

# PUBLIC PEDAGOGIES DAY 2014

**Friday, 7<sup>th</sup> November, 2014**  
**Victoria University, Law School**

(cnr. Queen and Little Lonsdale Street, Melbourne)  
Rooms: ROBL 10 and 11 (enter from Little Lonsdale Street)

**This program has grown out of the Office  
for Learning and Teaching Project:  
Learning and Teaching in Public Spaces.**

**Public Pedagogies Day is free and open  
to all who have an interest in the learning  
and teaching beyond school and university  
classrooms.**

**Registration is essential by  
Tuesday, 4<sup>th</sup> November, 2014.  
Karen.Charman@deakin.edu.au**

## **PUBLIC PEDAGOGIES DAY PROGRAM**

### **8.30 COFFEE AND REGISTRATION**

**Welcome:** Professor Maureen Ryan (College of Education, Victoria University)

**9.00 OPENING ADDRESS: Public Pedagogies - activism, social movements  
and social justice education - an embodied practice.**

**PRESENTERS: JO WILLIAMS AND TRACE OLLIS**

Jo Williams is a former secondary school music and drama teacher, now teacher educator in the College of Education at Victoria University, Melbourne. Her research interests include critical pedagogy, teacher education, comparative education and Latin American education systems. Her PhD research focused on critical educational partnerships in an era of neoliberal crisis. She obtained her B. Ed (Mus) from Melbourne University in 1997 and an M.Ed which focuses on student attitudes to learning in Cuba and Australia from Victoria University in 2006.

Dr. Tracey Ollis is Lecturer and Course Director in the Master of Applied Learning & Teaching at Deakin University. Tracey has published both nationally and internationally in the area of adult education. Her research expertise is in the areas of social justice and human rights education, adult education, informal learning in activism, NGO's and social movements. She is co-founder of the Popular Education Network Australia (PENA), a group of teachers, academics, community educators and activists with an interest in the intersection between social justice and education. She is a member of the Australian Council of Deans Education Vocational Education Group (ACDEVEG), and a board member of Adult Learning Australia.

## 10.00 PANEL: LEARNING AND TEACHING IN PUBLIC SPACES

KAREN CHARMAN (Chair) and JAN MOLLOY, ANNE HICKLING – HUDSON and ERIKA HEPPEL, HELEN SHEEDY and JULIE ROWLANDS.

### **Karen Charman and Jan Molloy “Learning and teaching in public spaces—an educational intervention”.**

#### **Abstract:**

This paper provides a critical reading of a curriculum initiative in tertiary education designed to address students who are traditionally marginalized in the Australian tertiary sector. Argument is made that this curriculum approach with its emphases on authenticity, identity, agency and embodied learning addresses issues of the disjunct between access to knowledge, museums and cultural capital.

**Karen Charman** is a senior lecturer in the Faculty of Arts and Education at Deakin University. Her interests are in memory, culture and the representation of these in public spaces.

**Jan Molloy** is a teacher. Since 2006 she has been employed at the Immigration Museum where she coordinates the development and delivery of education programs. She is an active learner who is passionate about access and equity in education.

### **Erika Hepple and Anne Hickling Hudson “Come in and look around”: The role of a public exhibition in global learning for student teachers.**

#### **Abstract:**

This paper discusses the nature and value of the learning experiences offered to student teachers through mounting a public exhibition of their work: The Global Teacher Exhibition. The exhibition was the result of collaboration between Queensland University of Technology and the State Library Queensland, with the aim of offering student teachers creative ways of learning, expressing their knowledge visually, and sharing this with the local community.

**Erika Hepple** is a senior lecturer in the School of Cultural and Professional Learning, Queensland University of Technology. She specialises in international and intercultural education, with a focus on education for humanitarian development and sustainable futures. Erika’s particular interest is in collaborative research and teaching to extend teacher education into public learning spaces, through community partnerships with museums/libraries.

**Anne Hickling-Hudson** is an adjunct Professor of Education at QUT. Her career as a teacher, teacher educator, researcher, education planner and community activist spans the Caribbean, the UK, the USA, Hong Kong and Australia. A Rockefeller Fellow, her publications analyse education policies and practices for development and decolonization, internationalization and global mobility in education, race relations in schools and texts, and intercultural and postcolonial approaches in teaching. She is a co-Editor of the successful Palgrave Macmillan book series Postcolonial Studies in Education, and of the online journal Postcolonial Directions in Education.

### **Helen Sheedy and Julie Rowlands “The role of public pedagogy in building regional communities”.**

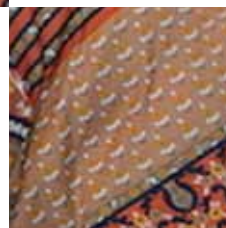
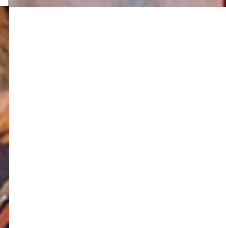
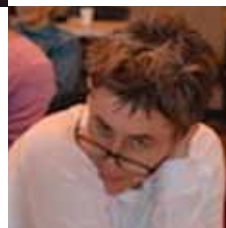
#### **Abstract:**

A public pedagogies program has been in place in Warrnambool for the past five years in the form of a partnership arrangement between Deakin University and the Flagstaff Hill Maritime Museum. As part of the program undergraduate students from the Faculty of Arts and Education mount a public exhibition annually at Flagstaff Hill using objects, artefacts and text to tell the personal stories of recent and historic migrants to the Western District of Victoria. This presentation will focus on the role of the exhibition program in shaping and re-shaping significant parts of the Warrnambool community.

**Helen Sheedy** is Manager of Flagstaff Hill Maritime Museum, Warrnambool and curator of the museum collection. She holds a Graduate Certificate of Cultural Heritage from Deakin University and has extensive experience in the curation and management of historical collections in rural and regional museums. She has particular expertise in the area of collection management in the event of a disaster and has presented on this topic at both state and national levels.

**Julie Rowlands** is a Senior Lecturer in the School of Education at Deakin University, Warrnambool, and a member of the Centre for Research in Educational Futures and Innovation. Her research focuses on higher education and academic governance in particular and she has both published and presented nationally and internationally in these areas since completing her PhD in late 2012. Julie has taught a community project-based

unit of study at the Warrnambool Campus of Deakin for the past three years which culminates in an annual public exhibition of student work at the Flagstaff Hill Maritime Museum.



## 11.00 MORNING TEA

### 11.30 PANEL: COMMUNITY INSTITUTIONS:

KAREN CHARMAN (Chair)

Dean Michael “**Community Art Centres**”, Ursula Harrison “**Neighbourhood Houses and Collaboration**” and Debbie Qadri “**Art, Community and Learning**”

**Debbie Qadri** currently works as a community artist, facilitating projects in schools, kindergartens and community spaces. Her mediums include ceramics, text, painting, textiles, mosaic and art in public space. Debbie exhibits her personal artwork under the name of Debbie Harman. You can Google her.

**Ursula Harrison** has been a manager of a women’s neighbourhood house for over 27 years which has established many innovative programs for women. Before that she worked in the alternative and fringe theatre scene with the Australian Performing Group, Women’s Theatre group and the Real Mighty Bonza Whacko Wimmin’s Circus. Ursula is currently undertaking a PhD at VU exploring the impact of neighbourhood house programs and practices on women’s lives with a particular focus on empowerment.

**Dean Michael** is the Arts and Culture Coordinator at Brimbank Council. He is based at the Hunt Club Community Arts Centre in Deer Park and oversees a range of community and public arts initiatives.

### 12.30 BREAK OUT SESSION

#### 1.00 LUNCH

### 2.00 PANEL: OUT THERE

KAREN CHARMAN (Chair)

JOHN MARTINO “**Playing at War: Video games as tools for public pedagogy**”, MINDY BLAISE “**Becoming worldly – with significant otherness in a Hong Kong dog park**”, ANTHONY WATT “**Re-considering the role of Artistic and Artisan Knowledge and skills in the Secondary School Curriculum**” and JAYSON COOPER “**Co-creating with a Southern Landscape**”.

**Dr. John Martino** “**Playing at War: Video games as tools for public pedagogy**”.

#### Abstract:

Video games have become increasingly popular as mechanisms for entertainment and education purposes. One of the most popular genres of video game play consists of military or war themed games - for example the Call of Duty series. In this talk I will explore how playing war themed video games is a form of public pedagogy and how engaging in this form of play acts as a mechanism for the production of violence.

**Dr. John Martino** is a Collaborative Research Network Scholar within the Victoria Institute and a Senior Lecturer in the College of Education at Victoria University. Dr. Martino has taught in a range of settings and institutions for more than two decades. He is an active researcher with a special interest in information technology and new media (video games) and their impact on young people and society. He is currently completing a book on video games and the militarization of society.

**Professor Mindy Blaise** “**Becoming worldly – with significant otherness in a Hong Kong dog park**”.

#### Abstract:

Mindy’s presentation is based on a larger multi-site and multi-species ethnography of dog, child, and adult entanglements. She will explore how relocating childhood within a post-human landscape allows us to reconsider the ways in which children are both constituted by and learn within this more-than-human world.

**Mindy Blaise** is a Professor of Early Childhood at Victoria University and a founding member and principal researcher of the Common World Childhoods Research Collective ([www.commonworlds.net](http://www.commonworlds.net)). Her scholarship relates to working with post empiricism to reconfigure early childhood education. A large part of her work involves ‘grappling-with’ feminist practices that are useful for interrupting the developmental child.

**Dr. Anthony Watt** “**Re-considering the role of Artistic and Artisan Knowledge and skills in the Secondary School Curriculum**”.

#### Abstract:

This presentation will provide an overview of current international, national, and local perspectives associated with knowledge, skills, and practices in the area of artistic and artisan curriculum as a focus in the education of young people. Established ideas in place within Finnish high schools regarding the maintenance of specialist trade, technological, and creative teaching programs will be linked with newer developments in this field currently being operationalized across Africa.

**Anthony Watt** is currently working as a Senior Lecturer of Physical Education at Victoria University in Melbourne, Australia. His research work is in the areas of the design and development of assessment instruments in sport psychology, student engagement in physical education, and childhood physical activity. His teaching focuses on the key practices associated with the teaching of physical education at the primary and secondary school levels. Anthony has strong international links with researchers in Estonia, Finland and, most recently, Greece and Poland.



### Jayson Cooper “Co-creating with a Southern Landscape”.

#### Abstract:

Drawing upon performative narratives, this work explores how the arts enrich and sustain place, community and identity. Addressing the challenges of enacting a place-based, ‘southern’ view. Grounded in the local place. Writing the self through artistic processes, addresses a southern view by returning our gaze back on personal and communal beliefs and practices. Negotiating academic and personal pursuits within the ever-changing, cultural field. This place based arts approach, allows the fluid, contested, and interconnected cultural field, to be the vehicle for performative life writing and pedagogy. This work addresses how educators can interact with place, and engage in conversations with the landscape, community and beyond.

**Jayson Cooper** is a PhD candidate in the College of Education at Victoria University. He is a teacher with expertise in musical composition and performance.

### 3.30 AFTERNOON TEA AND BREAK OUT SESSION

#### 4.00 PANEL: IN THERE

KAREN CHARMAN (Chair)

KAREN CHARMAN, “**Affective Spaces--the contribution of memory to place**” STEFAN SCHUTT “**The online archive as public mashup: finding the social in the digital**” MEGHAN KELLY “**Designing Learning in the Kelabit Community Museum Project**”.

**Karen Charman “Affective Spaces – the contribution of memory to place”.**

#### Abstract:

In this paper I examine through a psychoanalytic frame a Memory Space project (2012) set up for the expressed purpose of evoking memories. Psychoanalysis can account for the emergent unstructured reservoirs and contours of memory. Occurring in a memory space is a re-inscribing of the selves that continue to inhabit places. Further, I suggest in this paper that a psychoanalytic attentiveness to space, psychic interiority and the relationship to the outside world can form a spatial and temporal awareness of place

**Dr. Karen Charman** is a Senior Lecturer in the Faculty of Arts and Education at Deakin University. Her interests are in memory, culture and the representation of these in public spaces.

**Dr. Stefan Schutt “The online archive as public mashup: finding the social in the digital”.**

#### Abstract:

My presentation explores two case studies with which I have been personally involved. The first is the Facebook site Lost Melbourne, which was founded by an amateur historian with an interest in Melbourne’s past and has generated over 50,000 followers in under two years – including myself. Content posted to Lost Melbourne included digitised photographs and films reposted from online collections hosted by GLAM organisations such as the State Library of Victoria and Museum Victoria, as well original material from members’

own collections. The second case study is the Keepers of Ghosts project, which began when I rescued 10,000 records from a former sign-painting company from a demolition site in Melbourne’s west. Beginning with the creation of an online archive, the project has since developed into an experimental research program of community outreach involving sign writers, shopkeepers, university students, local history aficionados and people interested in ‘ghost signs’, or the remains of painted advertising signs.

**Dr. Stefan Schutt’s** research interests revolve around people’s everyday use of technology. He is particularly interested in young people and the intersection of technology, narrative and identity. Since 2001 Stefan has run projects deploying virtual worlds, games, mobile phones and the Internet.

**Dr. Meghan Kelly “Designing learning in the Kelabit Highland Community Museum Project”.**

#### Abstract:

The Kelabit Highland Community Museum Project, is a museum development situated in the remote Highlands of Borneo, Sarawak, presents its own unique areas of interrogation. The community sees this project as an anchor for the preservation and representation of the Kelabit culture. This paper will argue that a determining factor in the long-term success of the Kelabit Highland Community Museum Project is the need to engage the community and visitors in an enjoyable, motivating pedagogical experience in the exhibition design or the project runs the risk of not being sustainable.

**Dr. Meghan Kelly** is a Senior Lecturer in Visual Communication Design at Deakin University and currently serves as the Course Director for the undergraduate and postgraduate programs. In 2013 Kelly was awarded a PhD examining cross-cultural visual communication design. Her interests are in exploring issues surrounding identity creation and representation in a cross-cultural context with a focus on Indigenous communities. Her passion for a global understanding of design extends into her teaching practice and continues to be explored in research projects and design opportunities.

### 5.00 BREAK OUT SESSION

#### 5.30 WHERE TO FROM HERE?

#### THEMES:

**HISTORY (KAREN CHARMAN) PRESERVING HISTORY THROUGH TECHNOLOGY (STEFAN SCHUTT)**

**COMMUNITY CONVERSATIONS AND ACTIVISM (JO WILLIAMS AND TRACE OLLIS)**

**INSTITUTIONS AND PUBLIC PEDAGOGIES (DEBBIE QADRI AND JOHN MARTINO)**

**RESEARCH PROJECT GRANTS AND PUBLICATIONS** (information on the proposed special Public Pedagogies edition of the Journal of Adult Learning)

#### 5.45 LAUNCH/REFRESHMENTS:

JAN MOLLOY (Education Coordinator, Immigration Museum) will launch the web site and film produced as part of the Learning and Teaching in Public Spaces Project.