

A Thousand Becomings in Visual Art and Media Education

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Abstract

In this research, upper secondary pupil's video diaries were used to investigate media education both critically and affirmative, as new ways of knowing and being. Six pupils recorded video diaries during school year 2013-14 where they talked about their experiences from media education and school (Hellman, 2017). One specific concern of our research is the relationality between bodies, visual culture and the materiality of media education. Using a posthumanist framework, we unpack the flows of affective intensities of pupil's video diaries. We contribute to thinking about media education as assemblages of becoming (Deleuze & Guattari, 1987/2004). Video diaries do not represent pupils but produce ways in which it is possible to become. We use the concept fabulation to make visible the potentiality of visual art and media education through pupil's video diaries. Fabulation is about how art facilitates a reconstruction of views of the world in new ways, rearticulating the future in unimagined ways (Deleuze & Guattari, 1994).

Pupil's fabulations and assemblages of becoming have implications for the field of art and media education and its future. In order to build educational as-

semblages that are sustainable, we need to listen to and comprehend pupil's different voices and develop democratic and inclusive strategies for learning in the 21st century.

Keywords

Video diary, Upper secondary school, Assemblages of becoming, Fabulation, Sustainability.