

Creative research methods seminar #2

Complex Research Methods in Education

Organised by the Creative and Emergent Education Network (CEEN) Join us for an interactive seminar where CEEN researchers will be sharing complex perspectives on educational research.



When: Weds 30th October 1pm – 2.30pm.

Where: St Luke's Campus, Room NC141.

To book a place please contact Heather Wren on H.Wren2@Exeter.ac.uk

Please bring lunch with you if you would like to.

Fran Martin (with Kerry Chappell): Plurality, Plurilogicality and Pluriversality, a review of the literature.

Seminar participants are invited to read the literature review in advance. It can be found at <http://socialsciences.exeter.ac.uk/education/research/networks/ceen/researchprojects/>

In 2018 CEEN held a seminar to consider the idea of plurilogicality. Following presentations and discussions a literature review was commissioned. An early draft of the review was brought to CEEN members for discussion and feedback, after which the review was revised and prepared as an interactive document for the CEEN website. The literature review is intended as a provocation for researchers who are investigating anything that might come under the broad heading of 'pluralising difference' and considering how to position their work viz-a-vis alternative onto-epistemological standpoints. Together we will further explore the literature review's purpose and the potential uses it might have within CEEN and perhaps further afield across the university.

Following her retirement in December 2017 Fran has held the position of Honorary Research Fellow in GSE and continues to be an active core member of CEEN. Since 2014 she has worked in partnership with Fatima on de/colonizing pedagogies with a focus on educational relations.

Sharon Witt: The magic-ness of materials

In response to a call to disrupt educational discourses that maintain an 'unecological status quo' in times of climate change (Jickling et al. 2018:1), this workshop seeks to explore and experiment with the liveliness of materiality. Participants will be invited to co-create collages that diffract theory, practice, experience and memories with charcoal, chalk and clay and consider how these materials live in the world in multiple ways. In seeking posthumanist and new materialist practices, materials are positioned as active and agential rather than passive and inert. This presentation aims to draw on Bennett's (2010, 2001) notions of thing power and enchantment to consider more-than-human/human entanglement as 'educational assemblages' (Pyrry, 2016).

I am a geography educator working in Initial Teacher Education, who is beginning to work with post-qualitative methodologies in primary education. I recently completed my doctorate (EdD) at the University of Exeter focusing on relational and democratic ways children can engage with a more-than human world when undertaking geographical fieldwork in educational contexts. This presentation draws on notions of experimentations, relational assemblages and improvisations that have emerged from my thesis studies.

Fatima Pirbhai-Illich & Fran Martin: Aesthetic responses to de/colonizing education.

For a number of years, we have been working and researching with pre-service teachers in Canada who take a course called Culturally Responsive Language and Literacy Education (CRLE). During recent iterations of the course we have located CRLE within a broader framework of de/colonizing educational relations. In this interactive presentation we will explore the use of aesthetic response as a de/colonial pedagogical and methodological approach to gaining insight into pre-service teachers' understandings of the core concepts of the course.

Fatima is Professor of Language and Literacy Education at the University of Regina, Saskatchewan, Canada. She has taught initial and in-service teachers in various parts of the world including China; USA; Australia; New Zealand; Tajikistan; and Singapore. She has been an international associate member of CenCSE and then CEEN since 2015. She has worked in tertiary level teacher education for over 25 years and her community-based research focuses on social and human justice. Over the past decade, Fatima has been working on de/colonizing pedagogies within critical multicultural literacy education for marginalized and disenfranchised youth.