

Listing of distinguishing features between art and education: 2016

The emergence and development of a conflated language: selected, borrowed, sampled: to be analysed and defined by frequency, origin, context, history, or other classification.

Learning and Connectivity	Learning for Future Possibilities	The Reductive and Expanded Field of Art	Knowing and Not Knowing	Environment	Social Development / Social Change	Gifting Economies	General Audience	Artist
Participation in Educational Situations	Learning for Critical Thought	Ecotopia (Callenbach)	Unknowing	Location/Site	Social Acton	Open Sourced	Formal	Studio Academic
Socially Engaged	Learning for Self-Development	Geographies of Encounter	Conceptual Debate	Space/Time Resources	A Series of Propositions	Radical Intentions	Official	Teacher/ Tutor
Participatory Art Education	Collective Producers of Knowledge	Participatory Projects	Discursive Practice	Architecture	Debate / Conversation	Sharing Knowledge	Informal	Collaborator
Pedagogic Projects	Communities of Practice	Network of Art relations	Density of Language	Labour	Active Listening	Participatory Actions	Conscious Co-Existence	Activist
Collaborative Encounters	Mutual Exchange for Learning	Informal Networks	The Art Pedanto	Context	Common Thoughts Common Actions			Educator
Objects and Things	Social and Cultural Exchanges	Secondary Groupings	Classification and De-Classification	Host Organisations	Interventions	Transforming experiences	Democracy	Participant
Modes of Production	Alterative Pedagogical Routes	Common Advocacy	Exploitative Manoeuvres	Materiality	Interrelationships	Recognisable / Instructive	Structure	Associate
Modes of Recording	Peer Network	Common Practice/ Common Ground	The Project	Structure/Ethos Entry/Barriers	Gatherings	Risk taking [process not product]	Lifelong Learning	Student
Modes of Archiving	Pedagogical Models	Peer Interactions and Exchanges	Agency	Agency Action/intervention	Conscious co-existence	Critical Path	Outcome	Fellows/Actors /Makers