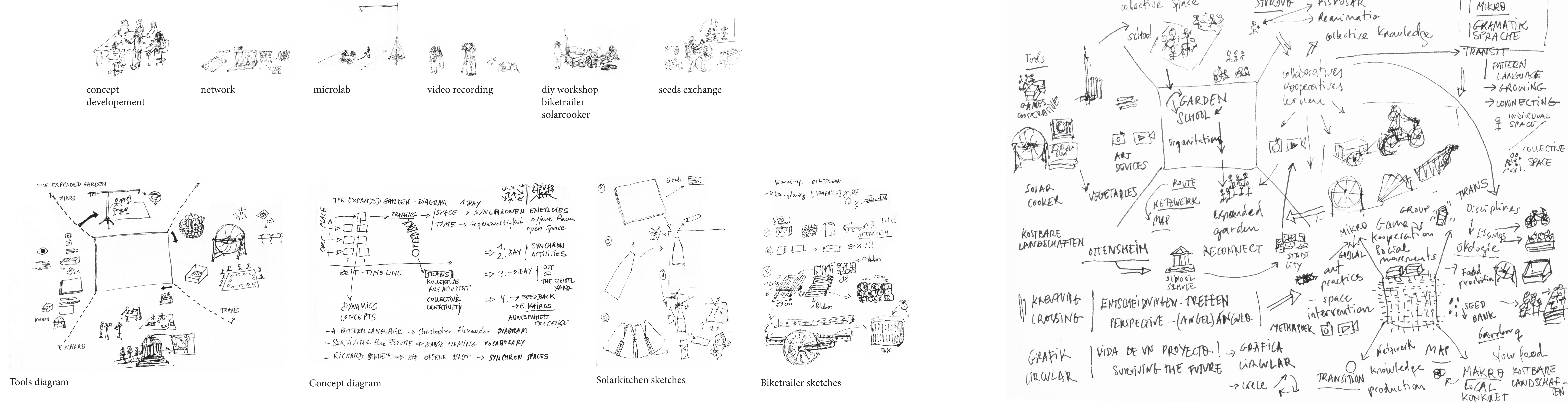


Project life cycle



Microlabs diagram: network-concepts

Microlabs vocabulary

GUIDELINES: mobile research-labor

In our first paper, we define three fields of knowledge which are articulated in our methodology. We used them as a kind of grid for getting in contact with the organisations in the communities involved.

INTERVENTION	schoolyard	- focusing on the important role of the schoolyard as a space in between a space that implicates connectivity, but being a place for itself. It serves as well as a dispositive for articulating new questions about the economy of public spaces and spaces dedicated to education issues.
	community garden	- civic projects as an active intervention including the environment and the landscape - land: city different needs but the same intention, opening the concept of a community garden into a more open minded agriculture or environmental sense. - soil policies and collective food production, communal use of land, questions of different systemic traditions
	common ground	- shaping a common field between the school yard and the civic organisations - connecting fields of our intervention within DANUB and theoretical research being done in these zones of the Danube
ART LABORATORY	TOOLS for interaction	- defining our methodology in front of past projects, focusing in the development of more <u>drawing</u> because of the language - implication of local artists, cultural agents which use similar strategies for art interventions - micro lab interdisciplinary views, working within different perspectives, mikro, makro, trans - DIT, do it together - cooperative games, for building group dynamics
EXPANDED EDUCATION	knowledge production	- SITE SPECIFIC: place based education, the schoolyard als center of the mapping exercises, starting from the school towards the surroundings and the known locations from the students

RE-FRAMING the GUIDELINES: mobile research-labor

INTERVENTION	schoolyard	- talking with Angelika Stan and Vera Martin(01.03.11.17) in Bucerest about the typologie of schools in Romania, was giving us an idea of getting deeper into the topic of the schools buildings history/tradition in the different countries we are working in. Talking with Wolfgang Landl in Ottensheim(12.12.17) it was interesting to think about the function of the <u>schoolgarden</u> in the past in Austria and Europe, for instance the law of 1869, the <u>Kirchweiskindergezet</u> in Austria "bei jeder Landschule ein Garten und eine Anlage für landswirtschaftliche Versuchswesen zu beschaffen". Coming back to some concepts like Lehrgarten, Schulgarten, etc gave us a new perspective in our research, also to get deeper and relate to other countries, other garden-spaces out of the school.
	community garden	- the project of <u>Kostbare Landschaften</u> , Christoph Wiesmayr and Renate Schornhorst, Ottensheim(17.10.17) shows a wider concept of <u>community work and landschafstintervention</u> , in relation to landscape and heritage, projects like the tree- grubank or the permaculture garden but of course also opening new public spaces for a communal use - land: city different needs but the same intention, opening the concept of a <u>community garden</u> into a more open minded agriculture or environmental sense. - soil policies and collective food production, communal use of land, questions of different systemic traditions
	common ground	- our exchanges and dialogs with the different partners, from the school, the cultural initiatives and the municipalities are confirming that there is a big interest of shaping a common field between the school yard and the activities of civic organisations. The link related to the importance of reconnect this space is very clear for all institutions and our ideas of an expanded garden were evoking a positiv interest, appreciation and understanding. - talking with Angelika Stan and Vera Martin in Bucerest (A.S. 31.10 and Vera M. 02.11), and also visiting the kids space in Budapest (15.12) with the other cultural agents implicated in the art interventions. - it was clear for us that we have to connect fields of our intervention within <u>Danub days 2018 art interventions</u> and with the theoretical research being done in Gurgu.

RE-FRAMING the GUIDELINES: mobile research-labor

ART LABORATORY	TOOLS for interaction	- our methodology will focus on communication through drawings and diagrams to get to a dialog on the concept paper, what could be understood from other students in other locations of our interventions. This focus on drawing material will let us open a space for intergenerational dialogs. - micro lab interdisciplinary views, working within different perspectives, focusing in the development of three perspectives, dealing with mikro, mikro and trans points of view, and delimitating in this way different ways of taking fotos and filming, this layers also remark the importance of the film, what will define our system of recordings in each micro-lab, to make possible a short competition in a visual format and clear perspective. - we need more time for developing with the local artist a mutual interests and way of doing, we take this task for the next period. - DIT, do it together, <u>collective learning scenarios</u> through objects and artifacts made to learn or to create scenarios for learning communities like our mappings, or the solar kitchen. Also working in small groups, create a better learning flow for the students and for us. - cooperative games, for building group dynamics, we use the game to articulate and open up common imaginaries. We would like to work deeper in this, with the other organisations who are using this strategies like <u>Nyitra</u> and we need to define this dynamics to develop a narrative for the micro-labs in relation to the particularity of the location and in relation to the common ground within the Danube regions.
EXPANDED EDUCATION	knowledge production	- SITE SPECIFIC: place based education, the schoolyard as a center of the mappings exercises, starting from the school towards the surroundings and the known locations from the students. We will work in this in the second period and in dialog with our partners.

INTERVENTIONS VOCABULARY

ARTISTIC DEVICE, or the Articulation of Collective Speech	- One of the strong priorities of art today is to combine theoretical, sociological or scientific research with a tool for the ways that <u>aesthetic form</u> can influence <u>collective process</u> , so as to denormalize the investigation and open up both <u>critical and constructive paths</u> . Projects carried out in this way have complex referential content, but they also depend on a highly self-reflective and playful exercise of the basic human capacities: perception, affect, thought, expression and relation."
COLLECTIVE MAPPINGS - PLAYGROUND	"He had taught a large map representing the sea, Without the least vestige of land : And the crew were much pleased when they found it to be. Such solemnity, too ! A map they could all understand."
PLACE BASED EDUCATION - FIELD OF VISION	fit the second, The Bellmannspeech. The Hunting for the Saark, Lewis Carroll, 1876 is to ground pupils making the learning experience of their own lives and communities. It is concerned with the value within the context of local places, environment and culture to which they belong. The term was coined in the early 1990s by Laurie Lane-Zucker of The Orion Society and Dr. John Elder of Middlebury College the Orion book, <u>Place-Based Education: Connecting Classrooms and Communities (Solid, 2004)</u> .
GRID DISPLAY	At the exhibition itself a set of photographs, depicting the mobile research-labor was displayed on the wall, organized like a time table the photographs showed the different moments of the workshops in each school. Next to this, a map showed the places where the workshop took place. <u>Exhibition, espacio AY, 16-27.12.2010</u>

GRID	Rosalind Krauss closes her 1979 essay on the grid with a reference, to a forthcoming performance, a collaboration between Lucinda Childs, Philip Glass and Sol LeWitt, which illustrates the grid's continuing prevalence in the arts. The performance was Dance, which premiered that year at the Brooklyn Academy of Music. In it, the dancers, including Childs, moved in perfect synchronicity with their own black and white images. Leaping and spinning through white gridlines marked on the stage floor, there had been filmed by LeWitt, and were projected into a screen that covered the stage. By superimposing live and recorded action, Dance flattened the spectacle, cloving it in an auto-referential fold that speaks to Krauss's comments about the grid as anti-narrative and anti-developmental. A static and infinitely repeatable form, the grid can be overlaid, mapped onto, used to chart shifting terrain.
EXPANDED EDUCATION	education can happen anytime and anywhere- proposals for informal education, social activism and research in participatory processes. Expanded Education, Zemos 98, 2009 Publication: "Expanded Education"-subtitled: education can happen anytime and anywhere- holds proposals for informal education, social activism and research in participatory processes.
DESCHOOLING	"if the streets could again be opened to pedestrians, the street itself could again become a network of educational objects, the natural school which it has been throughout history."
	Everet Reimer, CIDOC CUADERNO NO. 58, 1971, pag 10/9