

TRANSFORMATIVE LEARNING THROUGH TRANSGRESSIVE PERFORMER TRAINING PEDAGOGY IN THE CONTEXT OF HIGHER EDUCATION

It could be argued that one of the main aims of performer training is their growth through transformative learning experience. Transgressive pedagogy, both in the context of education and artistic practice, in the era of #metoo movement, has a danger of becoming endangered practice as the tutors/artists have become more aware of the possible consequences of their pedagogical strategies.

Transformation, by definition, is not necessarily a pleasant experience when the student/performer/artist is pushed beyond their physical and emotional comfort zones and perceived limits, and yet several well-known artists have in recent years faced accusations of violence, harassment, and abuse in their artistic practice. By definition, transgressive pedagogy involves pushing beyond and through one's inhabited sociocultural framework, leading to extra-daily and extra-ordinary discoveries, situations, states, revelations and understandings.

This presentation will investigate opportunities and ethical concerns related to transgressive pedagogy in the context of new international MA in Contemporary Physical Performance Making (CPPM) programme at the Estonian Academy of Music and Theatre.

Keywords: transgressive pedagogy, transformative learning, performer training, higher education, ethics.