Multicultural education through musical remix: a situated approach

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Our aim with this presentation is sharing the experience of “Talleres Antropoloops” (https://play.antropoloops.com), drawing on it as a live illustration of the possibilities of popular music remix for educative inclusion and community development. The story of “Talleres Antropoloops” as a living entity where school managers, teachers, educators, children, artists and researchers work from traditional and popular music linked to personal and culturally entrenched memories, resonates with academic literature of social-design laboratories (Gutierrez, 2018) and community engaged research (Kinloch, Larson, Orellana, & Lewis, 2016) were processes of social transformation and bidirectional learning are enhanced. In all these projects, the emancipatory strength of learning is achieved through a non-hierarchical consideration of knowledge systems (Foucault, 1978; Freire, 1995) and the facilitation of meaningful communicate-creative processes among them (Macías-Gómez-Estern, 2020).

Talleres Antropoloops is an experimental educational project (now planning replication in other contexts) where educational innovation, musical education and cultural integration are achieved using the remixing of traditional world music. The project is based on the idea of situating music, in our lives and in real imaginary maps.
interfaces that function as spatial devices that allow students to interact with the musical remix. The first pilot experience has been developed during three school years (2017-2020) at the CEIP San José Obrero School in the Macarena district of Seville (Andalucía, Southern Spain), a neighborhood with a population with very diverse social and cultural backgrounds.

While presenting the story, agents and motives of this project, we will reflect on the power of music (Cross, 2014; Perez-Aldeger, 2014) and specifically remix of popular music as a facilitator for the inclusion of different “narratives” in academic life and the enactment of emotions that drive all “real learning” processes (Macías-Gómez-Estern, Martínez-Lozano & Vásquez, 2014) where not only cognitive concepts are involved but also social participatory and identity change are at stake.

• Author(s) Biography:

Beatriz Macías-Gómez-Estern (https://orcid.org/0000-0003-4952-1811) works as Associate Professor at the Department of Social Anthropology Basic Psychology and Public Health at the Universidad Pablo de Olavide, Sevilla, Spain. She has worked as Visiting Scholar at the University of California San Diego and King’s College London. Her main research interest lies in the impact of ‘otherness’ experiences in the discursive construction of identity. She has analyzed these processes of alterity-identity in different multicultural settings, as migration, multicultural schools and Service Learning in higher education programs working with disenfranchised communities as Mexican American in USA and Roma in Spain. She has published in journals as Theory and Psychology, Culture & Psychology, Learning, Culture and Social Interaction, Journal of Multicultural Discourses, and Studies in Higher Education. She has also participated in books, the most recent one Supporting Difficult Transitions. Children, young people and their careers (edited my Mariane Hedegaard and Anne Edwards).

Juan Daniel Ramírez Garrido. Full professor on Communication Psychology from Universidad Pablo de Olavide. Most of his career has been devoted to study the relationship between different semiotic mediational tools and cognitive processes. He has conducted research on the cognitive and social transformations associated to adult literacy (he was main advisor of Andalusian Adult Literacy program in the 80s), the development of identity and multimodality and education or multimodal literacy, a communicative process directly connected to digital culture and social networks. He has published his work in several books, books chapters and journal articles, one of the most recent ones entitled “Learning and experience: Aesthetics of multimodal texts in Higher Education”.

Rubén Alonso Mallén. Doctor (PhD) in architecture with distinction (cum laude) by the University of Malaga and Master in Social Sciences and Social Intervention by the Pablo de Olavide University. Associate Professor at Málaga University since 2010 and guest
professor at various Masters. His professional career is characterized by a multidisciplinary creative approach with a social vocation and his work in various areas has been recognized and published nationally and internationally. As a musician, he combines musical creation in the folk music group Las Buenas Noches and in Antropoloops, an artistic project that combines musical remix and data visualization: composing musical pieces with fragments of traditional music from all over the world from the respect and appreciation of the original sources. Since its inception in 2012 the project has been developing a creative approach to ethnomusicology, which has been opening towards education, history and the world of plants, generating new synergies with other artists, educators and cultural agents. Since 2017, He coordinates the Antropoloops workshops team and works as a music educator in the different projects and educational activities developed by the Aventuras Domésticas non-profit association.

**Francisco Torres Iglesias.** Actor, Stage Director, Self-taught musician and Professor of Performing Arts since 2006 at the Viento Sur Teatro school. Graduated from École Phihe Gaulier and Bont's International Clown School, he his also co-founder of the theater companies Teatro de Luxe, Millones de trillones and Clowning Calaveras. He combines his work as an actor with stage direction, directing companies such as Mopa danza (awarded Best Andalusian Director), La Familia Canini, La banda de otro and Tetra Trio, among others. As a musician he has created several projects as the sound collective "Poke" oriented towards electronic music (with Álvaro Barranco), and "Música Prepost": an audiovisual project exploring a dialogue between live cinema and turntablism art. Since 2017 he has also extended his educational experience through music with Música Prepost, developing workshops for kids such as the one carried out at the request of the art center Ca2m in Madrid, focused on listening, looking, researching and interacting with all the elements of the pre-post universe, as well as collaborations with international festivals such as Big Bang Festival, Rebel-K festival, Monkee week or Insonora among others. Since 2018 he's bringing all his musical and scenic experience to work as an educator in the Antropoloops workshops.