

## Collaboration in Question LIVE PERFORMANCE

A Peer Sessions Project at the ASC Gallery, London part of the Future Refrains Exhibition 2017

### TRANSCRIPTION

Fantastic, thank you very much for coming erm, more importantly thank you for subscribing, erm your subscription continues, erm, to support and benefit the pedagogical trust, erm. And more importantly what I want to consider today is looking at, as the title suggests, a closely guarded pedagogical or pedagogical secret, first of all what I would really like to do is just to hand out erm, this document for you, you will have to forgive me as I have a bad back so I'm...If you could just pass those around there should be enough for one each, hopefully, erm...So like I said thank you for contributing, thank you for subscribing and more importantly for erm, engaging, erm. If we could move onto the next slide, please, so this seminar is going to be essentially me talking through the slides, but also responding to the slides, responding to the text, responding to key words, which I feel we need to pull out to establish us as a group, erm moving forward. Moving forward is a key phrase we will be using and the intention being for the end of the session is for you, once again as a group erm to feel accomplished, to feel enhanced to feel empowered to a certain extent, empowered, empowered is a word I want to push and push and push upon you. Let me start with a few key words if I may. This is a seminar that will aim to resolve additional issues in response to pedagogical trust allowing for makeshift patterns of knowledge to formulate now, not in the future not in the present not in the past not in a sequence that is abandoned by youth and non-youths simultaneously, but now, something which as a pedagogical, kind of, mainframe to a certain extent I want to push upon all of you. Next Slide, erm key factors, key determinants, key, key elements which kind of shroud this pedagogical secret are encased in erm, in this slide. Erm, only on close inspection, only when cerebral cortex and spiritual cortex are linked, only when those two pointers link, only at that point will this slide reveal its content. This content may or may not be revealed in this session that's why it's a ten week session that you've all subscribed to, once again thank you, next slide. Erm, I don't mean to be verging on chaotic, however I will and I am today, now with this image, again secrets of pedagogical structures, teaching learning established differentiated programs, erm, erm are not necessarily in this slide, however someone in the context, in the position of inexplicable absence is in this slide and it's that pedagogical absence that I want to push upon you again today. But that may take some time it may take more weeks than just a single session. I'm looking at you and I can sense that you agree with me, that it is going to take a few more weeks. Next Slide. Next Slide, erm once again what I want to do is to revisit points A,B,C,D, E and Z I want to revisit those points. Erm, if you could briefly refer to your handout at this stage and read a single word, choose a single word and after 2, no after 5 could you (you don't have to its not mandatory its voluntary) but after five seconds, I'm going to count five seconds could you all simultaneously speak or shout that word, so 5,4,3,2,1 (audience shout) bless you, next slide. Point A, no pedagogy no secret Point B; yes to pedagogy, with or without the combine the struggle to unleash each and every master and learner, Point C: Why should pedagogy be used to support mass equalisation that is in fact a spectre of control, control that dashes each and every molecule Point D: let me tell you that you are in fact recognised and ingrained through a heavy heart and a tolerated conscience. My spelling is pretty appalling, typos will exist and those typos probably exist in this slide and I apologise wholeheartedly for those typos. Next Slide: What is the consequence and defacto, defacto! What is the

consequence, knowledge through empathy and A priori semantics, a priori semantics? I'm not dealing with a priori semantics, I'm merely glancing at it as if a rocket ship is passing the solar system, embracing it as you catch a glimpse, but moving swiftly on, not wanting to fully embrace and fully commit, but to fully submit to a certain extent. TRELLO, fucking TRELLO. Next Slide: I want to talk about paint really briefly, really briefly, I want to talk about paint and how much I love it and how much it contributes to a pedagogical secret. The pedagogical secret again is it paint is it not paint when a student asks you to paint, when a student asks you to demonstrate paint do you dictate do you stand back do you leave the room do you exit or do you simply move on to mono-printing. NEXT SLIDE: What has happened is that the slide show is completed which essentially means that the ten week seminar will now move to the second week and the second week is exactly the same as the first week, and so on and so forth. But what I absolutely want to do is to clarify that the pedagogical secret and the structure of the secret and its entity, its existence is in fact parallel to what we think and parallel to what you think pedagogy is, and that's really the answer to a certain extent. Thank you, thank you.....thank you... thank you.

**Duration: 8 minutes 30 seconds**

**Jason Jones**