Conference Program

Taking ACTion: Human Rights in Art Education

Winnipeg, Manitoba
May 3 - 5, 2018
Taking ACTion: Human Rights in Art Education
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Conference Chair Welcome:

On behalf of the Winnipeg CSEA/SCÉA Conference Committee, I would like to welcome you to Taking Action: Human Rights in Art Education, organized by the Canadian Society for Education through Art. Our conference enables us to have the opportunity to share art making practices, theory, and research about human rights issues that can aid us to envision making changes in the lives of the many students who study visual art education both in formal and informal settings.

Winnipeg is a city known for its vibrant arts life. While at the conference you will have the chance to visit its artistic cultural institutions and witness the changes that are occurring within its city.

I would like to thank the CSEA/SCÉA Conference Committee for their tremendous work, and the sponsors who supported this event including Artists Emporium, The University of Manitoba (U of M), and U of M’s Faculty of Education as well as the businesses and individual participants who have worked toward making this exciting event a success.

Joanna Black
CSEA Conference Chair

CSEA/SCEA President Welcome:

Dear Colleagues,

Welcome to Winnipeg and to Taking ACTion: Human Rights in Art Education, our 2018 national CSEA/SCEA conference!! I hope that over the next few days you will connect with old friends and make new ones, as you engage in the various sessions, workshops and tours that are offered throughout the conference. It is occasions such as this where we can gather, learn from each other, and become energized to go back to our positions in our home towns with a renewed faith as to why we do what we do. We are fortunate to be part of a community of educators with a common goal – a goal to celebrate the power of art and the practice of teaching and sharing this power with those around us!

In closing, I would like to send out a special “Thank You!” to Dr. Joanna Black, our 2018 conference Chair and to her amazing conference committee! We all know how much work it is to put together a conference such as this and for this we are grateful. Thank you, also, to our conference sponsors. Without your generous support, this event would not be possible.

Enjoy your conference and your time in Winnipeg!

Peter Vietgen,
President CSEA/SCEA
Thursday, May 3rd

Hotel Fort Garry - 222 Broadway Avenue

5:00-7:00 pm: - North side of the Mezzanine
Conference Registration  with live jazz music and hors d’oeuvres.
Open Bar is available (Price of drinks is not included in registration).
7:00 pm - Evening Option - Dinner, drinks, & live music in the Palm Room - Main level of the Hotel Fort Garry. Price not included in registration.

Friday, May 4th

Winnipeg Art Gallery: Address: 300 Memorial Blvd.

8:00 - 9:30  Registration

9:30 - 10:30  Keynote: Shawna Dempsey
Shawna Dempsey is one of Canada's best-known performance artists. Dempsey and Millan are also known for performance installations that engage the public, such as Grocery Store (a functioning grocery store in the Exchange) and Wild Ride (a carnival midway on Toronto's Bay Street during the financial crisis).

10:30 - 11:00  Break

11:00 to 11:30 - 30 minute sessions

Kimberly Baker - WAG Studio B
Confronting Post-colonialism, Nationalism, and Modernization: Somjee's Assertion to Indigenize Kenya's Arts Education Curriculum
This presentation focuses on Dr. Sultan Somjee, an art educator, who in 1985 indigenized the adopted British arts and crafts curriculum in post-independence Kenya. This presenter considers, What can art educators today learn from Somjee's methodology of indigenizing art education curriculum in the local school curricula in Sub-Saharan Africa?

Laurel Hart - WAG Boardroom
Considering Art Education and Young People's Creative Productions Both Promoting and Countering Cultures of Violence.
Tasked with the study of visual culture, (Duncum, 1997), art educators ought to consider media and visual creations that contribute to, and counter, cultures of violence. Increasingly, such standoffs are taking place online, with young people at the core, as art and media producers. How might art educators support non-violence?

Tiina Kukkonen - UofW 3BC54
Building Bridges and Promoting Change Through the Arts: An Arts-Based Knowledge Translation (ABKT) Planning Framework.
This presenter proposes a four-stage arts-based knowledge translation (ABKT) planning framework to assist researchers and other practitioners in their quest for societal change: 1) Setting goals for ABKT; 2) Choosing art form, medium, dissemination strategies, and methods for collecting impact data; 3) Building partnerships for co-production; and 4) Assessing impact.
Friday Continued

**Master's Award Recipient** - WAG Studio C

Bettina Forget

The recipient of this year’s CSEA/SCÉA Master's Thesis award will discuss her thesis: Converging Art and Science: Considering the Conditions in which Women and Girls enter STEM subjects.

**11:00 - 12:00 - 60 minute sessions**

**Michael Emme** - UofW 3BC55

*Good Question: Play and Art as Approaches to Research Collaboration with Children and Youth*

This session presents contemporary understandings of children's play and art-making as self-directed inquiry. Examples from student research collaborations, a significant new classroom resource, and new theoretical writing will be featured.

**Miranda From & Cheryl Tanouye** - UofW 4BC55

*Art Makes a Difference*

Through the eyes of a grade seven student now an aspiring art teacher herself witnesses how one teacher's passion for the Arts can change the whole culture of a school and the community in which they live. The Arts are now a vibrant valuable part of the community of Redwater, AB today.

**Michelle Wiebe** - UofW 4BC57

*Using Design Thinking to Generate Solutions*

Session participants will hear about the challenges and rewards of working with students as they learn to apply design thinking to generate solutions for community problems. In addition, the session will provide some practical and adoptable strategies that have helped students to use design thinking as a problem-solving approach.

**Juan Carlos Castro, David Pariser, Ehsan Akbari, Martin Lalonde** - WAG Lecture Theatre

*Engaging in Civic Spaces Together: Peer-networked Teaching and Learning with Mobile Media*

In this presentation we will share how smartphones and a visual art curriculum that emphasizes peer-networked learning can engage young people to engage with their civic environment.

**11:30 - 12:00 - 30 minute sessions**

**Joanne Ursino** - WAG Studio B

*The Stitch as Statement: How Quilts and Human Rights Work Hand-in-Hand*

Quilts and human rights have worked hand-in-hand for centuries. This artist talk offers a personal reflection on how quilts have informed my studio practice and arts-based research in graduate school. This talk focuses on the thread and ink of the speech act and social justice.

**Genevieve Cloutier** - WAG Studio C

*Contemporary Art Education, History, Humour and Artist Teacher Encounters.*

A researcher and gallery educator documented the ways in which Summer Camp programming was experienced around Maura Doyle's art exhibit, The Vessel, that with fugitive Articulation answer'd: how deep is your love? The space between humour and history was worked through via museum education and the artist-teacher dynamic.
**Friday Continued**

**11:30 - 12:00 - 30 minute sessions (continued)**

**Provincial Presidents Roundtable** - WAG Boardroom
An opportunity for presidents of provincial organizations from across Canada to meet with CSEA/SCÉA executive members to discuss issues of mutual concern.

**Kwang Dae Chung (Mitsy)** - UofW 3BC54
*Re-examining Drawing in the Early Childhood Classroom: Changing Teaching Attitudes Towards Drawing as Multifaceted, Meaningful Representations*
This presentation examines children's drawing experiences in the early childhood classroom. This research used drawing as a teaching and learning activity, and shows that children draw not only to create recognizable pictorial images but that drawing is a meaningful experience. Therefore, drawing can be a comprehensive pedagogical tool.

**Plug-In Institute of Contemporary Art: 460 Portage Avenue**

**12:00 - 1:00** - Lunch - pick up your lunch on the third floor just off the elevator

**1:00 - 2:00** - Plug In Tour - tour will begin on the third floor after lunch and will finish in the main floor foyer next to the Bookstore.

**2:00 - 2:30 - 30 minute sessions**

**Mary Blatherwick** - WAG Studio C
*Transformation through Public Art*
In this presentation the short documentary film Taking Shape will first be shown. It captures the process of carving stone to create public art during an International Sculpture Symposium. The film will be followed by a discussion on the transformative role this form of art can play in a community, and how it deepens the appreciation of creativity and the purpose of art in general.

**Renee Jackson & Victoria Long** - WAG Boardroom
*Hamilton Charter of Rights of Children and Youth by Children and Youth: From Inception to Dissemination the Children of Hamilton Speak Out!*
2,500 children and youth in Hamilton Ontario wrote their own charter of rights in 2015, and spent two years bringing it to life through their art. This work includes the Listening Bus installation and a postcard campaign with 150 notable Canadians. These initiatives can be adapted for classroom use.

**2:00 - 3:00 - 60 minute sessions**

**Heather Korlak** - UofW 4BC55
*Child to Child: Connecting Art to the Rights of the Child.*
The UN Rights of the Child serve as the inspiration for children to create Art to learn what some of the Rights of Children are around the world and to make connections to their own lives. Participants will create a visual piece of art reflective of a Right.

**Arrien Weeks & Anna Timm-Bottos** - 4BC57
*Creating 'Suckers' for Reuse*
Concordia University’s Centre for Creative Reuse (CUCCR) has exceeded expectations since opening in March, 2017. CUCCR is an initiative that collects and diverts usable materials from its university's waste-stream, making them available to their community. The presentation will focus on key methods and practices that lead to their success.


**Friday Continued**

**2:00 - 3:00 - 60 minute sessions continued**

**Michelle Wiebe** - WAG Studio B  
*Infographics: A Powerful Artistic Tool for Inspiring Action*  
Informing people and conveying information about areas in which we should take action can benefit from the persuasive power of infographics. Infographics can “make data come alive and tell the truth in an engaging way” (Zandi). To be engaging, infographics must be artful, use good graphics, and employ sound design.

**2:00 - 3:30 - 90 minute sessions**

Grad Students Symposium - UofW 3BC55  
**Genevieve Cloutier - Host**  
Abena Omenaa Boachie, Ehsan Akbari, Haley Toll, Kimberly Baker, Kwang Dae Chung (Mitsy), Tiina Kukkonen, Jessica Sokolowski  
This special Graduate Student Symposium is presented within the main CSEA/SCÉA National Conference. The Symposium provides a unique opportunity for graduate students to present their work in a variety of stages of completion and to receive feedback from other graduate students and faculty from across Canada.

**Aoife MacNamara (with Panel)** - WAG Lecture Theatre  
*RECONCILIATION THROUGH INNOVATION: Creating Canada’s Digital Future.*  
Consistent with its post-confederation lineage, art and design education as assimilation through education has become commonsense. Panelists will investigate the institutions and apparatuses, pedagogies and practices, of art and design education in 21st century Canada and speculate on how Canada’s digital future might be overdetermined by our colonial past.

**Thibault Zimmer** - UofW 3BC54  
*EducArt: The Museum for Everyone, Everywhere.*  
EducArt's is the result of a co-creation project between the Montreal Museum of Fine Arts and Quebec’s educational community. The EducArt projects reflect multidisciplinary, interdisciplinary and socio-constructivist practices underscoring the connections between wide-ranging works from the Museum's collection, themes and concepts from various educational disciplines.

**2:30 - 3:00 - 30 minute sessions**

**Francine Morin** - WAG Studio C  
*El Sistema: From the Music Stage to the Art Studio*  
Research shows participation in arts programs correlates with improved academic and social outcomes for disadvantaged students. Findings will be reported from a study of an El Sistema orchestral program implemented in two inner city Canadian schools. Suggestions for developing similar visual arts programs for social justice will be offered.

**Izabella Orzelski-Konikowski** - WAG Board Room  
*Social Activism Through The Cross-Curricular Lens*  
Empowering grade 5 students by giving them voice and power to have their social commentary projects about the Indian Residential Schools exhibited in the community public library. The artworks will be compiled into a book and its copies shared with other schools, provincial government and Edmonton Public Library.
Friday Continued

3:00 - 3:30 - 30 minute sessions continued

Ron Wigglesworth - WAG Studio B
Using Art Visualities to Intervene (grasp) Big Data Meaning, Ownership, and Surveillance and the Slippage of Privacy Rights
Big data refers to the incomprehensible mass of data generated daily. How might art education mobilize art visualities to return big data to a human scale of understanding, to use as ‘voice’ to communicate the steady slippage of privacy and human rights. Possibilities for art creation and insight are endless.

Richard Lachapelle - WAG Boardroom
The Elusive and Hidden Character of Everyday Natural Phenomena.
I will conduct an artist's talk on the studio work that I completed as part of my sabbatical in 2016-17. The presentation will focus on a series of drawings that explored, as a guiding overarching concept, the elusive and hidden character of some everyday natural phenomena.

3:00 - 4:00 - 60 minute sessions

Cheryl Tanouye & Savannah Essington - WAG Studio C
The Arts + Voice = Belonging
It can be challenging for youth to find a place for themselves. Explore how students at SCHS have come together within the school community and neighbouring schools to create projects that make their peers stop and think of an issue at hand; allowing everyone to have a voice and fostering a sense of “Belonging”.

Joanna Black, Peter Vietgen, & Miriam Cooley - UofW 4BC57
Eksperimenta! 2017: Canadian Secondary Students’ Art goes International!
Teenage students from around the globe are once again involved in showcasing their art in the international exhibition, Eksperimenta! 2017. Exemplary Canadian and international students’ artworks are examined in light of the theme, Art and the Economy. Students worked in media ranging from video, sculpture, and photography to traditional drawings.

Jennifer Fisher - UofW 4BC55
High Ability Visual Artists
This session will show how research with art educators helped to shape knowledge surrounding art teacher preparedness to work with high ability visual artists in their classrooms. It will provide practical approaches to meeting the academic and social/emotional needs of diverse high ability visual art students in schools.

3:30 - 4:00 - 30 minute sessions

Alison Shields - UofW 3BC54
New Materialist Examinations of Painting as Inquiry Through Studio Visits with Canadian Artists.
This presentation draws from my Doctoral research, which took me on a cross-Canada journey visiting over 125 artist studios. Through this research I examine artists’ creative processes, painting as inquiry, and the relationship between thinking and making through studio work.

April Mandrona, EJ Milne, Michaelina Jakala, & Claudia Mitchell - UofW 3BC55
Visualizing Solidarity and Acceptance: Children’s Creation of Picturebooks in the Age of Refugees.
This paper presents findings from the SSHRC-funded project “For Us by Us”: Children’s Picturebooks to Promote Solidarity and Acceptance in the Age of Refugees. The research connected children with refugee experiences and adult collaborators in Halifax, Nova Scotia and Coventry, England through the creation of picturebooks that reflect their perspectives.
Friday Continued

3:30 - 4:00 - 30 minute sessions (continued)

Joanne Ursino - WAG Studio B
*Signs and Text: Juxtapositions of the Speech Act: A Tentative Reading of the Women’s March on Washington – Vancouver*
How are images from the March on Washington – Vancouver an opportunity to read the speech act of an assemblage? What shapes research in relation to personal photographs of a human rights event alongside the images gathered from social media? How is sign making an opportunity for engaging students?

Logan MacDonald - WAG Boardroom
*Strategizes on How to Indigenize Required Course Offerings*
Potential pedagogical strategizes on how to indigenize required studio course offerings. When given a course that has pre-determined goals, how can an instructor make changes, shift focus, and override curriculum to make carefully infused indigenous inclusion.

Arrien Weeks - WAG Lecture Theatre
*Rethinking Materials in the Fine and Applied Arts*
Can we curb waste and wastefulness and help students to have a sense of pride in their work? This and other questions will be explored in this hybrid research/best practices presentation on how we can rethink material use with people and the planet in mind.

4:00 - WAG Reception

7:00 - Gallery Hopping on Your Own for First Fridays in Winnipeg (free event)

Saturday, May 5th
Canadian Museum for Human Rights: Address: 85 Israel Asper Way

8:00 - 9:30
Coffee - MTS Foyer

Keynote: **Dr. Sinclair** - MTS A/B/C
Niigaanwewidam James Sinclair is Anishinaabe (St. Peter’s/Little Peguis) and an Associate Professor at the University of Manitoba. He is an award-winning writer, editor and activist who was named one of Monocle Magazine’s “Canada’s Top 20 Most Influential People” and one of the CBC Manitoba’s “Top Forty Under Forty.” He is a regular commentator on Indigenous issues on CTV, CBC, and APTN, and his written work can be found in the pages of newspapers like The Globe and Mail and online with CBC Books: Canada Writes. His first book on Anishinaabeg literary traditions will be coming out with the University of Minnesota Press in 2018.

9:30 - 10:00 - 30 minute sessions

Regan Rasmussen - MTS Classroom A
*Conflict/ Empathy/ Identity*
This session profiles a cross curricular inquiry project involving art and social studies with Gr. 9 students. The inquiry question “How does inequity cause changes in social, cultural and political structures over time?” was explored with the support of aboriginal elders from the community over several months.
Saturday Continued

9:30 - 10:00 - 30 minute sessions continued

**Fiona Blaikie** - MTS Classroom B
Self-reflection through habitus based, textual and visual auto-ethnographic work facilitates creation-theorizing in art learning. Embodied knowing, and Acceptancityuated in Bourdieusian habitus, in and beyond formal education, are key constructs for reflexive work and exploration of selected topics via a personal aesthetic, media and genres in visual auto-ethnography.

10:00 - 10:30

**Robert Campbell** - MTS Classroom A
*Creative Coding in Art Education*
This presentation reviews foundational literature and resources to provide a theoretical perspective that examines how creative coding—coding for expression rather than function—can be constructed in art education curricula. Examples of creative coding genres, and the most suitable creative coding environments for elementary and secondary art education are discussed.

**Heather McLeod, Abena Boachi, Leah Lewis, & Xuemei Li** - MTS Classroom B
*Community-Based Arts Practice: Exploring Belonging and Inclusion with Immigrant and Refugee Youth*  
Our Open Studio community-based project explored experiences of belonging to help immigrant and refugee youth adapt. Taking a participatory action perspective, we sought emergent themes. Not reliant on common language, art making was a social and developmental process. We used a plain language needs assessment, semi-structured interviews, and focus group.

**Kathy Browning** - MTS Classroom C
*Photographic Art Educator*
44 years of photographic research has affected my teaching through the lens of the photographer. By paralleling my artistic photographic and academic creative research I can better understand how this lived experience of artist and teacher/researcher become intertwined and create a matrix that has affected my photography and teaching.

10:30 - 11:00 - Break
Saturday Continued

11:00 - 12:00 - Gaitskell Lecture - Pam Patterson - MTS A/B/C
Pam Patterson (PhD) has been active in the education, art, performance and women's communities for over 30 years. Her research, performance and teaching have focussed on embodiment in art teaching and practice, the "body" in art, disability studies, women's studies and art education with publications in journals such as: Studies in Art Education, LEARNing Landscapes, Canadian Art Teacher, Resources for Feminist Research, Matriarts: A Canadian Feminist Art Journal, FUSE, Fibrearts, and Parachute. She has also presented at conferences such as: the Feminism and Art Conference (Toronto), History of Art Education Symposium (Penn State), and Moving Bodies, Embodying Movement: Exploring the Rhetoric of the Body (State University of New York, Brockport) and various Canadian Society for Education through Art (CSEA/SCÉA) conferences across Canada.

12:00 - 1:00 - Lunch and CSEA Awards

1:00 - 1:30 - 30 minute sessions
Kimberly Baker - MTS Classroom B
*Cultivating Creative Communities: Building and Sustaining Global Student Relationships Between UBC Student Teachers Vancouver Campus and UBC*
This presentation explores an art- based research project between the UBC-Moi University Dadaab Secondary Teacher Diploma student teachers in Dadaab, Kenya and the University of British Columbia's Teacher Candidates in Vancouver, Canada. The exchange of portraits and six-word memoirs encouraged relationships, fostered cultural understanding and awareness of human rights issues.

1:00 - 2:00 - 60 minute session
Michael Emme - MTS Classroom C
*Post-Nostalgia and the Classroom Possibilities for Alternative Photography*
This artist's talk/theoretical review explores nostalgia as one of the 'Elements & Principles' of photography. Studio and classroom examples will present alternative photography as means of social criticism or Post-Nostalgia. The impact of the actual, aesthetic and cultural reference to time past embedded in the form, technologies, content and distribution of photography will be reviewed and linked to the current disposable digital image.

1:00 - 2:30 - 90 minute session
Joanne Ursino - MTS Classroom A
*Book Arts – An Art-Based Contemplative Practice: Human Rights in the Making*
How do book arts offer a turn to contemplative practices in arts based research? And, how does book making offer a slowing down and move away from the screen - fostering community in making and presence in the moment that can ground a commitment to action in human rights work?

1:30 - 2:00 - 30 minute session
Alison Shields - MTS Classroom B
*Making Art for Making Place: Imagining Possibilities in Dementia*
This presentation draws from a collaborative research project between Emily Carr University of Art and Design, the University of British Columbia School of Nursing and the Fraser Health Authority that addresses art making for patients with Dementia. I address the learning experience of undergraduate Fine Art students in a course focused on creating paintings for patients with dementia.
Saturday Continued

2:00 - 2:30 - 30 minute sessions

**Audrey Hudson & Zavette Quadros-Evangelista** - MTS Classroom B
*The Field Trip Goes Virtual*
As technology advances, so too do the offerings of school and teacher programs. This presentation will address the need to access remote and rural parts of Ontario as leader in art education as part of 21st century in arts education.

**Renee Jackson** - MTS Classroom C
The Palimpsest Portrait was an experimental research project that took place during a graduate course, “Contemporary Issues in Art Education”. Both professor and students regularly tracked their personal growth and learning in relation to the course through this evolving portrait. The portraits and research discoveries will be shared.

2:30 - 3:00 - 30 minute sessions

**Christina Yarmol** - MTS Classroom A
*(Dis)Abled Arts*
Part I reviews the findings of an MEd graduate thesis examining pedagogical practices fostering engagement for exceptional students in high school Arts programs. Part II examines PhD Critical Disability Studies/Arts research about how adult artists with disabilities navigate physical, policy-based, and attitudinal barriers that exclude marginalized individuals in society today.

**Ron Wigglesworth** - MTS Classroom B
*Shifting Seeing through a Transformative Immersion Praxis as Visual Learning and Voice.*
In our visual/digital world, using art practice as a transformative pedagogy may nurture long term shifts in visual literacy and observation and widen access to art education and visual artist voice for social/political action.

**Boyd White** - MTS Classroom C
*In Praise of Not Knowing*
In opposition to the standardization movement in education, this paper proposes a celebration of ambiguity and uncertainty—to become “good at not knowing” (Beavis, 2017) within art education. The presentation will pursue this notion through accounts of interactions with artworks with students in a Faculty of Education.

3:00 - 3:30

**CSEA/SCÉA AGM** - Ed Room 1

3:30 - Guided Tours

7:00 Evening Option, **360 Prairie Skywalk Restaurant**, a revolving restaurant for dinner with a bird’s-eye perspective of Winnipeg and the prairie city landscape. (price is not included in the registration).
Museum of Human Rights
The walls of the three classrooms will be removed for the large sessions.

Winnipeg Art Gallery
We gratefully acknowledge the support of the following sponsors for the CSEA/SCÉA Winnipeg 2018 Conference:

Artists Emporium
The Faculty of Education at the University of Manitoba
The University of Manitoba

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