



Transnational tomorrows today:

Graduate student futures
and imaginaries for art education

Guest Editors:
Anita Sinner, Kazuyo Nakamura
and Elly Yazdanpanah

UNESCO OBSERVATORY
MULTI-DISCIPLINARY eJOURNAL IN THE ARTS

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ABOUT THE e-JOURNAL

The UNESCO Observatory refereed e-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.

INTERLUDES

AN EXCHANGE OF LOCALITY: VIDEO REFLECTIONS ON THE SDGS A COLLABORATIVE EXHIBITION

AUTHORS

Ashu Gera¹, Congmao Li², Dian Jin², Jacky Lo¹, Maggie McCutcheon¹ and Marguerite Marion-Reyes¹

Video link: <https://vimeo.com/643096934>

KEYWORDS

immigrant women, creating together, art resources

¹ Concordia University

² Hiroshima University



Figure 1.
Water (video)



Figure 2.
Response to water (video)



Figure 3.
Peace (video)



Figure 4.
Response to peace (video)

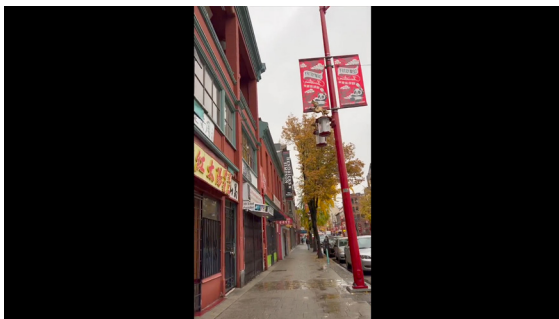


Figure 5.
Streets (video)



Figure 6.
Response to streets (video)

CONCEPT

What occurred in our group was a conversation by video: six education students, located in three localities, reflecting on which of the seventeen United Nations Sustainable Development Goals we were drawn to, guided by inquiry questions: What are issues of sustainability in my local area? What happens when a local issue travels to another locality? What does the language of artmaking afford?

In this collaborative work, the conversation occurred cyclically between proposition and response. Two students in one city designed a project as a provocation that addresses an SDG in their locality, filming their process. They sent their video documentation to two students in another city, who made a relevant video response – a translation of place. Montreal gave to Hiroshima, Hiroshima gave to Vancouver, and Vancouver gave to Montreal. Interpretations of three different SDG's emerged, with Goal 4.7 and 13.3 acting as a common ground for education, cultural diversity, and sustainability.

In Montreal, Marguerite and Maggie thought about water. Addressing SDG 6.b, they asked their collaborators to not only reflect on what water means for them, but to also become aware of their daily water consumption, water accessibility, and the circular infrastructure which provides - or does not provide - clean water to inhabitants of a place.

In Hiroshima, Congmao and Dian thought about peace. By going to the A-bomb site and Hiroshima Peace Memorial Museum, they saw how the city remembers. It explicitly details its trauma and preserves the buildings and oral histories, yet remains devoted towards peace. City memorials bring the past, present, and the future into conversation. Look no further than the group of young school children who seriously sat down in front of the site, listened to the history, visited the memorial, took a notebook to record what they saw and heard, and with reflection, ran around the peace park with laughter, reminding us about the essence of peace.

In Vancouver, Ashu and Jacky thought about changing cities. Walking through neighborhoods that are in various stages of gentrification, specifically

Chinatown and the Downtown Eastside, they considered the crisis of homelessness. It is estimated that by 2050, 70% of the world's population will be living in urban areas (United Nations n.d.). Although more than 156 countries have developed National Urban Policies, only half are in the stage of implementing it. For metropolitan cities like Vancouver which is already struggling with homelessness, it is a wakeup call to prepare for a more sustainable future in terms of equity and inclusivity.

The collaborative video work, centered on process, considers how sustainable development translates via place, highlighting common ground yet accentuating issues of locality. The role of artmaking acts as an entry point to feel, encouraging educators to inspire their students to create as a means of building a future.

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