

# Video Publishing and Educational Opportunity: Reconceptualising pedagogy

**Abstract.** This paper reconceptualises pedagogy in the visual age that marks 21<sup>st</sup> century education based on experiences of an international consortium of eight institutions engaged in three inter-related projects: the *Association of Visual Pedagogies* (AVP), the *Video Journal of Education and Pedagogy*, and the academic conference *AVPC 2016: Visual Pedagogies and Digital Cultures*. It analyses the following forms of educational opportunity offered in a new era in video publishing where pedagogy is contemplated beyond traditional bounds and hierarchies. These include pedagogical opportunity, access opportunity, cross-disciplinary opportunity, financial opportunity, research opportunity, social opportunity, and other forms of opportunity through visual means. In order to build educational opportunity at the very foundations of their work, authors share the preliminary results of these initiatives and invite scholars to join a new visual movement in academic publishing.

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

## 1. Introduction

At last year's AERA we introduced the new *Video Journal of Education and Pedagogy* (2016) jointly developed by the international consortium of 8 partner institutions: 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, Zagreb University of Applied Sciences (Croatia), National Taiwan University (Taiwan). This 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 video excerpts supported by text materials such as teaching notes, theory explanations, literature review, references (with additional possibilities of backstories, interviews etc.) (Peters, Besley, Jandric and Bajic, 2016). There are also expanded opportunities to philosophically interrogate the rise of visuality in the era of moving image and its pedagogical potential (as well as challenge).

Since our early beginnings much work has already been done. Following its launch in August 2016, a wide variety of scholarly papers have contributed to the journal and taken these, and related issues, to task. In order to complement the aims of the journal with an emphasis on the wider agenda concerning visual pedagogies, the consortium has subsequently established the learned society registered in New Zealand: *The Association of Visual Pedagogies*, which initiated a series of annual conferences on video pedagogies and video publishing. In June 2016, it conducted the first

conference *AVPC 2016: Visual Pedagogies and Digital Cultures* in Zagreb, Croatia (The Association of Visual Pedagogies, 2016).

With these activities the consortium has developed a growing community of people working in various academic and non-academic contexts. Contributions to the journal, and also to the conference, arrive from diverse fields including but not limited to pedagogical practice, educational research, film making, film theory, arts, art theory, information technology, and social science. In this paper, we analyze various opportunities opened and closed by consortium activities in the fields of video publishing.

## **2. Methodology**

This paper is by and large based on authors' recent experiences of working with the *Video Journal of Education and Pedagogy* and with the recent conference *AVPC 2016: Visual Pedagogies and Digital Cultures*. The experienced challenges, and also our initial responses to those challenges, are informed by our recent research on video publishing (Peters, Besley, Jandric and Bajic, 2015), our engagement as members of the Editorial Consortium (PESA), and by various resources about equality and opportunity in the social sciences (Van Dijk and Hacker, 2000). We further contemplate the nature of visuality in an era of social networking, new media and ocularcentric ways of engaging with the world (White, 2016). The road to a more equal opportunity is made by permanent reflections on our current experiences and encounters, and the presented analysis is an important step in that direction.

In this paper we analyze the following forms of educational opportunity offered by video publishing: access opportunity, cross-disciplinary opportunity, financial opportunity, pedagogical opportunity, research opportunity, social opportunity, and other forms of opportunity that set the scene for a reconceptualization of pedagogy. Many of these opportunities are dialectically inter-related, and this list is likely to be expanded in our future research.

## **3. Access opportunity**

In the Global North, we now live in digitally saturated environments. Therefore, the discourse of the digital divide characteristic for opportunities research of the 1990s has slowly but surely been replaced by more nuanced approaches to access (Jandric and Boras, 2015). Yet, video publishing has become possible only after development of widely available broadband Internet. In many respects, therefore, its current state of the art resembles textual publishing of late 20<sup>th</sup> century. Van Dijk and Hacker (2000: 1) define four main aspects of the digital divide: psychological access, material access, skills access, and usage access.

In our communications with (prospective and current) authors for the journal and for the conference, these issues have been continuously arising as obstacles to their engagement. For instance, educators and theorists encounter obstacles with psychological access and material access, as well as ethics, while technologists encounter obstacles with usage access. Applied to the context of video publishing, therefore, research conducted around the concept of the digital divide is still relevant.

#### **4. Cross-disciplinary opportunity**

The video journal and the conference are conceived within the larger structure of the academia. However, many (potential) contributors do not arrive from academic contexts and nor do their pedagogical inquiries locate in traditional classrooms. For instance, film makers do not encounter obstacles related to production of video, but report a lack of understanding of academic modes of knowledge production and academic standards such as referencing. In order to develop a cross-disciplinary community, consortium members are actively trying to open up opportunities for people from all disciplines. Currently, this mostly consists of traditional pedagogical methods such as pairing authors with different backgrounds, extensive and thorough review processes.

Judging from initial experiences, it seems that such approach offers some fresh opportunities. For instance, several established film-makers report that *AVPC 2016* was their first opportunity to present at an academic conference. However, disciplinary border crossing is a delicate balancing act between inclusivity and academic standards, and the one that needs to be revisited permanently.

#### **5. Financial opportunity**

Video publishing is associated with higher financial costs than textual publishing because of two main reasons: it is by and large underdeveloped, and technical requirements (such as video hosting) are quite high. Therefore, transferring this cost to prospective authors and readers might be prohibitive. Through the *Association of Visual Pedagogies*, a lot of cost is transferred from end-contributors and end-users to institutions within the consortium. For now, this model seems acceptable to consortium institutions and seems to open fair opportunity to authors and readers. As a rule of thumb, however, video publications need to be much more conscientious about finances than textual publications.

#### **6. Pedagogical opportunity**

Video publishing offers numerous pedagogical opportunities for teaching and learning. It accommodates various learning styles and some disabilities. It fosters group work and community work. It affects student motivation and participation. Yet, the movement of video pedagogies is pedagogically transformative for all participants. It is not just the students who get to learn in a different way, but teachers also need to learn and develop new pedagogical approaches to support their students. At the current stage of development, activities around video pedagogy are particularly focused on opening new pedagogical opportunities for educators, researchers, and other participants.

#### **7. Research opportunity**

The radical concordance of image, text and sound, and development of new information/knowledge infrastructures have opened new research questions in various

fields including but not limited to visual cultures and (academic) publishing, the concept of video articles, video production, video ethics, video coding and analysis, visual cultures and research, visual methodologies, visual pedagogies, visual cultures and the society, philosophy of visual cultures. After publishing some papers in the video journal, and after publishing the first conference proceedings, we should have a better overview of the main themes of interest for researchers.

## **8. Social opportunity**

Conceived as public pedagogy (Giroux, 2004), video publishing presents a new form of social opportunity which is dialectically related to all other forms of opportunity. For instance, video publishing may allow people from different disciplines to reach each other and foster participation of numerous disadvantaged communities. At the same time, however, video publishing is susceptible to some new restrictions. It is reasonable to expect that some restrictions (such as access) will be overcome by the simple logic of technological and social development. Yet, the pioneering position of the *Association of Visual Pedagogies* and its various activities bears a lot of responsibility. Conceived as public pedagogy, video publishing needs to develop in an open way that would maximize various forms of social opportunity. Consortium members are fully aware of this responsibility, and social opportunity is built into the design of all its activities.

## **9. Other forms of opportunity**

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 (The Association of Visual Pedagogies, 2016). Arguably, contemporary Internet is a text medium, and an image medium, and a sound medium, and a video medium. Alongside 'traditional' forms of opportunity such as access and research, therefore, video publishing opens new questions such as the inclusion of video in existing definitions of video literacy. The video pedagogy movement must therefore place special accent to its public role, and must engage in wider educational debates from curriculum studies to educational policy.

## **10. Discussion**

The *Association of Visual Pedagogies*, the *Video Journal of Education and Pedagogy*, and the series of AVPC conferences are pioneering efforts in the fields of video pedagogy and publishing. At this stage of development, a lot of presented information is fairly anecdotal and requires further inquiry. For instance, struggles of Croatian contributors to the first AVPC conference held in 2016 might not be particularly relevant for the 2017 conference in Denmark, and themes of interest can significantly within the journal. However, now that we have three different yet

mutually enriching projects, we can triangulate our experiences in order to achieve a cohesive way forward.

## 11. Conclusion

In this paper, we briefly outline issues pertaining to opportunity in and for the context of video education and publishing in a visual era. While our various activities around these themes are still in early stages of development, we believe that the quest for equal opportunity needs to be built into all our past, present, and future efforts. At the time of presenting this paper, our initial analysis asks more questions than it provides answers. However, we make the road by walking, and these initial steps indicate possible directions for further development.

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