Ocular becomings in dangerous times: The politics of 'seeing'

Association for Visual Pedagogies 2019 International AVP Conference

17-18 June 2019
Storey Hall, RMIT University
Melbourne, Australia

Welcome President AVP

Tina Besley
Founding President,
Association for Visual Pedagogies
Distinguished Professor
Faculty of Education,
Beijing Normal University, P.R.
China

It is my great pleasure to extend a warm welcome to all presenters, supporters and those attending the 4th International Conference of the Association for Visual Pedagogies (AVP), 'Occular becomings in dangerous times: the politics of 'seeing', held 17-18 June in Storey Hall, RMIT University, Melbourne, Australia.

AVP is a young and vibrant association that was established in 2015 to support and develop the work of people interested and involved in visual pedagogies in education in multiple disciplines, and to support the peer-reviewed Video Journal of Education and Pedagogy, now owned by AVP and published by Brill. We plan two special issues of VJEP for selected papers from this conference. Some of you might consider preparing a book proposal for our AVP book series (Brill|Sense).

Previous AVP conferences have been held in Zagreb, Croatia and in Aalborg, Denmark, with a 2018 Symposium in Auckland. We take a broad view of 'education', acknowledging that multiple disciplines and fields are involved in this. With the impact of the internet and ubiquity of visual and social media increasingly enabled by the latest technologies, we are well aware that our visual world has expanded and at times even holds us captive. It delights, entertains, educates but also hosts much that may appal and harm us, with bullying, revenge porn, extremist ideological, political and religious positions, fake news, violence and extreme pornography being just some examples. When as Marine Tanguy argues, Instagram can be considered akin to junk food in how it provides 'narcissistic visual content' and many people spend up to five hours per day on social media, it makes it even more vital that critical visual media literacy is developed in young people and the population at large in such dangerous times. It is some of these issues that presenters at this conference will address, critique and question as they address the politics of 'seeing'. While our contemporary world has a new and specific engagement with ways of seeing, the notion of the visual is by no means new. It has been used extensively as metaphor in our society, with proverbs, sayings and of course enormous changes brought forth by 'The Enlightenment'.

The AVP conference prides itself on providing a supportive, encouraging and welcoming environment for the presentation and robust discussion of scholarly work in multiple aspects of visual pedagogies. Presenters come from many different parts of the world and draw on a wide range of academic disciplines, theories, philosophical traditions and research methodologies. Postgraduate students and others new to AVP are warmly encouraged to participate. We look forward to meeting colleagues from around the world and to the discussions that will flow from the sessions.

We welcome you all to RMIT University, Melbourne, Australia and look forward to your post-conference participation in the production of journal articles and other publications.

Welcome to RMIT

Professor Andrea Chester
Dean, School of Education

I am delighted that RMIT University is hosting the fourth Association for Visual Pedagogies Conference and I am pleased to welcome you to our vibrant city campus in the heart of Melbourne, Australia. We have ordered good weather for the event and I am hopeful we will have blue skies to complement some expansive thinking and robust discussion.

RMIT has a rich history of and commitment to visual pedagogies. RMIT's strengths in the fields of design and creative practice underpin our university priorities in design, technology and enterprise. I hope during your visit to RMIT you will have an opportunity to explore the campus more widely and experience firsthand how our students and staff are creating opportunities to think about and experiment with pedagogies across STEAM and beyond.

RMIT is the newest Institutional Member of AVP and we are excited to join this global, interdisciplinary learned society. Our interest in the emerging field of visual pedagogies spans many disciplines and we look forward to playing an active role in AVP for many years to come.

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Thanks to everyone who made this exciting event come to fruition. RMIT's emphasis on 'skilled hand and cultivated mind" has underpinned our work in bringing this interdisciplinary conference together. We are thrilled to play our part in making this conference a success and hope it exceeds all expectation for each of you.

Don't hesitate to ask any one of us should you have any queries or concerns throughout the conference. We are keen to ensure it is a magnificent experience all round!

Back row from left: Neal Haslem [Designer], Jayne White [Convenor], Aleryk Fricker [Reconciliation Advisor]

Front row from left: Aleksandra Acker [Abstract coordinator], Bridgette Redder [AVP Secretary], Elise Hunkin [music], Linda Knight, & Fiona Westbrook [student coordinators]

Absent from photo but not forgotten for their outstanding contributions:
Courtney White [dinner], Dan Jazby [abstracts], Matthew Barker [abstracts], Thembi Mason, Michelle Parente [conference handbook], Loretta Staffieri [name tags and other misc matters], Samantha Bennett [room bookings, AV, catering etc]

Student helpers
Hayden Park, Andria Cozza, Fiona Wheeler, Alexandra Ciaffaglione, Samantha Bothma, Tsz Yau Cheng, Linita Regi, Danni Truong, Kerryn Burgoyne, Prem Vinodh Seneviratne, Cenlue Chen, Ravi Shekhar

Schedule of Events

Day 1 - Monday 17 June 2019	
9.15am STOREY HALL AUDITORIUM	
9.15am	Welcome to Country
9.25am	**Professor Paul Gough** Pro Vice-Chancellor and Vice President College of Design and Social Context RMIT University
9.35am	**Distinguished Professor Tina Besley** Co-Editor VJEP President AVP Beijing Normal University
9.45am	**KEYNOTE** **Dr Willi Lempert:** Silencing the Future: Visualising Indigenous Futurisms in Dangerous Times **Chair: Aleryk Fricker**
10.30am STOREY HALL FOYER	
10.30-10.55am	Morning tea
11.00am BREAKOUT SESSION 1	
Auditorium Level 5	**Tina Besley & Michael Peters:** The politics of seeing: visualising and truth-telling in a post-truth world
Room 1 Level 7	**Xianyu Meng:** Mapping children's engagement in the playworld intervention
Room 2 Level 7	**Hira Umair:** The complexities of research on migrant children in ECE settings, from text to images
Room 3 Level 7	**Yaron Meron:** Strangely familiar: using dramaturgy to revisit graphic designers' perceptions of their relationships with stakeholders
Room 4 Level 7	**Linda Devereux, Christine Trimingham Jack:** Christopher Robin, Winnie-the-Pooh and the hidden trauma of boarding school

Green Brain Room 1	**Kathryn Grushka, Miranda Lawry, Ari Chand, Andy Devine, Neville Clement:** Visual borderlands: visuality, performance, fluidity and art-science learning
Green Brain Room 2	**Anita Yus dan Salim:** Using digital visual observation on teacher-child interaction in early childhood education Indonesia classroom
Building 80 Level 2, Room 3	**Jayne White, Alex Gunn, Tonya Rooney (in absentia), Joce Nuttall (in absentia):** Digitally cast eyes: Assessing young learners through digital assessment technologies

11.50am BREAKOUT SESSION 2

Auditorium Level 5	**Marilyn Fleer:** A cultural-historical take on the politics of seeing – unpacking the foundations of a Conceptual PlayWorld
Room 1 Level 7	**Lisa Hunter:** Documentary making as pedagogy for activism and social change
Room 2 Level 7	**Dan Jazby:** Using ecological psychology to develop a visual pedagogy for primary mathematics teachers
Room 3 Level 7	**Nicole Curtis:** Visual pedagogies in the primary classroom: Challenges and Champions
Room 4 Level 7	**Shukla Sikder:** Digital Visual Observations through the lens of cultural-historical theory: Establishing an inclusive practice in the early childhood research context
Green Brain Room 1	**Jan Deans, Suzana Klarin, Kylie Payman Aleksandra Acker:** I've seen ducks: young children's expressions of custodial responsibility to Earth
Green Brain Room 2	**Sandra González Álvarez:** Learn to see the city with new eyes: Workshops of "The City of Tomorrow / A Vila do Mañá"
Building 80 Level 2, Room 3	**Jan Brueggemeier, Neal Haslem:** Visualising and mapping the work of hyper-local community media transitioning towards a regenerative local economy

12.45pm LUNCH AND POSTER PRESENTATION IN FOYER

12.45-1.30pm	**Louise Hennessy:** Poster - Nomadic post-human visual cartographies of urban early childhood education
1.30-2.30pm	**KEYNOTE 2** **Professor Helen Lomax** Seeing childhood? Re-framing the child in visual research **Chair: Fiona Westbrook**

2.35pm BREAKOUT SESSION 3

Auditorium Level 5	**Mikhail Gradovski, Mahtab Janfada, Nasim Janfada, Bridgette Redder, Fiona Westbrook, Jayne White, Elin Odegaard:** Dangerous images and dialogic responses
Room 1 Level 7	**Ruyu Hung:** Wordaholism, Graphocentrism and Chinese Visual Pedagogies
Room 2 Level 7	**Avis Ridgway, Gloria Quinones, Liang Li:** Visual meta-narrative methodology: processing relational pedagogy
Room 3 Level 7	**Fiona King:** Cartooning as a visual representation of the doctoral journey: the impact of visual expression in a 'non-visual arts'
Room 4 Level 7	**Courtney White:** "Are you in the game?": Gender Terrorism through Binary Subversion in Popular Media
Green Brain Room 1	**Patricia A. L. Ong:** Tensions and fuzzy boundaries: methodological and ethical dilemmas in visual research
Green Brain Room 2	**Hayden Park, Grant Cooper (in absentia), Li Ping Thong, Nicky Carr:** Designing an immersive virtual reality classroom to assist pre-service teachers with supporting low-level behaviours of concern
Building 80 Level 2, Room 3	**Michael Crowhurst, Michael Emslie (in absentia):** Squigglying towards the generation of queerly supportive environments: One element of an assemblage of lighter playful activities designed for practitioners – Scene 2 The Gestural Script (Presentation - Work in Progress)
Backstage Auditorium	**Benjamin Landau:** 'Regard' - an experience with darkness

3.20pm STOREY HALL FOYER

3.20-3.45pm	Afternoon tea

3.50pm BREAKOUT SESSION 4

Auditorium Level 5	**David Mazure:** New Mythologists: Art as Intentional Misinformation in a Post-Truth Era
Room 1 Level 7	**Chunyan Zhang:** Ontologically, how method assemblage enables me to bring 'China' visually into a Mandarin Chinese language classroom in Australia?
Room 2 Level 7	**Nicola Firth:** Creating meaning from 'mess': Challenges of using visual methods in early years settings to elicit young boys' experiences of their learning
Room 3 Level 7	**Catherine Geddes, Shavaurn Bennett:** Revisioning our Views and Pedagogy for Two-year-olds in 'preschool' through polyphonic lenses in the context of children's games
Room 4 Level 7	**Maria Ejiersten:** Photo(s')Voice(s): Expanding possibilities of voice and knowing in qualitative educational research through engaging research audiences in open-ended visual data analysis
Green Brain Room 1	**Ricarda Bigolin:** Exhaustive Fashion Images: fashion design pedagogies for post truths, documentation and events
Green Brain Room 2	**Rene Novak:** "Seeing' Play through immersive videos

4.40pm GREEN BRAIN ROOMS 1 & 2 COMBINED

4.40-5.30pm	AVP AGM (AVP members only have voting rights)

6.00pm BIER ROOFTOP RESTAURANT (TOP FLOOR)

6.00pm	Drinks and canapes Bier Rooftop Restaurant (top floor) 120 Exhibition St, Melbourne Central
7.00pm	Dinner at Bier Rooftop Restaurant (for those who have pre-booked)

Day 2 - Tuesday 18 June 2019

8.30am STOREY HALL AUDITORIUM

8.30-9.25am	**Distinguished Professor Michael A. Peters, Editor-in-Chief:** Introduction to the Video Journal of Education and Pedagogy (VJEP) **Chair: Rene Novak**
9.30-10.15am	**KEYNOTE 3** **Neal Haslem** Flowers of War: How does the work speak and what can it say? **Chair: Linda Knight**

10.20am STOREY HALL FOYER

10.20-10.40am	Morning tea

10.45am BREAKOUT SESSION 5

Auditorium Level 5	**John Cripps Clark, Joe Ferguson:** Visual reasoning in dangerous film: The philosophy of 'seeing'
Room 1 Level 7	**Sarah Jobson:** Visual representations of thinking: changing how educators see themselves
Room 2 Level 7	**Kit Wise, Angela Clarke:** From the pixel to the cell: Image, immersion and their implications for learning
Room 3 Level 7	**Sally Warmington, Mahtab Janfada:** Symposium: The politics of 'Seeing' in Medical Education: Local and Global Narratives part 1 of 2 part symposium
Room 4 Level 7	**Sean Sturm:** The politics of visibility: Learning to see multiplicity
Green Brain Room 1	**Aleryk Fricker, Rebecca Hobbs:** This is the way it has always been: An argument for making visible the 'browning' of pedagogy in Australia and Aotearoa
Green Brain Room 2	**Seth Brown:** Using visual ethnography in the Anthropocene
Building 80 Level 3, Room 6	**Lauren Woodlands:** Framing representation: surfacing the politics of seeing and being seen in video used within tertiary education learning and teaching practices

11.35am BREAKOUT SESSION 6

Auditorium Level 5	**Andrew Denton, Andrew Gibbons:** I don't know much about visual pedagogy, but I know what I like: Flight, climate change, and dangerous times for art and pedagogy
Room 1 Level 7	**Elin Eriksen Ødegaard, Anne Myrstad:** Visualizing epistemological perspectives - a case of the web-banner of KINDknow – Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures
Room 2 Level 7	**Isabella Capezio** in conversation with **Kristian Haggblom and Clare Rae:** Dangerous approaches in performing landscape photography
Room 3 Level 7	**Sally Warmington, Mahtab Janfada:** Symposium: The politics of 'Seeing' in Medical Education: Local and Global Narratives part 2 of 2 part symposium
Room 4 Level 7	**Inna Semetsky:** Legible images: an edusemiotic perspective on learning as becoming-other
Green Brain Room 1	**Cy Gorman:** Augmented Organism
Green Brain Room 2	**Dawn Mannay:** Seen and heard: Moving beyond the stereotypical to re-visualize the experiences of young people in care
Building 80 Level 3, Room 6	**Colleen Boyle:** Old school, new school, and somewhere in-between: grappling with the gaze in art history pedagogies

12.20pm LUNCH AND POSTER PRESENTATION IN FOYER

12.20-1.00pm	Poster presentation/demonstration: **Jayne White, Melanie Nash, Rene Novak, Li-Ping Thong (in absentia):** "Don't drop the baby!": Exploring virtual gaming 'routines as pedagogy' in ECE

1.00pm STOREY HALL AUDITORIUM

1.00-1.50pm	**KEYNOTE 4** **Natasa Lackovic** Ocularcentrism, media and higher education "void": turning visual information into "inquiry graphics" **Chair: Aleksandra Acker**

1.55pm BREAKOUT SESSION 7

Auditorium Level 5	**Thembi Mason, Andrew Buntine, Andrea Chester:** Lecture recording: Unpacking the practice and exploring the pedagogical dilemmas
Room 1 Level 7	**Tanisha Jowsey:** Ethics, politics and the unseen actor in an ethnographic medical documentary
Room 2 Level 7	**Sheena Elwick:** Merleau-Ponty, depth and epiphany: On using multiple GoPro viewpoints, empowering educators, and researching with children aged under-three
Room 3 Level 7	**Caroline Yoon:** Mathematics trauma and the place for visualisation
Room 4 Level 7	**Mahtab Janfada:** Struggles of academic becoming in dangerous times
Green Brain Room 1	**Amanda Crow:** But where is the child? Recognising the child in research practice
Green Brain Room 2	**Ririn Yuniasih:** Performative agency of visuals as pedagogical documentation
Backstage Auditorium	**Cy Gorman:** Nurobodi

2.45pm BREAKOUT SESSION 8

Auditorium Level 5	**Linda Knight, Emily Gray (in absentia), Mindy Blaise (in absentia):** Artfully challenging sexism in the academy through visual pedagogies
Room 1 Level 7	**Richard J. Kearney:** Memes, semiotics, and collaborative digital creating
Room 2 Level 7	**Gillian Baxter, Dianne Toe:** Seeing, watching, knowing and asking: Use of school-based social media posts to support family engagement in children's learning
Room 3 Level 7	**Anamika Devi, Coreena Makris:** Using digital video technology support the researcher to be a play participant in children's play
Room 4 Level 7	**Nasim Janfada:** Conformity or Resistance: Global Seeing of Iranian Women

Green Brain Room 1	**Sun Nim Yan, Vera:** A Swiss army knife for idea generation: The role and uses of visual images in the distinctly ocularcentric design education
Green Brain Room 2	**Kelly Hussey-Smith, Angela Clarke, Pauline Anastasiou:** Photo Futures: students as partners, risk-taking and community
Storey Hall	**Brandon Emig:** Introductory Workshop for a Collaborative Video Analysis Tool
Building 80 Level 3, Room 6	**Ade Dwi Utami, Marilyn Fleer, Liang Li:** Multiple perspectives in digital visual observation: a new methodological approach to study children

3.35pm STOREY HALL FOYER

3.35-3.45pm	Afternoon tea

4.00pm STOREY HALL AUDITORIUM

4.00pm	**KEYNOTE 5:** **Adrian Dyer (and Jair Garcia, virtually)** Common principles in learning from bees through to humans: individual differences set a basis for learning theory and implementations into AI **Chair: Dan Jazby**
4.45pm	**PLENARY:** **Distinguished Professor Michael Peters (Editor-in-Chief VJEP):** Looking back, moving forward AVP, VJEP and Brill(iant) futures
5.15pm	**NEXT YEARS CONFERENCE ANNOUNCEMENT:** **Professor Elin Odegaard (AVP Executive)** Bergen, Norway
5.30pm	**CLOSE OF CONFERENCE** **Professor Jayne White & program committee**

of coding the footage, dialoging about dialogue, reading, rereading, and have group meetings and discussions we were able to re-vision our pedagogy. These processes helped us to re-frame our discourse around two-year-olds and appreciate them for their own unique and complex personalities. We now know the footage very well but importantly we know it based on what we could see, not what we thought or predetermined ideas based on our own assertions about two year-olds and their learning.

Key components of our presentation will be around our new 'seeing' as a result of being a part of the research project. How we started out viewing two year olds and how we now 'see' them has changed and impacted our pedagogical practice. We will also share how we changed our assessment practices for two year olds to focus more on relational encounters rather than on dispositions and interests.

The value of 'seeing' through multiple lenses has been a crucial tool for reflecting on our practice and shifting our own thinking - we now see differently.

Learn to see the city with new eyes: Workshops of "The City of Tomorrow / A Vila do Mañá"
Sandra González Álvarez, Diego Trincado Sandá

How can we recover the identity of the city? How art can inspire new generations to understand our cities? How can the city be a meeting or exchange place again? How can we feel safe again inside our homes, in the neighborhood, in the city? How can we make of the city is our place? What should we do so that the city stops being something associated with dirty, gray, monstrosity...? These are the issues that we deal with "The City of tomorrow". "The City of tomorrow" is an artistic educational Project whose objective is to make aware of all the scales of the common: architecture, art, heritage, urban planning and landscaping, since childhood and through games. The project presents through a week of workshops in different villages and cities. The main goal of our project is to make childhood and adolescence is actively present in the construction process of public space (squares, neighborhoods, cities), providing children and teenagers with the necessary tools to develop their creativity through ART AND ARCHITECTURE. The purpose is to raise a certain curiosity in them and to awaken their interest in the spaces where urban life is evolving.

Nurobodi
Cy Gorman (RMIT University, Australia)

An over exposure to rapid consumption of visual devices, images that affect our thoughts & emotions or binging on video affects our entire nervous system. You know when you've strained your ankle, but do you know when you've strained your limbic system? Media production, in particular advertising companies, use images and colour associations to neurologically entrain the brain to form addictive