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How to Resonate: Community Art Practices in a Professional Doctorate Context

Abstract: This paper analyzes several participatory and community art research projects developed in the context of the pilot program in the Netherlands to establish a doctorate program for practice research. Not only in methodological approaches, but also in their research questions and themes, PD researchers deal with topics of commoning, building new dynamics and community relations, questioning their own or the arts' role in collectives. In creating situations, spaces, and speculating on (more desirable) futures, participatory artistic research at the PD is often expressed in pedagogical projects, where art and artistic research become a fertile and testing ground for co-learning. But what exactly are the specific challenges to approach community art within such academic spaces, and how does this shape both the communities and the artists? In times of need to reframe artistic practices, bridging academic research and participatory art might offer new avenues for sustainable and inclusive communities, while raising not only ethical and pedagogical questions, but also shining a light on the ways we assess the impact of participatory and community art projects overall.

Keywords: participatory art, education, artistic research, co-creation

Format: paper presentation

CV: [Carolina Valente Pinto](#) (PT/NL) is a researcher and cultural worker looking at the intersections of social, artistic, and technological practices in the cultural and education sectors, questioning how institutional and ideological constraints shape the public-ness and accessibility of art and culture. With a background in both design and new media, she has worked both in cultural sector institutions and universities, before now becoming the program researcher for the pilot program PD Arts + Creative in the Netherlands. She has published both with the [Institute of Network Cultures](#) and [New Media & Society](#).