

KILLING RHYTHMS (with Kaiya Waerea)  
Cicely, Henry, Ken, Neyomi

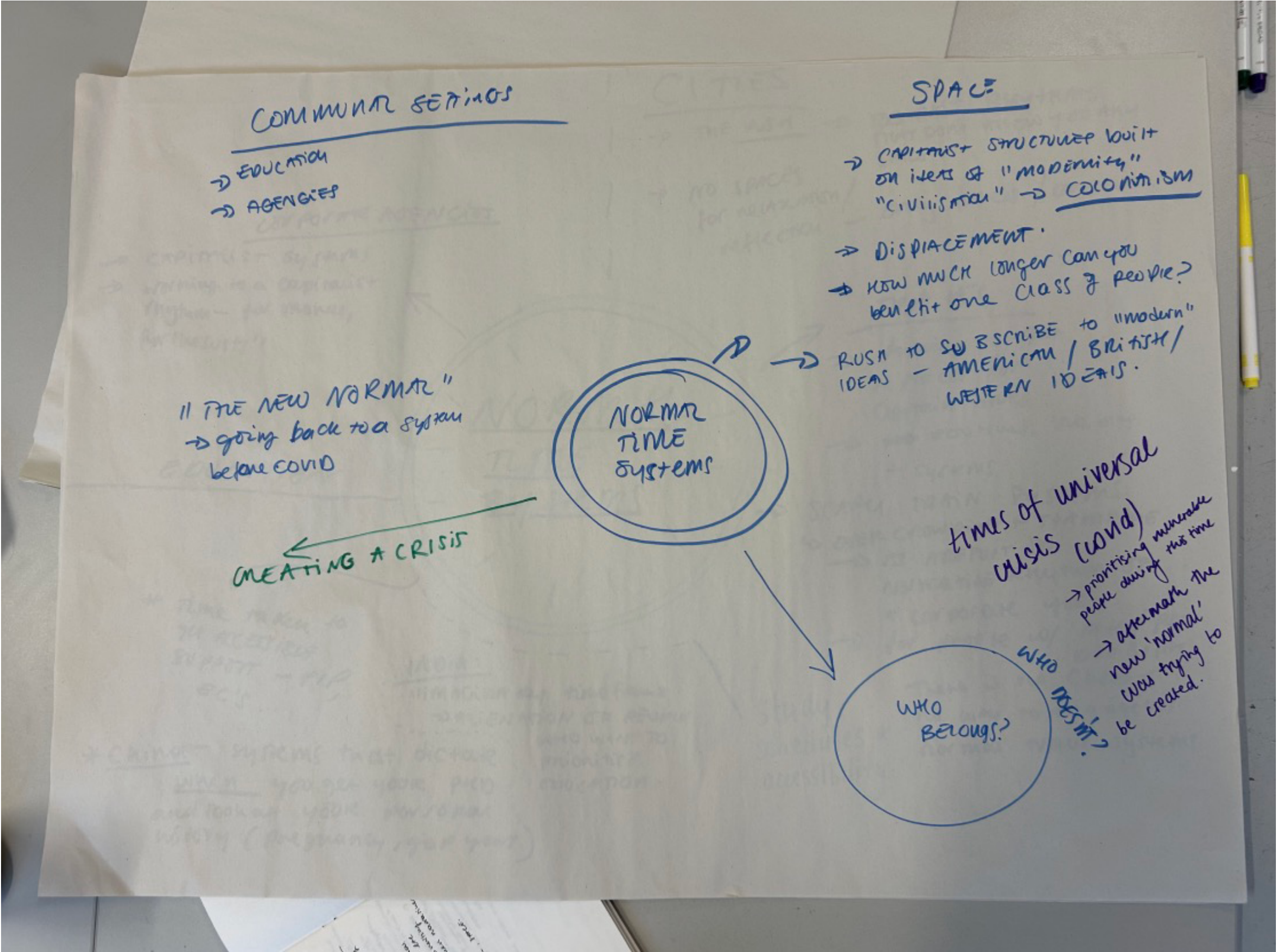
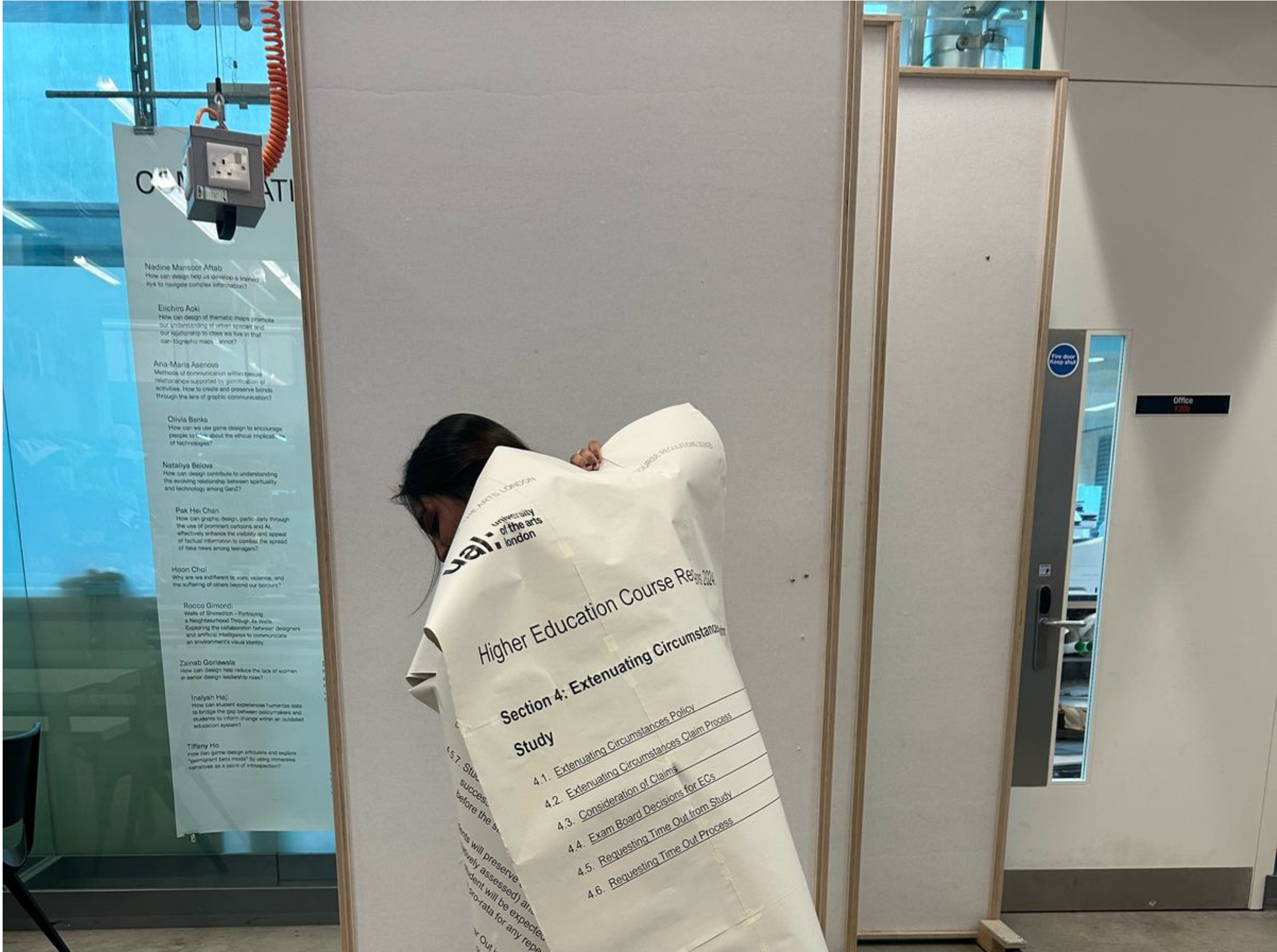
# Unit1-5 Methods of contextualising

L.ZHAOXUAN

ARCHIVE ©



# Mind map





# Exploring Education Rhythms : Scheduling & Deadlines

01 / for disabled bodies there [is no stopping time](#). continued work accrues stress, sleeplessness, and illness.

02 / [no reflection time](#) to stand back and unpack what you've made; algorithmic making. processing speeds and physical abilities every day.

03 / [assumptions of a standard body and mind](#). deadlines assume students have the same energy levels, cognitive functions, processing speeds and physical abilities every day.

# Visible Support =/ Actual Support

01 / [Time taken to access support](#) takes time away from working, creating more work.

02 / Access to support systems [is not clear](#).

03 / [“Proof ” of illness](#) or sickness - has to meet certain "standards" to receive university support or benefits.

# How is it Upheld Or Controlled?

01 / [money and finance](#) - paid fees creates a seller / customer relationship

02 / institutional and governmental policies setting guidelines and curriculums more often than not prioritise [standardisation, productivity and efficiency over individual learning needs and/or support](#).

03 / [fees create an expectation for hard skills to be taught - transferrable](#), desirable skills for employment.

04 / [creativity becomes regulated - standardised](#), results driven. this drives deadlines and oversubscription, overfilling timetables, individuation over communion.

05/ [results + league tables](#)

[Link to Padlet](#)

# Who Sets This Rhythm?

president + vice chancellor

deputy chancellor + chief digital officer

coo, university secretary + cspo

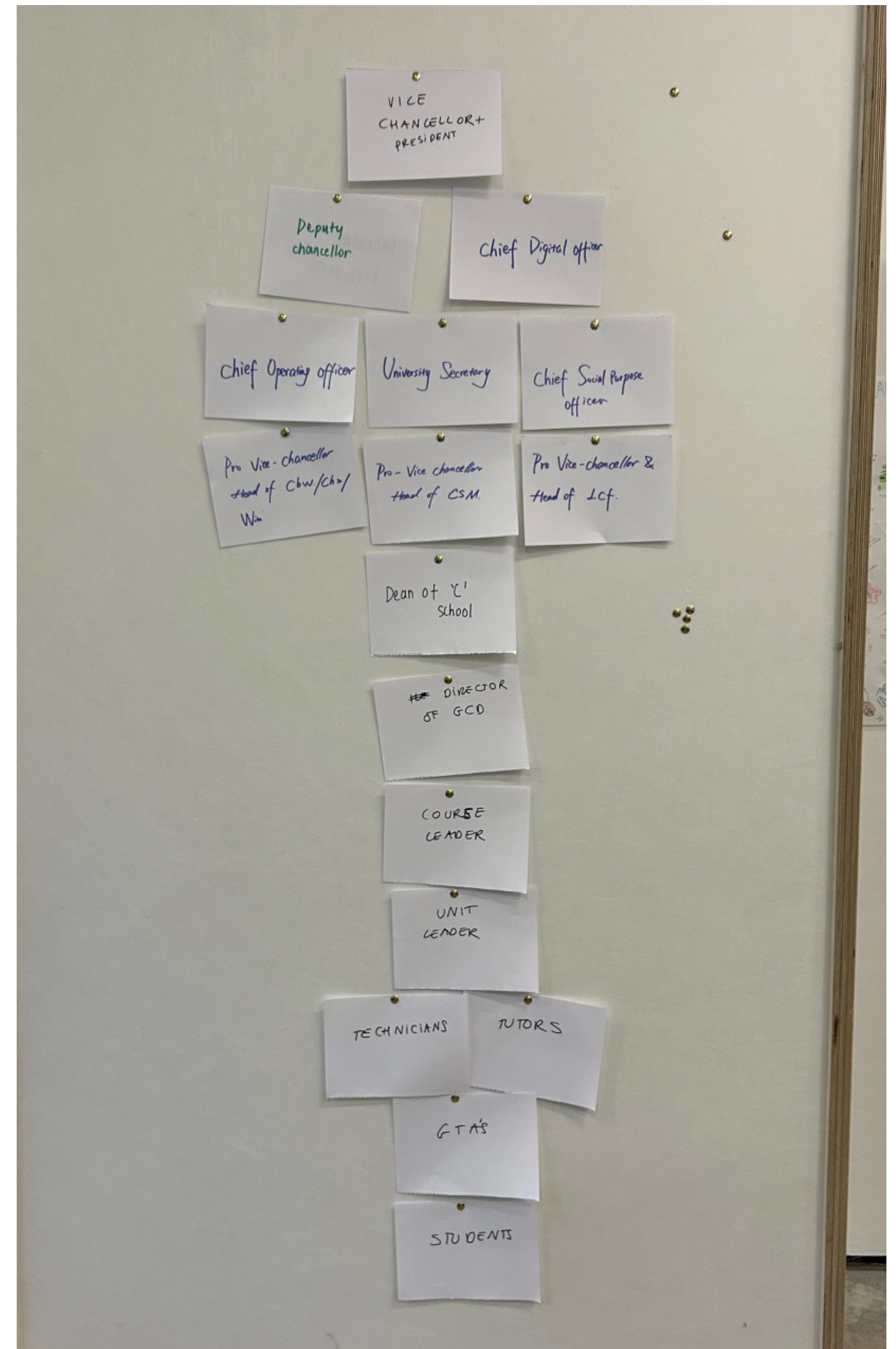
pro-vice chancellor

dean of 'c' school

gcd director / students

unit / course leader

[Link to Padlet](#)





# What sorts Of activities Work with And against This rhythm ?

Why it matters shifting from a general critique of scheduling to showing a barrier that makes academic success difficult for disabled students.

## How can we Critique this System ?

### With

assessment schedules

applications for PIP, EC's, ISA's

assessment deadlines

standardised assessments

### Against

flexible learning models

adaptive scheduling

adaptive learning techniques

unstructured time

Taking a critical approach to institutional time, particularly how medical administration keeps students with disabilities or chronic illnesses stuck in a cycle. Adhering to deadlines while also waiting for help. This delay in medical help highlights a consequence of normative scheduling into an academic rhythm.

{Redefining pre-defined messaging}

Directly intervening, reframing and consequently subverting the institution's own language and material around medical help & time outs through iterating.

Open ended exploration of the subject to collect a series of results (quickly, unpolished, with urgency) building on the skills we have learned through iterative processes.

Think of a method you would like to explore and make together.

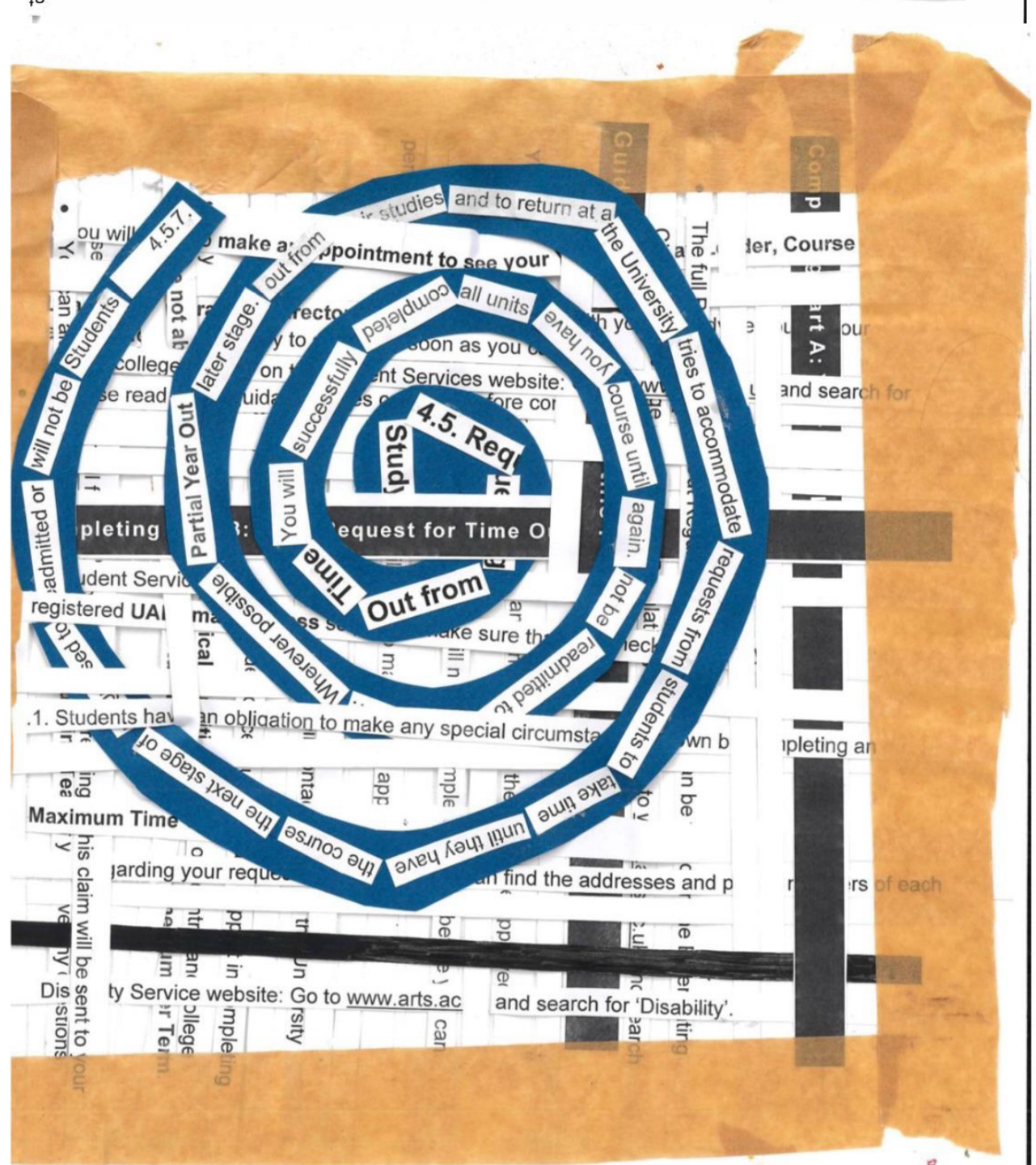
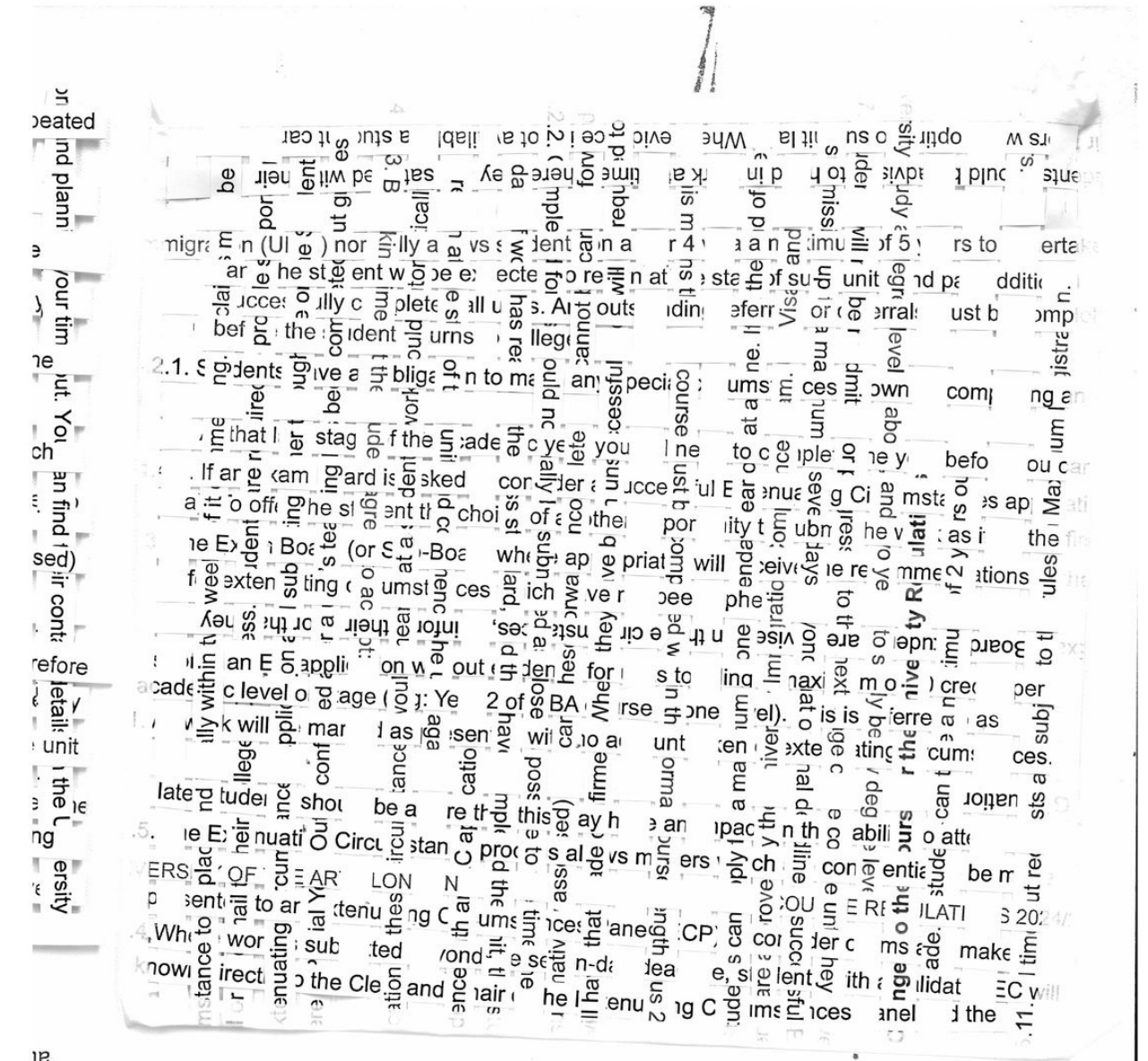
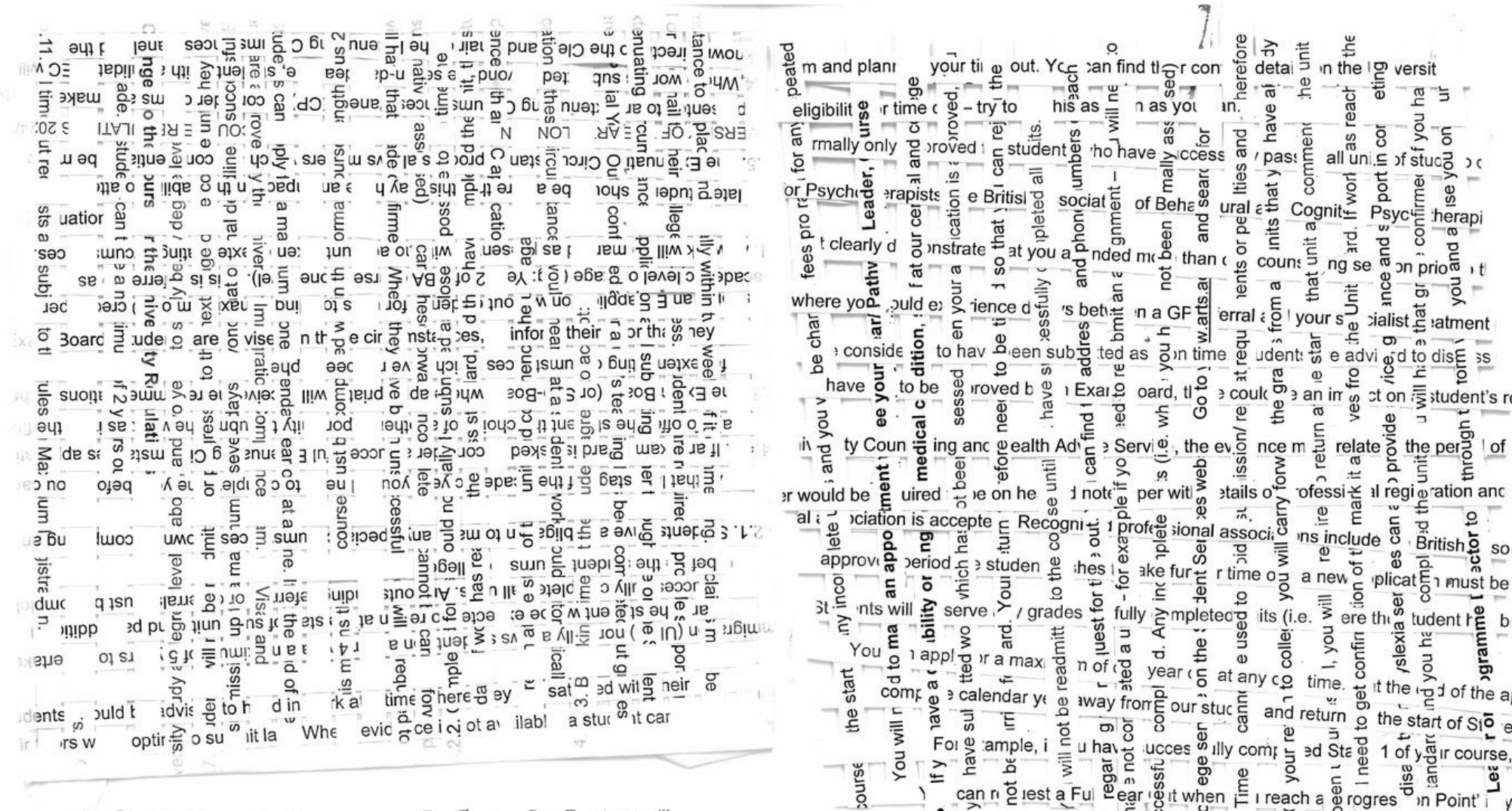
[Link to Padlet](#)



# Process-1

Weaving challenges academic structures, timelines, capitalistic rhythms by emphasising craft, slowness & layers. It is used to resist normative scheduling.

Weaving strips of documents (EC guidelines, evidence requirements, response timelines) together show how these overlapping systems create confusion rather than clarity.



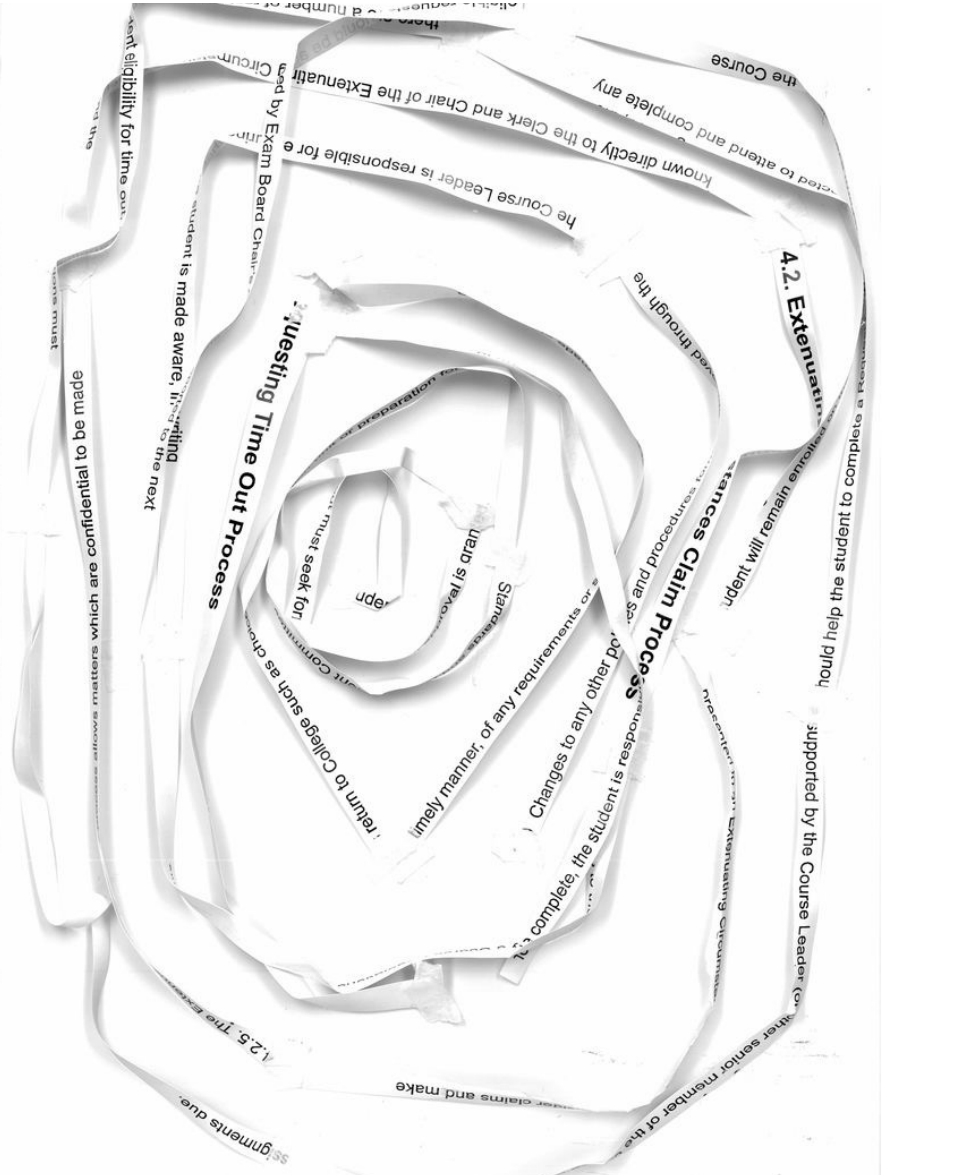
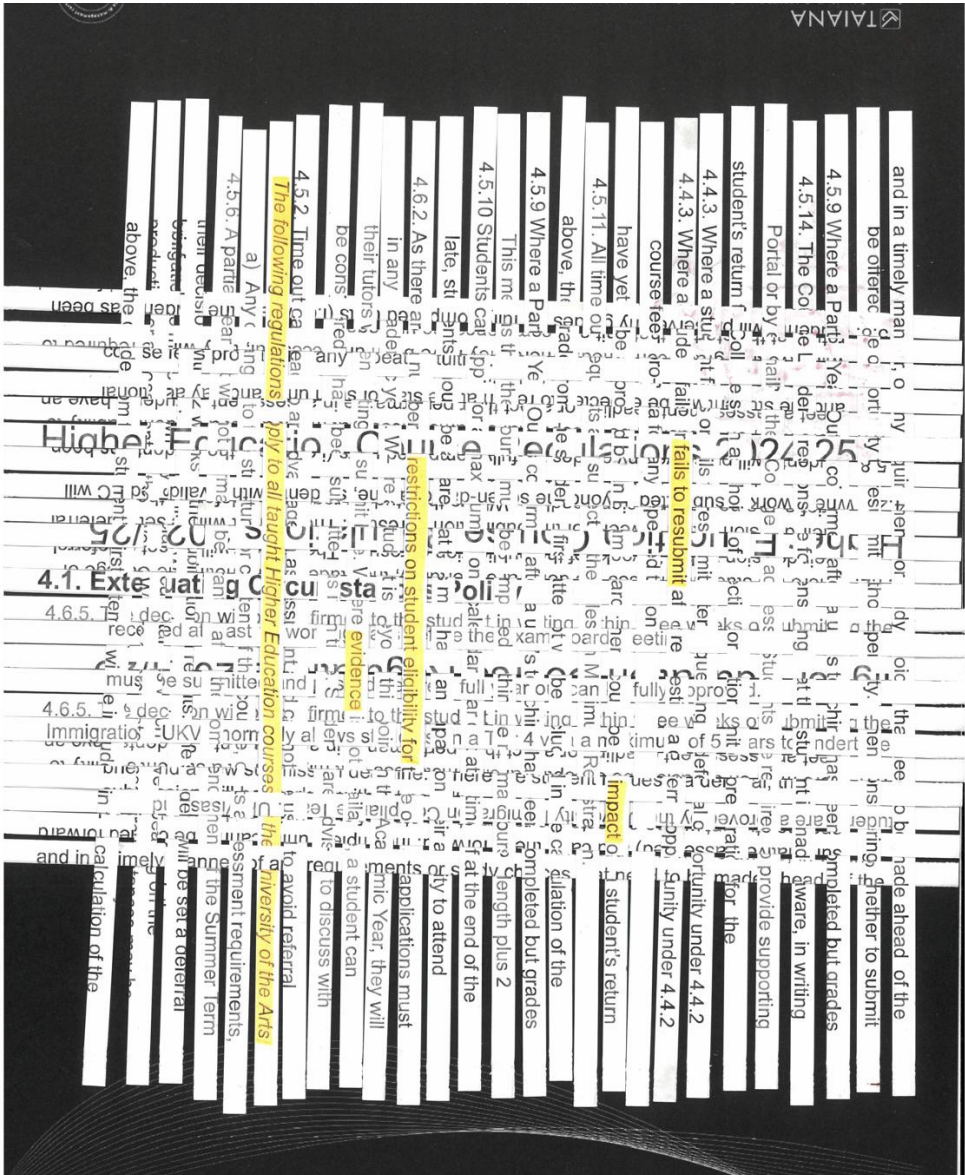
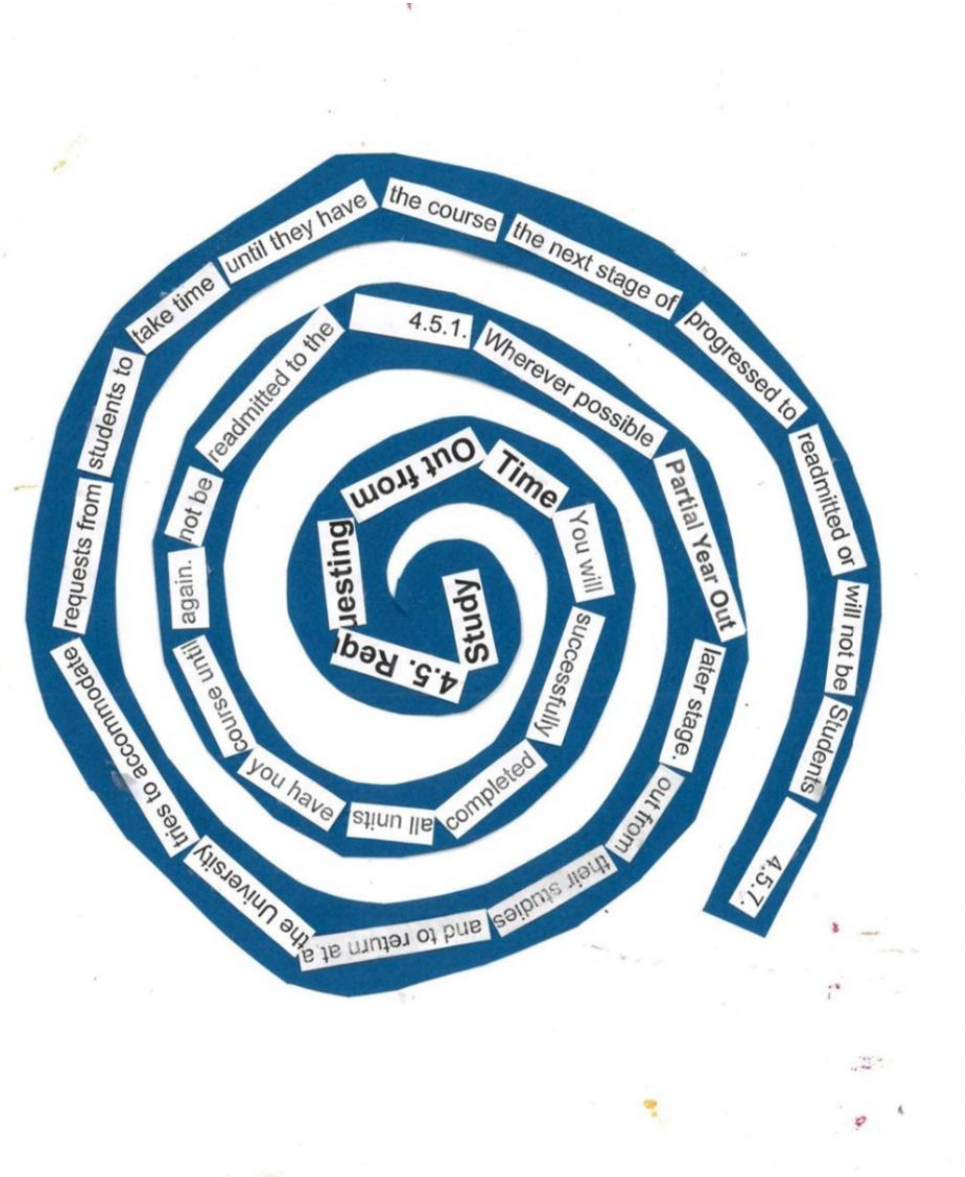
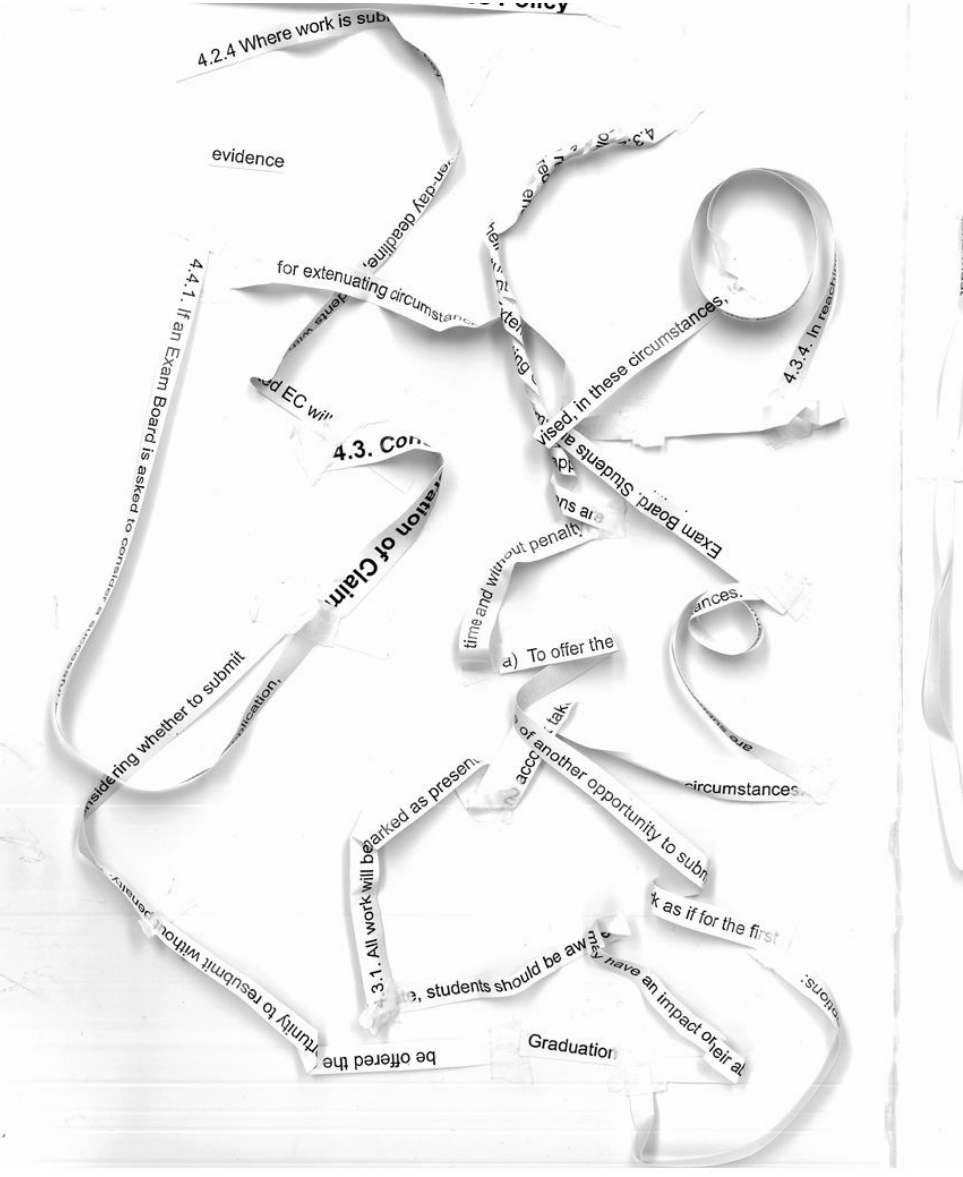
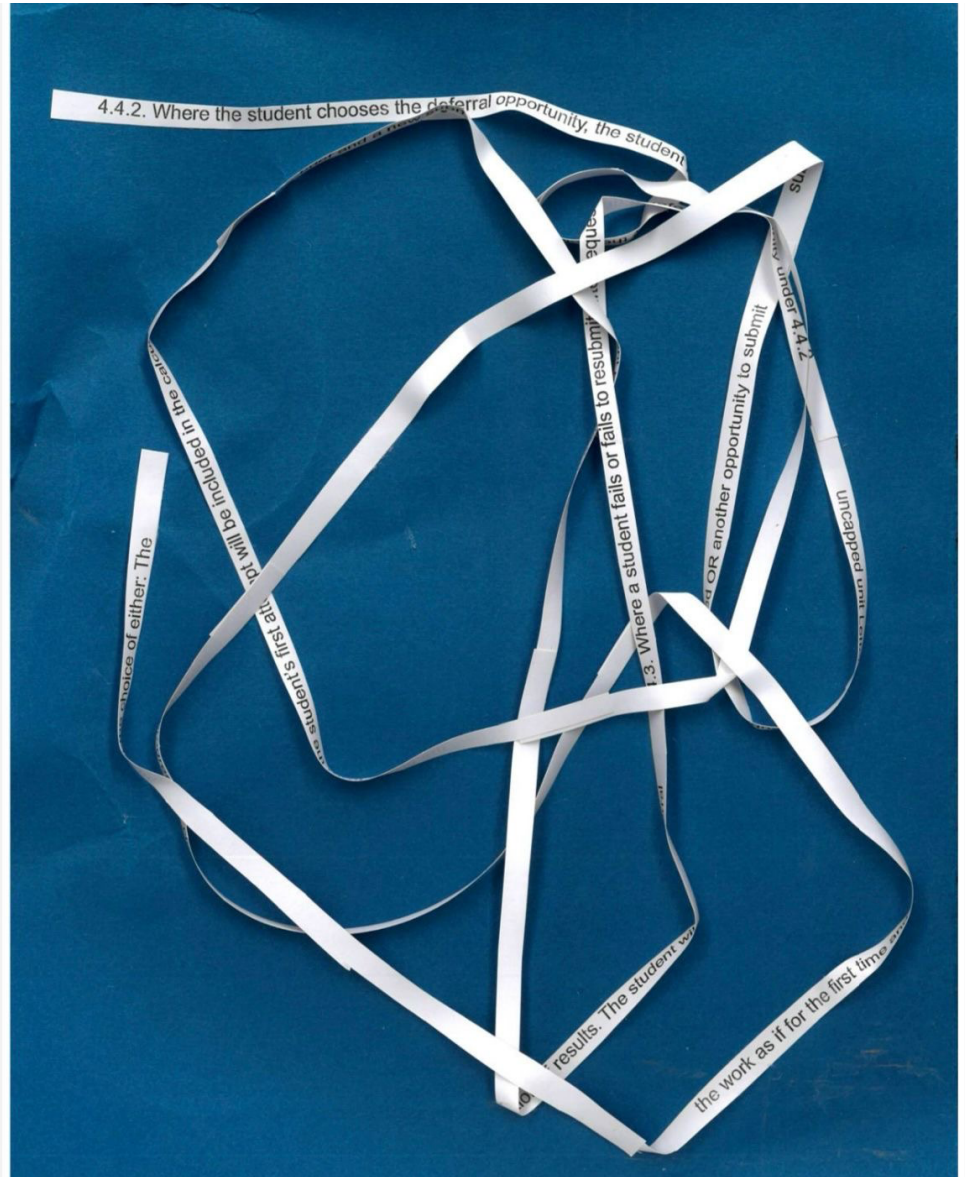


# Process-2

Unraveling time waiting for support can feel like a bureaucratic loop; time might not flow logically. This waiting time stutters, stalls and drags.

notify - submit - wait - provide evidence - wait while adhering to deadlines.

Using blackout poetry to reveal alternative messaging that can be poetic, reflective and ambiguous. Both the old and new meanings coexist within all the admin-speak.





# Reference

Srinidhi Raghavan	Words by Ellis Tree	Taraneh Fazeli	Tao Fei	Carolyn Lazard
The value of 'crip time': Discarding notions of productivity and guilt, to listen to the rhythms of our bodies 2020	On Crip Time challenges the ableist systems that are “preventing disabled people from accessing the future” 2024	Notes for “Sick Time, Sleepy Time, Crip Time: Against Capitalism’s Temporal Bullying” in conversation with the Canaries 2016	In the Waiting Room: The Sticky, Slippery Duration of “Sick Time” 2019	CRIP TIME 2021
Emily J. Abrams, Colleen E. Floyd, Elisa S. Abes	Meredith Farkas	Museum für Moderne Kunst	Black Quantum Futurism (n.d.)	
Prioritizing Crip Futures: Applying Crip Theory to Create Accessible Academic Experiences in Higher Education 2024	Queer Time, Crip Time, and Subverting Temporal Norms 2024	CRIP TIME (exhibition) 2021	Time Zone Protocols [Website]	
Alison Kafer	Written by Valentina Di Liscia	Johanna Hedva	Alison Kafer	
Moving Feminist Disability Studies into the Crip Future 2013	Mira Schor’s Critical Annotations of the New York Times’ 2020	Sick Woman Theory 2020	Feminist, Queer, Crip	