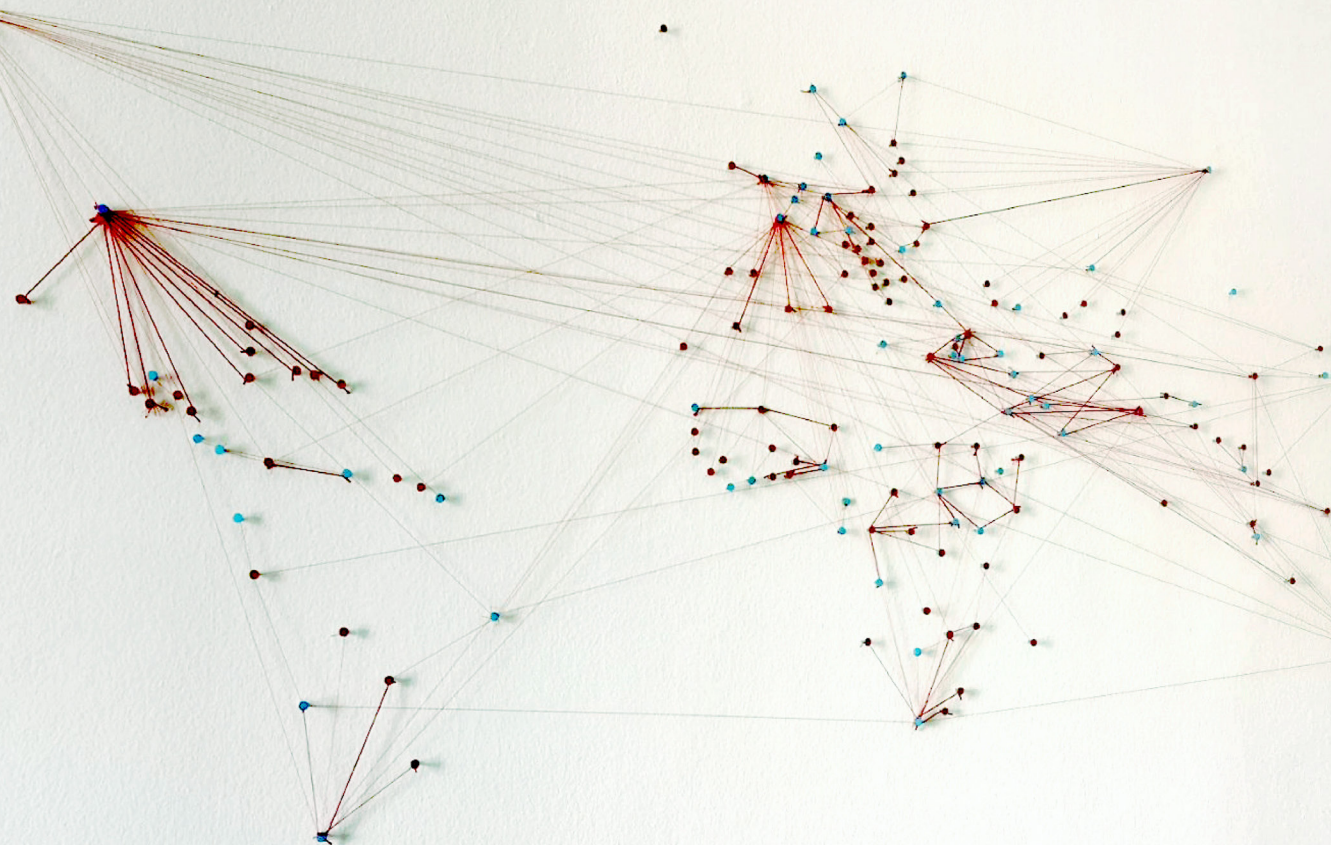




Sharing footnotes of subaltern
knowledge and practices:

Questioning North-South relations and
ethics of international collaboration



BOOK OF ABSTRACTS
SHAKIN' CONFERENCE

BELGRADE, 26-28th JUNE 2023

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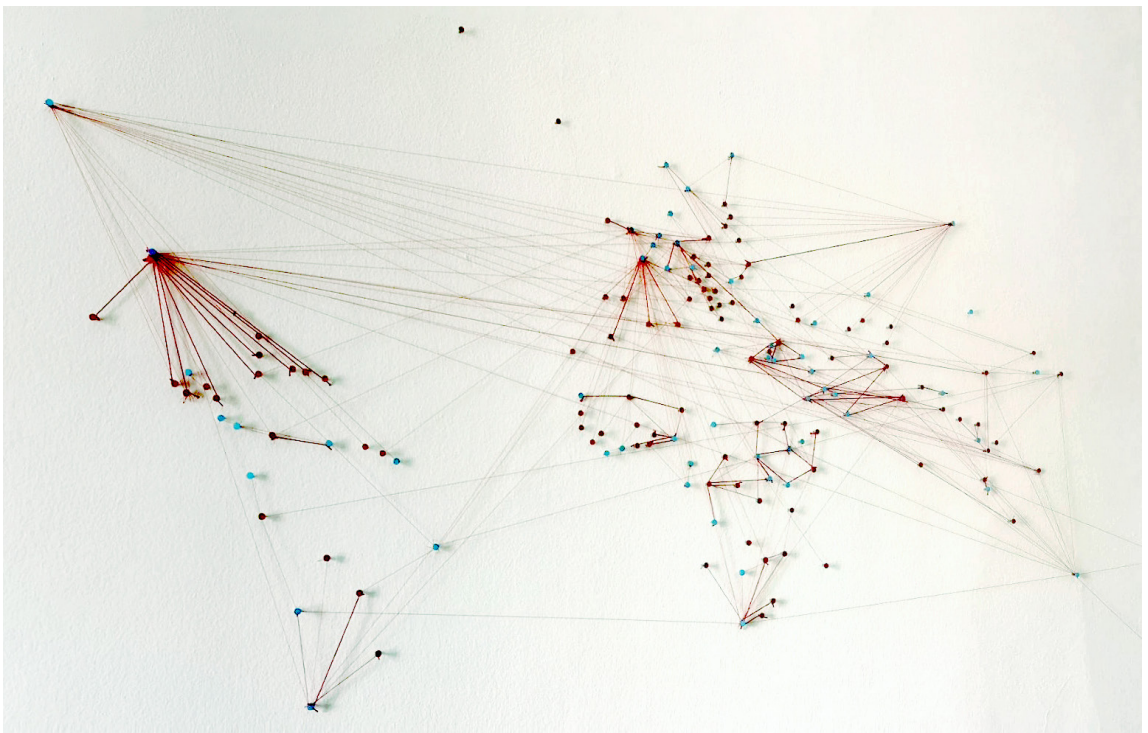
Doplgenger
World Migration Map (2010-2015)

Wall installation / Nails and threads / 2016

The installation is at the same time the abstraction and objectification of the data representing the global net migration between 2010 and 2015. The data for the map comes from the UN Population Division's estimates for Total Migrant Stock — the number of global migrants, broken down by country of residence and country of origin.

The project is part of a larger body of work in which Doplgenger explore the complex and intricate relations of labor, war, and economy.

Doplgenger is an artist duo comprising of Isidora Ilić and Boško Prostran. Doplgenger engages as a time-based media artist, researcher, writer, and programmer. The practice of Doplgenger revolves around the relation between art and politics by exploring the regimes of moving images and the modes of their reception. They rely on the tradition of experimental and avant-garde film and through some of the actions of these traditions intervene on the existing media products or work in expanded cinema forms. Although their main media is moving image, their work is realized through the text, installations, performances, lectures and discussions. All of these media are treated in their materiality and in relation to other media, and as carriers of meaning structures through which the social and political reality is structured. Their works are in public collections and have been shown internationally at both art institutions and film festivals. Doplgenger is a recipient of film awards and Politika Award „Vladislav Ribnikar”, has been supported internationally and granted fellowships and artist residences.



**In from the margins -
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ethics of international collaboration**

Book of Abstracts

**Milena Dragičević Šešić
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**Belgrade
University of Arts in Belgrade**

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SHAKIN'

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The Conference is organised by the UNESCO Chair for Interculturalism, art management and mediation in the Balkans of the University of Arts in Belgrade in collaboration with the Association of Independent Culture of Serbia (AICS).

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Tamara Nikolić

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Knowing has been the primary way we have been socialized to engage in the world. Performative learning addresses this epistemological bias. It is not to suggest abandoning the knowledge itself, but it rather proposes that we reject the authority of knowledge (that keeps us from growing) by embracing the unknown. Performative learning engages our capacities to be active creators of our learning and living environments by being with the unknown (the discomfort) and becoming with it (using it for creating with it). It requires that we simultaneously focus on the process and the result, instead of the result itself (the knowledge). Acting in the direction of what we do not know, using play, performance and improvisation enables us to go beyond what exists and beyond reproducing the status quo in the world. It is a creative response to local and global social problems, an approach that is reconstructive and generative of new ways of creating possibilities.

In this workshop, I will offer a set of improvisational exercises that will show how improvisation is not opposite to knowledge, and how performative learning is not merely another tool to achieve social change, but rather a qualitatively new approach to human growth and social transformation.

Workshop structure:

- Warm-up: A playful way to get to know each other and setting up the learning environment (10 min).
- Theoretical introduction: Performative learning as an alternative to the knowing paradigm (15 min).
- Exploring performance: Play, performance and improvisation in education – improvisational games and exercises (45 min).
- Small group sharing and end-up discussion: Exploring performatives (1) engaging the epistemological bias; (2) re-initiating the development of persons and communities; (3) empowering and creating; (4) playing and performing (15 min).
- Wrap-up: Group improvisation (5 min).

Key words: performative learning, the knowing paradigm, the unknown, performative approach in education, play and improvisation

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