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DENMARK

Aalborg Universitet

ViLD -five years anniversary. Taking stock on the visual learning agenda

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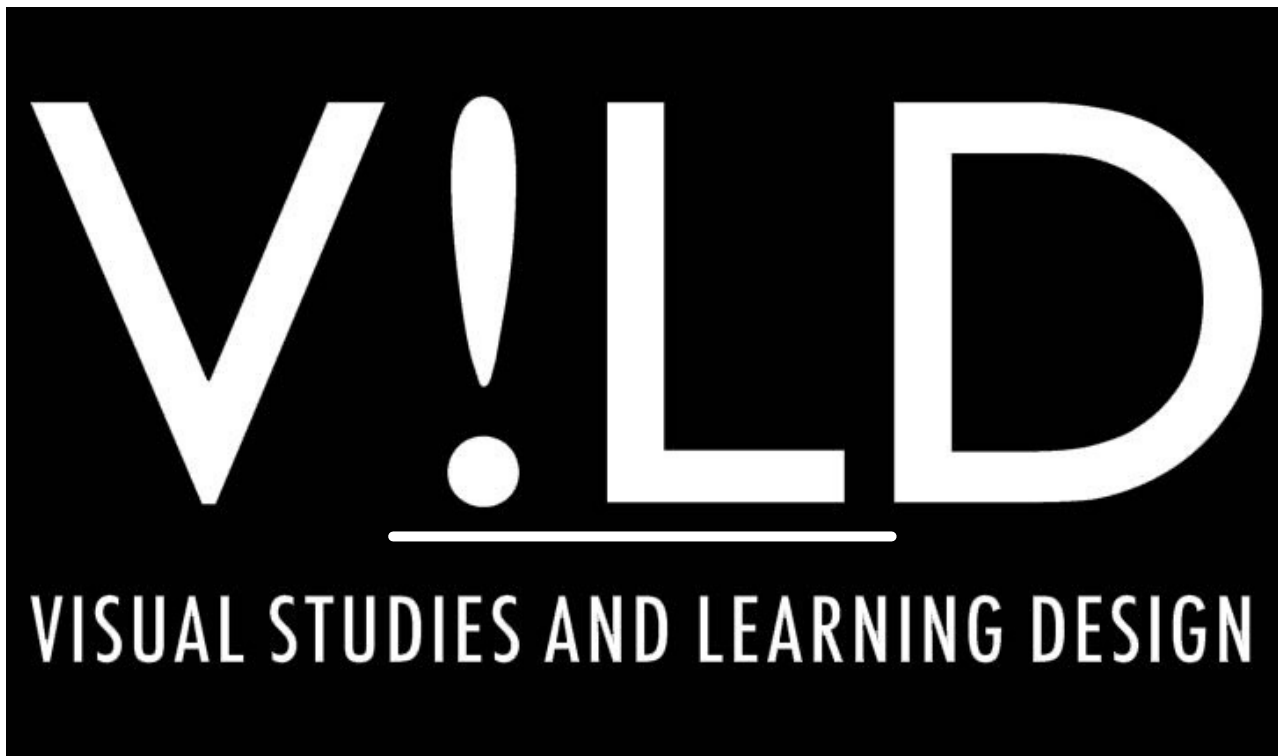
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Five Years Anniversary

Taking Stock on the Visual Learning Agenda

Welcome to



In 2016 the research Centre Visual Studies and Learning Design (ViLD) was launched with the aim to offer a hub for joint research and for network activities. The centre is based at Aalborg University in Copenhagen and was until 2021 managed through collaboration with partners from University College Copenhagen, University College Lillebaelt, The Animation Workshop VIA University College, Department for Visual Design the Royal Danish Academy, Design School Kolding, with the aim to create a collaborative platform for researchers and professionals who share an interest in how the visual can be used for research and learning.

The notion of the visual covers a broad field of visual practices and visual forms of analogue and digital representations in diverse social and cultural contexts. ViLD's main goal is to develop the visual as a theoretical and practical field and explore its potential for knowledge generation. ViLD aims to study and reveal the visual's potentials across scientific and educational disciplines and in professional domains. Furthermore, we want to facilitate that our aim is operationalised in practice. This endeavour is based on the assumption that visuals hold increased importance for learning, knowledge generation and social practices in a digital networked society.

ViLD aims to explore the impact of visual interactions in the contexts of science, education, art and culture and to develop new ways to qualify, reflect and utilise visual potential for scientific, educational and professional purposes.

ViLD conducts investigations in diverse fields related to research and learning, including but not limited to: Visual learning, visual design, visual communication, visual research methodologies, visual arts education, visual culture, augmented reality, virtual reality, sketching, animation, and visual programming.

After five years we want to share some of the achievements attained in ViLD and you are cordially invited to collaborate with us the next five years to come.

AALBORG UNIVERSITY CPH
A.C. Meyers Vænge 15, 2450 SW
www.vild.aau.dk

On behalf of ViLD's steering group
Mie Buhl, Director of ViLD

We have been going ViLD since 2016

In the following, some of the many ViLD activities happening year by year will be presented. These are all examples of how knowledge can be created through visual practices, what the visual can do and how it can be utilised.

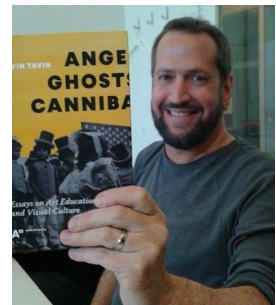


Launching ViLD

ViLD was launched on September 13th with a ceremony at Aalborg University, Copenhagen, with opening speeches from different representatives associated with ViLD: Mie Buhl, AAU, Henrik Halkier, AAU, Tine Kjølsten, KADK, Kirsten Skov, UCC, and Mira Kallio-Tavin, NoVA.

Kevin Tavin, professor in international art education at Aalto University School of Arts, Design and Architecture, gave a keynote about "Why explore the visual beyond the field of art"

After the opening speeches and keynote the participants could explore various workshops presenting visual projects and network with the presenters and each other.



Examples of stands

How can Augmented Reality facilitate learning in visualizing human anatomy?

Annette Rahn, VIA University College
Mie Buhl, Aalborg University
Copenhagen



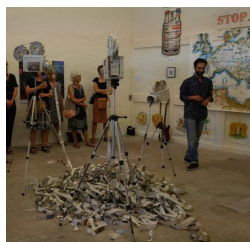
Animation as a didactic tool

The Animated Lab



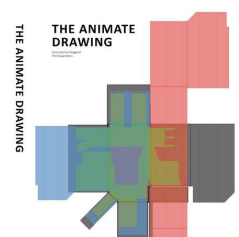
Art in Exile - a Visual Ethnographic Study of the Development of a Democratic Platform at the Museum of Contemporary Art

Siv Werner, NoVA



The Animate Drawing

Anna Katrine Hougaard, Ph.D.
project



ViLD IN 2016

Conference: Flucht und Heimat

6. - 8. November, 2016



Mie Buhl and Siv Werner, ViLD members, presented a paper on a recent visual research study regarding Art Museums and their role in the current refugee crisis at the annual conference, Commission of Educational Anthropology Lüneburg, Germany.

Workshop: Sketching

8. November, 2016



Heidi Hautopp and Peter Gundersen, PhD students, facilitated the first workshop at AAU Cph about the use of sketching in teaching. This contained both theoretical and practical aspects of sketching and invited the participants to play along and try out new methods.

NOVA symposium i Helsinki

23. November, 2016



People from the the master programme Nordic Visual Studies and Art Education (NoVA) gathered at a symposium exploring performative art activities at Aalto University School of Arts, Design and Architecture in Helsinki.

CC's Exhibition Space

12. December, 2016



Jannie Haagemann, curator, and Camilla Klitgaard Laursen, curator assistant, gave an introduction to Copenhagen Contemporary's present work and vision. Members of ViLD were given a private guided tour in the exhibition.

ViLD IN 2017

Research Atelier

*ViLD's research atelier invited four researchers of excellence to speak about:
Why do we need research into visualisations in society?*

Frederik Stjernfelt: Diagrammatology - Visual Perspectives

31. May, 2017

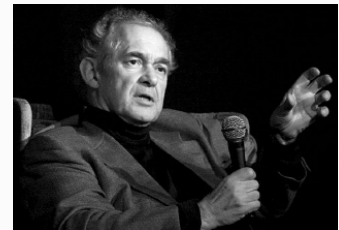
Frederik Stjernfelt, professor of semiotics and humanities studies AAU, introduced to Peirce's conception of diagrams as tools for reasoning and discussed visual diagrams as well as diagrammatic aspects of visual representations in general.



Christoph Wulf: Imagination

9. November, 2017

Christoph Wulf, professor of anthropology and education, Freie Universität, spoke about how people create images of themselves in all cultures and historical periods, and how people use these images for communication of internal understanding.



Sketching Workshop – How can we use it to enhance thinking and leaning?

5. April, 2017



Mie Nørgaard, PhD, and Peter Vistisen, associate professor, talked about and showed how drawing creates dialogue and establishes a concrete framework for collaborating.

PhD Defense

24. April, 2017

ViLD member, Helle Rasmussen, AAU, defended her PhD thesis: Complex representation of meaning in digital image work and image aesthetic competence development in school - A design based research inspired study of how IT didactic design can promote the learning outcome of digital image work on Ipad in 5th grade.



Visual Storytelling Workshop – How may this be used for knowledge dissemination?

19. April, 2017



Mie Buhl, professor, talked about visual narratives and learning with a focus on the roles and functions of visuals in an educational context. Line Høstrup, student at The Animation Workshop, talked and instructed about the basic ideas of communicating in visuals and visual story telling.

Sci-Vi Conference

27. September, 2017

The Animation Workshop & ViLD held a seminar on animation and visual research dissemination. They discussed if cooperation between researchers and visual storytellers can strengthen research dissemination and to what level.

THE ANNUAL MEETING 2017

Location: University College Lillebaelt

This Year's Theme

Mixing Visual Realities

New digital technologies create and make use of a broad variety of visualisations. Art works provoke us to see things differently. Knowledge in new visual forms promotes new insights. We wish to explore the diverse arenas, where images provide experiences beyond traditional divisions in reality and non-reality.

Stands

HistorieLab.dk	Art students at
Læremiddel.dk	UCC teacher
FLUID	training studies
NoVa	Sci-Vi
Explorarium	MuX

Networking event



Brandts: Lars von Trier -
'The Good with the Evil'

This Year's Workshops



TED-ED Online Education

Henrik Malmgren & Sia
Søndergaard, *The Animation
Workshop*



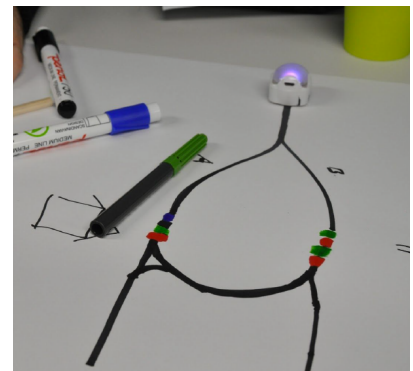
The Children of Abraham

Laura Lassen, *Aalborg
University*



Virtual Reality for Visual Learning

Daniel Andersen, *Aalborg
University*



Playful Programming

Stine Ejsing-Duun, *Aalborg
University*

Keynote: Pauline Ansingh *Moesgaard Museum, Aarhus*

MoMu's transformation into a place for experiencing history based on a mix of historical artifacts and digital technologies with scientific facts and stories.

Ansingh explained how the ability to tell stories makes history alive and important. Technologies such as virtual reality can be used to create a context around our ancestors. Lastly, she highlighted how history is about touching people and about what we have in common – birth, death, love, loss, faith and fear.



VILD IN 2018

Inaugural lectures

1. may, 2018 - *The Value of play*
Play moods: A language for play experiences addressed by professor Helle Marie Skovbjerg in the inaugural lecture at Design School Kolding followed by professor Tilde Bekker: Designing for open-ended play.



Sci-Vi Conference

28. September, 2018
A seminar that brought together researchers, animators and visual storytellers to discuss, exchange knowledge and learn from case studies and ongoing research projects.

THE ANNUAL MEETING 2018

Location: KADK, The Royal Academy - Architecture, Design, Conservation

This Year's Theme

Imaginary World Materialised

Our ability to imagine allows us to experience what might be, the potential, and the impossible. Our ability to imagine helps us to foresee what may be the results of our actions. Our ability to imagine is an important part of our practices of generating new knowledge. By materialising what we imagine in visual forms, makes what we imagine concrete and shareable, allowing us to explore potentials, it provides us with fresh perspectives and insights

This Year's Workshops

Story World

Jakob Ion Wille & Arthur Steijn, KADK



Game Universes

Jesper Juul & Caroline Fangel, KADK



Materialising to imagine

Maria Kirk Mikkelsen, Design School Kolding



Visual Storytelling

Michael Valeur, *The Animation Workshop*



Keynote: Pauline von Bonsdorff

University of Jyväskylä

Imagination in the flesh. Bonsdorff, professor, defended a view of The imagination as a form of thinking and acting that is reciprocal with the world, and existential in character: Through imagination and play, a child gradually constructs herself and the world, without a masterplan. Creativity flourishes in our imaginative openness to the world.



ViLD IN 2019

Research Atelier

*The research atelier invited four researchers of excellence to speak about:
Why do we need research into visualisations in society*

Susanne Regener: The Evil Hand

11. April, 2019

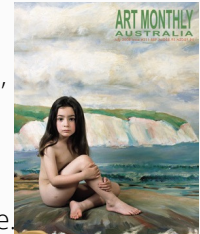
Susanne Regener, professor of media and visual culture Siegen University, spoke about visualisations of people and about how the cultural-historical interpretations influence human perception of 'the other'.



Anna Sparrman: The Naked Child

18. January, 2019

Anna Sparrman, professor of child studies and visual culture, Jönköping University, spoke about how the image of the naked child has become a moral dilemma in our own time.



THE ANNUAL MEETING 2019

Location: The Animation Workshop, Viborg

This Year's Theme

Visuality, technology and learning

This year invited you to engage in a 'visual take' on questions, potentials and challenges in relation to technology and learning. In light of increasing digitalisation, we must respond to technology's powerful influence in society. ViLD is keen to explore the relation between visuality and technology in education and in different learning practices.

This Year's Workshops

Virtual Reality

Andreas Husballe & Jannick Lund, *Vizlab Studios*



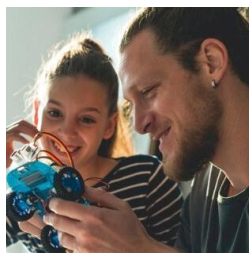
Film Literacy

Hanne Pedersen & Sia Søndergaard, *The Animated Learning Lab*



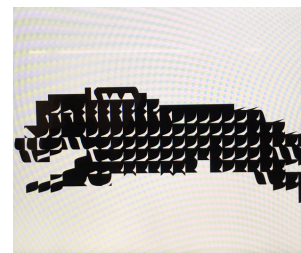
Computational thinking utilising visual arts or the other way around

Kirsten Skov, *UCC*, Anders Stig Christensen, *UCL*, & Mie Buhl, *AAU*



Developing a new visual language using GLYPH Drawing Club

Flemming Dupont & Tine Kjølsten, *KDAK*



Keynote: Pamela Burnard *University of Cambridge*

STEM-to-STEAM: The necessity of (re-)configuring the 'a' in STE(A)M.

If STEAM is seen as a continuation of STEM, adding to the economic drivers supporting scientific and technological developments, the arts are framed as a handmaiden to STEM, to facilitate engagement, to raise interest, to increase appeal. The relationship between STEM and STEAM should be seen as an important forum for addressing questions of scientific and technological development vis-à-vis society and the environment.

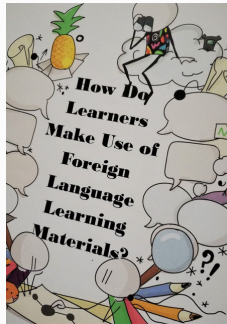


VILD IN 2020

PhD Thesis

2020

Nathalie Schümchen, ViLD member, spoke about some of the various ways that visuals played a role in the investigations about how learners make use of visual learning materials.



PhD Presentation

2020

Heidi Hautopp, ViLD member, spoke about how teaching visual facilitation and sketching might enhance learning in humanistic studies in higher education. This is a part of her PhD focusing on the use of visual facilitation for idea generation, dialogue and collaboration in organisational and educational settings.



THE ANNUAL MEETING 2020

Location: The Animation Workshop

This Year's Theme

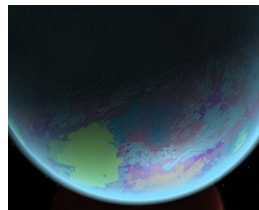
Design Revelation - Visual Practices that Challenge and Reveal

The concept of design is employed in many diverse contexts beyond its origin in industrial design, e.g., learning design, digital design, communication design and research design. Aspirations for personal and societal growth are often connected to notions of creative and innovative design – including design as a mode of thinking. ViLD is keen to explore how a visual approach to design can reveal and challenge habitual thinking that sustains inequality and to promote material and social design activities that encourage critical thinking and personal empowerment.

This Year's Workshops

Stepping into Knowledge

Hannibal Glaser, *The Animation Workshop*



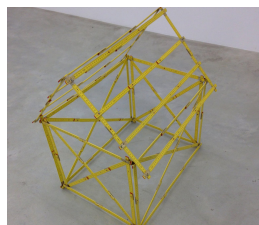
Hacking the Design Concept in Technology Comprehension

Anders Stig Christensen, *UCL*
Mie Buhl, *AAU*



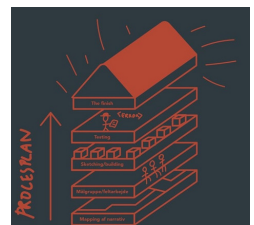
Reflection on HOME through Visual Thinking and Research

Kristen Skov, *UCC*
Mie Buhl, *AAU*



Game Universes

Jesper Juul & Caroline Fangel, *KADK*



Keynote: Lone Koefoed Hansen *Aarhus University*

Wilful Technologies - Design as a Critical Practice. Designed artefacts and systems can help us understand aspects of the world that are otherwise hard to grasp. Koefoed Hansen, associate professor, presented some of the projects, and discussed the importance of also thinking of design practice as a critical practice: a practice that nurtures ways of rethinking, reconfiguring, and perhaps destabilising that, which we take for granted.



ViLD IN 2021 AND BEYOND

New ViLD logo

November, 2021

In November 2021 ViLD got a new logo designed and created by Tine Kjølsten, Royal Danish Academy



3D Digital Modeling in Visual Arts Education

19. November, 2021



How does technology feed into new approaches to sculpting and what are the new aesthetic qualities? How do we teach 3D modelling in Visual arts Education? Visual art teacher educators (Gøteborg University, Umeå University, UCC, AAU) met to share experiences on the topic from their shared project supported by EDDA, Nordplus. Artist, Morten Modin gave an amazing insight into his work and inspired us to continue this conversation.

ViLD - Visual Studie and Learning Design
FaceBook: <https://www.facebook.com/vildresearch>
Website: www.Vild.aau.dk

Future activities

Technology in visual arts education (Danish)

1-2. April 2022

Kirsten Skov

Talk at conference: *Tegn på tid. Billedkunst i skolen, Danmarks billedkunstlærere*

Aesthetics and creativity in a digitalised world (Danish)

Talk at conference: Digital creative communities, UC Absalon

14. January, 2022

Mie Buhl

Ph.d. track

1. - 3. June, 2022

Design School Kolding

Theme: makerSPACE\SPACEmaking: Making space for bridging computing, design, and making with classrooms and common core subjects.

Stine Ejsing-Duun & Helle-Marie skovbjerg

Next Year's Annual Meeting

11. November, 2022

The date is indicative

Follow along on our Facebook page or website to get a more information about the many future activities and other ViLD-news. Here and through email you can always come with suggestions and ideas for future ViLD workshops, conferences and other activities that ViLD can help facilitate or you think could be interesting for ViLD and its members

ViLD Together with Students

Aalborg University students collaborate with ViLD participants from educational institutions about problem based cases. These cases may end up as research projects and is therefore one of many ways you can join and be ViLD (other possibilities below).

Case: Religious fundamentalism

Abraham's Children is an art and dialogue project by the visual artist Jens Galschiøt. The project focuses on religious fundamentalism based on 600 quotes, which show the bright and dark sides of Judaism, Christianity and Islam. They have to make a proposal for a visual digital learning design that can engage students in working with the sculpture's idea and content.

Collaborators: Henrik Marxen, *University College Lillebaelt & Mie Buhl AAU*

Case: Digital learning design for student teachers to use for teaching visual arts

Student teachers need to be trained in how to use visual media for the purpose of later to teach children to use digital media in visual arts in school. It is desired that they design Augmented Reality experiences in the city's spaces that can also be shared via social media.

Collaborators: Kirsten Skov, *University College Copenhagen & Mie Buhl, AAU*

Case: Technology understanding - a new subject in primary school

It is about being able to use technology to create new problem solutions and about being able to understand the consequences of how the use of technology interferes with our everyday lives. It is a challenge to find relevant ways to work with technology understanding in the older classes. There is a need for a learning design that can make students create aesthetic expressions using digital technology.

Collaborators:

Kirsten Skov, *University College Copenhagen & Mie Buhl, AAU*

Case: The epistemology of the hand

Students from AAU developed a communication design for art experience in collaboration with the Nation Gallery of Denmark (Statens Museum for Kunst). The project was completed by an exhibition at the Gallery of all student projects.

Collaborators:

The National Art Gallery, *Denmark*
Stine Ejsing-Duun, *AAU*
Helle Marie Skovbjerg, *AAU*

Case: IT-didactic design for nursing students

Nursing students must learn the anatomy and physiology science about the structure and function of the body so that they are able to observe and care for patients. It is a challenge to combine exact knowledge of anatomy with a holistic view of patients. In order to create an understanding of the complexity of the body, it is desired that the use of Augmented Reality be used for this teaching.

Collaborators: Anette Rahn, *VIA University College & Mie Buhl, AAU*

Case: Imagine urban scapes

The spatial contexts of landscapes can be viewed in different perspectives depending on what professional interest one has. New technology provides the opportunity to shift focus and combine overview and details. The geography subject of teacher education is challenged in relation to utilising the new digital opportunities as academic tools that at the same time can promote the students' critical attitude to technology.

Collaborators:

Poul Kristensen, *University College Lillebaelt & Mie Buhl, AAU*

Being ViLD

Partners - How to collaborate

A number of organisations and individuals have already joined ViLD, but we would like to bring more organisations and individuals on board!

Friends

BE A VILD FRIEND:

Follow news on Facebook and get event invites. Participate in open lectures, seminars, and a wide range of ViLD activities. Join the Annual Meeting every year and participate in different workshop.

What to do:

Follow along on facebook: @vildresearch or our website: www.Vild.aau.dk
Be an ambassador for ViLD!

Innovator

WANT TO DRIVE THE AGENDA WITH US?

Share our interest.
Search for new knowledge.
Expand the visual's potential.
Promote knowledge about visual learning.

What to do:

Write to ViLD mib@hum.aau.dk and share an idea or a problem

Affiliated

WANT TO DEVELOP PROJECTS WITH US?

External institutions, organisations or companies working.
Develop practices with visual learning and digital technologies.
Research related to projects/activities already initiated. Design of projects based on an idea or a need to develop new practice scenarios or methods. As a ViLD affiliated, you will gain qualified research-based knowledge about your field and practices.

What to do:

Contact ViLD: mib@hum.aau.dk and discuss project idea, question, or field.

Employer

GET A STUDENT INTERN

Employ a student for an internship in your institution/company from the ViLD affiliated NoVA master programme. NoVA students work with Nordic Visual Studies and Art Education and hold different academic bachelors such as arts, visual and cultural studies, communication studies, art education, design and project management. They achieve competences for creative problem solving for productive, organisational and educational processes.

What to do:

Contact ViLD: mib@hum.aau.dk for more information

Researcher

WANT TO DO RESEARCH WITH US?

ViLD invites you to collaborate about establishing research projects with universities/researching organisations and joint applications. We invite you to initiate and take part in various research activities and projects with us. You can also choose to participate in and plan seminars, symposia, courses, publications, conferences with us. We mediate research visits and exchange of researchers, teachers, professionals to one of the ViLD partners.

What to do:

Contact ViLD mib@hum.aau.dk to inquire about possibilities.

Stakeholders

INTERESTED IN CREATING VISUAL LEARNING DESIGNS (STUDENTS' CASES)?

Students at AAU are educated in cooperation with the outside world, meaning they work problem-based on specific case studies each semester. Do you have a institutional / company case you wish students to investigate?

ViLD facilitates:

Problem-based learning projects grounded in the visual field, connecting students with concrete cases initiated by you.

What to do:

Contact ViLD mib@hum.aau.dk about a case and/or a problem.

ViLD Publications

2016

Augmented Reality as Wearable Technology in Visualising Human Anatomy, Rahn, A. & Buhl, M., *Læring og medier*

Forskningscenter undersøger det visuelle potentialer, Buhl, M. & Hansen, S. W., *Billedpædagogisk Tidsskrift*

Theory-generating practice. Proposing a principle for learning design, Buhl, M., *Læring og medier*

The Visual Cultures of Showing 'Nourishment' in a Glass Case: or why Wonder!, Buhl, M. in, Althans & Bilstein (eds.): *Essen-Bildung-Konsum*, Springer VS

Participatory urbanism: Making the stranger familiar and the familiar strange, Ejsing-Duun, S., in Baker, M. & Blaagaard, B. *Citizen Media and Public Spaces: Diverse expressions of citizenship and dissent*. Routledge

2017

Papir & papirkonstruktioner, Skov, K., *Billedpædagogisk tidsskrift*

Collaboration Between Art Teacher Students and Communication and Digital Media Students Promoting Subject Specific Didactics in Digital Visual Learning Design, Buhl, M. & Skov, K., *ECEL proceedings*

Digital media promoting new approaches to subject specific didactics in visual arts education in primary school, high school, teacher education and university education, Buhl, M., Örtengren, H., Häikö, T. & Skov, K., *Nordisk Fagdidaktisk konference - Syddansk Universitet*,

Samtidskunst i praksis, Buhl, M., *Billedpædagogisk Tidsskrift*

Students and teachers as developers of visual designs with AR for visual arts education, Buhl, M., Mesquita, A. & Peres, P. (red.). *Academic Conferences and Publishing International*

Betydning af æstetik i elevproduktioner, Ejsing-Duun, S. & Tosca, S., i Sørensen, B. H., Levinsen, K. T. & Skovbjerg, H. M. (red.), *Digital produktion: Deltagelse og Læring*, Dafolo

Design thinking and imitatio in an educational setting, Tosca, S. & Ejsing-Duun, S., *Digital Creativity*

ViLD Annual Meeting 2017 - Mixing Visual Realities, Aalborg University

2018

Visualitet i undervisningen, Christensen, K.E. & Marxen, H. (ed), Meloni

Visuel kultur og udvikling af faglighed, erkendelse og inklusion, Skov, K., DEN FEMTONDE NORDISK LÄRARUTBILDNINGSKONFERENSEN

Billeder på tværs af fag og projekter, Buhl, M. & Skov, K. i Christensen, K.E. & Marxen, H. (ed), *Visualitet i undervisningen*, Meloni

Billeders betydning i den digitale skole, Buhl, M. *Bliv-klog*, Dafolo, Video

Introduction to Imaginary Worlds Materialised, Buhl, M. & Bülow, T. S. F., video, *Sci-Vi Conference*

The role of visualizations for digital learning designs in collaborative group work, Buhl, M., *ECEL proceedings*

Visuel læring: *Hvad, hvorfor, hvordan*, Buhl, M., Aalborg Universitet, Video

The "animalized humans" – the reformulated body: A discussion of the phenomenon of Japanese Catgirls motivated by a Danish school project, Buhl, M., in Bilstein, J. & Westphal, K., *Tiere: Pädagogische-antropologische Reflexionen*. (red.) Springer

2019

Cosplays and cosplayers: A global phenomenon in a local context, Buhl, M., in Sparmann, A., *Making Culture*, Kulturanalys Norden

Læring gennem æstetisk praksis, Buhl, M. in Brodersen, P. (ed), *De lærende menneske*, Hans Reitzels forlag

Home is to be understood: An empirical study of contemporary arts practice, Buhl, M. & Werner Hansen, S., in Althans, B., Daryan, N., Sorgo, G. & Zirfas, J. (red.), *Flucht und Heimat: Sondierungen der pädagogische Anthropologie*, Juventa Verlag, *Betragtninger over det nye valgfag*, Laybourn, M. C. & Skov, K., *Billedpædagogisk tidsskrift*

NoVA - The Case of Revitalising Making on the Master Level, Buhl, M., Goetlund, A. & Kallio-Tavin, M., Cloutier, G., Ding, P., Kukkonen, T., Shields, A. & Sokolowski, *InSEA publications*

The use of visualisations and video productions in online game-based learning Hautopp, H. & Ejsing-Duun, S., *ECEL proceedings*

Computational thinking utilizing visual arts, or maybe the other way around, Buhl, M., in Ørngreen, R., Buhl, M. & Meyer, B. (red.). *Academic Conferences and Publishing International*

Design as a Mode of Inquiry in Design Pedagogy and Design Thinking, Ejsing-Duun, S. & Skovbjerg, H. M., *The International Journal of Art & Design Education*

2020

Hvad skal der ske i 6. klasse? - om billedhandling og deltagelse som billedfaglig læring, Buhl, M., *Billedpædagogisk tidsskrift*

Billedkunst og praksisfaglig erkendelse, Skov, K., *Unge Pædagoger*

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