

AERI SYMPOSIUM SCHEDULE 2021 VIRTUAL SYMPOSIUM

All times in Eastern (EDT/EST)

Friday, September 24th		
<i>Please register for each room if you plan on changing rooms during the day</i>	Zoom registration ROOM A (link)	Zoom registration ROOM B (link)
11:00 am	<p>Welcome Including a presentation of the Graduate Research Awards Speakers: Amelia (Amy) Kraehe and Rachel Fendler, AERI Co-chairs</p>	
11:15 am	<p>Panel - Arts and Healthcare</p> <ul style="list-style-type: none"> -Aaron Knochel, Pennsylvania State University -Debrah Sickler-Voigt, Professor of Art Education, Middle Tennessee State University -Marina Tsaplina, interdisciplinary performing artist, Health Humanities Lab at Duke University <p>Description. Intersections of healthcare systems and creative inquiry offer transdisciplinary opportunities for exploring the dynamics of healthcare using both storytelling and artmaking as research methods that go well beyond art therapy. Creative inquiry in these spaces also becomes pedagogical opportunities for coping and thriving. In this session, artists and researchers will review creative practice, research, and curricular entanglements to speculate on an emerging field of research praxis in art education, medical humanities, and performance studies. Attendees will gain a deeper</p>	

	understanding of the complexities of research within fields of creative inquiry and healthcare from a variety of vantage points including working artist, teacher, and researcher.	
12:45 pm	Salon - an open space for extended discussion	
1:15 pm	Break	
1:30 pm	Relational Processes Co-Chair/Respondent: Gloria Wilson Co-Chair/Respondent: Jeff Broome	Inclusion Interventions Co-Chair/Respondent: Mira Kallio-Tavin Co-Chair/Respondent: Karen Keifer-Boyd
	Perceptions of a Blended Art Education and Art Therapy Passage through the Interpretive Language of Expressive Portraiture -Presenter: Linda Helmick	Surveying Inclusive Practices in Visual Arts Classrooms -Presenter: Kelly Gross
	Maintaining the Courage to Care: Culturally Responsive Pedagogy and Parallaxic Praxis -Presenter: Delane Ingalls Vanada	Discovering Critical Disability Studies in Our Work as Artists, Educators, and Researchers -Presenter: Amanda Newman-Godfrey, Alexandra Allen, and Timothy Smith
	Novel Correspondences: Evocative Analysis with... with... with... Precarious Contexts of Early Career Art Teaching -Presenter: Brooke Hofsess and Christina Hanawalt	Social Scaffolding for Bullying Prevention through a School-wide Art Intervention -Presenter: Mousumi De
3:00 pm	Salon - an open space for extended discussion	Book Chat Roundtable Discussant: Ryan Shin
		Amelia M. Kraehe and Joni B. Acuff. (2021). <i>Race and Art Education</i> . Davis.
		Fiona Blaikie with Olga Ivashkevich and Donal O'Donoghue. (2021). <i>Visual and Cultural Identity Constructs of Youth and Young Adults: Situated and Performed Ways of Being, Becoming and Engaging</i> . Routledge.
3:30 pm	Break	

<p>3:45 pm</p>	<p>Panel - <i>Aesthetics of Place, Space, Embodiments and New Materialism</i></p> <p>Chair: Dónal O'Donoghue</p> <p>Panelists:</p> <ul style="list-style-type: none"> -Fiona Blaikie, Professor, Brock -Giang Le, Doctoral Candidate, Brock -Olga Ivashkevich, Associate Professor, University of South Carolina -Melissa Tombro, Professor, Fashion Institute of Technology <p>Giang Le is inspired by writing-stories and the situated visibility of photography to examine current ways of being and performing for queer youth in Vietnam. Melissa Tombro draws on the visual aesthetics of place, space and ideas offering a brief overview of women's contributions to the creation of New York City as a preeminent center for literary and artistic production through a critical analysis of writings on literature, the visual arts and activism in the 20th and 21st centuries. Fiona Blaikie looks at expressions and performances of shifting visual and cultural identities in places and spaces, on social media, and in celebrity culture. Olga Ivashkevich examines marginalized young girls' perceptions of embodied selves, reclaiming their bodies in her work titled "I love my body".</p>	
<p>5:15 pm - 5:45 pm</p>	<p>Salon - an open space for extended discussion</p>	

Friday, October 1st

<i>Please register for each room if you plan on changing rooms during the day</i>	Zoom registration ROOM A (link)	Zoom registration ROOM B (link)
11:00 am	Opening Session Speaker: Amelia (Amy) Kraehe	
11:15 am	Panel - <i>Concepts in Art Education</i> Panelists: -Tyler Denmead, University of Cambridge (concept of Man) -J.T. Eisenhauer Richardson, The Ohio State University (concept of crip) -Dónal O’Donaghue, The University of Arkansas (concept of queer) -Laura Trafi-Prats, Manchester Metropolitan University (concept of sense) This is an extension of the panel with the same title that O’Donaghue, Hofsess, and Trafi-Prats led at AERI’s Symposium celebrated at Teachers College in September 2019. The aim of the current panel is to continue developing a collective, multiple and intellectually generous examination of the centrality of concepts in devising and enacting art education research and pedagogy. Thus, it features the work and shared conversation of four panellists, who will think with concepts that are shaping their current concerns as leading artists/researchers/teachers. We have extended an invitation to consider these concepts in relation to immanence, differentiation and potential (what they can do) rather than through stability and fixity (what they are), and to engage in questions such as: how concepts matter in art education research in specific directions	

	that are important? What openings in research do certain concepts create that are worth pursuing? How/when concepts carry immanence, or in Deleuze and Guattari (1994) terms, relate to our problems, history and becomings? How concepts inform different onto-ethics of art inquiry and pedagogy?, etc. As a result, the four panellists will deliver individual and collective engagements with these four concepts: sense, queer, crip and Man. The format of the panel will involve both individual papers and responses to papers.	
12:45 pm	Salon - an open space for extended discussion	
1:15 pm	Break	
1:30 pm	<i>Roots and Routes: Art Education Histories</i> Co-Chair/Respondent: Ami Kantawala Co-Chair/Respondent: Ryan Shin	<i>Contemporary Art Practices</i> Co-Chair/Respondent: B. Stephen Carpenter, II Co-Chair/Respondent: Kerry Freedman
	Establishing the Historical Roots of Black Art Education -Presenter: Debra Hardy	Research through Critical Artistic Knowledge Production in Art Education -Presenter: Mira Kallio-Tavin
	Remembering Seonjeong Yi Lebrun: Mourning with Narratives of Care -Presenter: Hyunji Kwon	Immanence: Contemplating Contemporary Art as Research Praxis -Presenter: Fiona Blaikie
	Archival Research of the NAEA Women's Caucus 1973 Boycott -Presenter: Linda Hoeptner Poling and Karen Keifer-Boyd	Spinal Visions: Interoceptive Pedagogy as Somaesthetic Practice -Presenter: Chris Moffett
3:00 pm	Salon - an open space for extended discussion * <i>With an announcement regarding the 2021 Mapping International Art Education Histories</i>	Book Chat Roundtable Discussant: Kerry Freedman
		Paul Bolin, Ami Kantawala, Mary Ann Stankiewicz (2021). <i>Steppingstones: Pivotal Moments in Art Education History</i> . Teachers College Press.
		Karen Keifer-Boyd, Linda Hoeptner Poling + (2021).

		NAEA Women's Caucus Lobby Activism: Feminism(s) + Art Education. NAEA.
3:30 pm	Break	
3:45 pm	<i>Pecha Kucha Doctoral Research</i> Co-Chair/Respondent: Karen Keifer-Boyd Co-Chair/Respondent: Jeff Broome	<i>Engaged Curriculum</i> Co-Chair/Respondent: Injeong Yoon Co-Chair/Respondent: Amelia (Amy) Kraehe
	Li Xu - <i>The Trace of the Flesh---A Study of Merleau-Ponty's Aesthetics of Style and Implications for Art Education</i>	The Third-Grade Classroom is Leaking: Children, Affect, and the Mundane -Presenter: Jeffrey Cornwall
	Andrea Elliot - <i>Material and Virtual Intersections of Women's Fiber Crafts</i>	Reflecting on the AnthroPOZINE: Exploring Opportunities and Challenges within Pre-service Geography Education through Collage -Presenter: Casey Burkholder and Katie Hamill
	Luke Meeken - <i>Critically Crafting Digital Places</i>	
	Ran Qi - <i>The Investigation About Promoting Three Types of Student Engagement in The Distance Program of The Art Museum</i>	Building a Civically Engaged Art Education Curriculum -Presenter: Rachel Fendler and Sara Scott Shields
	Stephanie Stillman - <i>Eating by Us: Setting the Table as a Site for Performance Pedagogy</i>	
	Arianna Garcia-Fialdini - <i>Artfully Preparing, Serving and Sharing Stories: Immigrants' Exploration of Identity through Art-making, Oral History, Food and Memory</i>	
Nguyen Giang Le - <i>Being a Gay Schoolboy in Vietnam: Seeing the World of Vietnamese Young Gay Men through Multimodal Visual Autoethnography</i>		
Lauren Stetz - <i>Transnational Feminist Cartography: Violence Against Women and Art Activism</i>		
5:15 pm - 5:45 pm	Salon - Continuing Dialogue in Support of Emerging Scholars with Amber Coleman, Nicholas Leonard, Amy Kraehe, and Rachel Fendler.	Salon - an open space for extended discussion

Friday, October 8th

<i>Please register for each room if you plan on changing rooms during the day</i>	Zoom registration ROOM A (link)	Zoom registration ROOM B (link)
11:15 am	<i>Reflecting on Whiteness</i> Co-Chair/Respondent: Tyler Denmead	<i>Examining Higher Education Practices</i> Co-Chair/Respondent: Juan Carlos Castro Co-Chair/Respondent: Doug Boughton
	Whiteness in Art Education: Historical and Narrative Approaches toward Reconciling a Past -Presenter: Courtnie Wolfgang	On (Non-)Foundations, Disciplines, and the Contested Roles of Art in Higher Education -Presenter: Juuso Tervo and Kevin Tavin
	Critical Reflective Practice in Art Education -Presenter: Sarah Travis and Emily Hood	The Genealogy and Demography of Art Education Academia: Findings from a Survey of Scholars with Doctoral Degrees -Presenter: Justin Sutters
	I Am a White Educator: Power, Privilege and White Fragility...Becoming an Accomplice? -Presenter: Amy Pfeiler-Wunder	
12:45 pm	Salon - an open space for extended discussion	Salon - an open space for extended discussion
1:15 pm	Break	
1:30 pm	<i>Wayfinding in Art Museum Education</i> Co-Chair/Respondent: Pam Lawton Co-Chair/Respondent: Mary Hafeli	<i>Where We Are Now: The State of the Field</i> Co-Chair/Respondent: Ami Kantawala Co-Chair/Respondent: Kim Sheridan
	"The Council," a Pedagogy-based Contemporary Art Project by Artist Adelita Husni-Bey and the MoMA's Teens Program -Presenter: Eunji Lee	Curricular Approaches within US Art Teacher Education: The Status of Ecological and Environmental Education -Presenter: Joy Bertling
	Wayfinding for Novice Art Museum Educators: A Post-Intentional Phenomenological Exploration -Presenter: Ashley Mask	Dear Data, Can We Talk? This Isn't What Graduate Students Thought Research Looked Like -Presenter: Dawn Stienecker and Chris Bain

	<p>Art Museum Educators: Who Are They Now? -Presenter: Dana Carlisle Kletchka</p>	
3:00 pm	<p>Salon - an open space for extended discussion</p>	<p>Book Chat Roundtable Discussant: Kim Sheridan</p> <p>Aaron Knochel, Ryan Patton and Christine Lao (2020). <i>Critical Digital Making in Art Education</i>. Peter Lang.</p> <p>Kryssi Staikidis. (2020). <i>Artistic Mentoring as a Decolonizing Methodology: An Evolving Collaborative Painting Ethnography</i>. Brill/Sense.</p>
3:30 pm	<p>Break</p>	
3:45 pm	<p>Panel - Traditions, Ceremonies, and Academics, Part Two: Indigenous Ways of Knowing</p> <p>Panelists: -Co-Chair, Christine Ballangee Morris, The Ohio State University -Co-Chair, Kryssi Staikidis, Northern Illinois University -Discussant, Fiona Blaikie, Brock -Marti Chaatsmith, The Ohio State University -Barbara Blackdeer-Mackenzie, Independent Consultant and Author -Elizabeth Rex, University of Wisconsin Milwaukee</p> <p>This is the second panel on Indigenous ways of knowing extended from the first panel at Teachers College 2019. Panel members will reflect on previous research published in <i>Transforming Our Practices: Indigenous Art, Pedagogies and Philosophies</i> (2017) and share new emerging work and research. Christine Ballangee Morris and Kryssi Staikidis begin the panel with a paper examining the inseparability of tradition and ceremony in contemporary Native American research,</p>	

	<p>pedagogy, and art practices. Panel members share their work in the areas of traditions, ceremonies, and scholarship from practice perspectives. Kryssi Staikidis describes an international print portfolio exchange curated by Melanie Yazzie (Diné) printmaker who uses the visual arts as a kind of civic engagement providing glimpses of new landscapes and sociocultural perspectives. Barbara Blackdeer-Mackenzie (Ho-Chunk) and Elizabeth Rex present a series of workshops exploring historical trauma and healing in Native communities, considering bias in popular images and objects and inclusive learning environments through curriculum focused on Indigenous art and artists. Christine Ballengee Morris (Eastern Band Cherokee) and Marti Chaatsmith (Comanche/Choctaw) present on Ohio's earthworks, distinguished by precisely geometric, enormous earthen architecture holding cultural significance, marking cosmic time through astronomical alignments. Their presentation describes a research and advocacy movement to protect the earthworks and promote worldwide recognition in order to preserve them.</p>	
<p>5:15 pm - 5:45 pm</p>	<p>Looking Ahead to 2022 Speakers: Fiona Blaikie and Rachel Fendler</p>	

BOOK CHAT DESCRIPTIONS

September 24, 2021

Race and Art Education

Amy Kraehe and Joni B. Acuff

2021. Davis. [LINK](#)

The art classroom is a racial micro-system or ecology that mirrors the racial inequalities found in society, but also consists of opportunities to create more equitable relations between different racial groups. To see race and intervene in racism at the level of day-to-day routines and rhythms of an art classroom requires a set of lenses that sensitize art teachers to small and seemingly insignificant racial dynamics. This book aims to help teachers acquire these lenses and build the capacity for identifying the ways race influence their classrooms on a daily basis. Each chapter addresses race head-on, providing readers the tools needed to step closer to overcoming the habit of avoidance that makes us all unwitting accomplices to racism.

Visual and Cultural Identity Constructs of Youth and Young Adults: Situated and Performed Ways of Being, Becoming and Engaging

Fiona Blaikie (Ed.)

2021. Routledge. [LINK](#)

This collection brings together the ideas of key global scholars focusing on the lives of youth and young adults, examining their visual and cultural identity constructs and the impacts of place, gender, sexuality, race, culture, and class on these identities.

Embracing an international perspective encompassing the Global North and Global South, chapters explore expressions and performances of youth and young adults as shifting and entangled, in and through the clothed body, gender, sexuality, race, artistic and pedagogical making practices, in spaces and places, framed by new materialism, social media, popular and material culture. The overarching emphasis of the collection is on youth and young adults' strategies for engaging in and with the world, becoming a someone, and issues of belonging, in settings that include a juvenile arbitration program, an artist community, high schools, universities, families, and social media.

This truly interdisciplinary and international collection will have resonance not just within cultural and media studies, but also in education, anthropology, sociology, gender studies, child and youth studies, visual culture, and communication studies.

October 1, 2021

Steppingstones: Pivotal Moments in Art Education History

Paul E. Bolin, Ami Kantawala, & Mary Ann Stankiewicz with Kathryn Farkas, Alphonso Walter Grant, J. Celeste Kee, Henry Pisciotta, Felix Rodriguez

2021. Teachers College Press. [LINK](#)

Representing the first extensive volume on the history of art education to be published in 20 years, this book will generate new interpretations of both local and global histories for 21st-century readers. *Steppingstones* captures pivotal moments in art education history within the United States and globally. Chapters are situated within the broad and active stream of history, identified by the authors as places to pause, step down, and deeply explore these moments and the vibrant terrain that surrounds them.

Some steppingstones in the volume are new and fresh reappraisals of familiar and well-recognized landing places in art education history. Other steppingstones contain discussions of previously unknown or overlooked material uncovered by the authors. Digging deep, getting beneath, and revealing steppingstones that embrace a pathway through the past, this book explores dynamic and spirited narratives about various people, institutions, events, tensions, and international perspectives that have shaped and continue to direct the course of art and design education.

Lobby Activism: Feminism(s) + Art Education

Karen Keifer-Boyd, Linda Hoeptner Poling, Sheri R. Klein, Wanda B. Knight, and Adetty Pérez de Miles (Eds.)

2021. National Art Education Association. [LINK](#)

Lobby Activism: Feminism(s) + Art Education is a scholarly examination of a decade (2008–2018) of feminist activism by 45 contributors. This anthology provides both a history of the annual Lobby Activism events of the National Art Education Association Women's Caucus (NAEA WC) and the resulting pathways toward eradicating gender discrimination as gender intersects with race, sexuality, disability, and social class marginalization in the art world, cultural institutions, schools, visual culture, curricula, and history. Each chapter concerns feminist approaches and methodologies in teaching, leadership, mentorship, advocacy, and enacting social change.

October 8, 2021

Critical Digital Making in Art Education

Aaron Knochel, Ryan Patton and Christine Liao

2020. Peter Lang. [LINK](#)

This book integrates the three fields critical theory, digital art making, and pedagogy, drawing from scholarship and practices of new media, social practice and community-based arts interventions, and arts education pedagogy. With a collection of essays from an international group of authors, the book is organized into three sections of formation, co-construction, and intervention through critical digital practice, provide a survey of current research in new media art pedagogy and social practice. The first section explores interaction techniques, sound technology, 3D printing, pedagogy as sociomaterial, and data visualization as forms of critical digital media. The second section demonstrates examples of social media as means to engage communities and digital art making to critically investigate citizenship, local and international issues, and bring together intergenerational conversation. The last section offers examples of new media art practices addressing the sociopolitical status quo to empower socially disadvantaged and relegated groups of people.

Artistic Mentoring as a Decolonizing Methodology: An Evolving Collaborative Painting Ethnography with Maya Artists Pedro Rafael González Chavajay and Paula Nicho Cúmez

Kryssi Staikidis

2020. Brill/Sense. [LINK](#)

To expand the possibilities of "doing arts thinking" from a non-Eurocentric view, this volume is grounded in Indigenous perspectives on arts practice, arts research, and art education. The Maya artist as cultural historian creates paintings as platforms of protest and vehicles of cultural transmission, for example, genocide witnessed in paintings as historical evidence. The mentored artist as ethnographer cedes the traditional ethnographic authority of the colonizing stance to the Indigenous expert as partner and mentor, and under this mentorship analyzes its possibilities as decolonizing arts-based qualitative inquiry. For the teacher, Maya world views broaden and integrate arts practice and arts research, inaugurating possibilities to transform arts education.