
The Pedagogy of Loss: Visualizing Affect and Creative Practice in Teacher Education

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Abstract

In this session, the presenter will take up visualizing affect and the pedagogy of loss to explore the potential for creative, artistic practices in destabilizing normative and regulated thought in teacher education so that new and creative thought might emerge and, with it, new potentials in teacher education. *Visualizing* in this work is conceptualized through Deleuze's (1991) concept of intuition as artistic processes of destabilizing normative acts of knowing including perceiving and recollecting alongside the simultaneous acts of creating new and novel thought provoked in the moments of affect produced through loss.

Drawing on her recent research (XXXX, 2015; 2016) with visual forms of inquiry and Deleuze's (1991) concept of intuition, the presenter will discuss the pedagogical potential of loss of knowing as a site for creative acts of coming to know. Drawing on participants' art practices, this paper will explore the artistic processes of visualizing as assembling in the asignifying rupture of loss where the suspension of normative ways of knowing allows new and distinct forms of knowing to emerge in what Atkinson (2018) describes art as "a force of experimentation and not judgement; it displaces relations of power, production and regulation" (p. 156).

This presentation explores the ways that visualizing affect through artistic practice suspends acts of representation and interpretation thereby creating the conditions for new and creative thought. These understandings are implicated in provoking new understandings related to curriculum, pedagogy and schooling in teacher education.

Keywords: Visualizing, Artistic Practice, Pedagogy of Loss, Teacher Education, Affect

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