iJADE Conference
Creating Spaces: Inclusivity, ethics and participation in art and design education

Parallel Sessions Programme Overview

Parallel Session 1

Friday 22 February 2019, 10:30 - 12:00

RHB 307, Second Floor

Bridging the language barrier: broadening positive participation in the visual arts

Jennifer Blunden | University College London, UK & University of Technology Sydney, Australia

Arts Education and Interdisciplinarity: the technologies, learning and culture nexus

Maddy Sclater | The Glasgow School of Art, Scotland (UK)

Ethics: More Than Just 'a Word'

Sheena Calvert | Camberwell College of Art, UAL & The Royal College of Art, UK

RHB 325, Second Floor

Reproduction of Typical Elementary School Projects With Play Experiences

Aybike Batuk, Selin Erdemirci & Ceren Okumuş | Istanbul Technical University, Turkey

Imaginary of playful vision in children: an art installation

Ana Marqués | University of La Laguna, Tenerife

The Paint-by-numbers Paradox

Simon Poole | University of Chester & Storyhouse, UK

RHB 343, Second Floor

"Core Subjects" Policy and Art Education for the Rich

Dorit Barchana-Lorand | University of Haifa, Israel

Art-washing Education?

Anthony Ruck | University of Warwick, UK

Coloniality at work: Who's 'including' whom in the name of liberation?
Jane Trowell | University of Nottingham, UK

RHB 352, Second Floor

Design activism: a catalyst for creating civic learning spaces in South Africa
Fatima Cassim | University of Pretoria, South Africa

Monument Design Project: Popular Culture and History as a Template for Design
Katherine Swank, James Higgins & Susan Martin Meggs | East Carolina University, USA

Informal Education - a new lens on socially engaged design practices
Anna Louise Spencer | The Glasgow School of Art, Scotland (UK)

RHB 355, Second Floor

Reflections on Reflexivity and Ethics for Relational Design and Relational Design Pedagogy
Robyn Cook & Sue Cook | Falmouth University & University of Plymouth, UK

Ethics, the artist-teacher and a psychoanalytic approach to school art education
Neil Walton | Goldsmiths, University of London, UK

Parallel Session 2

Friday 22 February 2019, 14:00 - 15:30

RHB 307, Second Floor

How do we develop higher education learning spaces that keep pace and enable future graduates to thrive in diverse environments?
Kieran McDonald | Sheffield Institute of The Arts, UK

Drawing Inclusions: Strategies for Teaching Dyslexics and non-Dyslexics
Howard Riley & Qona Rankin | Swansea College of Art & Royal College of Art, UK

The 6 R's: inclusive creative methodology for design research
Tanya White | The Glasgow School of Art, Scotland (UK)

RHB 325, Second Floor

Mindfulness-Based Design Practice (MBDP) - A Novel Framework Promoting Mindful Learning for Higher Education
Kumanga C. Andrahennadi & Seaton Baxter | University of Dundee, Scotland (UK)

How can we help better? The success of academic support systems for students from disparate socio-economic backgrounds studying towards creative qualifications
Carmen Schaefer | The Red & Yellow Creative School of Business, South Africa

Crafting a collective sense of self: developing creative strength for wellbeing in Initial Teacher Education
Georgina Spry | University of Chester, UK

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A New Order into Our Society Using fSM (feces standard money) and Spontaneity as a Politic of Inclusion Mankind with the Arts and Design Together
Hyun-Kyung Lee | Ulsan National Institute of Science and Technology (UNIST), South Korea

Art and design pedagogies, professional practice and creativity in the age of artificial intelligence
Alan Morris | Freelance / Independent, UK

The Artwork Interpretation in Art Education
Kristýna Říhová | Charles University Prague, Czech Republic

RHB 352, Second Floor

Tier Two Worker Performance: Resisting the marketization of higher education
Tyler Denmead | University of Cambridge, UK

Ethics, Educational Innovation and Pedagogical Research in the Arts
Annette G. Greer & Susan Martin Meggs | Brody School of Medicine & East Carolina University, USA

RHB 355, Second Floor

Visual Culture Triggers
J. David Carlson & Terry Dobson | Point Loma Nazarene University & Azusa Pacific University, USA

Making design education (even more) complex: toward social ethics and an amplified mindset of design
Mafalda Moreira | The Glasgow School of Art, Scotland (UK)

A complex multi-faceted construct: Assessing adolescent understanding of empathy in 21st Century contexts
Rachel Sinquefield-Kangas | University of Helsinki, Finland

RHB 356, Second Floor

Spaces On-Screen: Graphic Organizers, How-to-Videos, and Complex Skills in Art Education
Justin Makemson | University of New Mexico, USA

Learning Chinese classics by making animations: from words to images
Liao Yu Jing | National Chin-Yi University of Technology, Taiwan

Parallel Session 3

Friday 22 February 2019, 16:00 - 17:30

RHB 307, Second Floor

Art Criticism as an Inclusive Practice

G. James Daichendt | Point Loma Nazarene University, USA

Ethnocentrism and Higher Art Education: Lingering Legacies, Imperative Nondualities

David Gall | University of North Carolina at Charlotte, USA

Decolonising the Arts Curriculum: Perspectives on Higher Education zine

Rahul Patel & Lucy Panesar | University of the Arts London, UK

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BackBone

Catherine Baker | Birmingham City University, UK

Ethical Design Practices with Older Adults for Health & Well-Being

Leah Burns & Masood Masoodian | Aalto University, Finland

Hospice Encounters: towards an ethics of care, dignity and mutual respect for artists and researchers working with end-of-life patients

Julie Rodeyns & Free De Backer | Vrije Universiteit Brussel, Belgium

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"Love from Inside-Out " - Calligraphic line that link and break the barrier of East and West

Evelyna Liang Kan | Independent Artist & Art Consultant, Hong Kong

'Tell me your story!' - Making the 'Other' Visible through the Development of Collaborative Visual Narratives

Tereza Markidou & Sylvia Nicolaides | European University of Cyprus & Freelance Video Artist, Cyprus

Politics of Inclusion in the Hiroshima UNESCO Collection and Yesterday-Today-Tomorrow: Employing the Participatory Language of Drawing to Challenge (mis)Conceptions of Victimhood in People Affected by War and Displacement

Alessandra Sau | Independent Researcher, UK

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Art assessment and subjectivity: An exploration of learner experience in higher arts assessment practices
Nadia Ahmed | Newcastle University, UK

The Space In-Between Images & Words: The Language of Thought; Art Education's Defiance of Logocentrism
Alex Forsyth | Institute of Education, University College London, UK

***Diggin' the Gallery*: opening up the art museum to difference**
Sarah Jarvis & Anna-Marie Gray | Tate Modern & Tate Britain, UK

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Using participatory research methodology to design inclusive and meaningful museum experiences
Helena Garcia Carrizosa | Open University, UK

Harnessing the power of the 'White Cube': the contemporary art gallery as an inclusive space for learning
Simon Taylor | University of Worcester, UK

The shared agency of photography in gallery education: Open Eye Gallery discusses its re-thinking of gallery education, through the role of photography as a tool for co-authorship and co-production
Elizabeth Wewiora | Open Eye Gallery, UK

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Where have all the boys gone?
Susan Coles | Independent Consultant & Artist, UK

Art Education for Learners with Special Needs: University of Botswana Undergraduates Student-teachers Experiences and Practices
Magdeline Chilalu Mannathoko | University of Botswana, Botswana

Gender and Professional Identity: The Influence of Mass Media on Interior Education
Lynne Mesher | University of Portsmouth, UK

Parallel Session 4
Saturday 23 February 2019, 11:00 - 12:30

RHB 307, Second Floor

Distance Artist: Building the skills of future creatives
Fabiano Petricone, Fatos Adiloğlu & Fabio Fragiacomo | Accademia di Belle Arti di Bologna, Italy, Eastern Mediterranean University, Cyprus & Leeds Art University, UK

Creating spaces for reflection with digital auto-ethnography: Students as researchers into their own practices
Joanna Neil | University of Glasgow, Scotland (UK)

Design Domain: Created Space, Creative Space
Thea Stevens | The Glasgow School of Art, Scotland (UK)

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Art and Design Education in the Ecology of Care
Michael Koon Boon Tan | Nanyang Technological University, Singapore

The Ethics of Online Collaborative Pedagogies
Terri Newman | Goldsmiths, University of London & Elstree University Technical College, UK

Re-imagining higher education: reflections from art and design and educational perspectives
Maddy Sclater & Vic Lally | The Glasgow School of Art & University of Glasgow, Scotland (UK)

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La Barranca: an inclusive pedagogy for a sustainable sociocultural development in Latin America
Daniela Cadena | Centro Escolar Los Altos, Mexico

The E(AD) Architecture and Design Travesía to Aysen: a collaborative teaching-learning architecture and design case for isolated communities in Patagonia
Michèle Wilkomirsky Uribe & Felipe Igualt | Pontifical Catholic University of Valparaíso, Chile

Creating an inspiring environment for creativity and future visualization in youth career guidance practice
Ziwei Wang | The Glasgow School of Art, Scotland (UK)

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Drawing with Autistic Children: An Investigation of Collaborative Drawing's Potential to Enhance Interaction and Communication to a Cognitive and Emotional Level

Phivi Antoniou, Nefi Charalambous-Darden & Ourania Kouvou | University of Nicosia, Cyprus, University of Northampton, UK & Athens University, Greece

Learning creativity by starting from difference and dis/ability

Chianna Roberts & Jos Boys | The Cass School of Art, Architecture and Design, London Metropolitan University & The DisOrdinary Architecture Project, UK

Challenging Vision in Visual Arts

Raita Steyn & Maximus Sefotho | University of Pretoria, South Africa

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Developing place-based pedagogies to challenge institutional authority

Deborah Riding, Catherine Talbot Landers, Helen O'Keeffe & Nichola Grimshaw | Tate Liverpool & Edge Hill University, UK

When is pedagogy? - Mapping collaborative art practices with the Whitechapel Gallery's youth forum

Carolina Silva | Goldsmiths, University of London, UK

Seeding Art Currency

Janine Sykes | Leeds Arts University, UK

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On Democracy Through Arts: The Case of the Portuguese Democracy and Two Art Festivals

Raquel Ermida | New University of Lisbon, Portugal

Artist Teachers and democratic pedagogy

Marike Hoekstra | Amsterdam University of the Arts, The Netherlands

Parallel Session 5
Saturday 23 February 2019, 13:30 - 15:00

RHB 307, Second Floor

A Study on Craft Education in the 21st Century
Boo Yun Lee | Hanyang University, South Korea

Home-based Crafts in Art Education in Japan
Maho Sato | Chiba University, Japan

Participation in Arts-Based Doctoral Education Research
Jeff Adams | University of Chester, UK

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School Without Walls: Doing School Differently
Penny Hay & Gemma París | Bath Spa University, UK & Universitat Autònoma de Barcelona, Spain

Ethos of Ambiguity: Artist Teachers and the Transparency-Exclusion Paradox
Miranda Matthews | Goldsmiths, University of London, UK

Normative Spaces. A Spatial Perspective on the Collaboration between Schools and Art Teachers
Edwin van Meerkerk | Radboud University, The Netherlands

RHB 343, Second Floor

Potentials of Collectively-Produced Narratives: From Marketplace to the Education in Architectural Design Studio
Erenalp Büyüktopçu & Zeliha Bayrakçı | Istanbul Technical University, Turkey

Rowing Together, Learning Between: Visualising boundary spaces in community co-design
Mirian Calvo | The Glasgow School of Art, Scotland (UK) & The University of the West of England, UK

Service-learning at the Intersection of Arts and Community-based Education
Susan Martin Meggs & Annette G. Greer | East Carolina University & Brody School of Medicine, USA

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«Queer objects»: art object as a tool for a shared sensory understanding
Suzanne Boulet | Research Platform and Doctoral Practice in Arts, Switzerland

Queering the Art Classroom
Tabitha Millett | Institute of Education, University College London, UK

Disability and dysfunction in a high school art class
Albert Stabler | Appalachian State University, USA

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Expanding creative experiences through collaborative sculpture projects in art and design secondary education in North West England
Linda Copeland | Freelance Artist & Art Education Advisor, UK

Learning Together: Lessons from a lunchtime comic club
Hannah Sackett | Bath Spa University, UK

A Third Space - On Tensions and Ethical Concerns Between Art and Education
Lisbet Skregelid | University of Agder, Norway