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# Educational Research and Visual Cultures: the case of video publishing

**Abstract.** This paper outlines the rise of visual cultures and its links to academic publishing. It presents development of the *Video Journal of Education and Pedagogy*, the associated learned society The *Association of Visual Pedagogies* (AVP) and the upcoming AVP Conference: *Visual Pedagogies and Digital Cultures*. While these projects are still in early stage of development, authors wish to share their preliminary results and invite scholars to join the new visual movement in academic publishing.

**Keywords.** Video publishing, video journal, visual pedagogies, visual cultures

## 1. Introduction

During the past decades, traditional media have undergone major transformations. Hierarchical models of one-way dissemination of information, knowledge and culture have been replaced by horizontal models of two-way communication, and everyone has become a producer and a consumer. One by one, traditional media gave in to new modes of production and dissemination. In the beginning, the Internet enabled people to produce and share text. Soon after, technological development enabled people to produce and share images and music. Finally, following rapid increase in computing power and bandwidth, video has joined the long line of digitally transformed media (Association of Visual Pedagogies, 2015).

In order to explore opportunities of this transformation for scholarly publishing, an international consortium consisting of seven partners has partnered with Springer publishers and established the first video journal that captures the latest developments in educational practice – the *Video Journal of Education and Pedagogy*. In order to complement the aims of the journal with an emphasis on the wider agenda concerning visual pedagogies, the consortium has also established the learned society registered in New Zealand: The *Association of Visual Pedagogies*. Finally, the *Association of Visual Pedagogies* and the *Video Journal of Education and Pedagogy* have partnered to organize the conference *AVPC 2016: Visual Pedagogies and Digital Cultures*, which is to take place in June 2016 in Zagreb, Croatia.

The partner institutions are: Wilf Malcolm Institute of Educational Research, University of Waikato (NZ), Philosophy of Education Society of Australasia, Institute of Education, Massey University (NZ), College of Educational Studies, Chapman University (USA), Department of Learning and Philosophy, Aalborg University (Denmark), Faculty of Education, University of Auckland (NZ), Department of Informatics and Computing, University of Applied Sciences (Croatia).

## **2. Theoretical underpinnings**

We now live in a world of ‘visual cultures’, in a world of remediation and cross-mediation in which experience of content both appears in multiple forms and migrates from one form to another (Bolter, 2001). Reality is mediated as are social relations. The language of the new social media is easily programmable given its algorithmic character and its numerical coding allows for the automation of many of its functions including media creation. New media are variable and interactive and no longer tied to technologies of exact reproduction such as copying (Manovitch, 2000). They are part of a wider paradigm and system that Castells (2000) calls ‘informational capitalism’ which is a new technological paradigm and mode of development characterized by information generation, processing, and transmission that have become the fundamental sources of productivity and power. More and more of this information is increasingly either image based or comes to us in the form of images.

The material conditions for the formation, circulation, and utilization of knowledge and learning are rapidly changing from an industrial to information and media-based economy. Increasingly the emphasis has fallen on knowledge, learning and media systems and networks that depend upon the acquisition of new skills of image manipulation and understanding as a central aspect of development considered in personal, community, regional, national and global contexts. These mega-trends signal both changes in the production and consumption of symbolic visual goods and also associated changes in their contexts of use.

Academics are coping with the rising information flood by borrowing data visualization techniques from computer scientists, researchers and artists. Educationalists are increasingly dealing with a younger generation – the YouTube generation – who are participators and users of a total media environment comprises a radical interface of text, sound and image. Some academic publishers are already beginning to retool their staff and systems to prepare for a future in which data becomes a medium. We are still at the early stage of understanding how we communicate with data, and how traditional academic forms of publishing can be fused with sophisticated, interactive information displays.

The radical concordance of image, text and sound, and development of new information/knowledge infrastructures have encouraged the emergence of a global media networks linked with telecommunications that signal the emergence of a Euro-American consumer culture based on the rise of edutainment media as a set of information utility conglomerates. This rises several important questions. What new subjectivities are constituted through social media and what role does image control play in this process? What new possibilities do the new media afford students for educational autonomy? What distinctive forms of immaterial labor and affect do social and image-based media create? What is the transformational potential of new image-based and social media that link education to its radical historical mission?

## **3. The *Video Journal of Education and Pedagogy***

The *Video Journal of Education and Pedagogy* is the first video journal in the field of Education and the first to utilize the medium of the video clip to scientifically examine, critique and problematize teaching moments in a multimedia format based on the 15

minute clip supported by text materials such as teaching notes, theory explanations, literature review, references (with additional possibilities of backstories, interviews etc.). The journal aims to:

1. Focus on providing visual demonstrations of teaching practice.
2. Integrate visual approaches to educational research and practitioner knowledge.
3. Provide open access to video pedagogy demonstrations in an international and comparative context.
4. Provide a platform for education research in teacher education, demonstrated pedagogy and classroom observation.
5. Provide a ready means to capture and globally share practitioner knowledge.
6. Establish a new research frontiers in education.
7. Experiment with visualization methodologies.
8. Promote critical approaches to visual cultures.

(Video Journal of Education and Pedagogy, 2015).

Contributions to the video journal may contain some of the following formats: keynote conference presentations, recorded panel discussions, video reviews and education YouTube clips, talking head lectures and tutorials, use of authentic archive video material, animated screen shots, instructional 'how to videos' of a practical activity, teaching demonstrations, classroom observations, interviewing an expert or expert presentation, video blogs 'think aloud', video case studies/simulations/role plays, presentation/performance skills and feedback, student-created videos. In June 2015, Springer has published the website for the *Video Journal of Education and Pedagogy* (<http://www.videoeducationjournal.com/>) and the editorial team has issued the first Call for Papers.

#### **4. AVPC 2016: *Visual Pedagogies and Digital Cultures***

In July 2015, the *Association of Visual Pedagogies* and the *Video Journal of Education and Pedagogy* have published the website for the *Association of Visual Pedagogies Conference AVPC 2016: Visual Pedagogies and Digital Cultures*, which is to take place in June 2016 in Zagreb, Croatia (<http://avpc.tvz.hr/>). Possible themes of interest for the conference include visual cultures and (academic) publishing, the concept of video articles, video production, video ethics, visual cultures and research, visual methodologies, visual pedagogies, visual cultures and the society, philosophy of visual cultures. In July 2015, the Call for Papers has been made public.

#### **5. Further steps**

While this project of developing visual pedagogies has been prepared with great care, its success ultimately depends on the take-up from authors and the academic community. Less than a month before writing this paper, the *Association of Visual Pedagogies* has been incorporated, and the *Video Journal of Education and Pedagogy* has been published. Also, the *Association of Visual Pedagogies Conference: Visual*

*Pedagogies and Digital Cultures* has just issued the Call for Papers. Therefore, it is currently impossible to predict which format will be favored by authors of the *Video Journal of Education and Pedagogy*, which themes will predominantly interest attendants of the *Visual Pedagogies and Digital Cultures* conference, and who will apply for membership in the *Association of Visual Pedagogies*.

All presented projects are experimental, and project team is unable to predict the further direction of their development. By the deadline for uploading final papers for AERA, however, project team will already have a lot of information about project take-up in the academic community. In due time, therefore, this paper will be supplemented by the newest experiences from practice. In this way, the final paper will link theory and practice, assess original ideas of the project team, and provide guidelines for developing this project as well as other similar projects in the area of video publishing.

## 6. Conclusion

In this paper, we briefly outline our response to new trends of scholarly publishing in the field of education. While *the Video Journal of Education and Pedagogy* and the *Association of Visual Pedagogies Conference AVPC 2016: Visual Pedagogies and Digital Cultures* are still in early stages of development, we believe that it is important to share our ideas with the scientific community and foster discussion about opportunities offered by visual pedagogies. At the moment of writing this paper, we can only offer theoretical insights and outline our work. At the time of presenting this paper, however, we will be able to present the first practical results.

We warmly invite interested scholars to join the new visual movement in academic publishing, and do hope that our collective effort will result with a global platform for educational research in education and demonstrated pedagogy as a ready means to capture and globally share practitioner knowledge.

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