

The Graduate School of Education  
at The University of Melbourne present

# UNESCO Observatory Multi-Disciplinary Journal in the Arts

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SPECIAL ISSUE

## A/r/tography and the Visual Arts

Volume 3 | Issue 1 | 2013

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Guest Editors *Rita L. Irwin*  
*Anita Sinner*

Editor  
Associate Editor  
Designer

*Lindy Joubert*  
*Naomi Berman*  
*Rosie Ren*

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## EDITORIAL TEAM

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## ABOUT THE E-JOURNAL

*The UNESCO Observatory refereed e-journal is based within the Graduate School of Education at The University of Melbourne, Australia. The journal promotes multi-disciplinary research in the Arts and Education and arose out of a recognised need for knowledge sharing in the field. The publication of diverse arts and cultural experiences within a multi-disciplinary context informs the development of future initiatives in this expanding field. There are many instances where the arts work successfully in collaboration with formerly non-traditional partners such as the sciences and health care, and this peer-reviewed journal aims to publish examples of excellence.*

*Valuable contributions from international researchers are providing evidence of the impact of the arts on individuals, groups and organisations across all sectors of society. The UNESCO Observatory refereed e-journal is a clearing house of research which can be used to support advocacy processes; to improve practice; influence policy making, and benefit the integration of the arts in formal and non-formal educational systems across communities, regions and countries.*

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# Special Issue: A/r/tography and the Arts

## Guest Editors

*Rita L. Irwin | Anita Sinner*

### THEME

To be engaged in the practice of a/r/tography means to inquire in the world through an ongoing process of art making in any art form and writing not separate or illustrative of each other but interconnected and woven through each other to create relational and/or enhanced meanings. A/r/tographical work are often rendered through the methodological concepts of contiguity, living inquiry, openings, metaphor/metonymy, reverberations and excess, which are enacted and presented/performed when a relational aesthetic inquiry condition is envisioned as embodied understandings and exchanges between art and text, and between and among the broadly conceived identities of artist/researcher/teacher. A/r/tography is inherently about self as artist/researcher/teacher yet it is also social when groups or communities of a/r/tographers come together to engage in shared inquiries, act as critical friends, articulate an evolution of research questions, and present their collective evocative/provocative works to others (see <http://m1.cust.educ.ubc.ca/Artography/>).

This special issue of Multi-Disciplinary Research in the Arts invites original creative and scholarly inquiry that engages in critical debates and issues regarding a/r/tographical methodologies; are exemplars of critical approaches to a/r/tographical research; and/or extend the boundaries of inquiry-based research. Contributions are welcome from disciplines across the arts, humanities and social sciences and in a wide range of formats including articles, essays, and artistic interludes, which explore diverse forms of the arts from drama, dance, poetry, narrative, music, visual arts, digital media and more.

# Artist/researcher/teacher in Transit

**Corinna Peterken**  
*Doctoral Candidate*  
*Teaching Associate*  
*Monash University*

## ABSTRACT

This collage is composed of items collected as I walked along the beach near my home on the Mornington Peninsula. As I gathered these pieces over many weeks I embraced the continual process of becoming artist/researcher/teacher (Springgay, Irwin, Leggo & Gouzouasis, 2008). In presenting my methodology in art works, images and poetry along with academic writing, new possibilities are opened and extended as they are taken up and used as a transitory space for understanding (Springgay, Irwin, Wilson Kind, 2005). As artist/researcher/teacher I am participating, creating and inquiring (Irwin & de Cossin, 2004) through a methodology of w(a/o)ndering, pondering and making. This research immerses me in playful living inquiry (Irwin, 2003) while becoming (Deleuze & Guattari, 1987) in transit. The fragments of self, lives and memories that emerge are collected and considered as they are juxtaposed and placed where they seem to fit. Through doing this, blurred subjectivities (Deleuze & Guattari, 1987) are with/in what is made and written; seen or unseen.

## KEYWORDS

*collect, transit, making, w(a/o)ndering, ponder, becoming*



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