

Practice *as...*, or Curating *as...*, or Curatorial Praxis *as* Research

Wednesday 6th October 2021

Dr Marquard Smith

Programme Leader, MA Museums & Galleries in Education

UCL Institute of Education



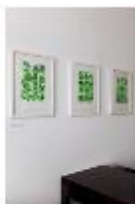
Meekyoung Shin
'Translation
Series' (2011)

Mark Wallinger
'Time and Relative
Dimensions in
Space' (2001)

Manfred Mohr
'Plotter drawings on
paper' (1970-71)



Schools, MK
Gallery
Learning,
'How to
Construct a
Time
Machine',
2015



How We Recovered Vietnam?
Regent Robert Gallery, University of Windsor, Windsor, Ontario

Contributors: Martin John Callanan, Corby & Sally, Dundonian, Edoardo Gao, Susan Pulvanjak, Ruth Madenjian and Udel Grew, and Thomson & Craighead

1. 1997-1998



Solitary Reader
Freud Museum, London, 2016

Contributors: Shannon Bell, WILEY EXPERT, Chantal Fauriol, Anthony Gormley, Jordan Makenna, Anna Sprinkle, Emma Talbot, Casey East Turtl, and Michael WAT Rams Consultant.



Tom Corby
'Blood & Bones'
UCL Hospital, London, 2019

1. Research: Practitioner | Curator | Educator

1. Decolonizing: the Curriculum, the Museum, and the Mind

2. Radical Pedagogies: student-led projects

(a) 'Mixed up, but in a good way...' (2018-19)

(b) 'Do the Right Thing' (March 2019)

(c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)

(d) Re-Writing Your Nation's National Curriculum (2020-21)

(e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*

5. The JVC Palestine Portfolio

6. *How to Catch a Ghost*

What do we mean when we speak today of research?...

Like other cultural keywords, [research] is so much part of the ground on which we stand and the air we breathe that it resists conscious scrutiny. In the case of the idea of research, there are two additional problems. First, research is virtually synonymous with our sense of what it means to be scholars [educators, curators, practitioners, administrators, etc.] and members of the academy [and the museum, gallery, and heritage sector], and thus it has the invisibility of the obvious.

Second, since research is the optic through which we typically find out about something as scholars [or educators, curators, practitioners, administrators, etc.] today, it is especially hard to use research to understand research.

Arjun Appadurai, 'Globalization and the Research Imagination'

1. Research: Practitioner | Curator | Educator

1. Decolonizing: the Curriculum, the Museum, and the Mind

2. Radical Pedagogies: student-led projects

(a) 'Mixed up, but in a good way...' (2018-19)

(b) 'Do the Right Thing' (March 2019)

(c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)

(d) Re-Writing Your Nation's National Curriculum (2020-21)

(e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*

5. The JVC Palestine Portfolio

6. *How to Catch a Ghost*

https://www.academia.edu/42249558/Research_Practitioner_Curator_Educator



1. Research: Practitioner | Curator | Educator

1. Decolonizing: the Curriculum, the Museum, and the Mind

2. Radical Pedagogies: student-led projects

(a) 'Mixed up, but in a good way...' (2018-19)

(b) 'Do the Right Thing' (March 2019)

(c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)

(d) Re-Writing Your Nation's National Curriculum (2020-21)

(e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut

5. The JVC Palestine Portfolio

6. *How to Catch a Ghost*



Decolonizing: The Curriculum, the Museum, and the Mind



Danah Abdullah
Teresa Cisneros
Andrea Francke
Lolita Jablonskienė
Ieva Mazūraitė-Novickienė
Achille Mbembe
Almira Ousmanova
Ieva Pleikienė
Marquard Smith
Michelle Williams Gamaker

1. Research: Practitioner | Curator | Educator

1. Decolonizing: the Curriculum, the Museum, and the Mind

2. Radical Pedagogies: student-led projects

(a) 'Mixed up, but in a good way...' (2018-19)

(b) 'Do the Right Thing' (March 2019)

(c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)

(d) Re-Writing Your Nation's National Curriculum (2020-21)

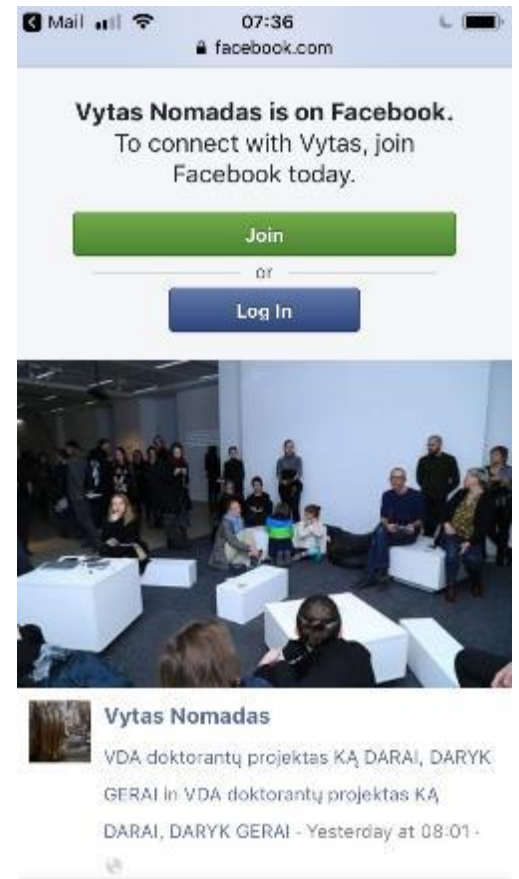
(e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*

5. The JVC Palestine Portfolio

6. *How to Catch a Ghost*

(b) 'Do the Right Thing' (March 2019)





(c) The Nida Doctoral School, 'Fight the Power 2019/1989: We the Ungovernable'
Venice Biennale (Research Pavilion, Lithuanian Pavilion, and Morion)

Re-writing your nation's national curriculum, October 2020-21 (assignment for module entitled 'Museums & Galleries in Education')

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider curriculum.

- 1: Research: Practitioner | Curator | Educator
- 1: Decolonizing: the Curriculum; the Museum; and the Mind
- 2: Radical Pedagogies: student-led projects

(1) 'Mixed up, but in a good way...': (2018-19)
 (2) 'Do the Right Thing': (March 2019)
 (3) 'Tight the Power': 2019/2020; 'We, the Ungovernable': (August 2019)
 (4) 'Re-Writing Your Nation's National Curriculum' (2020-21)
 (5) 'Radical Institution Making' (2020-21)

4: Mutual Aid; a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*

5: *How to Catch a Ghost*

Projects Archive **Rosa Mercedes** Residency About us Index
 01 02 03

Mutual Aid. This edition of *Rosa Mercedes* provides ongoing observations and commentaries on the visual politics and related issues of the current crisis.



02
Exhibiting Embarrassment
(Journal of Visual Culture & HaFI,



02
Disaster nationalism as
geovisual play (*Journal of Visual*



<https://www.harun-farocki-institut.org/en/category/rosa-mercedes-en/02-en/>

1. Research: Practitioner | Curator | Educator

2. Decolonizing: the Curriculum, the Museum, and the Mind

3. Radical Pedagogies: student-led projects

(a) 'Mixed up, but in a good way...' (2018-19)

(b) 'Do the Right Thing' (March 2019)

(c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)

(d) Re-Writing Your Nation's National Curriculum (2020-21)

(e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*


5. The JVC Palestine Portfolio

6. *How to Catch a Ghost*

2021


JOURNAL OF
VISUAL CULTURE

AUGUST 2021

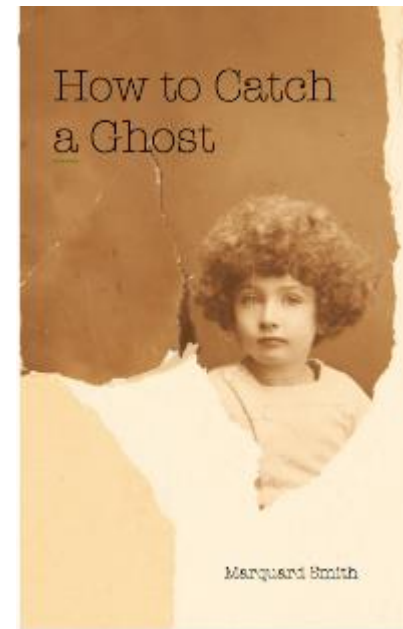
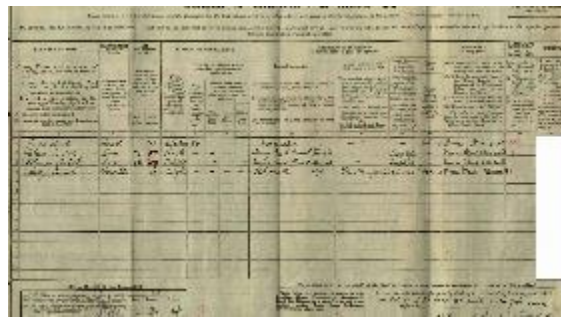
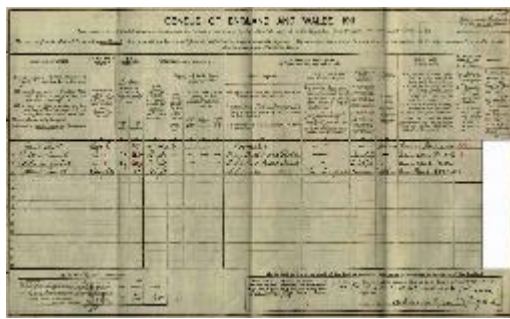


The JVC Palestine Portfolio with contributions by: Larissa Sansour, Rashid Khalidi, Mazen Kerbaj, The Mosaic Rooms, Strike MoMA, Ariella Azoulay, Danah Abdulla, Rounwah Adly Riyadh Bseiso, Hanan Toukan, Zeina Maasri, Adrian Lahoud and Jasbir K. Puar, Yoav Galai, Distributed Cognition Cooperative (Anna Engelhardt and Sasha Shestakova), Evyn Lê Espiritu Gandhi, Firas Shehadeh, Sami Khatib, Léopold Lambert/The Funambulist, Tina Sherwell, Gayatri Chakravorty Spivak, Rochelle Davis and Dan Walsh, Lina Hakim, Ariel Caine, Nida Sinnokrot/Sakiya, Yara Sharif, Visualizing Palestine, Nada Dalloul, Simone Browne, Rehab Nazzal, Lila Sharif, Oraib Toukan and Mohmoud MAlshaer, Mark Muhannad Ayyash, Omar Kholeif, Oreet Ashery, The Palestinian Museum, Kareem Estefan and Nour Bishouty, Ghaith Hilal Nassar, Adam Broomberg, Kamal Aljafari, Nicholas Mirzoeff, Palestinian Feminist Collective, W.J.T. Mitchell, Dar El-Nimer for Arts and Culture, Jill H. Casid, Macarena Gómez-Barris, Stephen Sheehi, Susan Greene, Sunaina Maira, and Shourideh C. Molavi and Eyal Weizman.

ISSN 1470-4129
journals.sagepub.com/home/vcu



https://www.academia.edu/53485635/The_JVC_Palestine_Portfolio



1. Research: Practitioner | Curator | Educator
1. Decolonizing: the Curriculum, the Museum, and the Mind
2. Radical Pedagogies: student-led projects
 - (a) 'Mixed up, but in a good way...' (2018-19)
 - (b) 'Do the Right Thing' (March 2019)
 - (c) 'Fight the Power 2019/1989, We, the Ungovernable' (August 2019)
 - (d) Re-Writing Your Nation's National Curriculum (2020-21)
 - (e) Radical Institution Making (2020-21)

4. Mutual Aid, a collaboration between the Harun Farocki Institut and *Journal of Visual Culture*
5. The JVC Palestine Portfolio
6. *How to Catch a Ghost*

The Central Database of Shoah Victims' Names

Full Record Details for: Esther Neta	Pages of Testimony
Source	2005
Last Name	ESTHER
First Name	NETA
Maternal Name	ESTHER
Sex	FEMALE
Date of Birth	1905
Place of Birth	BERLIN, GERMAN EMPIRE, POLAND
Marital Status	MARRIED
Marriage First Name	LEON
Name at 1st Camp	LEON
Name at 2nd Camp	LEON
Name at 3rd Camp	LEON
Name at 4th Camp	LEON
Place during the war	BERLIN, GERMAN EMPIRE, POLAND
Place of Death	BERLIN, GERMAN EMPIRE, POLAND
Date of Death	1942
Type of Death	SHOOTING
Submitter's Last Name	POWERS
Submitter's First Name	DAVID
Relationship to victim	WIFE
Registration date	10/01/2017

