



## An opportunity to stop time in process

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We believe that one of the major contributions of visual arts to posmodernity is through the altered focus on process rather than product. Art education and visual culture education in the digital era allows a rethinking of socio political and cultural contexts from singular and located points of view. Art educators inculcate in students the importance of critical awareness in order to avoid ignorance. We live in a consumerist society where a final outcome or product is seemingly considered to be more important than the process. The quality of our public education is contaminated by an economicist culture where students are viewed as objects/users, thereby ascribing value to production and not to experience. Students are immersed in an educational model that atrophies learning and highlights results subsequently reproducing a competitive system. Education through the arts may a special role because when it is thematically centred and critically reflective in results in the personal development of individuals. This work is underpinned by Efland, Fredman & Stuhr's ideas about the social interaction between student and teacher as shared work. We use digital tools to create visual dialogues to enable reflective spaces (Gergen , 1997). This video exemplifies how the process help us to continue in a world where people are influenced by the threats and opportunities of digital, visual and artistic objects. The video was elaborated in a two module Master's course related to art research inquiry and the critical use of technologies. The video presents the perspectives of the teachers and the experience of one student.

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<https://youtu.be/J53Af4TgrFk>



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