Roundtable: Visual Texts

Margo Buchanan-Oliver, University of Auckland

Issues to be discussed include: What is a Visual Text (repertoires of display)? Ways of reading visual texts? The benefits of multi-modal (written text/visuals) readings for participants and researchers (increased reflexivity and depth). Issues involved in the writing about, the display and the publishing of visual texts, especially filmic and digital visual texts.

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ROUNDTABLE SESSION

Visual Texts “We Can Only Know What We See”

Chair:
Margo Buchanan-Oliver, University of Auckland

Participants:
Russell Belk, Schulich School, York University
Jonathan Schroeder, Rochester Institute of Technology
Janet Borgerson, Rochester Institute of Technology
Carolyn L. Costley, University of Waikato
Lorraine Friend, University of Waikato
Sandy Bulmer, Massey University
Sandy Smith, University of Auckland
Joel Hietanen, Aalto University, Finland
Marylouise Caldwell, University of Sydney, Australia

ABSTRACT

Issues to be discussed include: What is a Visual Text (repertoires of display)? Ways of reading visual texts? The benefits of multi-modal (written text/visuals) readings for participants and researchers (increased reflexivity and depth). Issues involved in the writing about, the display and the publishing of visual texts, especially filmic and digital visual texts.

EXTENDED ABSTRACT

The proliferation of texts open to researcher and participant interpretation continues to expand. The use of multi-media (Belk 1998), audio-visual (Caldwell, Henry and Alman 2010) and imagistic research techniques (Schroeder 1998) have been reported in the literature. The benefits of such adoption are seen in an increased ability of consumers to more fully engage in articulating their lived experiences (Hirschman 2000) by moving beyond solely word-based and cognitive articulation to more experiential and emotional learnings about consumers, their identity and their cultural worlds (Belk 1998). This may come via introspection and comparison of their written and drawn representations of experience (Smith and Buchanan-Oliver 2011). It may come via other repertoires of display such as: photographs (Schroeder and Zwick 2004); videos (Belk and Kozinets 2005); advertisements (Bulmer and Buchanan-Oliver 2010); record covers (Schroeder and Borgerson 1999); poems (Zinkhan; Sherry: 299-305, in Stern 1998) and those advocated for by Hirschman (1998) – food, flowers, fabric.

In order to foster clarity on avenues of research and application on the topic the session will encourage multiple conversations on what can now constitute a visual text by exploring the available repertoires of display. Explore ways of reading/decoding visual texts. Talk about potential benefits of multi-modal (written text/visuals) readings for participants and researchers. It will also discuss issues involved in the writing about, the display and the publishing of visual texts, especially the problematics of filmic and digital visual texts. These conversations will be primed by informal gatherings during the conference.

Benefits would accrue to all researchers interested in visual culture and its representation. Especially benefit would be obtained by PhD students currently engaged in or considering the deployment of visual texts in their research projects.

REFERENCES


