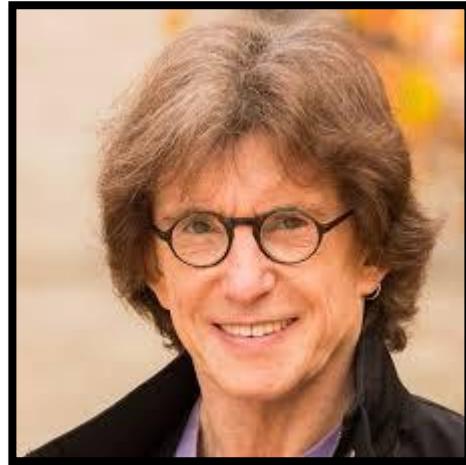
## **7. Reflections**

# RESEARCH QUESTION

How does the ‘public’ appears in the movement  
that calls himself “public pedagogy”.

Which notions of ‘public’ and ‘pedagogy’ are used  
and how do they relate to each other?

# HENRY GIROUX



- **Popular Culture**
  - Critical analyses on mass culture and media
  - 'lower' culture
- **Public Pedagogy**
  - A dynamic where the relation between culture, power and politics are given shape in a steering and emancipating way.
  - Paradox: e- mancipere <-> steering

# PRACTICE 1: THE MOVIE AS AN OPENING

- **Movie**
  - Pedagogical intervention, ° pedagogical space
  - (re)connects public life to bigger issues
  - Space of translation
- **Importance of impact on people**
  - producers of own culture
  - How it can be / meant to be? -> paradox
- **Public pedagogy**
  - Creating a climate -> notice representations
  - Positive connotations

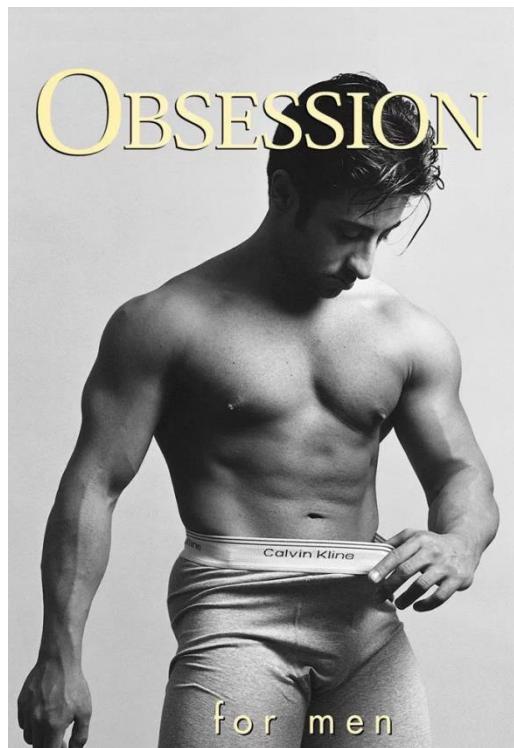
- **Neoliberalism as a dominant discourse**
- **Public intellectual**

# JENNIFER SANDLIN



“This **form of education**, commonly known as **public pedagogy**, has been largely constructed as a concept focusing on **various forms, processes, and sites of education** and learning occurring **beyond formal schooling** and it distinct from hidden and explicit curricula operation within and through school sites. It involves **learning in institutions** such as museums, zoos, and libraries; in informal educational sites such as popular culture, media, commercial spaces, and the Internet; and **through figures and sites of activism**, including public intellectuals and grassroots movements.”

## PRACTICE 2: CULTURE JAMMING



# GLENN SAVAGE

- Problematises term ‘public pedagogy’
- Giroux: false binarity between public - private
- Giroux uses ‘public’ on totalising and mythologizing way



# PRACTICE 3: OUT OF THE BOX DOLL PROJECT



5.2 Dolls in boxes spread across the plaza in front of the U.S. Department of State

# JAN JAGODZINSKY

- Sense-events
- Being -> becoming



# GERT BIESTA



# PRACTICE 4: TAKE THE LINE FOR A WALK

**Community center ‘Leren Ondernemen’ in Leuven**

**Experimenting with characteristics of materials and people**

**Influence on the organisation**

**Gather around public issues**

**+ foto's!**

**“ Transitional space opens up the space and time between experience and our habitual response to it. It gives us time and space to come up with some other way of being in relation to that moment. It introduces a stutter, a hesitation. It jams the binary logics that keep self/other, inner/outer, individual/social locked in face-to-face opposition.”**

**(Ellsworth, 2005, p. 57 in Wildemeersch & von Kotze, 2017, p. 320)**

# CONCLUSION

## **Public Pedagogy as a verb**

“What if we think of the public not as a noun, and as something given, but as a verb? What might it mean to think of the classroom not as a room within an institution that is already public, but as a space in which teachers and learners make public?” (Higgens, 2011a, p379)

## **Creating a space**

- a space where things simply happen
- e- ducation
- selftransformation
- outcome is unsure
- things become common (shared) or public

“[...] it must create places in which to think about ‘we’ without knowing already who ‘we’ are.” (Ellsworth, 2005, p. 95)