A Method for Investigating Photographic Visualisation Practices

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A Method for Investigating Photographic Visualization Practices

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Presentation overview

• Problem
  – How to engage students from a click and flick generation to richer creation of images that utilizes visualization.

• Question
  – How can a teaching learning focus on pre and post visualization build photomedia students perceptions of technical and conceptual intentions in the creation of imagery?

• Method
  – A method using photo and video elicitation interviewing participants.

• Investigation
  – How students use the pre and post visualization in image construction for tertiary education.
Visualization

– Pre Visualization (Adams, 1934) (Weston, 1930, pp. 313–20) (Stieglitz, 1933)
  • Pre Shutter

– Post Visualization (Uelsmann, 2002)
  • Post Shutter
Pre Visualization

- *Monolith, The face of Half Dome*, Yosemite Nationale Park, California
- *Ansel Adams*
Implications for Teaching Photography in the Digital Age

• Artist/photographer process work is through an inner conversation of artistic creation.

• The reflective when the artist ‘steps back’ to consider thoughts and thinking processes.

(Catterall, 2005, p. p1)
Photo and Video Elicitation as Pedagogical Strategy and Visual Method

• Sara Pink (2001) suggests in her writings on visual methodologies that research needs to reduce the detachment concerning researcher and object of study, between representation and research.
• Students will become researchers of their own learning.
• Analyzing their own thinking about how they use their perceptions of subject matter with technical and conceptual intentions.
• Photo and video elicitation connect the student so they become the researcher of their own pedagogy.
A Research and Pedagogy Method that Encourages Reflective Practice in the Creation of Imagery

Visual methodologies provide ways for:

‘expert testimony about their experiences, associations and lifestyles’, and some would argue that they have a right to do so.

(Thomson 2008, p.2) (Gallagher and Kim 2008)
Photo and Video Elicitation

• Using photo and video as basis for interview questions
  – Reflections of practice
  – Construction of the imagery
• Building student awareness of learning
Photo and Video Elicitation in Action

• Photographic project in a fixed environment with fixed parameters
  – For example:
    – Area of bush land that includes creek and different bush conditions
    – Students will all work in the same area.
    – They are given a time limit of 1.5 hours to take the images
    – They are to create a body of work of 4-6 images
Photo and Video Elicitation in Action

• First phase pre shutter project analyzing the pre visualization process
• Go Pro camera’s used to film photographic project from the point of view of the photography's head
Photo and Video Elicitation Method Using GoPro Footage
Photo and Video Elicitation Method Screen-Cast
Photo and Video Elicitation Interview Stage

- Fist layer
  - Describe what you were thinking and doing through this process
  - Free with no intervention
  - What were you thinking?

- Second
  - Feeling and emotions felt in the construction of imagery
  - Why did you take this image structural?

- Third layer
  - Reflective layer how successful did you think you were
  - How effective do they believe is the image to the audience
  - Why
Photo and Video Elicitation Method

• Two phase comparative process before and after pedagogy
  – Gain understanding of the shift in students understanding of perceptions of technical and conceptual intentions in the creation of imagery
  – Measure the impact of the pedagogical strategy