

Not Another Brick in the Wall: Teaching and Researching the Audio Video Essay

A Two-Day Symposium: 19th and 20th November 2018, Monash University, Melbourne

Brief Overview

According to Vilém Flusser (2014), the “gesture of making” constitutes a kind of thinking with one’s hands; in this symposium our aim is to consider the effectiveness of the audio-visual essay for facilitating creative and intellectual enquiry in film, television, and media studies. The symposium will include:

- a screening of audio-video essays
- hands-on interactive workshops on video essay best practice
- papers and presentations

The symposium is aimed at teachers and researchers new to the video essay as well as those who already incorporate it into their teaching and research.

We invite teachers, academics, researchers, and public institutions, from across the discipline areas to attend one or both days.

You do not have to be presenting a paper to attend. We encourage participation of any kind – see registration details and call for papers below.

Call for Panels and Papers

Keynote Speakers: Adrian Martin and Cristina Álvarez López

Panel Presentation: Sean Redmond and Jo Tai, Deakin University: Assessing (with) The Video Essay: A Pilot Case Study

Deadline for individual and panel abstracts: [September 17th 2018](#)

The audio video essay has become a central pillar in the way that film, television, and media scholars, in particular, publish their research since it allows scholars to:

Explore the ways in which digital technologies afford a new mode of carrying out and presenting film and moving image research. The full range of digital technologies now enables film and media scholars to write using the very materials that constitute their objects of study: moving images and sounds (Grant et al, 2014)

The audio video essay is also used increasingly in schools, colleges and universities, in the arts and humanities, as a rich and invigorating ‘non-standard form’ of course assessment and mode of creative and intellectual enquiry. The reason for this development is fourfold: first, applied knowledge and understanding is seen to foster the best learning outcomes; second, assessment logo-centrism is seen to fail many students, particularly those with little cultural capital from low socio-economic backgrounds; third, in a highly mediated modern world, where screen presentations occur in all walks of life, the audio video essay is seen as an incredibly important transferable tool; and finally, it is born out of a recognition that learning and understanding is not a closed book and that the audio video essay fosters resourceful, open learning.

To date, however, there has been very little research on the use, value or impact of the audio video essay on learning and teaching. Research has been carried out on video production as an effective learning and assessment tool (see Elizabeth Mavroudi and Heike Jöns, 2011) but nothing that fully examines this particular form. Similarly, within education research there has not yet been a move to presenting research findings through this method.

The Research questions that thus energise this symposium include:

How might use of the audio video essay as a mode or tool of teaching improve students' educational experience and learning outcomes?

Does the audio video essay work as an empowering assessment item within the arts and humanities disciplines?

How might it be taken up in STEM disciplines?

Do students view it more favourably than written or examined forms of assessment?

How might we best employ the audio video essay to represent our scholarship within education, and the disciplines we represent?

The *Not Another brick in the Wall: Teaching and Researching the Audio Video Essay Symposium* invites critical and/or creative abstracts, including audio-video presentations, for individual 20-minute papers, or pre-constituted panels of 3 x 20-minute papers, on any topic or theme related to the deployment of the audio-video essay in learning and teaching, and in research.

This could include empirical research, the analysis of the audio-video essay in the classroom, and its use as a new form of research output.

Registration fees will be set at \$75 per delegate

Deadline for individual and panel abstracts: September 17th 2018

Individual Abstracts: 250 words, plus a 50-word biography. *Please indicate if a postgraduate student.*

Pre-constituted Panels: 150-word overview, plus 3x 250-word abstracts, and 3x 50-word biography, plus name of lead contact.

Delegates will be notified of decisions by: **October 1st 2018**

We will award a small bursary for the best PhD abstract submitted (also notified on October 1st)

Please direct all abstracts and any enquiries to:

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On behalf of the organisation committee

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