

**Submission: Renée Turner from the Willem de Kooning Academy, Hogeschool Rotterdam, the Netherlands**  
**Email: geuzen@xs4all.nl**

**Title of paper: Outside of the Binary: Reconsidering the Relation Between Alternative and Accredited Art Schools**

The history of artist-led, DIY, or alternative art schools is both rich and long. However, as art education becomes increasingly regulated, cost prohibitive, and subject to standardizing practices, more and more alternative forms of art education have arisen. Whether it is the Open School East in London, Worm's Parallel University in Rotterdam, The Public School in Los Angeles and Berlin, or SOMA in Mexico City, alternative forms of art pedagogy point towards the current limits of accredited art education and its curricula. At the same time, these initiatives are frequently started, taught, and managed by people simultaneously working within established universities and art schools. In this sense, they also point to the potential of teaching staff to think beyond the accredited curricula.

Rather than understanding these educational models as two distinct opposites, this paper explores the symbiotic relation between them in order to understand what is gained through coexistence and cooperation. Instead of competing paradigms vying for student or potential student attention, accredited and non-accredited education can be analysed in terms of mutual dependencies, at times parasitic relations, and critical engagement. For example lecturers often lead workshops in the context of an alternative school for no cost, because they are tenured within a university. Tutors frequently incorporate public lectures taking place at alternative venues into their modules to address issues they are unable to broach in their standard lesson plan due to enumerated learning outcomes and established dates of assignment delivery.

What results, is a complex set of fluid relays between legitimized forms of curricula subject to stringent regulation, and the alternative or 'paracurricular', which has the ability to quickly adjust and alight on uncharted conceptual and speculative territories. In other words, both formalized and peripatetic learning environments often rely upon each other. Joined in a sustained conversation between the present and the long view, together they can challenge what has become convention, and sharpen respective perspectives and practices.