Glocal, Holistic and Performative Education

Emina Berbic Kolar[1] and Vesna Srnic[2*]

[1] Faculty of Education in Osijek, J.J. Strossmayer University of Osijek, The Republic of Croatia
[2] Department in Slavonski Brod, Faculty of Education in Osijek, J.J. Strossmayer University of Osijek, The Republic of Croatia

ARTICLE INFO	ABSTRACT
Keywords: *Aesthetics* *Digital-Embodiment* *Performance-Art* *School-For-Life-Reform* *Unbreakable-Multimedia-Narrative*	We look at innovative education through a global and local approach to the philosophy of existence, known as glocalization, and through the psychological Gestalt of experiencing a whole that is inevitably viewed within social science by a sociological holistic principle. Our glocal, holistic, aesthetic practice has been experienced and realized through intensive performative education that enhances the existential capacity in multi / media projects through the humanistic approach, affectively using digital framing. Performative projects are performed in the Media Culture course at the Faculty of Teacher Education in Osijek, Department in Slavonski Brod (FOOZOS), including vertical education of primary and secondary students. The education process is performed through lectures, intensified through e-learning, and finalized by group orchestration in a large project supported by the non-profit organization Culture, Media and Education – Arthea and the Ministry of Culture of the Republic of Croatia. Examples of successfully implemented glocal, holistic and performative education can be seen in the videos: Baroque in Postmodern Glocal Approach, (created for the European Schoolnet Academy, 2019), Situationally Performative Smartphone Orchestra (conducted performance, Slavonski Brod town square, 2018), Post-Modern Dystopic Deconstruction for Mobile Phones Orchestra (FOOZOS, Department in Slavonski Brod, 2017), Project with Mobile phones (mobile learning for the course Contemporary Media in Literature Lectures, FOOZOS, Department in Slavonski Brod, 2016), multimedia poem The Soul of the World (Music Biennale Zagreb, 2007) and New Education Model: Multimedia Art (Christmas in Musical Pictures, 2004, Concert Hall, Slavonski Brod).

1. Introduction

Croatian Curricular reform dubbed "School for Life" aimed to bring new hope and light to the small and antiquated educational system of the Republic of Croatia, based on traditional approaches, frontal teaching, student overload, too many subjects and too little freedom of expression.

Teaching within the Media Culture course at the Faculty of Education is conducted in accordance with contemporary teaching methods and approaches, with an emphasis on performance art. As the course is part of an integrated undergraduate and graduate Master's program where future teachers are educated, it is very important to emphasize that through this form of teaching a complete artistic-scientific approach to understanding contemporary media is achieved. What is also particularly cheerful and worth emphasizing is the space where such a contemporary course is organized, which is a rather small, traditional center of Slavonski Brod, located in the east of the Republic of Croatia in Slavonia and Baranja, on the border with Bosnia and Herzegovina. The environment is one in which every step into the new and the unknown is considered strange or even bad. Such an environment is particularly inspiring for the steps that Vesna Srnić has been making in the city squares and in other informal and atypical environments for years.

2. Methods of Research

Our work and research methodology in education are based on three areas: glocalization, holism and performance art. We see the education as performative place of freedom and responsibility. It is a complex weaving of tenable skills, talents and will to gain integrity.

2.1. Glocalization in Education

Innovative education can't be achieved only through national identity. It lacks wider wisdom. It should be global and local approach to the philosophy of existence, known as glocalization. Differences in culture, politics and existence should be integrated not as mere tolerance or inclusion but through performative art of pleasant antagonism. The dynamic of such performative education involves planetary and ecologically conscious individuals: the educators, and students as well.

2.2. Holistic Approach to Education

Education, like all other social values and actions, has been studied as the reality of a comprehensive whole in which individual actions are intertwined and interdependent. Inspired by Gestalt theory in psychology, we aesthetically orchestrate many existential supports in our performative projects, believing in and achieving healthy, educational, performative work of art. The education process is performed through lectures, intensified through e-learning, and finalized by group orchestration in a large project supported by the non-profit organization Culture, Media and Education – Arthea and the Ministry of Culture of the Republic of Croatia. Performative actions are relocated from the institutions to the town main square and virtual classrooms.

2.3. Performance Art as Performative Education

As it is known, performance art is a well-prepared action at a specified location, at a precise time. Concise performative action results in a huge affective existential capacity of an artist, as well as an audience. So, performance art in education can be used as intensified lecture or a project, multi-medially and multitasked orchestration of several complex key information. Our rich performative experience enforced and proved that such educational performances are multiplied rewards for all of us.

3. Results

Performative education which is based on glocal and holistic art or aesthetics gives very strong support to memory and cognition for all involved in it. Specifically multitasking approach to multimedia, although it seems as a disturbance in ordinary life (when you speak on a cell phone

while driving a car), can empower such an artistic, synesthetic and skilled lecturer and his/her audience. Rooted presence shows itself as "here and now" kind of lively studying.

By interweaving digital multimedia and human performance, we achieve the anthropologisation or the human mastery on technology.

4. Discussion

In twenty years long performative education at primary, secondary and tertiary stages, we are glad we can share our existential and supporting capacity we've gained by performance art.

4.1. New Education Model: Multimedia Art (Srnic, 2009) *(Christmas in Musical Pictures, 2004, Concert Hall, Slavonski Brod)*

Video: https://www.youtube.com/watch?v=gEmeQ7I9AqU

Web page: https://media-via.net/multimedia-art-3/

Mentor and concept leader: M.A. Vesna Srnic

Multimedial performance Christmas in Musical Pictures was created by 15 university students of the Faculty of Teacher Education in Osijek, Department in Slavonski Brod and 15 primary school students of the Ivan Goran Kovacic school in Slavonski Brod. It was performed in 2004 before Christmas in Concert hall as a Primary Multimedia Performance. Through six intensively integrated musical pictures students stressed the idea of Lifelong learning and self-education. Musical genres were chosen very precisely to challenge the effect of astonishment.

- Musical picture No. 1: Minimalist music (Philip Glass: Window of appearances)
  Postmodern scene with dark nylon curtain and pieces of mirrors as stars. Students decorate a Christmas tree.
- Musical picture No. 2: Baroque music (Pergolesi: Salve Regina)
  St. Mary with Child. St. Joseph and Angel (students dressed in costumes).
- Musical picture No. 3: Atonal music (Istvan Marta: Doom. A Sigh)
  Dark stage, full Moon… In memory of Christmas in Croatian war.
- Musical picture No. 4: Jazz (Pat Metheny: As falls Wichita, so falls Wichita falls)
  Joyful winter games in peace.
- Musical picture No. 5: Traditional English Christmas carols (Away in the manger, Silent night)
  All the students sing on the stage.
- Musical picture No. 6: Traditional Croatian Christmas carols. (Radujte se narodi)
  Local folklore group and students' choir were singing in the audience and on the stage.

Multimedia art as a new education model allows the mixing of media in synergic intensification, thus inventing and prolonging the perception in a synesthetic orchestration, so the authentic piece of multimedial performance art (Gesamtkunstwerk) is the result.

4.2. Multimedia poem: The Soul of the World (Srnic, 2007) *(Music Biennale Zagreb, 2007)*

Video: https://www.youtube.com/watch?time_continue=13&v=0-nJZgP2fDk&feature=emb_logo

Web page: https://media-via.net/e-learning-5/

The Soul of the World is a short, but intensively composed multimedial poem about rootsy parts of prayers and mantra of powerful world's religions: Christian, Hindu/Buddhistic, Islamic and Jewish, lasting for 5 minutes and 41 seconds.

The project has been created at the Multimedia Culture course of the Faculty of Teacher Education in Osijek, Department in Slavonski Brod, during 2006, where the second year students have been working on the interdisciplinary research of the world's religions, experimental audio-visual utterance and artistic performance, led by M.A. Vesna Srnic, as the idea actuator and lecturer.

The video was premiered at the International festival of contemporary music: 24th Music Biennale Zagreb (Croatia, Europe) on 19 April, 2007.

4.3. Project with Mobile phones (Mobile Learning for the Contemporary Media in Literature Lectures course, Faculty of Education in Osijek, Department in Slavonski Brod, 2016); Lecturer, mentor and concept leader: Ph.D. Vesna Srnic, Research Fellow

Video: https://www.youtube.com/watch?time_continue=2&v=JyDAh5pGj_E&feature=emb_logo

Web page: https://media-via.net/e-learning-5/

2nd year students had researched literature styles via Mobile Learning at the Contemporary Media in Literature Lectures course. Positively astonished by multimedia art and multitasking, they created inspired poems in the frame of one-shot audiovisual clips in Croatian and English as well. Short and quite expressive clips were randomly combined in a 14-minute-long video. They were attracted to various stylistic forms of poems: reflexive, Dadaist, science fiction, stream of consciousness, haiku, expressive, realistic, lyric, romantic, tragical, comical, naturalistic, philosophical, educational, religious, folk poem and so on.

The students were amazed with their research and results – the impressive final work.

4.4. Post-Modern Dystopic Deconstruction for Mobile Phone Orchestra (Faculty of Education in Osijek, Department in Slavonski Brod, 2017) Lecturer, mentor and concept leader: Ph.D. Vesna Srnic, Research Fellow

Video: https://www.youtube.com/watch?time_continue=12&v=e6oL2ipPpuA&feature=emb_logo

Web page: https://media-via.net/e-learning-5/

Multimedial work of art Post-Modern Dystopic Deconstruction for Mobile Phone Orchestra integrates several artistic genres in the post-modern era as an asynchronous combination / construction and deconstruction of historic styles in music, visual arts, technological art and multimedia. We encouraged students to explore the living space, interior and exterior of the Faculty of Education in Osijek, Department in Slavonski Brod, so they researched it by the Mobile-Learning. The result was multitasked, multimedial art: environmental random sounds (harmonious and disharmonious, TV news, laughter, whispering, noise, croon) were played in the lecture hall through conducted orchestration. Dr Srnic, dr Berbic Kolar and the student Ilic elaborated the multitasked multimedial art in their paper Memory in Linguistic Narrative vs. Postmodern Multitasked Multimedia Art Memory (Srnic, Berbic Kolar, and Ilic, 2018) in Los Angeles Journal *Communication, Society and Media*. http://www.scholink.org/ojs/index.php/csm/article/view/1596/1743

4.5. Situationally Performative Smartphone Orchestra (conducted performance, Slavonski Brod town square, 2018)

Lecturer, mentor and concept leader: Ph.D. Vesna Srnic, Research Fellow

Video:
https://www.youtube.com/watch?time_continue=3&v=jQmXYiEss38&feature=emb_logo

Web page: https://media-via.net/e-learning-5/

The project titled Situationally Performative Smartphone Orchestra examines the relationship Humans vs. Techne and continuous on lectures and seminars of the course Media Culture in collaboration with the NGO Culture, Media and Education – ARTHEA, sponsored by the Ministry of Culture of the Republic of Croatia.

Performance project is an elaborated continuation of previous multicultural themes called Glocal Multimedia Culture: The World Image and Performativeness of Glocal Consciousness, with an emphasis on educational and scientific / artistic urban affect, mitigation of xenophobia as foreign / different from traditional, via interdisciplinary and integrated education of students and citizens through innovative art practice.

"On Saturday, 5 May 2018, exactly at 12 o'clock on the main city square Ivana Brlic Mazuranic in Slavonski Brod we orchestrated a set of 200+ smartphones in phenomenologically designed, situationally astonished (humming) sounds and (white) noise. Eighty students of the Faculty of Teacher Education in Osijek, Department in Slavonski Brod, 2 teachers and the video group of the elementary school Ivan Goran Kovačić, as well as the present 200 people on the square – turned on the sounds and alarms of their smartphones! The students / performers presented the meditative, asymmetrical and atonal shift of the usual harmonic sounds in the postmodern spirit, and the students / moderators gave the viewers the performative tasks of activating the alarm or their favourite ringtone of the smartphone at the exact time (12.15 minute). Multimedial photographs and video footages were recorded by 60 students as an intense event for their final work in the Media Culture course, and elementary school students added lower and upper shots recorded with mBot robots and drones. We invited national television stations, the local SBTV, as well as numerous Internet portals and radio stations. The length of the performance was 20 minutes, after which the affectively refined usual perception returned to the main square."(Srnic, 2018)

4.6. Baroque in Postmodern Glocal Approach (Srnic, 2019) *(created for the European Schoolnet Academy, 2019)*

Lecturer, mentor and concept leader: Ph.D. Vesna Srnic, Research Fellow

Video: https://www.youtube.com/watch?time_continue=18&v=u_aKTh--uiY&feature=emb_logo

Web page: https://media-via.net/2019/02/25/baroque-in-glocal-postmodern-approach-at-european-schoolnet-academy/

Baroque in Glocal Postmodern Approach is a project and a Learning Scenario, made for The European Schoolnet Academy in Brussels, Belgium, specifically for the Europeana in your classroom: building 21st-century competences with digital cultural heritage course, through 5 Modules of MOOC (Massive Open Online Course).

The aim of the lesson Baroque in Glocal Postmodern Approach was to show students how to use the Europeana.eu learning platform and digital archives for their research, encouraging them to internationally cooperate (Global), while holding the cultural identity (Local) – thus encouraging GLOCAL innovation.

5. Conclusion

Concerning the glocal, holistic and performative multimedia art, we can reinterpret a proverb that says: A single stick is breakable, but sticks in a bundle are unbreakable. Any single media (narrative, auditive or visual) is breakable in a situation of "white noise", but multimedia art is so technically supportive that is unbreakable during the multitasked art performance. We believe that such an education is a really augmentative and innovative approach to education in 21st century.

Curriculum documents designed by the Comprehensive Curriculum Reform and the School for Life (Continued on the Comprehensive Curricular Reform) are the basis for a new, modern, successful education for young generations just coming to our elementary and secondary schools. Whether and how the School for Life will be realized remains to be seen. It would be good for the Croatian education system to emerge from its educational dusk, inspired by examples of good practice from more advanced countries, such as the Scandinavian countries, the countries of Western Europe, and to show its full potential and capacity.

Acknowledgement

References

Srnic, V. (2009). New Education Model: Multimedia Art, *International Journal of the Arts in Society*, *4* (1), Annual Review 4 (1): 343-354. https://doi.org/10.18848/1833-1866/CGP/v04i01/35506

Srnic, V. (April, 2007). The Soul of the World (Duša Svijeta) – video art, Music Biennale Zagreb, Croatia, (19.4.2007.) Available: http://old.mbz.hr/index.php?opt=news&act=blog&id=29&year=2007&lang=en

Srnic, V., Berbic Kolar, E. Ilic, I. (2018). Memory in Linguistic Narrative vs. Postmodern Multitasked Multimedia Art Memory, Los Angeles Journal Communication, Society and Media, ISSN 2576-5388 (Print), ISSN 2576-5396 (Online), Vol. 1, No. 2, 2018. Available: https://doi.org/10.22158/csm.v1n2p101

Srnic, V. (2018). Situationally Performative Smartphone Orchestra, Final video work available: https://www.youtube.com/watch?time_continue=3&v=jQmXYiEss38&feature=emb_logo, Web page: https://media-via.net/e-learning-5/

Srnic, V. (2019). Baroque in Postmodern Glocal Approach Final video work available: https://www.youtube.com/watch?time_continue=18&v=u_aKTh--uiY&feature=emb_logo, Web page: https://media-via.net/2019/02/25/baroque-in-glocal-postmodern-approach-at-european-schoolnet-academy/