TRANSCRIPT for *On Whales Wailing, Dog-eating Dogs, Elephants in the Art and Design Studios, and Octopuses and Tentacular Pedagogy* by Kai Syng Tan 1 June 2022

1
00:00:00.700 --> 00:00:03.500
Pandemic. Perma-crisis. Putin. Profits poisoning

2
00:00:03.500 --> 00:00:06.100
the planet. Punitive procedures persecuting the

3
00:00:06.100 --> 00:00:10.400
precarious. 'Poshos' pushing policies paralysing 'plebs'.

4
00:00:10.900 --> 00:00:13.600
Pizzagate. Partygate. Peppa Pigs.

5
00:00:13.600 --> 00:00:16.900
Porky Pies. Pandemonium. Pain.

6
00:00:18.600 --> 00:00:21.500
No wonder UNESCO is calling for higher

7
00:00:21.500 --> 00:00:24.400
education to come up with pathways to help

8
00:00:24.400 --> 00:00:27.500
repair injustices and transforming the

9
00:00:27.500 --> 00:00:30.300
future by the deadline of 2050.

10
00:00:31.100 --> 00:00:34.700
But if you thought that we have, or that we

11
00:00:34.700 --> 00:00:37.400
are the solution. think again.

12
00:00:38.400 --> 00:00:41.500
The neo-liberalization of universities have

13

00:00:41.500 --> 00:00:44.900
created 'dog eat dog' conditions that

14
00:00:44.900 --> 00:00:48.500
commodify knowledge, reward metrics, gameplay

15
00:00:47.500 --> 00:00:51.600
and outcomes, making universities

16
00:00:50.600 --> 00:00:53.900
increasingly unjust toxic

17
00:00:53.900 --> 00:00:56.600
and unhealthy spaces for learners

18
00:00:56.600 --> 00:01:00.400
and teachers alike. With starving

19
00:00:59.400 --> 00:01:02.400
dogs competing for scraps in

20
00:01:02.400 --> 00:01:05.600
the sector, the covid-19 pandemic has

21
00:01:05.600 --> 00:01:08.400
also become a cover for managers to

22
00:01:08.400 --> 00:01:12.500
prioritise STEM and other 'useful' subjects

23
00:01:11.500 --> 00:01:14.900
and to sideline Art and

24
00:01:14.900 --> 00:01:19.400
Design which is itself already historically, exclusionary

25
00:01:18.400 --> 00:01:21.900
and elitist, and

26
00:01:21.900 --> 00:01:24.300
is now further punishing and

27
00:01:24.300 --> 00:01:27.800
actively excluding those from the wrong class,

28
00:01:27.800 --> 00:01:30.900
wearing the wrong clothes and the wrong skin colour,

29
00:01:30.900 --> 00:01:34.200
And/or who are queer, or with queer brains

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00:01:33.200 --> 00:01:36.800
and behaviours. All this,

31
00:01:36.800 --> 00:01:38.300
 despite public

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00:01:38.400 --> 00:01:41.800
declarations to reform and to decolonise

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00:01:41.800 --> 00:01:44.300
the curriculum after being called out

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00:01:44.300 --> 00:01:47.300
during the Black Lives Matter reckoning of 2020.

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00:01:48.500 --> 00:01:51.600
If we continue to ignore the elephants

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00:01:51.600 --> 00:01:54.600
in the design laboratory, arts studio

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00:01:54.600 --> 00:01:57.600
and Ivory Tower, will Art and

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00:01:57.600 --> 00:02:00.100
Design higher education become extinct by

39
00:02:00.100 --> 00:02:01.700
the year 2050?

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00:02:02.900 --> 00:02:05.100
In the campaign to equip learners to

41
00:02:05.100 --> 00:02:08.500
design and curate complex tomorrow, can we

42
00:02:08.500 --> 00:02:12.000
truly prioritise care respect and

43
00:02:11.900 --> 00:02:14.100
responsibility, by taking a

44
00:02:14.100 --> 00:02:18.600
step back to the drawing board, to proactively conduct

45
00:02:18.600 --> 00:02:21.500
acts of situated making and un-making,

46
00:02:22.500 --> 00:02:26.200
and examine the historical and contemporary blind

47
00:02:25.200 --> 00:02:28.300
spots in Art and Design higher education?

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00:02:30.600 --> 00:02:34.200
In my own efforts to imagine anotherwise, I've

49
00:02:33.200 --> 00:02:36.200
prioritized not just the elephants in

50
00:02:36.200 --> 00:02:39.300
the universe, but the university and the Art and

51
00:02:39.300 --> 00:02:42.300
 Design Studios, with the help of another non-human of

52
00:02:42.300 --> 00:02:47.100
the octopus. I call my effort Tentacular Pedagogy.

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00:02:46.100 --> 00:02:50.300
Tentacular pedagogy hypothesises that,

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00:02:49.300 --> 00:02:52.400
in order to take a genuine step forward,

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00:02:52.400 --> 00:02:55.400
and an imaginative leap into the future,

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00:02:55.400 --> 00:02:58.700
we must dismantle the

57
00:02:58.700 --> 00:03:02.000
monuments, including the invisible ones as

58
00:03:01.100 --> 00:03:04.800
well as redesign the tools, structures and

59
00:03:04.800 --> 00:03:08.900
 mechanisms that uphold the 'master narratives'

60
00:03:07.900 --> 00:03:11.300
and build the 'master's

61
00:03:10.300 --> 00:03:11.700
houses'.

62
00:03:13.400 --> 00:03:16.600
And to shake us out of our unconscious

63
00:03:16.600 --> 00:03:20.000
and conscious gatekeeping processes, can

64
00:03:19.300 --> 00:03:24.200
we reposition so-called non-users of

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00:03:23.200 --> 00:03:26.900
Art and Design education and Ivory

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00:03:26.900 --> 00:03:29.800
Towers, as a true Masters and

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00:03:29.800 --> 00:03:30.800
leaders?

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00:03:31.700 --> 00:03:34.500
After all, those outside of 'the

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00:03:34.500 --> 00:03:37.800
system' already often hold the key to future-

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00:03:37.800 --> 00:03:39.600
facing design solutions --

71
00:03:40.600 --> 00:03:43.700
because how else could they have survived and

72
00:03:43.700 --> 00:03:46.400
even thrived the adversities of

73
00:03:46.400 --> 00:03:49.700
dominant systems, which have not been designed for, with

74
00:03:49.700 --> 00:03:51.400
or by them?

75
00:03:52.300 --> 00:03:55.700
In other words shouldn't we pay more attention to those

76
00:03:55.700 --> 00:03:58.400
who have been marginalized because they have

77
00:03:58.400 --> 00:04:01.700
been inventing design hacks into life

78
00:04:01.700 --> 00:04:03.400
into work, and into the everyday?

79
00:04:05.200 --> 00:04:08.400
My own spotlight in Tentacular Pedagogy is

80
00:04:08.400 --> 00:04:12.500
 around neurodiversity and its intersectionalities.

81
00:04:13.900 --> 00:04:16.100
 Tentacular pedagogy argues that

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00:04:16.100 --> 00:04:19.200
it is by reconfiguring so-called learning differences such as

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00:04:19.200 --> 00:04:23.200
dyslexia, ADHD and so on, as creative resources, so

84
00:04:22.200 --> 00:04:25.000
that the sector can make

85
00:04:25.800 --> 00:04:27.400
its processes more inclusive.

86
00:04:29.100 --> 00:04:33.600
In this process of unmaking and remaking humanity

87
00:04:32.600 --> 00:04:36.400
to make it *more humane,*

88
00:04:35.400 --> 00:04:38.900
Tentacular Pedagogy also

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00:04:38.900 --> 00:04:41.900
emphasises interdisciplinary and intra-

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00:04:41.900 --> 00:04:42.800
species learning —

91
00:04:43.500 --> 00:04:46.600
and hence learning from the octopus, which

92
00:04:46.600 --> 00:04:50.400
Knows a little about survival and thriving, because

93
00:04:49.400 --> 00:04:53.300
 it's lived for only nearly 300

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00:04:52.300 --> 00:04:53.600
 million years!

95
00:04:55.600 --> 00:04:58.900
What's more, the octopus has not just one but three

96
00:04:58.900 --> 00:05:00.400
hearts —

97
00:05:01.500 --> 00:05:04.700
now that's what I call a *smart* design, and

98
00:05:04.700 --> 00:05:07.600
which makes humans seem *just*

99
00:05:07.600 --> 00:05:09.200
 a tad *heartless.*