



## Dennis Augustsson

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I'm a senior lecturer in Visual communication at Malmö University and holds a PhD in Education with specialization in Work Integrated Learning. My research interest is located in the intersection between Design, Media Production and Pedagogy. Media literacy is a focal concept and I am interested in how media production as a form of teaching and learning can be developed and researched in both primary school, secondary school and higher education.

My background as a fine art teacher, designer, and media producer makes me constantly crossing borders between different cultures and discourses concerning media literacy. Educational science is in itself an interdisciplinary field and visual communication with a focus on performative knowledge processes and multimodal forms of representation, are important keys in the development of new teaching and learning methods for both schools and higher education. Visual communication is a constantly growing part of our society and the digitalization of education and new demands on media literacy, creativity, entrepreneurship, collaboration, and problem-based learning, creates challenges around how learning and teaching are organized and carried out. A shift in the way we view teachers, from implementors to designers who actively construct, invent, and develop the practice of schooling calls for changes in teacher education and professional development activities.

In my research I combine Participatory Design (PD) and Cultural Historical Activity Theory (CHAT) as a theoretical framework and methodology for professional development activities for teachers. I use the concept of *expansive design* to connect PD practices and traditions with CHAT. As traditional design processes move from ideation and production of artefacts to social change and innovation, learning and development are becoming central aspects. Not only can CHAT be an analytical tool for all parts of those processes, but also a tool for the systematic analysis of learning processes. The combination of PD tools and Change Laboratory (CL) methodologies can strengthen both traditions as CL comes from an academic field with developed tools for theoretical, analytical reflections and PD comes from a studio-based tradition with practical tools for innovation processes. I'm also using Leontievs three levels of activity to map out tensions and challenges between technology, media literacy and subject matter in the use of media production as a form of teaching and learning.

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