

Storying post-qualitative methodologies, methods and pedagogies in/for/as arts based educational research

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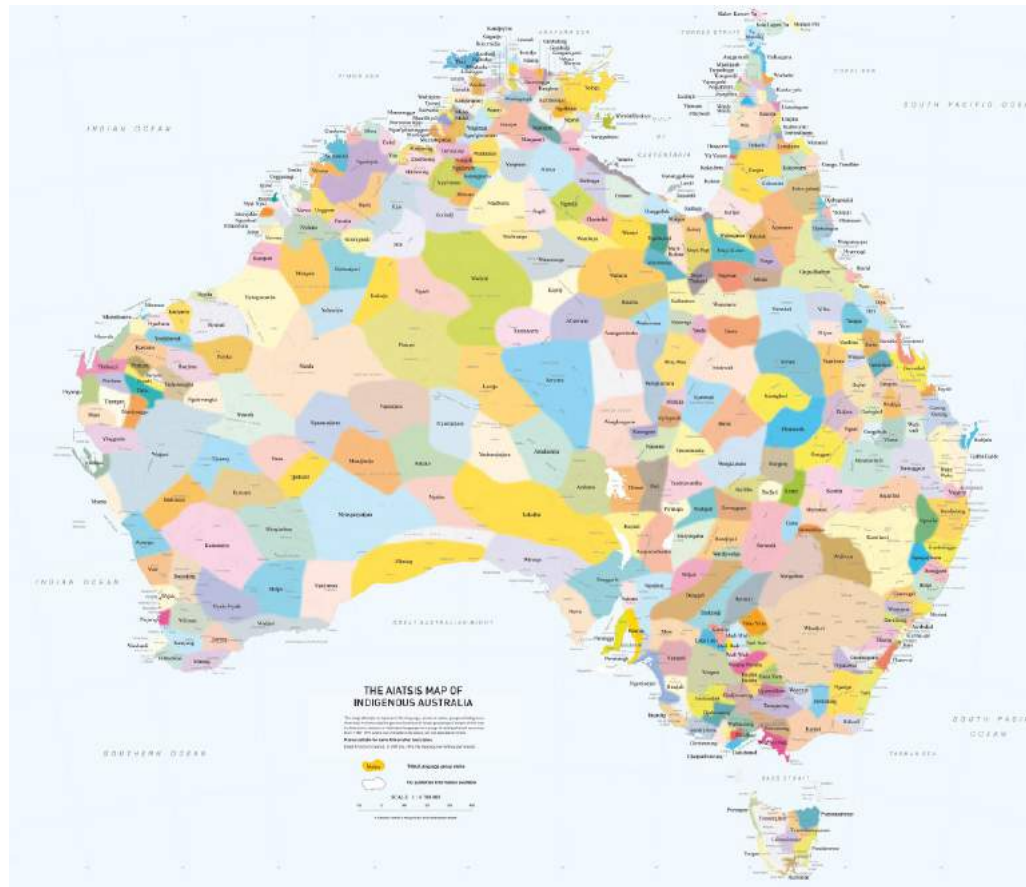
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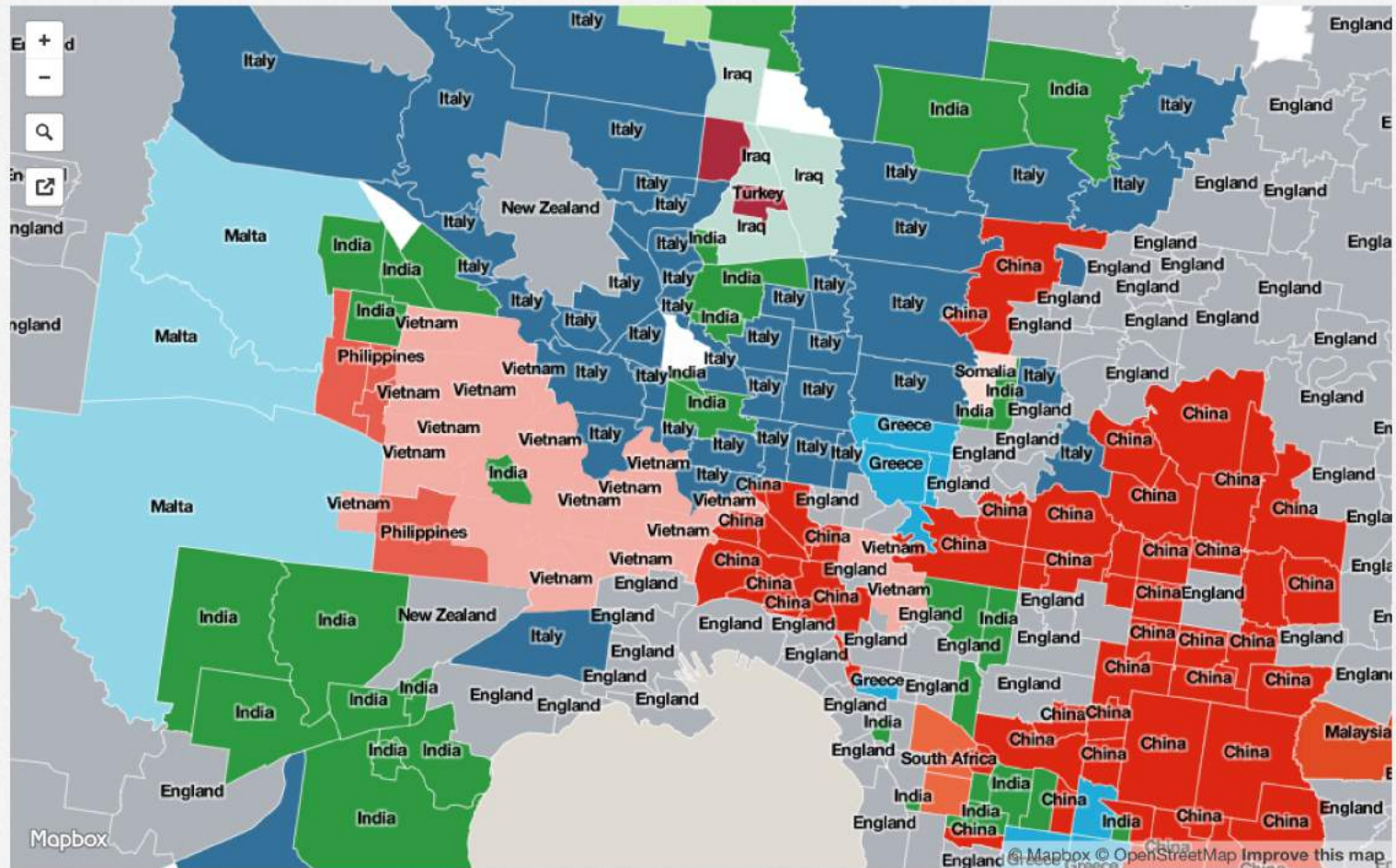
Abstract

Tracing the boundaries of becoming through emerging *onto-episte-methodo-logical* practices in arts education. Post-qualitative methodologies have no strict boundaries or structures, rhizomatically shift and turn and are always in a state of becoming. This session will pose questions about points of departure from fixed ontologies, representations and (traditional) historical knowledge in|for|as arts based educational research.





David R Horton (creator), © Aboriginal Studies Press, AIATSIS, and Auslig/Sinclair, Knight, Merz, 1996.



Where Australia's immigrants were born: Melbourne (excluding England and NZ)

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Note: Small counts of population are randomly adjusted by the ABS to avoid the release of confidential data.

Source: Australian Bureau of Statistics – 2011 Census

How may and does art(s) education contribute to cultural sustainability?

Positioning this firmly in initial (graduate) teacher education, visual arts and design educator professional learning communities, and research methodologies for arts education research in transformative cultures in *studioFive* at the Melbourne Graduate School of Education.

How can we facilitate and shift changing practice/s in a post internet art education?

What can can/do we play in shaping and shifting the world view in a globalised, relational space?



PRACTICE



studioFive

Onto-epistemology in *studioFive*



S.PACE

an innovative, flexible, safe and dialogic environment in which experiential encounters and learning in the arts can take place.

P.EDAGOGY

artful and innovative approaches to teaching are practised, reflected upon, and flourish.

A.RTISTRY

manipulation of aesthetic elements, and the practice and reflection on skills and knowledge across artforms.

C.COMMUNITIES

collaboration with communities and cultures.

E.ENGAGEMENT

creative, motivating and challenging interaction with ideas, materials, and communities.





Patricia Piccinini Australia VIC b.1965 *Kindred* 2017, Silicone, fibreglass, hair Ed. 1 of 3. 103 x 95 x 128cm Courtesy the artist, Tolarno Galleries, Melbourne; Roslyn Oxley9 Gallery, Sydney; and Hosfelt Gallery, San Francisco.

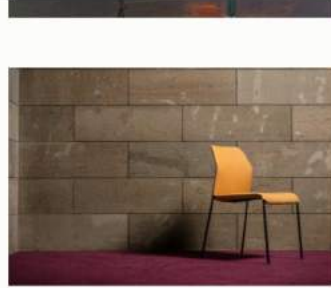


Patricia Piccinini Australia VIC b.1965, *The Young Family* 2002. Silicone, polyurethane, leather, plywood, human hair 80 x 150 x 110cm
Bendigo Art Gallery Collection, Bendigo. RHS Abbott Bequest Fund 2003 Courtesy the artist



Ian Burns, Circle 2016, Fans, latex gloves, table, air, timing system
65" x 62" x 62"

<https://vimeo.com/174195762>



Post qualitative methods

Patti Lather (2013) proposed that post-qualitative research examples utilise multi-directionality, post- human bodies, networks, othernesses, and disparities.

When we teach, design and facilitate learning and create learning communities in the art(s):

Whose voices?

Whose bodies?

Whose objects and artefacts of culture, language and history?

Whose traditions?

Whose spaces?

Are we recognising, highlighting, reifying, erasing?



Da®ta as practice - practice as Da®ta

- New materialist ontology breaks through the “mind matter and culture nature divides of transcendental humanist thought” (Iris van der Turin & Rick Dolphijn, 2010)
- Collecting data – there are no real beginnings or endings, it happens at all phases of research, serendipity and accidents are possible
- Multi-faceted, non-representational, non linguistic, not limited to transcripts (perceptions)
- Experimentation with possibilities
- New-materialist ontologies “understand materiality in a relational, emergent sense” (Diana Coole & Samantha Frost, 2010)
- Shift from agency to affect - what are the relations within event assemblages – what are the kinds of affective flows that occur between these relations? (Nick Fox & Pam Alldred, 2015, p.402)

Becoming arts based educational researcher as teacher as practitioner

Why an open, participatory, relational, socially engaged, community-based and responsive methodology for teacher educators?

- Weaving of being and becoming
- Materialisms - human and non-human interactions in the research as teaching
- Openings
- Learning and teaching events as research assemblages
- Co-creation of knowing, being, thinking, doing
- Post qualitative inquiry is an invitation to think and do arts based educational inquiry outside normalised structures of humanist epistemology, ontology, and methodology.

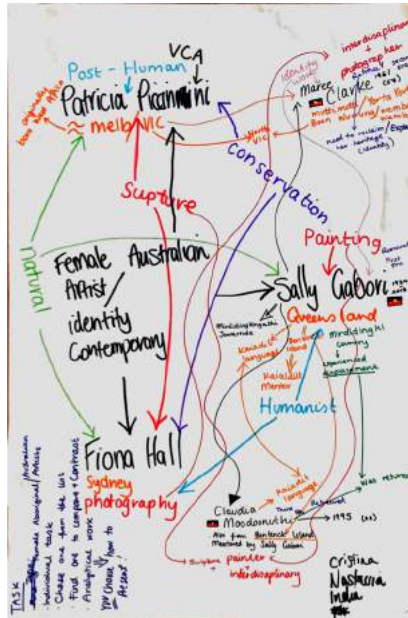


Practice based and practice led methods

A/r/tographic inquiry and embodied research as practice based and practice led loops of/for/as becoming

No dualisms, non oppositional

- Visual practices
- Textual practices
- Praxis interconnections



How can we co-build, co-design and co-create these points of departure as an international arts & culture education community from fixed ontologies, representations and (traditional) historical knowledge in|for|as arts based educational research?

