

NAUSIKAÄ EL-MECKY



Nausikaä El-Mecky developed the idea of Rebellious Teaching after hearing how frustrated many students who were studying to become teachers were – they felt there was little room for creativity and experimentation when everything has to be marked according to a fixed standard. Nausikaä therefore began to look for examples of teaching practices that were

accepted in institutions even though they were radical and transgressive, to provide inspiration and stretch the limits of what is possible in education.

Nausikaä is tenure track professor in History of Art & Visual Culture at Universitat Pompeu Fabra, Barcelona. She specialises in attacks on art from iconoclasm to self-censorship in historical and contemporary settings, developing both research and educational concepts on the topic. After obtaining her PhD in Art History from the University in Cambridge in 2013, she worked in the Berlin art world for two years, amongst others as editor-in-chief of FineArtMultiple and press advisor for various museums. From 2015 – 2018 she was postdoctoral fellow at the Heidelberg School of Education at Heidelberg University before starting her current position in Barcelona.

MANIFESTO

As an educator, I often assume I should aspire to a certain ideal: I should be unbiased, calm, unemotional, know everything – but what if all this was left behind in favour of a strategy that is the very opposite? What if we accepted that we as human beings sometimes behave irrationally, and that when we learn, a part of us also learns irrationally? Certainly in the subjective field of art and visual culture, I believe that



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there is a lot of room for exploration. Things that we are supposed to avoid like the plague, such ignorance, anger or failure, may in fact contribute to our strenght as educators. Admitting you do not know something opens up space for students to share their own knowlegde, to meet you at eye-level. Sharing what confuses you or even angers you frees up space towards new perspectives. This is not to say that educators should rant and shout at their terrified students, but rather that they reconsider the educational possibilities and positive opportunities offered by intellectual and emotional states that have strong negative connotations.