

Dejan Grba

TEACHING PHILOSOPHY

Art Education

I believe that key concepts of art education come from our appreciation and extensive understanding of the subjects, achievements, consequences and potentials of the arts in relation with science, technology and other areas of human creativity. The arts are both reflected in and influenced by the society, so the art education—as well as the arts—should examine, criticize and overcome its own biases and its social circumstances rather than opportunistically serve the demands of current political or economic trends. This requires the art educators to be honestly devoted, and proactive in their advocacy for the quality and integrity of education as a keystone of our civilization. Throughout my professional career, I have learned to appreciate the privilege of being an artist, and to respect the responsibilities of being an art educator. Every human being has the right to explore the arts professionally and/or as an enrichment of everyday life, so art education should strive to epitomize diversity, inclusion, equity, justice and meritocracy.

As the arts have evolved into a complex network of skillsets, knowledge and contextual infrastructures for expression and meaning making, art education requires courage, openness, dedication, persistence, patience and passion in both the students and the educators (faculty, staff and administrators). The point of studying art emerges from our ability to cultivate our wonder, care, need and interest for exploring art as a unique human faculty, so the prime condition for successful studying is learning how to learn. Creative potential evolves through individuation, reflection and problem-solving, and the artist can advance only by continuously combining talent with hard work, reasoning and learning the practical, technological and theoretical features of art.

Approach and Teaching Style

The programs I have founded and the courses I have been teaching are focused on new media art, generativity and interactivity. I approach these disciplines combining my enthusiasm toward their expressive potentials with a critical view to their cultural context, ethical consequences and political implications. My teaching style integrates and reflects my artistic,

authorial and academic research, so I expose my students to a wide range of ideas from the arts, science, technology, theory and popular culture. The focus is on developing strong research and production techniques, on mastering skills and building competences for the creation of inventive, cogent, engaging and socially relevant artworks. This is achieved through intellectually open artistic experimentation, with a sound balance of personal motivation and interests, creativity, studio work, collaboration, technical expertise, theoretical learning, critical thinking, assessment, evaluation and communication.

Alumni

The students I had taught and/or mentored have been pursuing successful free-lance and corporate careers as artists, designers and academics, such as [Vladimir Todorović](#), [Blake Marques Carrington](#), [Dylan Moore](#), [Ján Skaličan](#), [Denis Kozerawski](#), [Laurel Severin](#), [Slavica Panić](#), [Ivan Grubanov](#), [Nemanja Nikolić](#), [Isidora Krstić](#), [Nina Ivanović](#), [Aljoša Ninković](#), [Ana Nedeljković](#), [Damjan Kovačević](#), [Jelena Vitorović](#), [Nataša Stojanović](#), [Ana Banduka](#), [Deana Petrović](#), [Martina Petrović](#), [Jelena Nikolić](#), [Aleksandra Kovačević](#), [Julijana Protić](#), [Veljko Onjin](#), [DigitGroup](#) and [Dragana Grbić](#).