

AERI SYMPOSIUM SCHEDULE

October 27-29, 2022

Lamar Dodd School of Art, University of Georgia

<p>Thursday October 27 1:00 – 2:00 Registration & Payment 1st floor lobby, Lamar Dodd School of Art Coffee/Tea service</p>		
<p>9:30-12:00 Steering Committee meeting ROOM 140 12:00-1:00 On-site lunch provided for Steering Committee members</p>		
<p>2:00-2:20</p>	<p>Welcome ROOM: S151 Speakers: Institutional welcome AERI Co-chairs: Fiona Blaikie and Rachel Fendler AERI Graduate Research Award</p>	
<p>2:25 - 3:40</p>	<p>ROOM: S151 Panel – Critical Phenomenological Research in Art Education Chair: Sarah Travis Panelists: Sarah Travis, Tyson Lewis, Emily Hood, David Herman, Jr., and Christina Donaldson Through a critical phenomenological framework, panelists will present art education research that examines perception, embodiment, and structure within lived experience.</p>	
<p>Break Coffee/Tea service, 1st floor lobby</p>		
<p>4:00 - 5:30</p>	<p>ROOM: S151 <i>Socially engaged practice</i> Discussant: Michelle Bae-Dimitriadis</p>	<p>ROOM 135 / Art Ed Rooms <i>Curriculum questions</i> Discussant: Ami Kantawala</p>
	<p>The Social Throughout: A Multi-sited Ethnographic Case Study of Gallery Supported Socially Engaged Art</p>	<p>Engaging in Materiality: A Learner-centered Paradigm in Art + Design - Delane Ingalls Vanada</p>

	- Allison Rowe	
	Participatory (Im)possibilities in the wake: Communities-based social practice as collective force for honoring Linnentown. - Lynn Sanders-Bustle	Alma Thomas: Researching Artistic Practices to Augment STEAM Teaching and Learning - Debrah Sickler-Voigt
	Community Art Education and Engagements with Border Monuments from a Dissertation Case Study - Andrew Tegarden (Graduate research award winner)	Is This the Truth? A Study of How Undergraduates Relate to Potentially Manipulative And Misleading Online Media Imagery - Jim O'Donnell
5:35 - 6:45	ROOM: S151 Book Chat Discussant: Kimberly Sheridan	ROOM 135 / Art Ed Rooms Book Chat Discussant: Fiona Blaikie
	<i>Visual participatory arts-based research in the city: Ontology, aesthetics and ethics.</i> - Laura Trafi-Prats, Rina Little, Valerie Triggs, and Dónal O'Donaghue	<i>Studios Drift: Movements and Protocols for a Postdigital Education</i> - Tyson Lewis and Peter Hyland
	<u>Teaching and Assessing Social Justice Art Education: Power, Politics, and Possibilities</u> - Karen Keifer-Boyd, Wanda B. Knight, Adetty Pérez de Mile, Cheri Ehrlich, and Ann Holt	<u>Post-digital, Post-internet art and education</u> - Kevin Tavin, Juuso Tervo, and Gila Kolb
	<i>Studio thinking 3: The real benefits of visual arts education.</i> - Kim Sheridan, S. Veenema, E., and Winner & L. Hetland	
7:30 AERI Steering Committee Member Dinner (Off Site/Self-Pay)		

Friday October 28 8:00 – 9:00 Registration & Payment 1 st floor lobby, Lamar Dodd School of Art Pastries & Coffee/Tea service		
9:00-9:40	Opening session ROOM: S151 Speaker: Lamar Dodd School of Art Vision statement from AERI Co-chairs	
9:45 - 11:00	ROOM: S151 Arts based research in times of crisis Discussant: Anniina Suominen	ROOM 140 Navigating with challenges Discussant: Christina Hanawalt
	Homebound: Arts-Informed Narrative Reflection and Departure during COVID-19 Lockdowns - Jeff Broome	Education as Affective: Making Visual Journals during the Covid-19 Pandemic - Heather Kaplan
	Postmethodological research in art education during the time of war - Mira Kallio-Tavin	The Minimalist Art Teacher: Understanding and Addressing Teacher Burnout - Libba Willcox
11:05 - 12:30	ROOM: S151 Panel – Teaching and Learning Research Co-chairs: Kerry Freedman & Ami Kantawala Panelists: Jeff Broome, Kerry Freedman, Kelly Gross & Ami Kantawala This panel will involve a free-wheeling discussion with the audience of the challenges and rewards of teaching and learning about the many aspects of conducting research in art education now. The multi-generational panel consists of doctoral student advisors, committee members, and instructors. Topics addressed will include rigor in research, relevance of research, teaching and learning methods and methodologies, and academic writing. The discussion will offer strategies for students and instructors.	
12:30-1:45	Lunch (on your own)	
1:45 - 3:30	ROOM: S151 Graduate Research Pecha Kucha	ROOM 140 Graduate Research Pecha Kucha

	Coordinator: Karen Keifer-Boyd Discussants: Karen Keifer-Boyd and Rachel Fendler	Coordinator: Karen Keifer-Boyd Discussants: Jeff Broome and Fiona Blaikie
	The way from inside out: research on Chinese ceramic art education - Jiayi Guo	Exploring the interaction between student and adult in the art learning process: The effects on students' art learning paradigm - Tae Hee Kim
	Social justice, school tours and something new: An art education post qualitative inquiry - Emily Hogrefe-Ribeiro	Exploring Culturally and Linguistically Diverse Youths' Social Connections and Cultural Wealth through 3D Pens - Nara Kim
	Examining how emergent bi/multilingual high schoolers construct meaning through visual arts and biology - Sahar Aghasafari	Visitor Experience if Mindfulness in an Art Museum - Sage Kincaid
	A phenomenological Investigation of "Indeterminate Vision" and Implications for Art Education - Li Xu	Artists, ACEs, Empowerment, and The Four Loves - Melissa Leaym-Fernandez
	Friday Art Party: Developing Communities of Care through Art - Amber Pitt	Embodying visual self-Inquiry of a Korean female international graduate student's identity formation and socio-cultural experiences through visual journaling: An interdisciplinary study of art-based research, digital storytelling, and feminism - Bokyoung Jo
	Intergenerational Counternarratives of Creative Agency: Reimagining Inclusive Practices through Youth Participatory Action Research - Kendall Crabbe	
3:35 - 4:35	ROOM: S151 <i>Racism and strategies of resistance</i> Discussant: Ryan Shin	ROOM 140 <i>Potentials for art learning</i> Discussant: Dónal O'Donoghue

	<p>Memory as Epistemology: Weaving Afro-Asian historical trauma through theory and art practice - Hyunji Kwon and Kathy Brown</p>	<p>Art as pedagogy as strategy: the critical potential of conceptualism in art education - Albert Stabler</p>
	<p>Curriculum (Dis)comfort: Futurings of Art Education Curriculum - Beth Link and Amy Pfeiler-Wunder</p>	<p>Diagram as Practice: Visual Gestures as Endogenous Learning - Chris Moffett</p>
<p>Break Coffee/Tea service, 1st floor lobby</p>		
<p>5:00 - 6:15</p>	<p>ROOM: S151 Panel – Disability Disclosure in Academia: The Risks and Benefits Chair: Alice Wexler Panelists: Alexandra Allen, Shivani Bhalla, J.T. Eisenhauer, Tim Smith Respondent: Albert Stabler The panelists discuss the meaning and importance of disclosing/not disclosing disability in academia and the potential benefits and risks of both choices through their life experiences and positionality within a theoretical framework. We argue that the coupling of disability and the pandemic make essential the disclosure of positionality. The intent is to communicate cultural understanding through the lens of disability studies, self-examination, and personal experience. Theory omits critical aspects that lived experience affords from which essential understandings can be communicated.</p>	
<p>6:30 AERI Symposium Reception hosted by Art Education Program of the Lamar Dodd, UGA, 3rd floor Art Education gallery</p>		

Saturday October 29 8:00 – 8:30 Registration & Payment 1st floor lobby, Lamar Dodd School of Art Coffee/Tea service		
8:15-9:45	ROOM: S151 <i>Praxis in motion</i> Discussant: Dónal O'Donoghue	ROOM 140 <i>Emotions and learning</i> Discussant: Rachel Fendler
	A Phenomenology of Joyful Resistance in Art Education - Sarah Travis and Tyson Lewis	Openness as a Design Principle to Support Emotional Healing and Cultural Connection in the Arts - Teju Adesida, Scott Sikkema, Maggie Dahn, Kylie Pepler, Nikki Yankova
	Mapping the atmospheres of school buildings: An ethnographic and participatory study across education, architecture, and visual arts - Laura Trafi-Prats	Amplifying Student Voices: Targeting Social Emotional Learning through a Collective Public Photography Project - Carolina Blatt-Gross
	Theorizing praxis - Fiona Blaikie	CARE Culture in the Art Class: Navigating Trauma through Visual Pathways - Paige Medlock
9:50 - 11:20	ROOM: S151 <i>Narrative inquiries</i> Discussant: Michelle Bae-Dimitriadis	ROOM 140 <i>Inclusive and accessible classrooms</i> Discussant: Kimberly Sheridan
	Hauntings of Transnational Art Learning and Teaching: A duo-autoethnography of Two Asian Art Educators' Transformative Experiences - Sohee Koo and Hayon Park	Creating Inclusive Communities in Pk-12 Art Classrooms - Kelly Gross and Eva Coker
	Honoring Lived Experiences of Black Women Art Educators through Narrative Inquiry - Indira Bailey	Survey of Art Education in Indiana Preschools - Jasmine Beigeske

	Minorities (with)in Minorities: Collaborative Autoethnographical Narratives of Asian American Faculties in North America - Ryan Shin and Ahran Koo	Arts Education Equity across Public Schools in Socioeconomically Distinct Neighborhoods: A Comparative Mixed Methods Case Study - Howe (Xuhao) Yang
Pastries & Coffee/Tea service, 1st floor lobby		
11:40 - 12:55	<p>ROOM: S151</p> <p>Panel – <i>Where do we come from? What are we? Where are we going?</i> Rethinking research practices in art education (again)</p> <p>Chair: Lynn Sanders-Bustle</p> <p>Co-chairs: Christina Hanawalt and Mira Kallio-Tavin</p> <p>In this panel we discuss and challenge the boundaries and liminal spaces on post-qualitative, arts-based, artistic, and performative inquiry in participatory and socially situated avenues. Attendees will engage conversations around “round tables” about research practices, share experiences, and create new ideas.</p>	
1:00 - 1:30	<p>ROOM: S151</p> <p>Closing Session</p> <p>Chair: Mira Kallio-Tavin, AERI Program Coordinator</p>	