

# Social Reconstructions: Animating Memory in Arts and Medicine with Stop Motion & Narrative Theory

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## Background

As we seek new ways of communicating how we are situated in arts contexts, memory plays a key role in how we think and act upon new knowledge and our relationship with it. This research seeks to investigate how Stop Motion, combined with Narrative Theory in arts and medical education curriculums brings the pause of reflection and greater retention when reconstructing memories of what is taught and learned.

As we continuously socially reconstruct knowledge through memory and seek to communicate perspective bringing new ways of knowing, using stop motion as voice helps us retell what resonates and is understood in arts and medicine as these areas combine into a new emerging field.

## Research Question

How do we socially construct memories in arts and medical humanities curricula using stop motion and narrative theory in the retelling about what is learned?

## Key Terms

**Memory-Recollecting experiences.** Memory in educational settings gives students the opportunity to analyze their own position in relation to what is learned, and adds understanding and retention.

**Narrative Theory-**"Narrative theory starts from the assumption that narrative is a basic human strategy for coming to terms with fundamental elements of our experience, such as time, process, and change, and it proceeds from this assumption to study the distinctive nature of narrative and its various structures, elements, uses, and effects." (retrieved: <https://projectnarrative.osu.edu/about/what-is-narrative-theory/>).

**Social Reconstruction(s)-**Philosophically based, and in this study, implies that although [education practice] is imperfect, we can transform [education practice] by empowering individuals to greater understanding and knowledge. (Shiro, 2013)

**Stop Motion-**Images sequenced with incremental changes to create the illusion of motion.

## Stop Motion and Medical Imagery

Figure 1 and 2 are images from Andreas Vesalius' *De Humani Corporis Fabrica Libri Septem* (*On the Fabric of the Human Body*), 1543. These can be used as starting points for creating a Stop Motion film to remember not only elements of anatomy, but can also be further developed to communicate storied understandings through narrative elements. Figure 1 emphasizes the skeletal system, and Figure 2 emphasizes the muscular system.

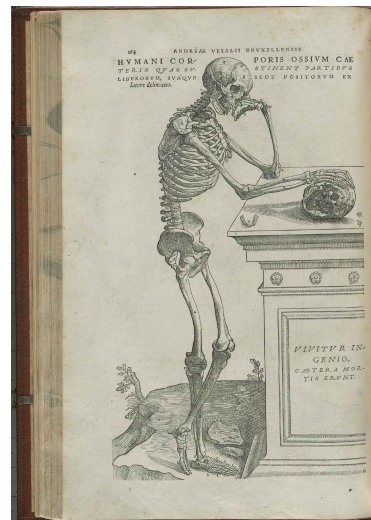


Figure 1: *De Humani Corporis*, p. 164

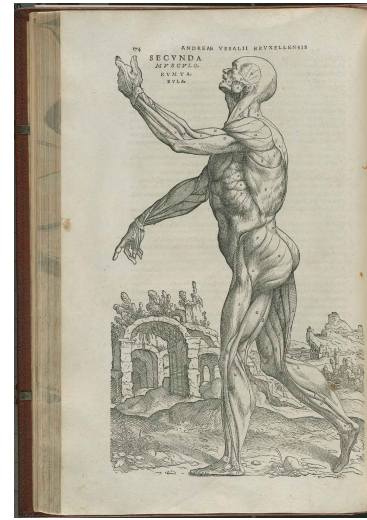


Figure 2: *De Humani Corporis*, p. 174

## Conclusions

This research and exploration of curriculum content was conducted in two art education courses at two different universities (2012, 2015). Data collected through pre and post exploration with narrative and written journal reflections of content related to a variety of concepts learned. Results indicate that the students perceived retelling memories through a variety of media, with an emphasis on Stop Motion and Narrative Theory, which increased knowledge retention.

Research continues on this topic.

## References

Herman, D. & et al. (2012). *Narrative theory: Core concepts and critical debates*. Columbus: Ohio State University Press.

Jansson, M., Wendt, M., & Ase, C. (2008). Memory work reconsidered. *NORA: Nordic Journal of Women's Studies*, 16(4), 228-240.

Schiro, S. M. (2013). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, CA: SAGE Publications, Inc.

Images retrieved from: [https://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius\\_home.html](https://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius_home.html)

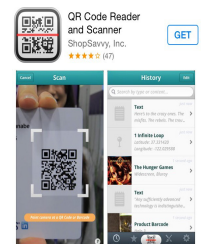
## Scan the QR Codes: Examples of Stop Motion & Narrative Theory with Vesalius



**Example 1 Narrative:** The skeletal system anatomy based on the Vesalius Text. Your skeleton is strong but light. Without bones you'd be just a puddle of skin and guts on the floor. Your skeleton also helps protect your internal organs and fragile body tissues. The brain, eyes, heart, lungs and spinal cord are all protected by your skeleton. ([hes.ucfsd.org/gclaypo/skelweb/skel01.html](https://hes.ucfsd.org/gclaypo/skelweb/skel01.html))



**Example 2 Narrative:** Muscular system anatomy based on the Vesalius Text. There are three types of muscle tissue: visceral, cardiac, and skeletal. Skeletal muscles move the body. Skeletal muscle contractions pull on tendons, which are attached to bones, and causes the muscle to shorten and, thus, body parts will move. (<http://study.com/academy/lesson/major-skeletal-muscle-functions.html>)



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