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The benefit of border crossings in education

Doctoral Dissertation

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When we think about the limitless possibilities of human cognition, we are actually thinking about the uncertainty of human knowledge, since even scientific findings that are considered independent and irrefutable can only claim to be probabilistic. This uncertainty prompts thinking to explain and position different situations of cognition (for example, scientific and artistic).

In the context of knowledge, specialization seems inevitable, along with the proliferation of disciplines and specific areas, while the compulsion to separate them is not necessary, since it is actually about the sophistication of attitudes resulting from the increase of knowledge. In order to make extensive use of the opportunities for learning, one should not strive to mark the boundaries of disciplines and areas, but to find their fits and to create dialogues between them.

Contemporary problems and the phenomena related to their solution in different disciplines and artistic fields prompt the creative person to act in different ways, but the basic goals are the same. For the new generations, the complex examination of their immediate environment and the phenomena around them is more understandable and useful than the educational approach divided into subjects and examined from a historical perspective.

Primarily, the needs of contemporary society are able to designate a framework for art education that takes it in a useful and sustainable direction, especially within the institutional framework that is mandatory for everyone. These characteristics encourage a more flexible handling of traditional institutional frameworks (e.g. subject, class, lesson time frame), are fed by broader development ideas, are more closely connected to everyday life, and lead in the direction of active learning.

Within the current framework of the school, it is possible to set up a development target system that feeds on the needs of contemporary society, is useful for the school, and is foreseeable for those involved, but its implementation faces difficulties from several points of view. Although the teachers understand and, according to their experience, consider it necessary to develop an approach towards holistic development related to everyday problems/experiences. However, the implementation of this is considered difficult at school for various reasons.