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## 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** (Uelmann, 2002)
  - Post Shutter

# Pre Visualization

- *Monolith, The face of Half Dome, Yosemite National 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 to basis 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

## – First 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

