Gary Crew, Uwe Terton, Irene Visser Ali Black & Gail Crimmins present

Yes but…

too much choice,
too much noise?
Who we are:

We are a newly formed association of scholars connected through our capacity to harness creativity, narrative and cultural enquiry as our central pillars of research.

ARCH aims to increase the wider community’s capacity to negotiate a rapidly changing world through creativity, multidisciplinarily, critical thinking and cultural exchange.
What we do...

• original creative works (eg illustrated books, exhibition curatorship, performance);

• research into the creative industries (eg new media, screen production, literary and curatorial studies); and

• research involving creative processes (eg visual, technology-mediated research, narrative, performance).
Presenting some examples of our projects:

- Dr Marcus Bussey/Dr Lisa Chandler/Prof. Gary Crew: *Creating and Debating Futures*
- Dr Lisa Chandler/Prof Gary Crew: *Re-viewing the Australian castaway: Interrupted Journeys*
- Dr Francesco Ricatti/Prof Gary Crew: *A collaborative novel: Him and Me.*
- Dr Uwe Turton/Dr Irene Visser: *Integrating social media into learning and teaching*
- Dr Ali Black/Dr Gail Crimmins: *working as part of a collective of women's writers*
Creating and Debating Futures:
A series of provocative dialogues between speculative narratives, images and exegetical essays

Such speculative conversations trigger consideration of our assumptions about the future.

This collaboration enables the interaction of varied worldviews, thus creating a ‘third space’ from which provocative new understandings of collective futures arise.
Yes but... too much choice, too much noise?

The art of integrating social media into learning and teaching.

USC Exploratory and Enhancement Learning and Teaching Grant Program
Dr Uwe Terton, Irene Visser, Prof Cindy Davis, Dr Karen Sutherland and Dr Florin Oprescu
Image: Jason Howie
Faculty of Arts, Business and Law Blended Learning Survey

2015 Undergraduate

Summary:
On average, social media is used in 21% of courses across all schools in FABL.
Which of the following applies to your social media use? I use social media to:

Pre: Sem 2-2015

Post: Sem 1-2016
The student voice

‘No, social media overwhelms me.’
‘It can be useful but sometimes it causes distraction.’
‘Do not have time to look at all the social media sites.’
‘Blackboard is the most effective way to keep students informed.’
‘It would have to be thought out to ensure maximum effectiveness.’
‘SM should not be allowed to dominate or control our lives.’
‘I enjoy old fashioned studying. Pens and paper. I tend to learn better that way.’
We seven….twelve….more… (USC, CQU, USQ, UTS, Monash) women writers performers artists academics educators have now been working collectively for a year, storying, de-storying and re-storying the experience of our lives.

Ali Black, Gail Crimmins, Julianne Impiccini, Janice Jones, Sarah Loch, Lisa Albion, Angie Berryman, Linda Henderson, Yvonne Findlay
It is important to shed light on our academic experiences—to make public the stories of what it has felt like, and feels like, to be women academics—so that collective conversations about academic culture and the current social, political and intellectual life in the academy can take place.

Often our personal stories are linked directly to political contexts and so sharing them is essential to developing new understandings about the workings of larger political discourses and structures (Berg & Seeber, 2016).

Story and narrative are elemental forms of knowing and communicating (MacIntyre 2007). Bruner states that mankind has a ‘human readiness for narrative’ (1996, 45); and Gare concurs that to come to know and to communicate one’s knowing through narrative is a ‘primordial act … [employed] in the creation of the self, and of culture, and in all social and intellectual life’ (2007, 95).

Artistically presented data can enhance an emotional connection between humans by opening our senses to others. The power and potential of artistic forms of representation reside in their potential to incite an empathic and embodied response which heightens the possibility of acting upon the humanistic impulse to transform the world (Alexander, 2005).
....Connecting with each other through stories about our middle-aged lives

...our stories as women

....our stories as academics

....with cultures & questions

Asking good questions.

Digital artwork
Ali Black 2016
Our Manifesto for Slow Scholarship.

We value an ethic of caring & Relationships of & TRUST matter to us. We coexist amongst our collective stories, our sharing of deep, real things. WE REFUSE TO LIVE AFFECTIVELY THIN LIVES. We resist the corporatist rhetoric & counter: Not everything that counts can be counted!

We make time to acknowledge & reflect on the complexity & uncertainty & culture of academic work.

We ask questions, good ones. Ones that give us purpose. We respond to shared longings to ‘be’ differently in academia.

We care about how ideas are generated, about creativity & rich, deep thinking. We choose deliberation over acceleration.

We follow what feels ‘good’ to us.

We give time to conversation. To dialogue. To inquiry. To reading. To joy. To thinking. To creativity. To pleasure. To experiencing flow & timelessness. Ethics of care & self-care guide our decisions.

Affiliation, connection & belonging sustain, nourish & energise us. We value meaning, connectedness, presence.

We choose to work together—we are better together. We value collective, caring, creative, intellectual, emotional, relational, ethical & experimental inquiry & encounters.

WE ARE ENOUGH.
And it is fruitful... we have found our voice... a collective voice

Edited books

Refereed chapters in books

Refereed journal articles

Refereed conference presentations
- Black, A.L. (accepted). It was about this time... Paper to be presented at the 2nd Australasian Death Studies Network conference, Death, Dying, and the Undead: Contemporary Approaches and Practices, Noosa, 2 September 2016.