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**Art, education, research.**

The theme refers to artistic, curatorial and institutional practices that deal with venues, methods and forms of teaching, learning and knowledge transfer, as well as alternative possibilities for these implementations, both within and outside of the institutional framework.

The fields of contemporary art related to education (not only art education, but institutional education in general) and its critical approaches can be situated within an overarching artistic framework such as socially engaged art, participatory and discursive modes of knowledge transfer. In the context of artistic practices that thematise education, economical, aesthetic and even museum (display) aspects of knowledge production, posited as immaterial work, are also relevant.

The processes of transformation within the field of museum and educational institutions in the last few decades can be researched through concepts such as institutional critique, critical or radical museology, and new institutionalism; and in art education, different models of education (e.g. academic, Bauhaus, and the so-called critical attitude-model). Alternative teaching and methods of knowledge transfer reflecting all these, as well as institutional and non-institutional types of artistic research could also be relevant in this theme.