

AERA 2014 - ABER Sessions

Wednesday, April 2, 2014

ABER Preconference Workshop: A Motley Crew presents *Beyond the Masks*
Wed, April 2, 1:45 -6:30pm, Pennsylvania Academy for the Fine Arts, 118 N Broad Street

Thursday, April 3, 2014

21.029 - *Disrupting Qualitative Inquiry: Possibilities and Tensions of Art-Based Educational Research*
(Symposium)

Thu, April 3, 2:15 to 3:45pm, Marriott, Fifth Level, Grand Ballroom J

Abstract

This symposium examines the possibilities and tensions encountered by scholars who adopt arts based methods in the study of education. Despite the proliferation of critical and indigenous methodologies which view research as activism and a vehicle of social change, educational research continues to be dominated by traditional approaches to qualitative inquiry, approaches anchored in post-positivist and constructivist assumptions of data, analysis, representation, and knowledge production (Brown, Carducci, & Kuby, in press; Pasque, Carducci, Kuntz, & Gildersleeve, 2012). To disrupt the status quo and advance social justice aims, this symposium addresses various issues within the field of arts based research with the goal of making a deep, wide, and sustained impact on its development as a field of study.

Papers:

Always Already Inquiry: A/r/tography as a Disruptive Methodology - Teri Holbrook, Georgia State University; Nicole Manry Pourchier, Georgia State University

"Our Photos are for us first": The framing of a Black girls truth - Claudine Olivia Taaffee, University of Illinois at Urbana-Champaign

"She came at me wreckless!" Wreckless theatrics as disruptive methodology - Ruth Nicole Brown, University of Illinois at Urbana-Champaign

Crystallization of a methodology: Disrupting traditional ways of analyzing and (re)presenting through multiple genres - Candace Ross Kurby, University of Missouri-Columbia

24.012 - *Arts-Based Educational Research SIG Business Meeting: Guest Speaker and Dissertation Award*
(Business Meeting)

Chair, Nadine Kalin; Guest Speaker: Pepón Osorio, Temple University's Tyler School of the Arts

Thu, April 3, 6:15 to 8:15pm, Marriott, Fifth Level, Grand Ballroom I

Friday, April 4, 2014

31.048 - *Deleuze, Guattari, and Art Education* (Symposium)

Fri, April 4, 8:15 to 10:15am, Marriott, Fifth Level, Grand Ballroom J

Abstract:

This panel session presents four research and scholarly papers that examine the performance and theorization of Deleuze and Deleuze and Guattari's conceptualizations within art education. These papers draw from understandings developed across the fields of education, contemporary art practice, and teacher education to explore and reassemble the intensive multiplicity of art education. The author's of these papers create an encounter with the thought of Deleuze and Guattari and provoke the call to think beyond representation, to engage in thought without image, and to implicate these understandings in: the

correspondence between the making of art and the making of teaching; arts based research methodologies; affect and empathy in teaching practices; and the spatial and processual rhythms of children's drawing.

Papers:

In the event that art and teaching encounter - Charles Garoian, The Pennsylvania State University
Becoming and Film: Visual art teacher candidates and encounters with school - Adrienne Boulton-Funke, The University of British Columbia

Metaphors for constructivism: An exploration of the aesthetic and empathetic dimensions of constructivist teaching capacities - Renee Jackson, Concordia University-Montreal; Suzanne McCullagh, Concordia University

The prosthetic materialities of children's drawings: Inquiry without organs - Christopher Schulte, University of Georgia-Athens

38.052 - What Shall We Name the Baby? Identifying the Art in Research and Research in the Arts (Symposium)

Fri, April 4, 2:15 to 3:45pm, Marriott, Fourth Level, 410

Abstract:

Heeding this year's call for "linking possibilities of education research and recognizing evidence of various types can be used for tackling persisting issues in education and for their innovative resolution," four scholars grounded in Arts-Based Educational Research (ABER) will discuss the ways in which art plays a role in research and research plays a role in the arts. Exploring ABER through fiction, applied theatre, narratives, and mixed medium art, the panelists engage in a critical dialogue to theorize a counter-hegemonic discourse on practices and processes of artists. This discourse is necessary to tease out the ways in which art and research work together as parents to create a 25+ year baby-with-many-names that informs the field of ABER.

Papers:

Fiction as a research practice and pedagogical tool - Patricia Leavy, Self-Employed

Identity crisis? Employing applied theater examples to discern the research in art and/or the art in research - Joe Norris, Brock University

Considering the bonds between narrative art and narrative inquiry - Candace Jesse Stout, The Ohio State University

Mixed medium of transnational shuttling and de/colonizing research - Kakali Bhattacharya, Kansas State University

Saturday, April 5, 2014

46.082-9 - Walking as Sensory Methodology (Roundtable Session)

Sat, April 5, 8:15 to 9:45am, Convention Center, Terrace Level, Terrace III

Abstract:

Walking is often an unnoticed form of movement, and not regarded as being particularly insightful. Yet, many scholars have theorized the performance of walking as it relates to subjectivity, memory, the urban unconscious, and the construction of place. Arguing for the study of walking as a means to understand the embodiment of cognition, sociality, and the production of cultural forms this session will take up walking as a sensory methodology as a means to highlight the contributions that such a methodological approach makes toward education theory and research. The panelists contribute new perspectives on walking as a sensory method, following the work of artists, contemporary ethnographers, and urban geographers, and educators.

Papers:

Walking neighborhoods hosted by children, Louise Gwenneth Phillips - The University of Queensland
The art of perambulation: Walking, reading, and artistic expression as public pedagogy - Sarah Truman, University of Toronto, OISE
Walking and the living archive, Stephanie Springgay - OISE/University of Toronto
Wayfaring the city: Walking as a method for place-based research - Kimberly Anne Powell, The Pennsylvania State University

49.055 - Aesthetics and Analysis: Method in the Practice of Arts-Based Educational Research
(Demonstration/Performance)

Sat, April 5, 2:45 to 4:15pm, Marriott, Fourth Level, 409

Abstract:

Two ABER practitioners will demonstrate the intersection of aesthetic thinking and analysis in ABER work. This constitutes an inquiry into ABER process, addressing increasing the quality and viability of our methods, strengthening what we learn from our inquiries. The following questions structure their explorations:

- What are ways in which an inquirer in ABER might begin?
- How does an ABER inquirer leverage emotion, body, and the imagined world as the imagined world comes up against the so-called “real” world?
- What is the place of “data” in such imaginings?
- What does an ABER practitioner need to know in order to artfully perform ABER?

Their individual pieces will be 1) a section of a comicbook and 2) dance/poetry.

Papers:

Aesthetics and analysis in arts-based educational research: View of a dancer/poet - Donald Blumenfeld-Jones, Arizona State University
Beyond Illustration: Shaping thought through comics - Nick Sousanis, Teachers College, Columbia University

Sunday, April 6, 2014

55.082-11 - Making Meaning Through Art: Methodological Approaches to Arts-Based Educational Research (Roundtable Session)

Sun, April 6, 8:15 to 9:45am, Convention Center, Terrace Level, Terrace III

Papers:

Do you hear what I hear? The poetics of a calling - Daryl Ward, University of South Florida
Moving between the frames: Animation as a participatory methodology - Aaron Thomas Bodie, James Madison University; Douglas Loveless, James Madison University
Polyptych construction as arts-based historical methodology: Refiguring the history of art education - Dustin Ian Garnet, Concordia University

61.051 - From the Ground Up: Possibilities and Challenges in Participatory Visual Research for Education Policy Making (Symposium)

Sun, April 6, 2:15 to 3:45pm, Marriott, Fifth Level, Grand Ballroom K

Abstract:

This symposium consists of four papers that draw on several arts-based participatory visual research projects conducted in Sub-Saharan Africa, and that aim to inform or ‘trouble’ educational policy. It has one overarching question: how can we, as researchers, use participatory visual methods creatively to inform or generate educational policy in such areas as higher education, gender-based violence, youth behavior, and teacher education, using from the ground up approaches with participants? The authors discuss possibilities and challenges in using arts-based visual methods for informing educational policy. This symposium brings together different approaches to offer a critical insight into policy dialogue in educational research. It contributes to deepening an understanding of participatory visual methodologies in the study of educational policy.

Papers:

Exploring documentary filmmaking in the context of gender and higher education policy reform in Ethiopia - Jennifer Thompson, McGill University; Katie MacEntee, McGill University; Sirawdink Fikreyesus

Youth cellphilmaking: Potential for youth creating policy on their own behavior - K. Yang, Nelson Mandela Metropolitan University

Discomfort to collaboration: Teachers screening cellphilm in a rural South African school - Katie MacEntee, McGill University

Seeing is believing, but who’s looking? “From the ground up” policy dialogue on sexual violence - Claudia Mitchell, McGill University; Relebohile Moletsane, University of Kwazulu-Natal

Monday, April 7, 2014

70.057-9 - Exploring Pedagogical Processes and Possibilities Across Diverse Contexts Through Arts-Based Educational Research (Roundtable Session)

Mon, April 7, 10:35am to 12:05pm, Convention Center, Terrace Level, Terrace IV

Papers:

Autoethnography in early childhood music research: A pedagogical tale from the piano studio - Peter Gouzouasis, The University of British Columbia; Jee Yeon Ryu, The University of British Columbia

Do with me: The action orient of arts-based educational research - Brooke Anne Hofsess, Appalachian State University

Interactive notebook: Arts-based approach to physics instruction - Vani Jaladanki, Texas A&M-Corpus Christi

73.053-8 - Creativity, Complexity, and Engagement in Arts-Based Educational Research: Implications for Social Change (Roundtable Session)

Mon, April 7, 2:15 to 3:45pm, Convention Center, Terrace Level, Terrace III

Papers:

From connection to analysis: Using ethnodramatic performance to interpret fieldwork - Charles Vanover, University of South Florida

The power of creativity: An innovative metaphor-based critical literacy for our time - Adrian McKerracher, The University of British Columbia

Un/desired landscapes: Acts of sharing and creating knowledge through site-specific artwork - Ruth Beer, Emily Carr University of Art + Design; Natalie LeBlanc - The University of British Columbia