

Anfang Mai wird es einige Gastvorträge internationaler Wissenschaftler/innen geben, zu denen wir interessierte Studierende und Mitarbeitende der Humanwissenschaftlichen Fakultät herzlich einladen.

In Kooperation mit dem Dewey-Center der der Universität zu Köln findet am

Mittwoch, 6. Mai 2026, 16-18 Uhr  
im DJing-Lab (Hauptgebäude, 2. Stock)

ein kleines Symposium statt zum Thema

## **John Dewey Revisited: Education, Arts, and Democracy in Times of Social Transformation**

Wir freuen uns auf die Beiträge von Lauri Väkevä von der Universität Helsinki und Rebecca Rinsema von der Northern Arizona University in Flagstaff.

**Lauri Väkevä:**

### **Cultural Naturalism, Posthumanism, and Aesthetics: Reconfiguring Arts Education for the GenAI Era**

In this address, I examine the implications of John Dewey's cultural naturalism and Karen Barad's posthumanism for a philosophy of arts education in the postdigital era, a period in which machine agency increasingly reconfigures the mediasphere with potentially enduring aesthetic consequences. Read together, these perspectives make it possible to rethink arts education beyond anthropocentric models while preserving its commitment to participatory democracy. As a supplementary conceptual framework, I draw on Jacques Rancière's aesthetics, which holds that democratic praxis plays a decisive role in the redistribution of the sensible. By bringing these philosophical approaches together, I articulate a framework for re-evaluating the role of Generative artificial intelligence (GenAI) in arts education. As a concrete case, I examine the proliferation of AI Slop in the contemporary mediasphere, a phenomenon that warrants sustained critical attention from arts educators given its aesthetic and political affordances.

Lauri Väkevä, PhD is currently working as a Professor of Didactics of Crafts and Arts at University of Helsinki, Finland. He has previously worked as a Lecturer, Professor, and Vice-Rector at the University of the Arts Helsinki and as a researcher at the University of Oulu. His research interests cover arts education and didactics with a

special focus on music education, popular culture, educational philosophy, instructional technology, AI, and the sociology of education. He has published and lectured widely in these fields.

**Rebecca Rinsema**

### **Restoring Dewey's Triangle in an Age of Music Abundance**

In *Art as Experience*, John Dewey identified the interplay among the artist, the art object, and the audience as the site for the creation of aesthetic meaning. Dewey's mid-20th century descriptive theory brought into play audience experience, contrasting with contemporary theories emphasizing art objects and artists to the near exclusion of audiences. In this presentation, I explore how Dewey's triangle (artist, art object, audience), might be used prescriptively within contexts of what Christian Rolle (2022) calls music in abundance, to restore balance to listener aesthetic and non-aesthetic experiences. First, I relate Rolle's discussion of Flâneur-like Listening (*Flânerie*) to the Integration in Consciousness Model (IC Model) (Rinsema, 2017). Then I argue that *Flânerie* and other modes of listening predicted by the IC Model within contexts of music abundance tend to emphasize the listener over and against the art object and/or the artist, as well as the physical and social environments upon which Dewey's triangle depends. As such, contexts of music abundance, perhaps counter-intuitively, present a challenge for listeners to keep the artist, music, and themselves (as the audience) in a Deweyan balance. I present empirical data from the *3-day No Music Listening Challenge*, that suggest music streaming fasts are one way to restore a Deweyan balance. The data further suggests that such a balance promotes mental health and well-being within student populations.

Rebecca Rinsema, PhD, is author of the book *Listening in Action: Teaching Music in the Digital Age* (Routledge, 2017) and founder of the organization Sound, Meaning, Education. Her research relates to music listening technology and experience, enactive perception, popular music, and pedagogy. Rinsema is Associate Professor in the Kitt School of Music at Northern Arizona University, where she teaches courses on pop and rock, specializes in early music performance, and is the founding organizer of the Sound and Sense Symposium.

Außerdem begrüßen wir alle Interessierten zu einem weiteren Vortrag im Rahmen der Ringvorlesung zu Forschungsperspektiven der Ästhetischen Erziehung

Donnerstag, 7. Mai 2026, 16-17:30 Uhr

Raum Theater im Institut für Kunst und Kunsttheorie

**Lauri Väkevä:**

**Arts Education for Aesthetic Sustainability at the time of Generative Artificial Intelligence**

Machine creativity, especially in the form of Generative Artificial Intelligence (GenAI), is rapidly reshaping artistic practices and the conditions under which aesthetic experience emerges. While arts educators (educators in and between the arts) approach these developments with caution, particularly given concerns about their sustainability, less attention has been paid to how GenAI may transform aesthetic milieux, practices, and values. My presentation examines how arts educators might respond to emerging forms of hybrid creativities, in which human and machine agencies are entangled, thereby raising questions about artistic legitimacy, personal authority, and aesthetic valuation. I argue for a pragmatist-posthumanist philosophical perspective that situates GenAI within the evolving ecology of creative actor-networks without losing sight of the human value basis of tactful arts education. Drawing on current discussions in educational, art-based, and postdigital AI research, I suggest that arts education should cultivate both critical AI literacy and aesthetic sustainability amid rapid technological change. Furthermore, I propose that we develop pedagogically sustainable approaches that enable our students to creatively engage with AI-mediated artistic environments informed by aesthetic judgments.

**Keywords:** artificial intelligence, arts education, creativity, literacy, aesthetics