

Imaging tourism's visual rhetoric



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QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

*“...we find ourselves awash in images, in
fact the most visually rich culture ever to
have existed... yet ours is a largely
visually illiterate society...”*

April Gornik, artist

The trouble with tourism

- ‘relentless force...re-ordering society’ (Franklin 2004)
- ‘the only acceptable form of human restlessness’ (Bauman 1998)
- ‘Structures and strictures of everyday life force us to mimic the rituals of the tourist’ (Bonami 2005 -- *curated Universal Experience: art, life, and the tourist’s eye*)

Aim and purpose

- Be advocates for tourism!
- Show how we created a visual assessment tool
- Share our learning experience as teachers in implementing our ideas
- Show a selection of visual essays
- Learn from your comments

Aimlessness and purposeless

“I stood on the corner of the Calle de Carretas and the Puerta del Sol, an undistinguished half-moon shaped junction, in the middle of which Carlos III (1759-88) sat astride a horse. It was a sunny day, and the crowds of tourists were stopping to take photographs and listen to guides. And I wondered, with mounting anxiety what I was to do here, what was I to think?...”

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*Alain de Botton: The Art of Travel
(2002:108) in ‘old Madrid’*

Visual developments, projects & activities at CENTOPS



- Modules
 - *Photography, travel & visual culture (UG)*
 - *Travel and visual culture (PG)*
 - *Semiotics of food (PG)*
- Assessments
 - *Visual essay / film-making*

TT224U Visual Essay



- Group Presentation on fieldwork and individual reflective statement (30%)
- Learning outcome: *‘Demonstrate competence in visually analysing film and/or still images and constructing arguments based on visual material’*

Jenny Moon's* take on reflective learning

- To record experience
- To develop learning in ways that enhance other learning
- To deepen the quality of learning, in the form of critical thinking or developing a questioning attitude
- To enable the learners to understand their own learning process
- To facilitate learning from experience
- To increase active involvement in learning and personal ownership of learning
- To increase the ability to reflect and improve the quality of learning
- To enhance problem-solving skills
- As a means of assessment in formal education
- To enhance professional practice or the professional self in practice
- To explore the self, personal constructs of meaning and one's view of the world
- To enhance the personal valuing of the self towards self-empowerment
- As a means of slowing down learning, taking more thorough account of a situation(s)
- To enhance creativity by making better use of intuitive understanding
- To provide an alternative 'voice' for those not good at expressing themselves
- To foster reflective and creative interaction in a group

Task: ways of seeing Eastbourne



Small groups (3-5) carry out a piece of fieldwork that visually 'captures' Eastbourne...

Construct a visual narrative in relation to it as a seaside town and holiday destination..

Flexible technologies

You are required to present your fieldwork findings as a 'visual essay', and in doing so you can use film or still images or a mixture of these. For example this could be a 4 minute edited film or a series of images presented either as printed images, animated via Powerpoint or as a slide show in iPhoto

Individual reflection

Your visual essays will be exhibited and in the first instance will be 'formatively' assessed by yourselves and your peers. You are asked to submit a 1000 word individual reflective piece on your visual essay and your learning. These together with the final visual essay, which you have the opportunity to amend or develop should you wish to, will be submitted towards the end of the module.

Assessment Criteria

Please note that you will not be assessed on the technical expertise of film -making, editing or photography. The presentation assessment criteria are as follows:

	Criteria					Grades
	1 learning outcomes not met	2 learning outcomes met to a limited degree	3 learning outcomes met to a good degree	4 learning outcomes met to a very good degree	5 learning outcomes met to an excellent degree	
Concept and narrative	The group's ideas are not clear and the intended theme is not evident. It appears that the narrative has no clear aim. The images are not structured, sequenced and organised to a given purpose.	In areas the intended theme is present but lacks in some consistency. There is some evidence of the ability to structure, sequence and organise images to a given purpose.	Generally the intended theme is coherent throughout. The ability to structure, sequence and organise images to develop the narrative is mostly evident but in areas requires some development.	The intended theme is coherent and consistent throughout and engages the audience to a good level. The ability to structure, sequence and organise images to a given purpose is demonstrated to a very good level.	The intended theme is clearly evident and coherent throughout. The narrative fully engages the audience. The use of images in their structure, sequencing and organisation to a given purpose is excellent	
Analysis	Demonstrates no evidence of the ability to read meaning into images	Demonstrates some evidence of the ability to read meaning into images	Demonstrates the ability to read meaning into images to a good level	Demonstrates the ability to read meaning into images to a very good level	Demonstrates excellence in the ability to read meaning into images	
Music/audio input	The music/audio input bears no relationship to images and gives discordant juxtaposition with images	The music/audio input is relevant to images but lacks aspects of compatibility	The music/audio input and images sit comfortably together	The music/audio input enhances the images, 'bringing them to life'	The music/audio input adds significant value to the images and the intended message/s	
Additional comments						Overall mark:

- [show films]

Student feedback

In the first lecture once the assignment was explained to the group my first feelings were those of excitement because we were trying something new and we were left to use our imagination to construct a visual essay.

Although I was excited I was also unsure about the initial idea and was a bit wary of what the lecturers wanted.

Frame analysis (1st round)

- Six frames used to analyse student feedback:
 - Democracy/ teamwork
 - Self-learning/ self improvement
 - Visual awareness
 - Poetic insight
 - Technology/ technical issues
 - Fun

Problems encountered/ lessons learnt

- Out of our comfort zone but 'knowing' we were right
- Devising an assignment requiring skills we couldn't teach
- 'letting go' not controlling
- The power of competitive spirit
- Coping with creative freedom vs. ethical considerations