

ECQI2024

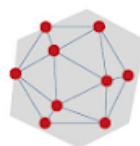
7th European Congress of Qualitative Inquiry

10-12 January 2024

Faculty of Social Sciences,
University of Helsinki,
Finland



UNIVERSITY OF HELSINKI



ENQI
European Network
of Qualitative Inquiry



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WELCOME TO THE 7TH EUROPEAN CONGRESS OF QUALITATIVE INQUIRY

ECQI is an immensely important event for maintaining the vitality of qualitative research across disciplines, like ICQI, on a larger scale. At its best, it can push qualitative methodologies to new directions and inspire collaboration and dialogue among variously positioned researchers.

We are honoured to host the conference in Finland for the very first time and hope that we will succeed in creating an inspiring and memorable event. ECQI is guided by values of inclusivity, open-ended mutual learning, and participation. These are also important elements regarding this year's theme.

Co-creation and inclusivity have been stressed in many methodological discussions in qualitative research in recent years, and we hope that this year's conference will contribute to strengthening these welcome developments and enable the sharing of experiences and best practices related to practising research in this vein. Overall, this year's presentations cover various approaches and methodological discussions. This plurality is highly valuable, and we hope that it enables mutual learning and novel insights for all of us.

In line with both the overarching values of ENQI and this year's congress theme, we aspire to create an inclusive atmosphere and experience for everyone. We encourage the participants to commit to these principles and join in this effort to work towards democratizing research and the encounters it involves.

We create this conference and its practices together, and we acknowledge that for many, this year is the first time they have participated in ECQI. We hope that both the newcomers and the regular participants feel welcome and that the conference will strengthen their sense of belonging in the community of qualitative researchers.

Local Organising Collective

*Riikka Hohti, Maija Jäppinen, Meri Kulmala, Riikka Lämsä, Reetta Mietola,
Miira Niska, Tuukka Saari, Sanna Spišák, Satu Venäläinen*

CODE OF CONDUCT AND RESPONSIBLE INTERACTION IN THE UNIVERSITY COMMUNITY

The University of Helsinki is committed to promoting equality and preventing discrimination in all its operations.

We strongly condemn all forms of harassment, discrimination, inappropriate behaviour, racism, nullification and belittling.

We value diversity and wish to ensure that everyone feels welcome in the University community just as they are, regardless of background or personal characteristics.

Please use a language that does not exclude anyone. Respect others, listen, and invite others to participate. Acknowledge your own prejudices and privileges. Use positions of power to do good.

Let's enjoy this vibrant and productive congress and its community by caring for each other!

REMEMBERING NORMAN DENZIN

In August 2023, the global community of qualitative researchers mourned the loss of a luminary in the realm of qualitative research and cultural criticism, the esteemed Norman Denzin. Renowned for his prolific contributions, Denzin authored and curated over 30 seminal books, a collection that includes noteworthy works such as *The Qualitative Manifesto* and *Qualitative Inquiry Under Fire*. His impact extended as the co-editor of six editions of the *SAGE Handbook of Qualitative Research*, and as a collaborative force alongside Michael D. Giardina, co-editing 18 influential books on qualitative inquiry. Additionally, Denzin served as co-editor, alongside Yvonna S. Lincoln and Michael D. Giardina, for the esteemed methods journal, *Qualitative Inquiry*.

His editorial prowess further manifested as the founding editor of *Cultural Studies ↔ Critical Methodologies* and *International Review of Qualitative Research*, and the editor of four distinct book series. Beyond his editorial endeavours, Denzin played a pivotal role as the founding director of the International Congress of Qualitative Inquiry, leaving an indelible mark on the landscape of qualitative research and cultural criticism. ECQI is a sister event of the ICQI and thus shares its commitment to maintaining the vitality of the field of qualitative research and building networks among qualitative researchers.

[In this video](#), Michael D. Giardina discusses Norman Denzin's impact in establishing the community of qualitative researchers and their collaboration.

PROGRAMME

Pre-congress workshops

Tuesday, 9 January, 2023

10:00 – 11:00 Pre-congress workshop registration // Main Building, University of Helsinki (UH)

11:00 – 13:00

Workshop 1

From co-produced research projects to transformational change – exploring long-term partnerships in practice research

Workshop 2

Creative-relational inquiry workshop: Playing with concepts

13:00 – 14:00 Lunch // Main Building (UH)

14:00 – 16:00

Workshop 3

Walking-with theory: feminist materialist/posthumanist encounters with objects, bodies and spaces

Workshop 4

Narrative Future – Imagining, writing and dancing from the desired future

18:00 – 21:00

Workshop 5

A Sauna Study – Experimenting with body permeabilities

ECQI2024

Wednesday, 10 January, 2023

08:00 – 09:00 Registration // Main Building of the University of Helsinki (UH)

09:00 – 09:20 Congress Welcome: Timo Kaartinen, Vice-Dean of the Faculty of Social Sciences, University of Helsinki

09:20 – 10:20 **Keynote 1**

Mirka Koro, Arizona State University

10:20 – 10:50 Break // Refreshments and poster viewing // Main building (UH)

10:50 – 11:50 **Keynote 2**

Jan Walmsley, The Open University

11:50 – 13:20 Lunch and poster viewing // Main building (UH)

13:30 – 15:00 **Parallel Session One**

15:00 – 15:30 Break // Refreshments and poster viewing // Main building (UH)

15:30 – 17:00 **Parallel Session Two**

18:00 – Reception at the Helsinki City Hall, Pohjoisesplanadi 11–13.

ECQI2024

Thursday, 11 January, 2023

09:00 – 09:30 Registration // Main Building of the University of Helsinki (UH)

09:30 – 10:30 **Keynote 3**

Pauliina Rautio, University of Oulu

10:30 – 10:50 Break // Refreshments and poster viewing // Main building (UH)

11:00 – 12:30 **Parallel Session Three**

12:30 – 13:45 Lunch and poster viewing // Main building (UH)

14:00 – 15:30 **Parallel Session Four**

15:30 – 15:50 Break // Refreshments and poster viewing // Main building (UH)

16:00 – 18:00 **Keynote 4 and Film Screening Session**

Leonardo da Costa Custodio, Åbo Academi University, followed by a screening of the co-produced film “Complexos” (Finland/Brazil, 2020)

19:00 – Conference dinner at Sofia Helsinki, Sofiankatu 4 C

ECQI2024

Friday, 21 January, 2023

09:00 – 09:30 Registration // Main Building of the University of Helsinki (UH)

09:30 – 11:00 **Parallel Session Five**

11:00 – 11:15 Break // Refreshments and poster viewing // Main building (UH)

11:15 – 12:45 **Parallel Session Six**

12:30 – 13:45 Lunch and poster viewing // Main building (UH)

14:00 – 15:30 **Parallel Session Seven**

15:40 – 16:00 ECQI2024 Closing Comments // Local organising collective

ABSTRACTS

KEYNOTES

Mirka Koro, Mary Lou Fulton Teachers College, Arizona State University,
United States

DARKNESS/LIFE/FUTURE/ METHODOLOGIES

Wed 10.1.2024

KEYNOTE 1, 9:20–10:20

Auditorium, Main building

Darkness/life/methodologies infinitely return and speculate cosmopraxis futures.

Aika on aluton ja loputon.

This presentation cuts together-apart darkness/life/future/methodologies.

Se yhdistää kaksi ajattomuutta.

It brings darkness of a geographical location to scholarly/life.

Se on portti kahden pimeyden välillä.

(Methodologies of) darkness/life/future function as unpredictable and strange entanglements where lightness may blind and darkness invite, diversify, and create.

Se on päätön rihma, jota tuntematon käsi kerii olemattomasta olleeseen maailman vavistessa.

Darkness connects otherness and methodological ecologies in unexpected and collective ways.

Me näemme siitä kulloinkin pisteen,

Scholars may encounter partial connections and engage with virtual explorations of possibilities.

yhden ainoan ikuisesti etenevän pisteen,

Travelling together as caring otherness

jonka ohi me kuljemme matkallamme tuntemattomuuteen.

towards experimental relationalities.

Siihen lankeaa valo, jota me nimitämme elämäksi (Uuno Kailas)



PRESENTER BIO: Mirka Koro (Ph.D., University of Helsinki) is a Professor of qualitative research at the Mary Lou Fulton Teachers College, Arizona State University. Her scholarship operates in the intersection of qualitative inquiry, methodologies, philosophy, experimentalism, and socio-cultural critique. She has published in various qualitative, methodological, and educational journals. She is also the author of *Reconceptualizing qualitative research: Methodologies without methodology* (2016), *Knowledge production in material spaces: Disturbing conferences and composing events* (2022) and co-editor of *Disrupting data in qualitative inquiry: Entanglements with the Post-Critical and Post-Anthropocentric* (2017) and *Intra-Public intellectualism: Critical qualitative inquiry in the Academy* (2021).

Jan Walmsley, Honorary Chairs at the Open University, UK, and the University of Cork, Ireland

INCLUSIVE RESEARCH: RESEARCHING WITH PEOPLE WITH INTELLECTUAL DISABILITIES

Wed 10.1.2024

KEYNOTE 2, 10:50–11:50

Auditorium, Main building

This paper will explore the origins of a movement known as inclusive research, a term first used in a paper I published in 2001, and which has slowly built an international profile.

Inclusive research refers to research in which people with intellectual / learning disabilities are members of the research team, taking an active role in some or all aspects of the research.

The paper will address the following:

- What is inclusive research?
- What were its origins?
- A spectrum of involvement
- Its added value
- Examples of inclusive research projects
- Current and future developments
- Ongoing challenges



PRESENTER BIO: Jan Walmsley has honorary chairs at the Open University, UK, and at the University of Cork, Ireland. She has pioneered research with people with intellectual disabilities since the late 1980s and coined the term 'inclusive research' in an article published in 2001. Her 2003 book, written with Kelley Johnson, *Inclusive Research with People with Intellectual Disabilities Past Present and Future*, has been influential. Since its publication, she has been pleased to continue working with people with intellectual disabilities as a researcher in several ways and to observe 'inclusive research' taking off worldwide.

*Pauliina Rautio, Biodiverse Anthropocenes research profiling area,
University of Oulu, Finland*

1 HOUR, 23 MINUTES, 42 SECONDS – AND MORE

Thu 11.1.2024

KEYNOTE 3, 9:30–10:30

Auditorium, Main building

Duration is the time something lasts from the beginning until the end. Duration can be full or empty: the “huu” of an Eurasian eagle-owl has a full duration of about 0,30 seconds and an empty duration, or an interval of 7–10 seconds. The duration of life of the oldest ringed eagle-owl in Finland was 27 years, 11 months and 23 days. The assigned value for one individual eagle-owl, a protected species, is 841 euros, the sum to be paid if you kill one.

The life cycle of a gall midge is six weeks and six to eight days. Out of those, the midge exists in adult form for one to three days. My entymologist colleague says that trapping and killing them is not so bad because their adult lives are so short.

The philosopher Henri-Louis Bergson’s life was 81 years long. He wrote in his will that his wife was to burn all his notes and papers after his death. She did. Some consider the end of the life of these papers as beyond any compensational value.

Duration, for a conscious being, according to Bergson, is existence with no likeness to numbers. Duration is a continual evolution of the absolutely new, always contaminated by the past, so the inner experience of time can never be divided into equal, measurable units. Time is an external force we endure – our being is a response to time.

This keynote (there is no Finnish word for keynote, but I understand it as an important message to be delivered; the importance lodged in the message rather than who does the delivering) is about the conditions of multispecies inquiry – the study of complex entanglements and overlapping vulnerabilities of all beings – and the possibility of multispecies justice. Moving between Newtonian duration or mechanical time and Bergsonian *durée* or lived time, I will suggest that both, and more, are needed in attempting to live respectfully with other beings. This important message is brought to you in less time than it takes an ice cube to melt at room temperature.



PRESENTER BIO: Pauliina Rautio is steering a research team AniMate, which includes several researchers spanning disciplines from human and social sciences to natural sciences. AniMate collaborates with young citizens as well as artists working on, for example, speculative fiction and biological arts, exploring processes of becoming and being human with other animals and highlighting multispecies justice as an integral part of education. She is also the Editor-In-Chief of *Trace - Journal for Human Animal Studies*, as well as wildlife rehabilitator for injured birds and a companion human to budgies, rats, chickens, dogs and a horse.

Leonardo da Costa Custodio, Åbo Academi University, Finland

FROM RESEARCH TO FILMMAKING: THE COLLABORATIVE MAKING OF THE DOCUMENTARY “COMPLEXOS”

Thu 11.1.2024

KEYNOTE 4, 16:00–18:00

Auditorium, Main building

In his keynote speech, Dr. Leonardo Custódio presents a detailed account of the collaborative making and dissemination of the documentary “Complexos” (Finland/Brazil, 2020).

“Complexos” is a 26-minute short film featuring interviews with journalists, photographers, street artists, poets, actors and filmmakers who act for human rights and justice in the marginalized, discriminated and predominantly low-income favelas of Rio de Janeiro, Brazil. The making and streaming of “Complexos” have resulted from an ongoing process of dialogue and collaboration with the favela-based filmmaking collective Cafuné na Laje and Bombozila, the largest online platform for documentaries in Brazil. This process started during Custódio’s critical ethnographic research for his doctoral studies (2009–2016).

In his talk, Custódio (a) discusses the Latin American tradition of collaboration and participatory communication between academia and social movements, (b) analyses the potential of “dialogue” to overcome challenges in power relations between “the researcher” and “the researched”, and (c) reflects about the longitudinal character of collaboration in contexts of historical struggles against inequalities.

The presentation ends with the screening of “Complexos”.



PRESENTER BIO: Leonardo Custódio is a postdoctoral researcher in Minority Studies at ÅAU and formerly the PI of the Kone Foundation research project *Anti-Racism Media Activist Alliance (ARMA): Research and Activism Collaboration for Creative Uses of Digital Media, Pedagogy and Arts against Racism in Finland* (2017–2020). Custódio is a leading scholar on communication for social change in Finland. Working at the intersections between academia, activism and organized civil society, Custódio has established himself as a creative agent for collaborative knowledge production between South and North. He has published in peer-reviewed journals, but also produced the collaborative documentary “Complexos” (Finland/Brazil, 2020) based on his PhD research and co-authored the schoolbook *Fair Play: Confronting Racism and Coloniality in Games* (KAVI, 2022). Custódio is the author of *Favela media activism: Counterpublics for human rights in Brazil* (Lexington Books, 2017).

PRE-CONGRESS WORKSHOPS

FROM CO-PRODUCED RESEARCH PROJECTS TO TRANSFORMATIONAL CHANGE – EXPLORING LONG-TERM PARTNERSHIPS IN PRACTICE RESEARCH

Tue 9.1.2024

WORKSHOP 1, 11:00–13:00

Room **F3005**, Main building

Practice research in the context of social work engages practitioners, researchers, service users, experts by experience, and educators in a negotiated and collaborative process of inquiry. The dialogue between researchers and practice stakeholders plays a significant role in identifying emerging research issues directly from practice, defining research questions, conducting research, interpreting the research results and transferring them to practice. Practice research aims not only at producing research-based knowledge on practice-relevant issues but also at societal change through research collaboration.

This workshop addresses the impact and influence that challenges co-produced research processes, particularly considering short-time funded research. Transformational change is dependent on good relationships and sound evidence. This highlights the need for long-term partnerships to truly affect systems change. In this workshop, we discuss methodological, theoretical, and empirical issues addressing research in practice and transformational change. How should research aiming for social change be designed as a research partnership, and what form of impact literacy should be embedded in these designs? The impact of research might be visible immediately, or it can take years to become apparent. Ideally, the contribution of the research to society, the environment, and/or the economy cumulate and have implications for future generations. What forms of partnership processes have been proven successful in gaining sustainable impact?



WORKSHOP FACILITATORS

Maija Jäppinen (D.Soc.Sc., licensed social worker) Assistant Professor of social work and scientific co-leader of the Helsinki Practice Research Centre (HPRC), University of Helsinki, Finland

Ilse Julkunen, Professor of social work and scientific co-leader of the Helsinki Practice Research Centre (HPRC), University of Helsinki, Finland

CREATIVE-RELATIONAL INQUIRY WORKSHOP: PLAYING WITH CONCEPTS

Tue 9.1.2024

WORKSHOP 2, 11:00–13:00

Room **F3017**, Main building

The Centre for Creative-Relational Inquiry (CCRI or, better, Sea~Cry, University of Edinburgh) fosters innovative qualitative research that places the relational at its heart. Key to the vision for the Centre is that it develops the ‘creative-relational’ as a dynamic conceptual frame for vibrant, incisive research. It is a conceptual frame that draws on theory and philosophy as alternative approaches to traditional methodologies.

‘Creative-relational inquiry’ might include:

- detailed, close-up explorations of, for example, therapeutic and pedagogical relationships;
- the use of the arts and performance as a methodological approach;
- inquiries that put concepts and theories to work; and
- research that engages practitioners and the wider public – creatively, relationally – in and with such research.

These possibilities are illustrative, not exhaustive.

Despite this attempt to explain and define creative-relational inquiry, there is nobody there to say what creative-relational inquiry can or cannot do before experimentation. For Deleuze and Guattari (1994), to sense the concept as an experimental tool is to suggest that concepts “are not pieces of a jigsaw puzzle but rather the outcome of throws of the dice” (p. 35). Therefore, creative-relational inquiry is necessarily experimental. Through experimentation, it nurtures all processes by nudging them along, with flailing arms, creating movement in the writing process. It can provide momentum in collusion with practices other than writing, with a valuing of them as legitimate ways of thinking and knowing.

This workshop experiments with three techniques for thinking playfully with concepts in a way that aims to provide movement in the creative process. During the workshop, participants are encouraged to put these techniques to work within their current projects to see how this might create movement or sparks.



WORKSHOP FACILITATORS

Fiona Murray, Co-director of the Centre for Creative-Relational Inquiry, Lecturer in Counselling, Psychotherapy and Applied Social Sciences, University of Edinburgh, UK

Jonathan Wyatt, Professor of Qualitative Inquiry, Co-director of the Centre for Creative-Relational Inquiry, University of Edinburgh, UK

WALKING-WITH THEORY: FEMINIST MATERIALIST/POSTHUMANIST ENCOUNTERS WITH OBJECTS, BODIES AND SPACES

Tue 9.1.2024

WORKSHOP 3, 14:00–16:00

Room **F3017**, Main building

Feminist materialist and posthumanist thinking presumes that matter and discourse are entangled and co-constitutive and that neither is foundational. Instead, matter is conceptualised as agentic and all sorts of bodies, not just human bodies, are recognised as having agency. This radical move has profound ontological, epistemological and ethical consequences; it raises serious methodological questions about how we do qualitative research and how knowledge in posthuman times can come to matter differently.

Drawing on the work of Karen Barad (2007), Jane Bennett (2010), Rosi Braidotti (2013) and Donna Haraway (2015) the workshop invites participants to enact a feminist materialist/posthumanist theory-praxis derive – that is, a playful, political walk or stroll – which activates walking with feminist materialist/posthumanist theory as a means to unsettle anthropocentrism. In this, the workshop aims to offer a co-compositional research space for experimental encounters. It puts to work a practice of walking with theory to attend to everyday things that we don't normally notice or accord value to and to bring to the fore the value of affective, sensory, embodied and relational research practices.

Drawing on aspects of Carol and Nikki's experimental research practice-ings and theoretical thinking, this workshop is structured as a three-part research-creation process: an initial theoretical orientation; a participatory, experimental feminist materialist/posthumanist derive where participants get out of the room and go for a short walk; and a critical, collaborative speculative wondering regarding the matterings which emerge. All materials for this workshop will be provided. Participants should bring smartphones and dress accordingly for Finnish outdoor weather. There will be an opportunity to develop a piece of collaborative writing/journal article after this workshop.



WORKSHOP FACILITATORS

Carol A. Taylor, Professor of Higher Education and Gender, University of Bath, UK

Nikki Fairchild, Associate Head (Research and Innovation), School of Education, Languages and Linguistics, University of Portsmouth, UK

NARRATIVE FUTURE – IMAGINING, WRITING AND DANCING FROM THE DESIRED FUTURE

Tue 9.1.2024

WORKSHOP 4, 14:00–16:00

Room **Studium 1 F3020**, Main building

This workshop explores narrative futuring, which is known as a psychological approach to futuring, aiming to imagine a personally meaningful future through writing letter(s). The method is also further applied in this current workshop as an embodied form, as dance narratives.

Through simple tasks, group and solo exercises, the workshop explores the method of narrative futuring using writing and dance improvisation. The session will include:

- A short introductory overview of the method,
- An exercise combining writing and dancing from the desired future, and
- A post-practice discussion and evaluation.

Participants should wear loose, comfortable clothing and appropriate footwear or socks for moving and be prepared to engage with the physical site through their body – no previous movement/dance experience is required. Please bring water as required.



WORKSHOP FACILITATORS

Anneke Sools, Associate Professor at the Department of Psychology, Health and Technology and Program Director of [Storylab](#), University of Twente, The Netherlands

Hanna Pohjola, Adjunct Professor (Title of a docent in interdisciplinary research on health and well-being), Doctor of Arts (Dance), Master of Arts (Dance Pedagogy), Master of Health Sciences (Exercise Medicine) and Physiotherapist.

A SAUNA STUDY – EXPERIMENTING WITH BODY PERMEABILITIES

Tue 9.1.2024

WORKSHOP 5, 17:00–21:00

Helsingin melontakeskus

Rajasaarenpenger 8

<https://maps.app.goo.gl/ZPSnUsy55E7qVnoz5>

NB! Joint meeting point at 16:15

University of Helsinki, Main Building

Fabianinkatu 33

<https://maps.app.goo.gl/XjRGBBKBybe31D76>

The aim of this workshop is to radically situate the participants in the mid-wintery Nordic atmosphere of Helsinki city while living through methodologies and methodological practices of knowing, sensing, and becoming. A sauna is an inherent part of Finnish culture and is commonly part of any gathering, be it a research seminar, family event, celebration, or transition in personal life. The Sauna is a place for purification, relaxation, rituals, myths, and beliefs. It also offers unique experiences of engaging with drastic temperature and humidity changes.

In the workshop, we ask what the sauna does to a researcher's bodymind? How is the researcher's bodymind affected and becoming by the heat, steam, and water of different temperatures? How do we sense the porosity and adaptability of our bodies in the flux of these contrast-rich conditions – warming up, sweating, cooling, steaming, drying, getting wet? What kinds of connections, intra-actions, and states of knowing and becoming are activated in these circumstances? The Sauna Study will include experiments with writing and storytelling, as well as bodily and sensory exercises. These allow associations with sensory methodologies, hydrofeminism, transcorporeal theories, personal embodied memories, stories of intergenerational exchange, cultural traditions and more.

The workshop invites the participants to spend an evening together in a sauna located on the seashore of central Helsinki. There will be various sauna turns according to gender identification and an option of swimming in the icy sea. The sauna turn will be followed by a discussion and a social gathering. An evening snack and 1–2 drinks are included in the price of the workshop. More detailed instructions will be sent to the registered participants. Places for the workshop are limited and will be reserved in the order of registration.



WORKSHOP FACILITATORS

Riikka Hohti, Finnish Academy Research Fellow, Tampere University, Finland PI of the Atmospheres project (Kone Foundation 2022–2025), University of Helsinki, Finland Postdoctoral Researcher in the AniMate research group, University of Oulu, Finland

Mirka Koro, Professor of qualitative research, Mary Lou Fulton Teachers College, Arizona State University, US

Henrika Ylirisku, Postdoctoral Researcher, University of Helsinki, Finland

ARTISTIC INPUTS

MORE THAN HUMAN KARAOKE

Wed 10.1.2024 - Fri 12.1.2024

Parallel session 1-7

Main building

Performance Organiser:

Gloria Lauterbach, Aalto University, Finland

The spatial installation/performance titled More-than-human Karaoke is a multi-dimensional experiment with the aim of probing a variety of perspectives and voices through exploring the lifeworld of more-than-human sounds. The theme of the congress “Participation, collaboration, and co-creation: Qualitative Inquiry across divides” shares with this artistic format the required change of perspective towards collaboration and co-creation. By exploring more-than-human sounds new perspectives can form that aim to expand learnt, discipline-based viewpoints and approaches.

LET THE ARTS TALK

Wed 10.1.2024 - Fri 12.1.2024

Parallel session 1-7K

Room **U2071**, Main building

Exhibition Presenter:

Tatiana Fernandez-Maya, KU Leuven, Belgium

In this innovative conference contribution, I want you to experience the kind of dialogue I establish with some artworks I am using as part of my PhD research.

In my project, I analyse the use of artistic languages to implement moral reparation for victims of human rights violations in Colombia. Based on the literature review, those kinds of reparations should convey certain information about the victimisation process and express some specific attitudes towards the victimised people. Since I am not using personal interviews, I let the artistic pieces talk to try and find those communicative elements I am studying. I have some standard questions but you could make your own and maybe receive an answer.

This exhibition includes an audio collection with songs, poetry, and testimonies, a documentary film (15:27 min), a mural, and a graphic novel.

PANELS

EXPLORING QUALITATIVE INQUIRY IN A BOOK PROJECT: ROUTLEDGE AUTHOR PANEL

Wed 10.1.2024

Parallel session 1N, 13:30–15:00

Room F3017, Main building

This session will launch a number of recent books published by Routledge with a focus on qualitative inquiry, many of which tie in with the conference themes of collaboration, participation, and co-creation. Participating authors will be discussing their work on the following books:

Members of The Bodies Collective on [*The Collaborative Body in Qualitative Research: Becoming Bodyography*](#) (2024) by The Bodies Collective

Jonathan Wyatt (University of Edinburgh, UK) on [*Qualitative Research Approaches for Psychotherapy: Reflexivity, Methodology, and Criticality*](#) (2023) by Keith Tudor & Jonathan Wyatt

Jocey Quinn (Plymouth University, UK) on [*Invisible Education: Posthuman Explorations of Everyday Learning*](#) (2024) by Jocey Quinn

Anne B. Reinertsen (Østfold University College, Norway) and Louise M. Thomas (Academic, and Education and Leadership Consultant) on [*Posthumanist Research and Writing as Agentic Acts of Inclusion: Knowledge Forced Open*](#) (2024) by Anne B. Reinertsen and Louise M. Thomas

Tamara Shefer and Vivienne Bozalek (University of the Western Cape, South Africa), and Nike Romano (Cape Peninsula University of Technology, South Africa) on [*Hydrofeminist Thinking With Oceans: Political and Scholarly Possibilities*](#) (2024) by Tamara Shefer, Vivienne Bozalek, and Nike Romano

And from the [*Postqualitative, New Materialist and Critical Posthumanist Research Series*](#), Editor in Chief – Karin Murriss (University of Oulu, Finland & University of Cape Town, South Africa)

Authors will deliver a short presentation in which they will discuss their writing, and their experiences working on a book. Following the presentations there will be a Q&A session, where attendees can ask questions of any of the authors. The panel is hosted by Eleanor Taylor, Senior Editor of Research Methods at Routledge.

ETHICS OF PARTICIPATION IN NON-HUMAN, LIMINAL AND MARGINALIZED PERSPECTIVES

Wed 10.1.2024

Parallel session 2G, 15:30–17:00

Room **U4075**, Main building

Panel Chair:

Dawn Thibert, University of Bedfordshire, UK

We are finding that research with the non-human, liminal living and marginalised presents challenges regarding participation/collaboration/co-production and timescales. By embracing the ethical dilemmas emerging, we are troubling and pushing at the margins of understandings from the inside and outside, intra-acting into new territories and ways of knowing. We are finding ways to indirectly honour perspectives, when direct participation is not possible.

ETHICS OF PARTICIPATION IN NON-HUMAN, LIMINAL AND MARGINALIZED PERSPECTIVES.

Dawn Thibert, University of Bedfordshire, UK

Paper 1: Ethical Visiting

In this paper I explore the dilemmas in deciding who to invite to participate in my research, which is taking place in my work context in an adult forensic mental health service, where I am a family therapist. I will describe the context, which was a new work environment for me, where nomadic methodology helped me navigate my position, using Deleuze and Guattari's (1987) concept of territorialisation and visiting communities. I will take you through iterations of my research proposal and my ethical dilemmas. Ultimately, I could not justify co-production nor ethically find a way to directly include clients and their families as co-researchers or participants. This client group tends to get left out of research because of their complexity and risks. I decided that my research participants will be professionals working with me in family therapy consultations and sessions. I am studying my therapeutic practice of noticing changes in my bodily sensations in family therapy sessions, the sense I make of these changes in bodily sensations, and what I do with the sensations I notice. I am calling this "reflexive intra-embodied practice". I am also studying how other professionals understand and make use of their embodied practice. I draw on Karen Barad's (2007) diffractive methodology and concept of intra-action, where everything is connected. I comment on complexities of research with participants with whom I have an on-going professional relationship. I also consider how to honour clients' voices and perspectives, highlight their plight and avoid othering, colonising, pathologising practices. I am striving to ethically and responsibly articulate what clients and their families communicate to me on a non-verbal level, what I do with this information and what effects this has on practice.

ETHICS OF PARTICIPATION IN NON-HUMAN, LIMINAL AND MARGINALIZED PERSPECTIVES.

Rachel Julia Evans, University of Bedfordshire, UK

Paper 2: Meeting in the Margins

In the following paper, I explore the ethical dilemmas I am encountering whilst undertaking doctoral research in systemic practice. The topic I am exploring considers the challenges of liminal living (Blows, 2012) experienced by younger women with breast cancer.

There are many dilemmas encountered by those facing liminal living as participants find themselves in the space between illness and wellness. In the process of meeting with participants, and ethically exploring participant participation, I have myself encountered ethical considerations about meeting across, in and through margins.

When we talk about margins, we often use the term as something to be eliminated, and rightly so in many contexts. However, in this context, the 'liminal gap' can be experienced as more than negative space. In the paper, I briefly explore an appreciation of the liminal space and the dilemmas that can be experienced in it. I will then expand on some of the ethical considerations which researching the liminality of serious illness requires.

I focus on the concept of time. Time in the liminal space, and research space differ. I describe this as working across different time zones. In the liminal space, there is frequently an urgency in the 'now' whereas doctoral research requires plans, Gant charts and assumes some predictability of a future. Thus, creating ethical tension. I explore dilemmas of urgency and emergence and the challenges encountered in needing to organise conversations at pace and prepare for the possibility that participants may not be able to contribute their views and opinions through the life cycle of the doctorate. I consider ethics of being within and without the liminal space, both an insider in the research and outside. As we move between levels of liminality, in the paper, I shine light in terrain otherwise possibly unexplored.

ETHICS OF PARTICIPATION IN NON-HUMAN, LIMINAL AND MARGINALIZED PERSPECTIVES.

Karen Finn, University of Bedfordshire, UK

Paper 3: Creating knowledge with non-human participants using an 'us-two' methodology

Through my presentation I will consider how an “us-two” approach might allow researchers to build knowledge with non-human entities (Yunkaporta 2020). I ask what that process might feel like and if the experience of intra-action can enlighten the process further (Barad 2007)? Transmaterial worlding encourages us to ask questions from the perspective of non-human entities to imagine what their responses might be to human activities, such as the experience of snow lying at Mount Everest base camp being transformed by climbers (Simon & Salter 2019). Abbott challenges us further to “practice heartfelt communication and deep listening with beings of Nature,” to gain post-human insight (Abbott 2021).

By sharing my own experience of knowledge-building with Earth I hope to raise further questions and to encourage ECQI participants to consider post-human research methods. I ask if research can give agency to “more-than-human” participants or objectify them and appropriate their knowledge (Abram, 1997)? Exploring the principles of “us-two,” a term used by Tyson Yunkaporta to describe a form of kinship-pair between reader and writer (2020), I ask if this concept might be used within research, who might be invited into such a relationship and what the consequences could be for the development of future knowledge?

TEACHING (POST)QUALITATIVE INQUIRY & RELATIONAL ETHICS

Wed 10.1.2024

Parallel session 2H, 15:30–17:00

Room **U4078**, Main building

Panel Chair:

Candace R. Kuby, University of Missouri, USA

The four papers in this session all think-through pedagogies inspired by post-foundational philosophies. The papers are situated in higher education contexts, across several countries, and specifically discuss the teaching of graduate students as (post)qualitative researchers.

**TEACHING (POST)QUALITATIVE
INQUIRY & RELATIONAL ETHICS**

Mirka Koro, Arizona State University, USA
Roya Farhalizadeh, Arizona State University, USA

**Paper 1: Relational Learnings: Teaching Postqualitative
Research**

The purpose of this presentation is to explore how postqualitative inquiry practices could be and have been taught in higher education contexts. Since many postqualitative practices and pedagogies are immanent and continuously emerging, teaching postqualitative research may not be a teachable practice at all. Teaching postqualitative inquiry and research is the task of the impossible and call of the relational seeker and infinite learner. Much of the teaching post-approaches resemble an art, craft, and creation always situated in relations and different ecologies. The more we attempt to describe and articulate how postqualitative research could be taught and relationally learned, the more the inquiry practices and learning assemblages escape and disappear. There lies our task. How to teach the unteachable and how to talk about/describe the indescribable in relational ways?

**TEACHING (POST)QUALITATIVE
INQUIRY & RELATIONAL ETHICS**

Aaron M. Kuntz, Florida International University, USA

**Paper 2: Writing, Reading, Inquiry: Relational Teaching and
PostQualitative Inquiry**

As a means to engage postqualitative inquiry and postfoundational philosophy I work with students to employ writing, reading, and inquiry as practices that inform one another even as they collectively create alternatives to the lived status quo. In order to ground this within our graduate classroom, we examine a series of nearly-mundane practices through which we strive to encounter an open-ended world: writing-reading and reading-writing.

The first practice, writing-reading, entails writing through a commonplace event we have encountered on the level of lived experience. We then strive to “write out” from this experience to larger considerations of policy and philosophy, thereby shifting processes of description (a making that often circumscribes a past) to that of conceptual creation (entailing an orientation to a future unknown), before returning to a renewed encounter with the mundane present. This is a zig-zag approach that extends from a postqualitative engagement with thinking-with (and, I would add, living-with).

The second practice, reading-writing, is differently generative and stems from entangling multiple philosophical texts together such that we read them in overlapping form (never in isolation) and must necessarily write to make sense of their shared encounter. Here, the event of reading-in-relation provides a necessary conceptual force for writing; for making texts bend in relation to one another. Reading-writing extends a shared context through which philosophical work (in its broadest sense) might be brought to bear on our contemporary moment, with an extended impact on the possibilities for living a life differently governed.

Such inquiry practices develop generative force through the subtle ways in which they form strategies for encountering our world differently, propelled by ethical engagement. Specific to the work of this paper, I situate these practices within the aggressive reading-writing typified by Gilles Deleuze, the ethically-informed writing-reading seen in Michele Foucault’s work, and the affirmative ethical force of inquiry that extends from Rosi Braidotti.

**TEACHING (POST)QUALITATIVE
INQUIRY & RELATIONAL ETHICS**

Candace R. Kuby, University of Missouri, USA
Vivienne Bozalek, University of the Western Cape, South Africa

**Paper 3: Pedagogy in the Context of
Postfoundational Inquiry:
Reading-Writing-Thinking-Making Together**

This paper considers how involving postfoundational inquiry in both the process and the content of pedagogies creates opportunities to think and be(come) otherwise. We focus on the question: Who and what forces us to think (and teach) otherwise? We share several interrelated concepts that inspire our pedagogies such as intra-action, processual learning and the event, and collective and relational. We discuss various pedagogical projects and practices which have as their focus postfoundational philosophies and the doing of inquiry. Through the collaborative partnership of our universities, one in the US (University of Missouri) and one in South Africa (University of the Western Cape) we have, in several different face-to-face and online pedagogical sessions, involved graduate students as well as academics and practitioners interested in using postfoundational philosophies in their work. These sessions have involved collaborative interviews on postqualitative inquiry, collaborative reading and writing texts, as well as multimodal pedagogies with artistic and embodied pedagogical and inquiry processes.

We think with several pedagogical examples to expand on the following four areas regarding the process and content of pedagogies thinking-with postfoundational theorists: Firstly, engagement with and responses to philosophical ideas is collaborative and democratic with all participating, rather than the binary of the teachers suggesting and the students carrying out the work. Secondly, reading-writing-thinking-making together as supervisors and students provides opportunities for a disposition of curiosity, trying to make sense of difficult philosophical ideas. Thirdly, our reading-writing-thinking-making with philosophical concepts and texts has led to various openings for co-writing and co-publishing texts or other audio-visual presentations together, in this way rendering each other capable – there are no pre-existing individual producers of knowledge. Fourthly, the chapter addresses how reading-writing-thinking-making are undeniably political processes, where knowing is situated, incomplete and partial.

**TEACHING (POST)QUALITATIVE
INQUIRY & RELATIONAL ETHICS**

Jayne Osgood, Middlesex University, UK

Paper 4: Eco-pedagogies as worlding practices in childhood studies

This paper considers how involving postfoundational inquiry in both the process and the content of pedagogies creates opportunities to think and be(come) otherwise. We focus on the question: Who and what forces us to think (and teach) otherwise? We share several interrelated concepts that inspire our pedagogies such as intra-action, processual learning and the event, and collective and relational. We discuss various pedagogical projects and practices which have as their focus postfoundational philosophies and the doing of inquiry. Through the collaborative partnership of our universities, one in the US (University of Missouri) and one in South Africa (University of the Western Cape) we have, in several different face-to-face and online pedagogical sessions, involved graduate students as well as academics and practitioners interested in using postfoundational philosophies in their work. These sessions have involved collaborative interviews on postqualitative inquiry, collaborative reading and writing texts, as well as multimodal pedagogies with artistic and embodied pedagogical and inquiry processes.

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RE-/DE-/DIS-ORIENTATING ETHICO- ONTO-EPISTEMO-LOGICAL BOARDERS WITH CURIOSITY, CAUTION AND CARE

Thu 11.1.2024

Parallel session 3A, 11:00–12:30

Room **U3029**, Main building

Panel Chair:

Camilla Eline Andersen, Inland Norway University of Applied Sciences, Norway

Discussant:

Jayne Osgood, Middlesex University, UK & Inland Norway University of Applied Sciences, Norway

This panel comprises three papers that are underpinned by Ahmed's (2006) concern with 'orientation'. Together we explore the generative potential that exists within the tensions and discomforts that are encountered when endeavoring to situate our emerging research projects in early childhood. As white, able-bodied, cisgendered scholars from the global North, we are variously curious about the ways in which we might re-/de-/dis-orientate ourselves within thought systems, philosophies and praxis that have been shaped by Black feminism (Wynter, McKittrick), indigenous worldviews (Guttorm, Knobbloch, Kramvig) and other thinkers working on the margins (Ahmed, Manning, Stewart). Collectively we grapple with the imperative to tread with caution and care in attempts to make such scholarship central in our research that seeks to re-orientate established concepts/practices including: belonging, transitions, and difficult pedagogies.

**RE-/DE-/DIS-ORIENTATING ETHICO-
ONTO-EPISTEM-OLOGICAL BOARDERS
WITH CURIOSITY, CAUTION AND
CARE.**

Svein Harald Bigum, Inland University of Applied Sciences, Norway

Paper 1: To Navigate New Terrain: About Dis- and re-orienting in a Research Project when Reading Manning

As a novice researcher and observer of one-year-olds' transition to kindergarten, my initial agenda was to examine how kindergarten teachers understand their role when being responsible for the one-year-olds when they are "settling-in". However, during my observations I unexpectedly became curious of something else than I had set out to study; small changes in mood and atmosphere in the room during the "settling-in-period". The consequences of these minor changes seemed to influence how I, as a researcher, and the research participants acted on the new situations. Hence, tensions and discomfort emerged in the research creation when new and unexpected ideas emerged from the data. I became curious if these minor changes are active in the decisions the teachers must make in these sudden moments. Also, the forces of disorientation and reorientation started to play with my perception of the methodological concepts I had learned in the ph. d.-courses.

These tensions and feelings of discomfort lead me (back) to Manning's (2015; 2016) work. When navigating this new terrain (Kamler & Thomson, 2014, p. 30-31) in research on one-year-olds' transition to kindergarten, Manning's theories helped me to grapple and manage these emotions and forces that emerged in my research-body when being present in the kindergarten when the "settling-in" occurred. With Manning, I have become interested in how transitions work when they are activated the moment the children and their parents enter the kindergarten, when they enter the discursive field of "settling-in". With respect for the constantly spontaneous and perhaps unexpected that can emerge where transitions to kindergarten occur, like a constant shift in atmospheric attunements (Stewart, 2011), I can "(t)ake seriously that generating new forms of knowledge implies generating new forms of experience for which there are no pre-given methodologies, for which there is no pre-determined value" (Manning, 2015, p. 134).

**RE-/DE-/DIS-ORIENTATING ETHICO-
ONTO-EPISTEM-OLOGICAL BOARDERS
WITH CURIOSITY, CAUTION AND
CARE.**

Camilla Eline Andersen, Inland University of Applied Sciences, Norway
Agnes Westgaard Bjelkerud, Inland University of Applied Sciences, Norway

Paper 2: Mood Work as Method: Thinking With Racialized Atmospheres and Affects in Early Childhood Teacher Education

This emerging project evolves from embodied stutterings experienced by white teacher educators and an interest in just pedagogies. The stuttering relates to what sometimes becomes difficult pedagogies when issues of race and racialization are taught in diverse classrooms. And also to race-events emerging in university spaces (classrooms, corridors, toilets etc) that ‘fold comfortably around’ Norwegian whiteness (Hvenegård-Lassen & Staunæs, 2021). Further, to stories of failure or discomfort, but also of hope and creativity, from exploring ways to work pedagogically with race and racialization. In the presentation we explore re-/de-/dis-orientations that emerge when turning to ‘mood work’; ‘feelings that are not our own’ (Ahmed, 2014, p, 15). We are particularly interested in racialized atmospheres and affects sensed by us as educators and how to work carefully and cautiously with these.

In this presentation we engage in ‘mood work’ as a methodological possibility for thinking further with the above mentioned stutterings. Drawing on Stewart (2010, p. 338) we think of moods and atmospheres as refrains of a world’s repetitions: as that ‘which accumulate the capacities to affect and to be affected’ (Stewart, 2010, p. 338). Refrains ‘worlds up’ as actions and reactions, Stewart (2010) points out, allowing us to think of these moods as public, pre-personal and co-creative intensities. Drawing on a turn towards atmospheric attunements to ‘what happens’ (Stewart, 2011; 2013), and on what Le Guin (1996), elaborated by Andersen (2023), called unheroic story telling, the methodological questions we ponder upon are: How do we attune to that which happens, and engage with these attunement’s situatedness? How do we tell stories about the activity of re-/de-/dis-orientations in relation to racialized moods, with critique, caution and care?

What kind of knowledge is being produced in this way of telling stories, and for what purpose; by whom and for whom?

**RE-/DE-/DIS-ORIENTATING ETHICO-
ONTO-EPISTEM-OLOGICAL BOARDERS
WITH CURIOSITY, CAUTION AND
CARE.**

Liv Alice Pope, Inland University of Applied Sciences, Norway

Paper 3: Inquiring Belonging in Early Childhood: Thinking With Black Studies and Indigenous Perspectives

This emerging project evolves from embodied stutterings experienced by white teacher educators and an interest in just pedagogies. The stuttering relates to what sometimes becomes difficult pedagogies when issues of race and racialization are taught in diverse classrooms. And also to race-events emerging in university spaces (classrooms, corridors, toilets etc) that ‘fold comfortably around’ Norwegian whiteness (Hvenegård-Lassen & Staunæs, 2021). Further, to stories of failure or discomfort, but also of hope and creativity, from exploring ways to work pedagogically with race and racialization. In the presentation we explore re-/de-/dis-orientations that emerge when turning to ‘mood work’; ‘feelings that are not our own’ (Ahmed, 2014, p, 15). We are particularly interested in racialized atmospheres and affects sensed by us as educators and how to work carefully and cautiously with these.

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What kind of knowledge is being produced in this way of telling stories, and for what purpose; by whom and for whom?

ÉDOUARD GLISSANT AND CARIBBEAN THEORIES OF THE HUMAN IN EDUCATIONAL RESEARCH

Thu 11.1.2024

Parallel session 3E, 11:00–12:30

Room **U4062**, Main building

Panel Chair:

David Ben Shannon, Manchester Metropolitan University, UK

The papers on this international panel inject the philosophy of Martiniquais author and philosopher Édouard Glissant, and other Caribbean thinkers, into educational research. Drawing from research conducted in England, Jamaica, and the United States, the panellists explore how the Relational, anti-colonial thinking of Glissant and other Caribbean philosophers bring new insights to diverse education contexts and research paradigms, including: sensory ethnography in early childhood education; gallery-based art inquiry with young people; secondary history education in diasporic contexts; and more-than-human renderings of literacies.

ÉDOUARD GLISSANT AND CARIBBEAN
THEORIES OF THE HUMAN IN
EDUCATIONAL RESEARCH

David Ben Shannon, Manchester Metropolitan University, UK

Abigail Hackett, Sheffield Hallam University, UK

Paper 1: The ‘right to opacity’ in Early Childhood Education: Reciprocity and Relation.

In this paper, we attend to what Glissant terms the “right to opacity” in order to rethink young children’s language and communication. In England, young children’s communication and language practices are under intensifying surveillance and paranoia about their ‘proper’ and ‘timely’ development. This kind of ‘proper’ language development is frequently framed through logics of “transparency” that, we argue, understand the purpose of communication as being efficiency, clarity, and to demonstrate ones’ individual desires and perspectives (which are assumed to be rational).

We are inspired by Glissant’s writing on opacity. Drawn from his concept of Relation, opacity acknowledges how entities and identities are constructed at the intersection of innumerable more-than-human forces. Consequently, fully understanding another sufficiently that they might be efficient, clear, and rational requires their reduction to a smaller scale to facilitate “comparisons and, perhaps, judgements” (p. 190). In order to avoid a reduction and the risk of ‘colonising children through language’ (Viruru, 2001), Glissant urges us to “clamour for the right to opacity for everyone” (1997, p. 189):

We explore what this may mean for grown-ups who spend time with young children by considering two vignettes from lengthy, sensory ethnographic research conducted in ECE settings in England: a special education classroom and a nursery. In the first vignette, “Moses” sobs and spins on a climbing frame. In the second vignette, “Duncan” rolls and sighs on a grassy hill. We argue that the moments seem to demonstrate a kind of “opaque reciprocity”: of exchange that complicates easy notions of authorship, thus de-emphasising efficient, clear, and rational notions of meaning-making.

**ÉDOUARD GLISSANT AND CARIBBEAN
THEORIES OF THE HUMAN IN
EDUCATIONAL RESEARCH**

Laura Trafí-Prats, Manchester Metropolitan University, UK

Liz de Freitas, Adeppli University, USA

David Rousell, RMIT, Australia

Riikka Hohti, University of Tampere, Finland

Paper 2: Rethinking participation through an ethics of opacity in gallery-based youth programmes

Art programming for urban youth adopts methodologies that present youth in paternalistic ways, with the arts often acting as a process of social facilitation. In this paper, we problematise this through an arts-based participative research project that we undertook with a group of youth in the context of William Kentridge's exhibition 'Thick Time'. We were directed to foster participation first by "beginning from the personal experience of the youth", and second by delivering strategies of artistic engagement that pursued the clarity of identity as well as 'positive' non-ambiguous behaviours. We found this as a questionable renunciation to the dissensual potential of the aesthetic to imagine other possible distributions of ideas, sensibilities, perspectives (Rancière, 2004), taking a different approach to the ethics of participation through Glissant's (1997) concept of opacity.

Opacity expresses a nomadic and differential view of the network of relations, a modal process of becoming, originated through promiscuous colonial mixings and frictions that make clarity impossible. The imperceptibility of opacity, however, is not a deficit but an affirmation. Opacity allowed us to see young people's experiences not in terms of origin but as aberrant flows of errantry that densified the already dense network of the artworks. Methodologically, we took Kentridge's exhibition as a space of experimentation with propositions, concepts, and different techniques of sensing time through drawing, video, thermal sensors, and whispering in a series of six workshops and one exhibition.

We discuss two findings. The first is on the excess of opacity in a video-fragment involving a young person dancing with one of Kentridge's installations, weaving into the artwork network in relays that further métissage. The second one is on the errant imagination and concerns different data passages around 'Fugitive Whispers,' an installation co-created with the youth which produced alternative forms of togetherness and rendered participation complexly problematic.

**ÉDOUARD GLISSANT AND CARIBBEAN
THEORIES OF THE HUMAN IN
EDUCATIONAL RESEARCH**

Yvonne Sinclair, Manchester Metropolitan University, UK

**Paper 3: Reading Caribbean Student and Teacher Perspectives
on Caribbean Identity and Slavery
Through Glissant's Concepts of "Creolisation" and "Traces"**

In this paper, I examine how far Glissant's concepts of creolisation and trace(s) might help us read Caribbean perspectives on Caribbean identity and culture in relation to teaching and learning about the transatlantic slave trade and slavery in two Secondary school contexts: England and the Caribbean.

Teaching and learning about the European (British) transatlantic slave trade and slavery, whether in Europe or the Caribbean, raises questions about dehumanisation and loss as reflected in Glissant's concept of the "dispossession" that "...begins...with the first African snatched from the Gold Coast"(Glissant, 1989, pp 37-51 & p. 38). More specifically, thinking about these questions in the Caribbean Glissant's discourse asks questions about what happens at "the point of entanglement"(Glissant, 1989, p.26)

In response, Glissant (1989, 1997) offers us the concept of "creolisation" (of language(s) and culture(s)). Glissant's concept of creolisation refers to a ceaseless hybridity (not and more than hybridity). Thus, creolisation is the creation of something new, a reconstruction out of "traces" of the left behind and the remembered (Glissant, [1994] 2020). In the Caribbean, creolisation emerges in a new place, after the slave ship and the Middle Passage. It is ceaseless, ever-changing and unforeseeable. Glissant offers the word "creolisation" "to signify the unpredictability of completely new outcomes, that saves us from believing in an essence or the rigidity of exclusiveness." (Glissant, [1998] 2020, p.14)

The paper shares three vignettes from interviews with Jamaican Secondary school history students and teachers in which they speak about Jamaican culture and identity in relation to teaching and learning about the transatlantic slave trade and slavery. The paper discusses how far their perspectives reflect Glissant's notion of creolisation and his understanding of trace(s). In so doing, this paper considers how far Glissant's concepts help us to read the teacher and student perspectives and from here considers the implications for teaching about transatlantic slave trade and slavery in particular postcolonial contexts.

**ÉDOUARD GLISSANT AND CARIBBEAN
THEORIES OF THE HUMAN IN
EDUCATIONAL RESEARCH**

Candace R. Kuby, University of Missouri, USA

**Paper 4: Frictional Matterings: (Re)Thinking Identity and
Subjectivity in the Coming-to-Be of Literacies**

As scholars who find much hope in feminist ‘new’ materialist and posthumanist theories because of the focus on ethics and justice in the relationships which make our world, we share our experiences together in a kindergarten classroom. We are fascinated with how identities and subjectivity are shaped and shifted, and we turn our attention to becomings of lively literacies.

We engage with conversations which build upon and extend Crenshaw’s (1989, 1991) theory of intersectionality with post-philosophies by scholars who identify as Black feminist, Women of Color feminist, Queer theorist, Chicana, and/or Indigenous scholars (e.g., Keating, 2013; Nash, 2011, 2019; Puar, 2012, 2007/2017). We hope to shake the ontological ground on which (literacies) expectations and paths are set and mind-bodies restricted as intersectionalities sometimes become fixed labels of categorization.

In an iterative slow thinking-making-with-reading, our contemplation brings intersectionality and post-philosophies into conversation to explore diffractive-affirmative possibilities for social and curricular (re)shapings. We choose to follow the (re)shapings of computers, book making, creatures and costuming because these sites of literacies provide a theoretical-playspace. We discuss four potentially generative frictions: 1) Invitations as More-than-Human with/in a Human-Centric Space and the Myth of a Single Curriculum Trajectory, 2) Pinning Down (Response and Resistance to) Binary Humanist Logic, 3) World Making and Going Off-Script, and 4) Suspending an Attachment to the Present.

Friction matterings invites generativity to create affirming spaces. While we aren’t claiming that teachers and/or schools have narrow or fixed ideas of children because of intersectionality theory, we do see practices in educational spaces that continue to pin down children. We hope this paper is a space to imagine what might happen if we think intersectionality alongside/with other perspectives on subjectivity and identity.

GENDER, FEMINISMS AND THE ‘POSTS’: CONTEMPORARY CONTESTATIONS, NEW EDUCATIONAL IMAGINARIES & HOPE- FULL RENEWALS

Fri 11.1.2024

Parallel session 5A, 09:30–11:00

Room **U3029**, Main building

Panel Chairs:

Jane Osgood, Middlesex University, UK

Carol Taylor, University of Bath, UK

This Panel explores the entangled relations between feminisms and the ‘posts’, and interrogates what these relations offer for rethinking gender and education research, theory, methodology, practice, activism and praxis. The papers in this Panel take a capacious approach to both feminisms and the ‘posts’, conceptualizing feminisms as plural, pragmatic and political – as a thinking-feeling-doing oriented to social and educational change for gendered-racialized-sexualized-dis/abled bodies. Our understanding of the ‘posts’ includes post-humanism, post-structuralism, post-qualitative inquiry, post-colonialism and post-foundational philosophies. The four papers in this Panel explore the ways in which gender, feminisms and the ‘posts’ offer scope to oppose dualistic, hierarchical and anthropocentric categories, and to re-imagine and enact theory-methodology-praxis in nomadic, rhizomatic, care-full, creative, affirmative and relational ways.

**GENDER, FEMINISMS AND THE 'POSTS':
CONTEMPORARY CONTESTATIONS,
NEW EDUCATIONAL IMAGINARIES &
HOPE-FULL RENEWALS**

Jayne Osgood, Middlesex University, UK

Vivienne Bozalek, University of the Western Cape, South Africa

Hydrofeminist Swimming-writing-reading Across and Beyond the Divides: Hope-full Renewals for Scholarly Practices

What might hydrofeminist praxis offer postqualitative inquiry across and beyond the divides? Hydrofeminism (Neimanis, 2012) as concept and practice, conveys the fluidity of bodies of water, challenging Cartesian notions of discrete, atomised, self-sufficient individuals, a stance familiar to those interested in postqualitative inquiry. For Neimanis, hydrofeminism does not only invite women, but all bodies, to participate in 'aqueous body-writing'. Taking watery lives, watery selves and watery practices to the heart of our seriously playful (Haraway, 2008, 2016) research practice we attempt to disrupt and displace neoliberal imperatives that determine what educational research should be.

Our hydrofeminist scholarship is a form of activism that refuses to be contained and confined to the ivory towers of knowledge production. Instead, it is a scholarship that articulates the significance of embodied, messy, everyday, watery encounters that open up generative possibilities for reimagining what scholarly practices are, how they get produced and the difference made when such practices are created differently, for living and dying together/apart on a damaged planet (Haraway, 2016; Tsing, 2015; Tsing et al. 2017). Our experimental and indeterminate project traverses multiple disciplines from archival foraging to marine biology, hydrofeminism, poetry and others that we explore with both bravery and vulnerability. We consider wild swimming (both literally and metaphorically) through and with the un/known to be a feminist act of wit(h)(in)nessing.

Enacting Nietzsche's (1881/1982, p. 5) mode of swimming-writing-reading 'with doors left open, with delicate eyes and fingers' and laying bare the intricate processes involved in this hydrofeminist experiment, we gift a series of propositions and provocations that might contribute towards new educational imaginaries of how knowledge can be generated other-wise, through 'aqueous body-writing' and reading that privileges both partial perspectives and situated knowledges (Haraway, 1988).

**GENDER, FEMINISMS AND THE 'POSTS':
CONTEMPORARY CONTESTATIONS,
NEW EDUCATIONAL IMAGINARIES &
HOPE-FULL RENEWALS**

*Carol A. Taylor, University of Bath, UK
Hannah Hogarth, University of Bath, UK
Joy Cranham, University of Bath, UK*

**Telling it Slant with Side Curved Head and Curiosity:
Posthumanist/Feminist Materialist Creative Activations in
University Spaces**

This paper takes off from the tiny little injuries that are visited upon us, and which accumulate, calcify and shape our academic lives over time in the spaces and places of the university. It attends to how we twist, turn, deform and diminish our bodies to fit in; how we accommodate to being silenced and rendered unvoiced; and how we contest being positioned. Our questions are:

- How can feminist posthumanist research practices help us fabulate possibilities of and for more hospitable – less elitist, less exclusive, less masculinist – universities?
- How, with side curved head curious, might we activate a theory-methodology-praxis for knowing-doing-becoming other-wise in the university?
- How do we make the most of our positionings plural to do work on the margins, in the interstices, in the gaps that push back against powerful normative framings?

Composed as a series of glancing and slanting post-personal autoethnographies (Fairchild et al., 2022), our paper speculates, meanders, wanders and wonders with these questions to fabulate possibilities of and for more hospitable – less elitist, less exclusive - universities.

Theoretically, we draw on posthumanism/feminist new materialism (Taylor, 2016), on Haraway's (2016) figuration of speculative fabulation, and on Braidotti's (2022: 9) affirmative ethics which aims to 'construct a discursive community that cares for the state of the world, and intervenes productively in it.' Methodologically, we take inspiration from Bennett's (2020) musings on bodily position, disposition and orientations. We discuss how our creative activations in working with 'the slow tempo of nonchalance' helped produce an active and receptive practice regarding other bodies, objects, spaces, materialities, affects and atmospheres. Our activations offer insights into what is needed to enable the university to become a more capaciously hospitable place to bodies excluded by exceptionalist hu/Man/ism and extractive knowledge practices, and turn a hope-full glance towards the potential becomings of the not-yet.

**GENDER, FEMINISMS AND THE 'POSTS':
CONTEMPORARY CONTESTATIONS,
NEW EDUCATIONAL IMAGINARIES &
HOPE-FULL RENEWALS**

*Candace R. Kuby, University of Missouri, US
Aaron Kuntz, Florida International University, US*

Admining Beyond Certainty: Generating New Educational Imaginaries through More-than-Faculty Roles

We are a-part of the higher education machine, the system we call 'the academy'. We are administrators in this machine in a context where state legislators (attempt to) pass legislation that remove IDE (inclusion, diversity and equity) initiatives from educational spaces. We are administrators at public universities where funding from state officials over time has significantly reduced, forcing 'entrepreneurial' responses from faculty and administrators alike. We are administrators at universities where standards, metrics, and pressures to publish (or perish) are alive and well. We are administrators responsible for faculty, staff and students with various gendered-racialized-sexualized-dis/abled bodies who experience life at our universities in varied, sometimes traumatic, ways.

As two researchers-teachers-mentors who are now also administrators, we find ourselves thinking-feeling-doing-admining with post-philosophical concepts that for years we've written about in our scholarship and embodied in our teaching. In higher education, the discursive establishment of 'faculty' vs. 'administrator' creates a dualistic, hierarchical structure, informing relationalities between ourselves and faculty, some we call(ed) colleagues and friends for years before becoming an administrator. While we recognize the lived realities of a supervisory role, we also wish to resist the normative relationalities this dualistic thinking produces for higher education. In these relational encounters, we find ethics, care, and response-ability, all come into being in immanent decision making processes that, nonetheless, bear the imprint of tradition and hierarchy.

We seek to 're-imagine and enact theory-practice-praxis in nomadic, rhizomatic, care-full, creative, affirmative and relational ways – ways which ... are deeply political and which [we hope] promise to be potentially transformative for gender and education'. We think-write-live with our academic roles, gendered-racial-cultural-ethnic identities, and experiences as administrators in higher education to consider how various philosophical concepts inform how we do admining.

**GENDER, FEMINISMS AND THE ‘POSTS’:
CONTEMPORARY CONTESTATIONS,
NEW EDUCATIONAL IMAGINARIES &
HOPE-FULL RENEWALS**

*Sarah E. Truman, University of Melbourne, Australia
David Ben Shannon, Manchester Metropolitan University, UK*

Queering Nostalgia: Speculating with “Doctor Who” Character Alpha Centauri Towards Utopic Futures

In this paper, the authors queer the affect of nostalgia as a way of speculating on more just futures through analysis of a song we wrote about the “Doctor Who” character Alpha Centauri. We suggest that the process of writing and listening to the song lures a different future-past through its queering of the affect of nostalgia.

Our present educational epoch is marked by cis-hetero and white supremacist nostalgias. Long-running science fiction show “Doctor Who” has demonstrated many of these normative nostalgias. In contrast, we draw from José Muñoz (2009) concept of queer utopia to propose a utopic, future-facing nostalgia. Muñoz conceptualises queer utopia as an unattainable potential that animates possibility without ever being possible. We apply this notion to a song we wrote about our favourite, if problematic, Doctor Who character “Alpha Centauri.”

We draw here from our speculative songwriting project under the moniker Oblique Curiosities. When discussing our artistic practice in academic settings such as this paper, we contextualize our process as research-creation (Loveless, 2019; Shannon & Truman, 2020). Research-creation is a way of thinking through a concept by creating art.

We share a short excerpt of a song we wrote about “Doctor Who” character Alpha Centauri, which we analyse for its musical, lyrical, and production features. The song can be heard via this link: <https://soundcloud.com/oblique-curiosities/alpha-centauri>

We argue that the song queers nostalgia, re-appropriating it from framing a yearning for a (heteronormative) past that never was, or (homonormative) present that never can be, to instead invoke a fairer, more just, and queerly utopic future (that must remain firmly out of reach).

DREAM TEAMS

RE-IMAGINING SCHOOLS: CREATIVE TRANSFORMATION OF EDUCATION THROUGH THE IMAGINATION OF GLOBAL YOUTH MOVEMENTS FOR EQUITABLE AND SUSTAINABLE FUTURES

Wed 10.1.2024

Parallel session 1B, 13:30–15:00

Room **U3040**, Main building

Dream Team Chairs:

Morna McDermott McNulty, Towson University, Towson, MD, USA

Diane Kuthy, Towson University, Towson, MD, USA

Sharon McCullough, Samuel Taylor Coleridge Elementary School

Simon Sharkey, The Necessary Space, UK

Irmin Durand, AIME

Keywords: schools, youth empowerment, imaginative learning, global sustainability

This dream team focuses on questions of the imagination such as “What if...,”and, “Then what?” It brings together a collection of six different projects from across the globe that share a vision to re-imagine education (and schools) for a more equitable and sustainable future. The team’s guiding principle is that we must use imaginative approaches toward scholarship that engage the visions and voices of the youth to bring about change. Each of the six projects engages with creative and critical qualitative methods for developing and disseminating actions that can transform our existing and possible global conditions.

Each member (or team) from this dream team will use 5–7 minutes to share the project they are currently conducting in their respective country or region. The projects reflect a diverse range of arts-based methodologies, case-study analysis, and phenomenology in representing data (outcomes from projects) and evaluating their success.

Following presentations from each team, the dream team will lead the audience/participants in a discussion and creative activities to encourage imaginative futures for global education. Participants will consider the following questions: What should be purposes of education be? Who decides? Who benefits? In a world of shifting populations and climate change, what are the necessary resources and tools that educators and youth must consider to meet the needs of our collective uncertain future? How can creativity and imaginative modes of qualitative research empower research-advocates across the globe to manifest a system for education? How can immersive arts and modern technologies help youth imagine new ways of learning and developing their agency into the world? The dream team will culminate in a writing collective that will result in an edited book project in Springer’s Arts Based Research book series. Ideas and imaginings from the audience/participants who will be active discussants during this session will be recorded and included as part of our Springer book proposal.

Team presentations:

Morna McDermott McNulty/Diane Kuthy/Sharon McCullough (Towson University and Baltimore City schools, USA) Re-Imagining Schools K-12 students from Baltimore, MD illustrated their “dream schools” and then were paired with Towson University art majors who constructed 3D renderings of the illustrations. The illustrations and 3D designs are shared with the university and k12 schools. The goal is to have students use their imagination to empower their voices in articulating what kinds of schools we should be creating for sustainable and equitable futures.

Edson Dongo: Teach For Zimbabwe. South Africa Re-Imagining Climate Change Education (Green Communities) Learners have the power to transform communities (Dream Communities). We have used the “Whole Schools Approach” in re-imagining climate Change education. The approaches centers learners as social transformers into a green community using spiritualism, Indigenous Knowledge systems, environmental art, and re-imagination

Georgia Yiapanis, Learning to Learn Together & The Possibility Space. UK. The Possibility Space A gathering of children, facilitators and parents sharing skills immersed in nature, a place to encounter a world of possibility & community, somewhere to feel safe to express thoughts & ideas, share curiosities & discoveries somewhere you are truly listened to, embracing authenticity and self-expression. Where children’s ideas are honored and brought to life through Learning to Learn Together in The Possibility Space.

Francine Kliemann/Marcia Donadel Platô Cultural, Brazil. School of the (Im)Possible School of the (Im)possible is an immersive learning adventure about climate change for primary school kids. It is an action-research project placing imagination and creativity at the heart of young people’s development. The project brings a fictional world to the classroom for kids and teachers to play together and discover new ways of learning and connecting to a world that urges reinvention.

Day Sanchez (Director), UK. Solarpunk Generation Designed to catalyze innovation, regeneration, and collective intelligence through arts, storytelling, intergenerational engagement, and holistic experiential learning. It seeks to empower individuals with skills and emotional tools, aligning their talents with regeneration and climate action efforts, and guiding them to recognize their distinct roles in shaping this sustainable future.

Penny Hay, Bath Spa University Berlin, Germany Forest of Imagination and the Living Tree In the face of the Anthropocene and the more than human world, we must reimagine our approaches to ecological education in order to ensure hopeful futures alongside our young people, to reimagine the way we learn, to learn how to play together and to co-create imaginative solutions. A new aesthetic imaginary, the Forest of Imagination is a living, breathing classroom, inspiring curiosity and a deeper connection with the natural world.

Simon Sharkeys team presentation summary is The Necessary Space is the liminal space to imagine new worlds and cosmologies into being and practice new ways of becoming through new hybrid forms of expression. It is rooted in the idea that curiosity and mastery are driven through play and flow and is deeply informed by ideas of collective consciousness and Jungian “active imagination.” TNSTV is an example of a necessary space, co created with Plato Cultural through the Immersive Learning Adventures methodology

Irmin Durand Head of Impact at AIME will discuss the various global initiatives being launched by AIME and Learning Planet Alliance including the Imagin-Nation project.

TEAMWORK, NETWORKING AND CO-CREATIONS WORKSHOPS FOR PHD CANDIDATES: YAY OR NAY?

Wed 10.1.2024

Parallel session 1D, 13:30 – 15:00

Room **U3043**, Main building

Dream Team Chairs:

Hege Fimreite, Western Norway University of Applied Sciences (KINDknow Centre), Norway

Czarecah Oropilla, Western Norway University of Applied Sciences (KINDknow Centre), Norway

Elin Eriksen Ødegaard, Western Norway University of Applied Sciences (KINDknow Centre), Norway

Bjarte Håvik, Western Norway University of Applied Sciences (KINDknow Centre), Norway

Keywords: soft/transferable skills; PhD course; teamwork; networking; co-creations

In this interactive Dream Team session, a compact version of a teamworking, networking and co-creations course for PhD candidates (i.e. workshop course format and material) shall be implemented as a way of dreaming of and co-creating the course for further development. The conceptualization of this course is anchored on the argument that current PhD course offerings would be strengthened and be made more relevant through courses that cater to “soft” or “transferable” skills training.

Soft/transferable skills such as professionalism, time management, creativity, self-confidence, reliability, flexibility, teamwork, networking, and collaborating with others are given high value by employers (Clarke, 2018; Succi & Canovi, 2020). These soft/transferable skills are also said to enhance employability upon graduation, whether a graduate chooses to delve into the different industries or businesses or take the academic route (Succi & Canovi, 2020). However, it has been pointed out that higher education offerings are not usually enough and efficient to develop these soft/transferable skills despite being embedded in course curricula (Kemp & Seagreaves, 1995). Employers have reported that graduates are more and more lacking in soft/transferable skills (Hurell, 2016) as higher education institutions (HEIs) do not explicitly communicate the urgency and the need to develop these skills in preparation for entering the workforce (Succi & Canovi, 2020). Some higher education institutions and staff have responded that it is also a matter of personal literacy and self-awareness of the graduates, or what they call ‘graduateness’ (Rust & Froud, 2016; Chetty, 2012; Glover et al., 2002). Additionally, Kemp & Seagreaves (1995) pointed out early in the discourse that although there are innovation initiatives, both HEIs and the students must be more intentional and deliberate in developing these skills. They also called for a “radical rethinking of course structuring and delivery” (Kemp & Seagreaves, 1995, p. 327).

In this light, a teamworking and networking course for PhD candidates is being developed to address these concerns. This course is being developed under the tenets of an EU funded project called DocTalent4EU. In this Dream Team session, we ponder the following questions:

- What should a PhD course on Teamwork, networking and co-creations have?
- What kind of transferable skills should be in focus in this kind of course
- Is the workshop method an effective way for this?
- How can one measure the impact of the course on PhD candidates?
- How can a course such as this be implemented in cross-country settings, in different institutions, across nations, etc.?

In the 90 minutes allotted for this Dream Team session, we hope to conduct workshops on three main themes: teamwork, networking, and co-creations. To culminate the session, there will be a think-tank session that will attempt to answer the session questions through feedback from the participants. The responses shall be taken into consideration as part of the course development and for further pedagogical innovations.

MULTISPECIES SPECULATIVE DESIGN AND THE PECULIAR ETHICS OF A NATURECULTURE RESEARCH STATION

Wed 10.1.2024

Parallel session 1E, 13:30–15:00

Room **U4062**, Main building

Dream Team Chairs:

Rachel Sinquefield-Kangas, University of Helsinki, Finland

Henrika Ylirisku, University of Helsinki, Finland

Varpu Mehto, University of Helsinki, Finland

Verner Valasmo, University of Helsinki, Finland

Riikka Hohti, University of Helsinki, Tampere University, Finland

Keywords: natureculture, multispecies, speculative design, research ethics, assemblage

Speculative design belongs to our everyday lives and unfolds as a mode of storytelling. When speculating, we engage in activities of imagining as a process of relating with the world around us. Inciting conjectures, speculative design opens-up perceptions, inviting new or alternative assemblages to emerge in the ‘here and now’. Speculative design sparks curiosity, bringing one to question what accounts for the present circumstance.

In this session, we ask the question what kind of encounters might the open-ended and speculative design of a natureculture research station enable? And, how does this design of our research station begin to design our empirical engagements and enable a different kind of ethics?

Theoretical inspiration for the station’s speculative design comes from Anna Tsing (2015), particularly her concept of open-ended assemblages and new emergent forms of multispecies collaboration on the edges or outskirts of existing practices. Fostering practices of attentiveness towards multispecies relations, atmospheres of environmental crises, and ontological renewal forms an important part for researching diverse multispecies encounters. Built on a cart that can be attached to an electronically assisted bike and moved flexibly from one research context to another, the purpose of the research station is to allow for mobility and “unintentional design” to emerge during the fieldwork of our research project.

In our Dream Team session, we aim to share selected empirical materials while forwarding thinking regarding how posthuman and multispecies theory, not only informed the speculative design of an experimental playful Natureculture research station but also how utilizing the station ‘troubles’ institutional ethical guidelines. Doing so by design, our more-than-human research station complicates existing individualistic research ethics while enabling open-ended methodological approaches towards sensing and feeling, multispecies storytelling, and art-making. This kind of design begins to design worlds encouraging encounters with the station, that consequently also re-designing us as researchers.

In our Dream Team session, we will articulate further how Tsing's ideas came to shape the design, building, and utilization of the mobile research station through collaboration with undergraduate creative sustainability students from Aalto University. We will also share recountings of our own engagements with the station during fieldwork, paying attention to the unprecedented nature of the process in which a speculative design becomes material and embodied practice. By drawing attention to moments while using the station when/where we have experienced awkwardness and frictions, we aim to illuminate what types of deviant ethical issues have arisen.

For the second part of our Dream Team session, we invite participants to join us in experimentally engaging with the research station. We will gather around the research station while speculating what possible openings, constraints and conflicts it affords, and what ethicalities arise from these. Participants will be offered opportunities to try out the various artistic practices and multispecies storytelling exercises. Through interacting with the station we invite session attendees to engage critically with it as an exercise towards touching upon what ethical tensions they perceive as arising from such encounters with the research station. Concluding our session will be a round-table discussion relating to the topics of speculative design, open-endedness, and mobility in research, as well as the tensions these aspects form with institutional ethics protocols.

CREATIVE ACADEMIC WRITING: POST-AUTHORSHIP/POSTHUMAN/ POSTQUALITATIVE POSSIBILITIES FOR ACADEMIC WRITING OTHERWISE

Wed 10.1.2024

Parallel session 2D, 15:30–17:00

Room **U3043**, Main building

Dream Team Chairs:

Carol A. Taylor, University of Bath, UK

Angelo Benozzo, University of Valle d'Aosta, Italy

Nikki Fairchild, University of Portsmouth, UK

Joy Cranham, University of Bath, UK

Suvi Pihkala, University of Oulu, Finland

Keywords: academic writing otherwise, creative academic writing, co-composings, collaborative writing, knowledge-ings

This Dream Team opens a space of possibility for thinking-doing-making-creating academic writing otherwise. Though a series of creative writing practices we will explore what academic writing might become when loosed from conventional prescriptions to explain, exemplify, demonstrate, justify, argue and account for. Writing otherwise is a mode of resistance, a way to push back against the competitive nature of academia where 'who is first author?' and 'which high profile journal should I/we choose?' can produce a particular model and mode of scholarship.

We wonder: what might happen if we decide to write otherwise? Writing otherwise serves as an incentive to scrutinize the fabrication of academic texts to which the academic-review-machine contributes – to rigidify manuscripts into predetermined forms and contents. Requests for clarity, relevance, and specificity exemplify criteria that can often trap us in the quagmire of conventional writing. Writing otherwise is a mode of care, a way to imagine and co-compose collectives and spaces to contest, resist, refuse.

Writing-with-the-body

Writing with the heart

Writing with tongue, teeth, blood, guts, liver

Writing as a lover

Writing with music

Writing with beauty

Writing with passion, with joy, animated, creative, free

Writing with care, with kindness, with kin.

Writing for fun

Writing with things, with string, with objects, bodies and spaces, with air and angels and atmospheres

Writing with words that live and breathe and fly and flirt

Writing that takes lines of flight to an academic elsewhere

Writing otherwise is endeavour to keep open and nourish 'what else'.

In this, our work resonates with inventive, creative and playful engagements with doing academic writing differently (such as Lather & Smithies, 1997; Löytönen et al., 2015; Pullen & Rhodes, 2008) which trouble writing as a representational practice in favour of writing's disruptions and disturbances.

Our Dream Team will create spaces for working collaboratively and creatively against anodyne, anaemic and anaesthetising academic traditions that squeeze, deform and deflect writing's possibilities, potentialities and powers. We contest and reject these orientations and ask: How can writing otherwise allow us to imagine alternative now's and other/better academic futures? How can we enable writing's perturbations to proliferate?

Writing as discovery
Writing as fugitivity
Writing as wonder
Writing as dreaming
Writing as gift
Writing as generosity

Writing's unknowns
Writing's haptics
Writing's sensorialities
Writing's sensuousness
Writing's pathos
Writing's magma flows
Writing's loose ends
Writing's unfinishableness
Writing's rejections and dismissals

Taking inspiration from post/authorship (Benozzo et al., 2016; Taylor & Benozzo, 2023), creative (Fairchild et al., 2022, 2023) and post-qualitative experimental writing practices (Taylor et al., 2019), this Dream Team aims to produce imaginative ways to write and work ethically and productively against (while recognizing that we are caught within) the performative prescriptions and normative rules of the academic-writing-machine (Henderson et al., 2016).

Writing's wrestlings
Writing's rustlings
Writing's caresses
Writing's stains
Writing's scratches
Writing's russet-lovely apple-mouthed tastiness-on-the-tongue
Writing's tong's that pluck, hurt, tear
Writing's heartfelt heartfulness
Writing's fleshy foldings
Writing's unfurlings

We will engage in a number of creative writing experiments, such as free writing, writing in a place, storyboarding, online journalling, collaborative collaging with academic texts and other writings, writing with things and objects, writing with/without words, writing that happens in the moment, and writing practices as yet unknown with-from our participants. These experiments will play with form, content and process to enact collaborative writings as an inventive, improvisational and processual 'collective unfolding event' (Massumi, 2015: 97).

As the Dream Team develops our writings will becoming a collective assemblage of co-compositions that pose an ethical response to traditional modes of writing. Writing otherwise, as we envisage and enact it, will be a political praxis; it will challenge the authority held by experts and reviewers, who are granted the power to determine the fate of a text (publish or perish). Posthuman post/authorship disperses the 'I's' dispersal, enabling a 'we' to become in myriad multiplicities (Hogarth et al., 2022). This Dream Team is an invitation to develop creative, surprising care-full and curious writing practice-ings together in and then beyond/after the conference session to hail into being new knowledge-ings (Taylor, 2022) via academic writing otherwise.

CO-CREATING BODYOGRAPHY WITH DREAM TEAMERS

Thu 11.1.2024

Parallel session 3B, 11:00–12:30

Room **U3040**, Main building

Dream Team Chair:

The Bodies Collective

Keywords: bodyography, collaboration, co-creation, arts-based methods, The Bodies Collective

We, The Bodies Collective, return to ECQI celebrating the publication of our book with Routledge: “The Collaborative Body in Qualitative Research: Becoming Bodyography”– the perfect occasion to co-create Bodyography together with the Dream Team session participants! In the session, we will introduce our book and enter embodiment by doing some of its Bodyography exercises with the Dream Team participants. We will then open the space for co-creation of Bodyography by movement, art and writing together with the Dream Teamers.

The Bodies Collective is an international group of researchers from different scientific and artistic fields. First meeting at ICQI in 2017, and embarking on ECQI's first Game Changer event in ECQI 2018, we co-create our endeavour –Bodyography – year by year with the congress participants in Game Changers and Dream Team Sessions. Several publications have emerged from this work in addition to the book. We aim to bring the body back into the focus of qualitative inquiry as a creator, explorer, and challenger of knowledge.

The Bodies Collective does Bodyography, works collaboratively, and applies arts-based methods. Our book, ‘The Collaborative Body in Qualitative Research: Becoming Bodyography’ celebrates a collaborative, autoethnographic and arts-based approach. This book is a dialogue between The Bodies Collective, with dialogic resonance sections between each chapter and art pieces throughout. The book challenges normative philosophies that have frequently neglected the body's place in research and then illustrates how the body is essential for meaning making. Through the chapters, this book has a social justice focus, reflexively exploring which bodies receive what kinds of attention, and how less marginalised bodies can ally with more marginalised bodies to show up and be noticed. By ‘voicing the body’, the first part of this rebellious book problematizes how the body is used/assessed, yet often silenced in academic writing. This book then fluidly moves to celebrating the body through discussing personal yet universal if sometimes taboo topics like sex/sexuality in friendship, underwear (knickers), ageing, and death through ritual and art, as well as how a non-binary body moves in a heteronormative world. Through the lens of Bodyography, this book does research differently, illuminating how the body flourishes, excites knowledge, and is complicated when placed on a ‘screen’ starting from personal experience. This book will encourage all scholars to do research differently.

Anyone with a thirst to challenge normative practices in academia and who wants research to be inspiring and playful will fall in love with this book. We are looking forward to meet you in Helsinki and co-create Bodyography together in a Dream Team Session!

WASTEFUL ENTANGLEMENTS – MORE-THAN-HUMAN METHODOLOGIES IN RELATION WITH WASTE STUDIES

Thu 11.1.2024

Parallel session 3C, 11:00–12:30

Room **U3041**, Main building

Dream Team Chairs:

Olli Pyyhtinen, Tampere University, Finland

Alma Onali, Tampere University, Finland

Francisco Martinez, Tampere University, Finland

Ulla-Maija Sutinen, Tampere University, Finland

Stylios Zavos, Tampere University, Finland

Niina Uusitalo, Tampere University, Finland

Eeva Berglund, Aalto University, Finland

Veera Kinnunen, University of Lapland & University of Oulu, Finland

Sophie Woodward, Manchester University, UK

Brett Mommerstedt, Humboldt-Universität zu Berlin, Germany

Keywords: waste studies; more-than-human methodologies; material methods; relationality; Anthropocene

There is no ‘human’ without waste – thus we invite scholars from different fields to join us in exploring how we could create knowledge together with this very crucial, but often excluded, more-than-human socio-material phenomenon. The ERC funded WasteMatters and the Academy of Finland funded DECAY projects (Tampere University) are committed to discover novel methodological paths to theorise and conceptualise what it means to be human in the Anthropocene, where the limited resources of the planet collide with our wasteful habits and attempts to obliterate and forget about the material presence of waste.

Prevailing waste management practices and imageries treat waste as a passive and inert object, to be reduced, reused, recycled, or recovered as a resource by humans. This frame separates human beings and waste from each other, producing an ontological hygiene which provides people a comfortable distance from the consequences of our unsustainable consumerist mode of life. However, we commence in the session from the notion of human beings and waste as inextricably entangled. Their entanglements can be troublesome or affirmative, depending on the specific relations at play. While different kinds of zero-waste utopias and technocratic solutions have been suggested to solve the global waste problem, they will never truly free us from waste. Our intimate waste relations, not just industrial level reorganization, thus call for critical rethinking, redesign, and eventually unmaking. This, however, entails novel approaches, both theoretically and methodologically. In the Dream Team, we wish to use our 90 minutes in a lively and

robust discussion on what it means to include the wasted more-than-human into the methodological equation:

- How can waste become a participant in research?
- How to think and conduct research with waste?
- What can different disciplines teach each other of and with waste?
- Which central concepts need rethinking in these times of multiple environmental catastrophes?
- What kinds of challenges might researchers face when studying more-than-human realities?
- What are the blind spots we do not yet see, the gaps that need filling?

In this Dream Team, we seek to connect cross-disciplinary and cultivate a creative curiosity towards waste as both a theoretically intriguing concept and as a very material, practical issue. While waste represents the main concept for this Dream Team, the session gathers together also researchers beyond waste studies, as many of the challenges and also opportunities of methodologically engaging with our more-than-human 'others' can be applied to other contexts as well.

The panel will be conducted using the Fishbowl method, in which the audience is invited as participants to join the panel after the panelists' short (3 min) opening statements. The panelists are the WasteMatters and DECAY PI, professor Olli Pyyhtinen (Tampere University), along with our invitees, adjunct professor Eeva Berglund (Aalto University), senior lecturer Veera Kinnunen (University of Lapland), professor Sophie Woodward (Manchester University) and senior researcher Brett Mommersteed (Humboldt-Universität zu Berlin). The ones sitting in the center can continue their discussion after the opening statements, but one chair is left free, so that anyone from the outer circle may join in the discussion as they want. This also means that one from the circle needs to leave for the outer circle. In our fishbowl, we have one moderator guiding the session, prompting questions for the fishbowl and keeping track of time, so that there would still be time in the end for an open discussion and concluding remarks. After the session, we will invite the participants to join us in initiating a conversation about future collaboration (e.g. around a journal special issue or an edited volume).

MOVING TOGETHER IN THE BORDERSPACE: COLLABORATIVE EXPLORATIONS USING SONIC OBJECTS TO SOUND-SCAPE INTERDEPENDENCIES

Thu 11.1.2024

Parallel session 3I, 11:00–12:30

Room **U4070**, Main building

Dream Team Chairs:

Graham Barton, University of the Arts London, UK

Melissa Dunlop, Independent Researcher

Keywords: interdependency, sonic experimentation, collective making, creative-relational inquiry

In this Dream Team session, participants are invited to engage in the co-production of sonic landscapes using guitar and synth pedals. No musical experience is necessary. We invite listening to self and other(s), self in relation to other(s), and bring an opportunity to reflect on habitual patterns of engagement with the social and physical environment, the timbre and tempo of co-presences becoming mutually aware, and how rhythmic flows may evolve in relation to individual and mutually emergent feelings and urgencies. Starting from no input, the evolving sonic landscape offers a means of articulating qualitative shifts in participants' ongoing interconnectedness, through shared communication and expression, enabling knowing and be(com)ing known in ways rendered inaccessible by the constraints of verbal and visual language, bringing a different perspective from which participants may experience a common recognition and mutually apprehended understanding of individual and shared psychosocial tendencies.

As a mode of engagement, the sonic offers a means to experiment with progression and change in relation to others, to observe conditions (both internal and external) that enable or constrain interdependency and to develop co-constructed worlds through an unfolding, improvised soundscape. The workshop invites and accommodates multiple readings and/or analogies, with opportunity for further reflection across modalities (verbal and/or written/visual), and an emphasis on emergent rather than intended outcomes.

We are interested in evolving our understandings of auditory modes of relation, moving toward audio inquiry as a method for exploring relational questions that exist between (or around or through) people who are informed by differing cultural frameworks, plural lived experiences and not-yet-compatible theoretical perspectives.

Without wishing, therefore, to impose our own perspectives on the process of sense-making through this auditory encounter, Ettinger's (1995) notion of subjectivity-as-encounter in the matrixial borderspace (see also Giffney, Mulhall & O'Rourke, 2009) provides a provisional meeting point for ransdisciplinary reflection on experiences

of contact and connection, and of making meaning as we go along, in the absence of shared lexical and conceptual references, and in a scenario where participants may experience themselves as partial subjects. As Butler (2004:99) describes it: 'We are invited into the space in which we are not one, cannot be, and yet we are not without the capacity to see. We see here, as a child or, perhaps, an infant, whose body is given as the remnants of another's trauma and desires. By grounding in a mostly non-lexical experience, and then facilitating critical reflection across modalities, we navigate that loss (and other losses) and familiarise ourselves with a primal territory of being-in-relation that is often outside conscious awareness.'

TEACHING-LEARNING-DOING (POST) QUALITATIVE INQUIRY: RELATIONAL, DIGITAL, NEST-MAKING

Thu 11.1.2024

Parallel session 4A, 14:00–15:30

Room **U3029**, Main building

Dream Team Chairs:

Candace Kuby, University of Missouri, USA

Soern Finn Menning, University of Agder, Norway

Karin Murriss, Universities of Oulu, Finland & Cape Town, South Africa
Jayne Osgood, Middlesex University, UK

Claire Walsh, University of Plymouth, UK

Keywords: postqualitative, intra-ventions, digital, nesting, pedagogy

This Dream Team session is a space to explore relationally and collectively the teaching-learning-doing of (post) qualitative inquiry. We focus our session on four aspects as a common thread which will be offered to participants as a series of interwoven intra-ventions. Throughout there will be invitations and provocations for attendees to engage with during the session. In addition, we experiment with video in relation to four aspects (and invite participants to as well) to explore the digital in relation to teaching-learning-doing (post) qualitative inquiry.

Intra-vention 1

Karin Murriss & Soern Menning

At the start of the session and after a short overview of the session, participants will be invited to record short clips of the session on their smart phones and upload these on a communal digital space. During the session these clips will be ‘cut together-apart’ (Barad, 2014) and altered in speed (fast and slow).

Intra-vention 2: Concepts to Think-Make-Teach-Inquire With
Candace Kuby

The session will begin with an opener on the four aspects we focus the session around as a way to frame our collective thinking-making: 1) Un/structuring, 2) Playing and Experimenting, 3) Befuddling Together, and 4) Un/certainty and Un/mastery. These four concepts inspired by a recent publication, “Post-Philosophies inspire the teaching/learning of qualitative inquiry” (Kuby, 2023). We will have the attendees engage, through writing, with these four concepts in response to: How do these four concepts materialize in your teaching-learning-inquiries?

Intra-vention 3: Nest/ing Un/methodologies with Concepts
Jayne Osgood & Claire Walsh

We introduce nest/ing un/methodologies (Osgood & Walsh, forthcoming) as a capacious praxis that unsettles conventions of how research is undertaken and taught. Taking bird's nests seriously draws into sharp focus the perils of human exceptionalism and insists that playfully affective methodologies hold great potential to expand what research can do. The exercise offers a space to wallow in porous boundaries and luxuriate in modes of liminal experimentation. Informed by a feminist politics to imagine the world differently (Despret, 2016) nest/ing un/methodologies are further inspired by van Dooren's (2019) work with crows from which we invite participants to literally engage in nest/ing by passing materialities back and forth through the creation/curation of assemblages that weave concepts, memories, sensations and more in to nested figurations. We will collectively wonder upon the contradictions and complexities inherent within nests by turning to form and structure that open lines of inquiry that might pursue nests as robust yet fragile, unruly yet hospitable, unknowable yet knowing. Nest/ing then offers an emergent un/methodology for becoming otherwise; an affective ecology that might felt together the known and (k)not-yet-known. Nest/ing is a speculative practice that insists that curiosity from ordinary affects (Stewart, 2007) are dwelled upon and encountered through minor gestures (Manning, 2016). Attendees will experiment with nest/ing four concepts and materialities (e.g., flora, feathers, twigs, felt, moss, plastic straws, netting). They will also nest with theoretical quotes, provocations, images, everyday stories related in some way to 1) Un/structuring, 2) Playing and Experimenting, 3) Befuddling Together, and 4) Un/certainty and Un/mastery.

Intra-vention 4: 'Cutting together-apart': provoking onto-epistemological-ethical enquiries through digital experimentation
Karin Murriss & Soern Menning

At the 'end' of the session, presenters and participants diffract through their experiences of digitally exploring and making with the four concepts and materials of nesting. What was produced for them (for us) in the collective thinking-making-recording processes? How do 1) Un/structuring, 2) Playing and Experimenting, 3) Befuddling Together, and 4) Un/certainty and Un/mastery help us to consider our relational ways of doing and teaching (post) qualitative inquiry? 'Cutting together-apart' in one move (Barad, 2014), the video clips are threaded through one another and shared on a screen. The cutting up is an agential cut that does not separate and cut into two parts like a Cartesian cut does. Instead, it furthers the already existing relationalities. As a performative practice, it makes a difference in world-making by entangling and differentiating in the making of phenomena (Barad 2015, pp. 5-6), which we will explore together. The visual imagery will open up an onto-epistemological-ethical enquiry into how digital experimentation with the four nest/ing aspects enables including a larger "crowd" of participants in research processes (e.g. Rautio et al., 2022). The postqualitative methodologies worked with during the session might open up an enquiry into one of the main conference questions: How are participation, voice, agency and technology linked?

WHAT WOULD THE TREES TELL US? EXPLORING POSSIBILITIES FOR AN ECOSYSTEMIC PARTICIPATIVE INQUIRY BEYOND HUMAN ACTORS

Thu 11.1.2024

Parallel session 4C, 14:00–15:30

Room **U3041**, Main building

Dream Team Chairs:

Styn Grieten, KU Leuven, Belgium

Marc Craps, KU Leuven, Belgium

Bert Verleysen, University of Hasselt, Belgium

Keywords: more-than-human world, ecosystemic dialogue, rights of nature, participation beyond human actors, appreciative inquiry

Today we find ourselves in the very heart of a disruptive era, with unusual heatwaves, unseen hurricanes and devastating inland flooding. Nature seems to raise its voice. Studies suggest that, with the appearance of the human system in the more-than-human world, disasters have not only been caused by geophysical events but also by humans, impacting their own and others' natural environment. This growing penetration of humans into the more-than-human world manifests a distorted relationship: humans do not act as a component within the whole system, but as the omnipotent master, superior to the more-than-human world. We need a transformational change within our understanding of the world to regenerate the capacities of the fabric of life.

New ideas and initiatives in different realms of society offer already stepstones on a pathway towards a sustainable global future. Over the last decade and a half the Rights of Nature have been adopted in countries globally, particularly in emerging and nature-rich countries like Ecuador and Bolivia. In 2022 Belgium included ecocide in its new criminal code. Peter Wohlleben, author of the bestseller 'The Hidden Life of Trees: What They Feel, How They Communicate: Discoveries from a secret World' argues for plant sentience and calls the attention to the interactions among trees and with the other species in their environment. The Earth Species Project explores the possibilities of Artificial Intelligence to decode and understand animal communication (<https://www.youtube.com/watch?v=3tUXbbbMhvk>).

Certain animals have been "talking" to one another for millions of years. What do they have to tell us, newcomers, who have only been speaking for a couple of hundred thousand years? Maybe if we were able to involve plants and animals in a respectful way in our dialogical research, we might become more aware of our human interconnectedness with the eco-system and of the ecological wisdom around us.

These ideas urge for a fundamental rethinking of our commonly accepted research concepts, methodologies, and practices. Qualitative Inquiry has a strong tradition in giving importance to careful listening, respecting others, 'giving voice to the voiceless', participation and co-creation. Now we should reflect about how we can broaden the applicability of these valuable principles beyond human actors to initiate an ecosystemic dialogue. There still are many communities and societies, mostly in the Global South, that continue to live in close connection and harmony with their natural environment. What can we learn from their experiences and how can they inspire our research practices? We are aware of the skepticism with which these ideas might be confronted in the academic community, for being considered excessively 'romantic', 'idealistic' or 'unscientific'. For that reason we have to reflect also on adequate criteria for high quality ecosystemic dialogical inquiry.

We would like to further explore this topic together with all conference participants that are enthusiastic about it. We invite them to share and reflect on their own stories and experiences about ways to (re)connect humans and the more-than-human world. By means of appreciative inquiry, we first indagate in duo conversations what kind of experiences and cases we know already that approximate, in some way, participation and/or dialogue with the more-than-human world as an equal partner. How can we get in touch with (the 'voice' of) nature without dominating or controlling it? Secondly, we look for possibilities to reconsider participation and dialogue in an action research process where the more-than-human world is an equal part of. Finally, we try to articulate promising ideas and plans for research, which will be proposed to all the participants of the conference.

ABDUCTIVE METHODOLOGY: OPENING THE MYSTERY OF GENERATING THEORY THROUGH QUALITATIVE INQUIRY IN LOCAL PRACTICE SETTINGS

Fri 12.1.2024

Parallel session 5G, 9:30–11:00

Room **U4075**, Main building

Dream Team Chairs:

Riikka Hofmann, University of Cambridge, UK

Sami Paavola, University of Helsinki, Finland

Anna Pauliina Rainio, University of Helsinki, Finland

Keywords: abduction, theory construction, generalisation, ethnography, education

This Dream Team brings together researchers developing language and methodology for rigorous theory construction in and through empirical qualitative fieldwork involving educational practitioners in schools, early years settings, healthcare and beyond. This session investigates abduction as a methodology for theoretical discovery in qualitative social and educational sciences.

Abduction is now an established concept in the methodological literature. Abduction gives means for “theorizing”, to describing and helping to explain how theoretical concepts are constructed during the qualitative research process. However, the actual practice and nature of abductive inquiry remains somewhat mysterious in the literature. Partly this may be due to its habit of combining controversial elements, such as reasoning and the use of an “instinct” or intuition, or in its starting point simultaneously both from theory and from data. Methodologically abduction is also trying to respond to the challenge of generalisation in qualitative research that is based on the singular and unique. Different interpretations of abduction based on Charles S. Peirce’s seminal writings on abduction (Paavola, 2023) and its later methodological developments have left room for variety of interpretations (e.g. Timmermans & Tavory, 2012).

In this session we discuss and develop different interpretations of abduction as a basis for forming solid methodology of abductive analysis (cf. Thompson, 2022), exemplified through empirical examples. The session involves a discussion around four contributions:

Sami Paavola traces ways of interpreting abduction as a part of empirical analysis, for example, in the controversies of grounded theory, or as part of the case study methodology (see e.g. Dubois & Gadde, 2002; Kelle, 2005). Paavola delineates different interpretations of abduction as an analysis methodology for theory generation, and their evolution. These interpretations are compared to controversies within philosophy of science of the meaning of abduction (Paavola, 2023). Differences and similarities of interpretations of abduction between these are discussed, exploring how they can enrich each other. Traditional interpretations of

abduction have concentrated on validity of abductive reasoning. Abduction interpreted as a methodology for analysis gives, however, means for a dynamic interpretation: understanding different phases and steps in the abductive analysis.

Riikka Hofmann highlights that while co-constructed dialogic research with participants benefits practice and scholarship, what remains less well theorised is how research with practice can give rise to conceptual insights applicable to other settings. Integrating Cultural-Historical Activity Theory (CHAT) and Dialogic Theory, she proposes and theorises qualitative methodological tools to generate theory grounded in local practice but with wider applicability in understanding practitioner-led change. Riikka outlines an abductive intermediate analytic approach, the difference-within-similarity approach (Hofmann, 2021) which involves a particular way of conducting dialogues with our data: of interanimating similarities and differences within our qualitative data. As tensions between such perspectives are seen as a key driver for change in educational practice; articulating those in our data enables simulating the possibility of change in our analyses.

Anna Rainio explores how theory-building in the form of new concepts can be generated in ethnographic, participatory research. Often a misunderstanding exists that ethnographic research based on “living through” of unique and singular cases does not produce generalisable knowledge. Anna explicates the role of abduction in each phase of the research process from experiencing together with research participants and reading of literature, to generating new analytical concepts in and from fieldwork. She discusses practical decisions related to abduction during the research process through her own work doing participatory ethnography with foster-care youth in theater workshops (Rainio & Marjanovic-Shane, 2013).

Finally, Riikka Hofmann and Anna Rainio illustrate a concrete example of the abductive logic of inquiry in analysing change in professional conversations in workplace interventions (Rainio & Hofmann, 2021). They show how the interplay of operationalising theory and developing categories and criteria from the data played a role in all stages of the analysis of a 1,000-page corpus of transcribed professional dialogues. Drawing on CHAT and discursive psychology, they created methodology for depicting change in discourse (“discursive devices” of stabilisation and de-stabilisation speech actions).

Facilitating dialogic, participatory co-creation of knowledge, the presentations will engage the participating delegates in multimodal thought experiments to illustrate and test ideas presented. Delegates will also be offered opportunity to co-analyse data with the session leads to jointly experiment with abductive methods.

HE KEPT ME SAFE – A DREAM TEAM TO THINK WITH PERFORMANCE IN QUALITATIVE INQUIRY AND TACKLE INTIMATE PARTNER VIOLENCE AMONGST LGBTQIA+ COMMUNITIES

Fri 12.1.2024

Parallel session 6A, 11:15–12:45

Room **U3029**, Main building

Dream Team Chairs:

Edgar Rodriguez-Dorans, University of Edinburgh, UK

Steven Maxwell, University of Glasgow, UK

Keywords: intimate partner violence, narrative portraits, LGBTQIA+, performance, embodiment

This Dream Team session aims to bring delegates together to think about

- using performance to interpret and analyse data and communicate findings in qualitative inquiry, and
- understanding intimate partner violence amongst the LGBTQIA+ communities in different geopolitical contexts.

We will use a performance entitled *He Kept Me Safe* as a springboard for thinking and discussion on how researchers, activists, and policymakers can come together to advance the ways we think about embodied data and how we understand the phenomenon of intimate partner violence. *He Kept Me Safe* is based on the research 'Experiences of Scottish men who have been subject to intimate partner violence in same-sex relationships' by Maxwell, O'Brien, and Stenhouse (2022), which aimed to inform policymakers, mental health professionals and other professionals working with gay, bisexual, and queer men on often ignored aspects of intimate partner violence in this population.

He Kept Me Safe was devised through the methodology of 'narrative portraiture' (Rodríguez-Dorans, 2022) using verbatim material from the research interviews, which allowed to locate and operationalise the instances of intimate partner violence amongst the complexity of narrative data through a mapping process of the phenomena of interest. Using this performance as an exemplar, the facilitators will invite delegates in the Dream Team to explore how this methodology can be used for data analysis and knowledge exchange, highlighting that 'a portrayal of a sole story can be, not only a medium to understand a research phenomenon but also a valuable research output in itself' (Rodríguez-Dorans & Jacobs, 2020, p.619).

To engage with embodied data in qualitative inquiry, in this session, we work with five actors, who are crucial in the task of bringing the participants' voices to life and reminding the public that, although the sensitivity of participants' stories requires their identities to remain anonymous, research findings emerge from full-fleshed people. The performance re-creates stories of resilience in the face of oppression through the stories of Matt, Will, Ryan, and Ollie, four of the participants in the study. As such, this performance concerns how these men narrated their experiences of violence at the hands of their partners and evokes the voices of others who have experienced similar situations in their relationships.

Delegates will be invited to reflect on how thinking through performance can be relevant to their work with intricate qualitative data and how this artistic work converges with social science. Delegates will be asked to consider how observational notes, interview or focus group transcripts can be thought about from an embodied, performative perspective to develop tools for data analysis, research dissemination and public engagement.

This Dream Team session might resonate with researchers' experiences of working with written data who realise that the sense-making process demands them to engage with what participants tell with their words as much as what they show with their bodies. We will thus invite delegates to think of how data analysis and interpretation needs to consider how the body communicates beyond words and how performance can be used to better understand research phenomena.

In the Dream Team session, the facilitators will:

- show the performance *He Kept Me Safe* by inviting five actors to perform at the congress,
- facilitate two reflective groups on the topics of (1) intimate partner violence and (2) the use of narrative portraits in data analysis and research communication.

In these groups, the facilitators will invite participants to

- reflect on the specific aspects of intimate partner violence recognised in the performance and think about how the issue could be addressed from their disciplinary perspectives,
- reflect on how narrative portraiture could help bring their research findings to life in an embodied way by using the body, voice, visual imagery, space, and personal interaction as a medium to show the research participants' stories to audiences, and
- facilitate a collaborative writing exercise in which delegates discuss insights developed throughout the session and draw potential applications on topical and methodological aspects.

Participants in this Dream Team session will

- identify how the issue of intimate partner violence manifests in a wide range of LGBTQIA+ communities and its extensive psychological, physical, and relational consequences,
- discuss different ways in which organisations and professionals can promote diverse, healthier relationships, and
- reflect on how narrative portraiture can be applied to their research projects as part of the analytic process and knowledge exchange to form an in-depth understanding of each participant's or case's story.

WORDS, STORIES, STRING AND PAPER – PARTICIPATORY RESEARCH WITH PEOPLE IN VULNERABLE POSITIONS AND COLLABORATIVE ARTWORK AS A DIFFRACTIVE METHODOLOGY

Fri 12.1.2024

Parallel session 6C, 131:15–12:45

Room **U3041**, Main building

Dream Team Chairs:

Dorethe Bjergkilde, University College Absalon, Denmark

Pernille Welent Sørensen, University College Absalon, Denmark

Keywords: participatory research, diffractive methodology, collaborative research, people in vulnerable positions

We are doing a research-project called “More people must join”. The purpose of the project is to support long-term communities for young people in vulnerable positions through leisure time activities as well as to support development of general life management. The young people are already enrolled in a specially designed educational course.

In this project, we work with young people in vulnerable positions and teachers (from the educational course and leisure time activities) as co-researchers, using art-based methods (Leavy 2015, 2018) and stories of hopeful becoming. During this autumn, through a co-creative process together with the young people and their teachers, we start exploring and developing an approach with the purpose of empowering young people in troubled positions through leisure time communities on a long-term basis. Our aim is to offer young people through participatory and actions based research a possibility to expand their life options and transcend marginalized positions towards more active participants.

Our experiences and knowledge production, we want to share and explore in an open intra-active process with you. Therefor we invite you to join the Dream Team “Words, stories, string and paper” where we explore collaborative research as a collective emerging process. The joining participants bring along their own experiences, troubles, hopes and dreams for participatory research with people in a vulnerable/troubled position. We bring paper, markers, string, our own experiences and findings and facilitate the process.

It is our dream to explore collaborative research praxis by doing collective work. We want to make a workshop, where we co-create and explore the materiality of words and stories, with strings, paper and markers, around a shared topic – participatory research with young people in troubled positions. The workshop will focus on our different experiences, ethics, foregrounding and backgrounding knowledge-production and disturbing taken-for-granted knowledge. We invite you to a collective process with artwork, researchers and practitioners; as an emergent and intra-active process, where we share and produce new knowledge.

The workshop in this Dream Team is inspired by a diffractive methodology (Barad 2003, 2007, Davies 2010, 2021, Haraway 1988, 1992, 2016). The process of diffraction draws attention to the ways in which we as participants explore and become with words, stories, string, paper and markers – reading materials through each other. The workshop inquiry itself will be a force, which can make things happen. We therefore invite you to co-participate and pay attention to the surprises/exceptions/absences, which emerges. With a diffractive methodology, we want to open up for new patterns and awareness's to emerge in this Dream Team "Words, stories, string and paper".

We work with diffraction as a "thought-technology" (Barad 2003, 2007; Haraway 1991, 1992, 2016), which is a metaphor for a way of working that is not reflection. Haraway refers to diffraction as a "figure-string games", which create different foreground and background displacements in threads and entanglements, and which thereby bring in complex and new angles (Haraway, 2016, p. 14). Barad writes: "...a diffractive methodology is a critical practice for making a difference in the world. It is a commitment to understand which differences matter, how they matter, and for whom. It is a critical practice of engagement, not a distance-learning practice of reflecting from afar" (Barad 2007, p. 90). So, in this Dream Team, we encourage telling, writing, reading, listening, papering, stringing and rewriting our stories of collaborative work/ research, but we do not only want to share experiences. We want to open up for a collective space, where it is possible for a new collaborative and ethical knowledge production to emerge. The collaborative process will emerge through an entanglement of paper-notes, strings, bodies, coffee cups, furniture's etc. in a sharing becoming. It is our hope that this Dream Team will contribute with knowledge production towards more sensitive and sustainable research communities, and to support a more profound effect in the work practice of participatory research with young people in vulnerable positions.

WALKING ALONGSIDE OR VISITORS IN LIFE? PARTICIPANT-RESEARCHER RELATIONS IN QUALITATIVE LONGITUDINAL RESEARCH

Fri 12.1.2024

Parallel session 7C, 14:00 - 15:30

Room **U3041**, Main building

Dream Team Chairs:

Niina Rutanen, University of Jyväskylä, Finland

Mari Vuorisalo, University of Jyväskylä, Finland

Kaisa Vehkalahti, University of Jyväskylä, Finland

Helena Ristaniemi, University of Jyväskylä, Finland

Elisa Tiilikainen, University of Eastern Finland

Keywords: qualitative longitudinal studies; participant-researcher relationships; research ethics

Our Dream Team will invite the participants to collaborative reflection on the strengths and challenges in qualitative longitudinal research. Qualitative longitudinal research is often described as walking side-by-side the participants, whose life paths may challenge many of the expectations and plans written down in the proposals. The aim of this Dream Team is to update this image by gathering experiences from a variety of approaches, where the relation to participants might be more diverse, fluid, changing, and even disturbing sometimes, raising multiple ethical questions and tensions.

Our aim is to learn from each other and offer a floor to joint exploration focusing on the changing relations between the participants and the researcher(s). How to work with the relation analytically as intrinsically tied to knowledge production during the process? How to work with the fact that the participants see the relationship from a very different, sometimes unpredictable lenses than the researcher? What are the ethical commitments made, unwritten, yet powerful at the time of ruptures and doubts?

The coordinators represent diverse disciplines and present short introductory notes and provocation/questions from their projects and experiences as invitation and opening space to the joint reflections. The examples presented will come from different projects, where the participants age range from early years (1-8-year-olds) to old age.

WHAT IS CARE?: BIO-DIGITAL COLLABORATIVE WRITING TOWARDS CONFERENCING OTHERWISE

Fri 12.1.2024

Parallel session 7E, 14:00–15:30

Room **U4062**, Main building

Dream Team Chairs:

Donata Puntil, Birkbeck College-University of London, UK

Petra Vackova, Independent Researcher

Carolyn Cooke, Open University, UK

Lucy Caton, Bolton University, UK

Emily Dowdeswell, Open University, UK

Keywords: conferencing otherwise, bio-digital spaces, posthuman, care in academia, collaborative writing

In our Dream Team session, we propose to explore and develop an expanded notion of care in academia through a bio-digital, collaborative writing experiment in order to do conferencing otherwise (Osgood et al., 2020) and challenge neoliberal pressures that make academic spaces inaccessible, alienating and hostile (Bozalek, 2022).

We will build on our previous Dream Team session from the ECQI conference in 2022 that took place online and during which we experimented in the Miro digital space towards reframing our collaborative writing as a bio-digital encounter. In that space we explored what it means to be a community in the post-digital era and to trouble and re-imagine the possibilities of coming together in/around/with the virtual, specifically in academia. Drawing on this work, in the forthcoming conference, we will think with/through the concept of care and ‘care-ful’ ways of working about conferencing otherwise through bio-digital writing encounters in Dropbox paper, a digital co-editing tool. We will bring different online and offline participants, those who could and could not attend the ECQI conference this year, together around the question of “What is care and how can we perform care in the context of an academic conference differently?”.

We are thinking with Maria Puig De la Bellacasa (2017) who challenges conventional notions of care and explores the significance of care as an ethical and political obligation. She suggests that care is relational, situated and messy: “Care means [...] different things to different people, in different situations.” Indeed, the notion and enactment of care differs from setting to setting, an institutional care is not the same as the care we experience at home. What is care and what can it be in a conference setting becomes a pertinent question. The concept of care we embark to explore here is more than a normative, patriarchal framings of care and caring as a pleasant affection, instead it is an everyday ethical involvement, an every-day ecological practice of ethics, response-ability, a “relation always already integral to the world’s ongoing intra-active becoming” (Barad, 2010).

We are interested here in care that Puig De La Bellacasa describes as a “thick, impure, involvement in a world where the question of how to care needs to be posed. That is, it makes of ethics a hands on, ongoing process of re- creation of ‘as well as possible’ relations and therefore one that requires a speculative opening about what it possibly involves.”

Working with Dropbox Paper as a creative digital space, we blur across the time/space/matter of the ‘bounded’ conference session, with its set time, space and material entanglements. In doing so we propose to enact what Osgood et al. (2020) describe as a disruptive conferencing, as a way of resisting neo-liberal discourses of productivity. Instead, by drawing on the work of Taylor and Gannon (2018), of Gale and Wyatt (2021) and of Barad (2007), we play with the idea of conferencing as a collaborative space, where the individual position get lost in among a diffractive multiplicity of voices. At the centre of our playfulness will be writing as a creative and disruptive practice that destabilises traditional, fixed academic structures in favour of rhizomatic and multiple experiences where the poetic and the playful replaces the objective and the quantifiable (Richardson and St.Pierre (2005). We will therefore collectively explore how bio-digital collaborative writing can bring new materialities into and out of the conference space, how it can repair relations and expand communities by inviting others’ experiences and contributions into the conference space and allowing the ideas from the conference to reach out to others. In creating such a blurring of the conference space, we hope to collaboratively co-create caring spaces in and through writing that help us ‘push back against’ precarity, exclusion, monetization and towards collectivity, care and empowerment.

GAME CHANGERS

THE WILL AND WAY TO POWER-WITH: CHALLENGES AND OPPORTUNITIES IN COLLABORATIVE RESEARCH

Wed 10.1.2024

Parallel session 2B

Room U3040

Thu 11.1.2024

Parallel session 4B

Room U3040

Fri 12.1.2024

Parallel session 6B

Room U3040

Game Changers Chairs:

Marjukka Laiho, University of Eastern Finland

The Finnish Co-Research Network

Keywords: collaborative research, knowledge production, power, power-with, agency

For some decades now, collaborative research has transformed the aims and ways of qualitative research in academia and beyond. The key insight has been to do research not 'of' but 'with' the people and phenomena at hand (cf. Lieberman 1986; also Jackson & Mazzei 2022). Thus, collaborative research has incorporated a strong will to democratize cultures of knowledge production, but the ways have manifold – and not always without challenges.

In this Game Changer 'think tank', we will explore both possibilities and challenges of the democratic aims of collaborative research particularly with regards to transformations in power and agency across all stages of research (cf. Gillies & Aldred 2012). Collaborative research, as understood here, incorporates a will and understanding of power as a communicative act enabling collaboration (cf. Arendt 1990 [1963]). This also paves the way to novel epistemological cultures and practices embracing and enhancing the idea of power-with highlighting our shared potential to act together (e.g. Allen 1998; Allen, Forst & Haugaard 2014; Farr 2018). In this think tank we will explore both the will and way to power-with with critical and self-reflexive eyes.

Key questions in this think tank include, for example:

- How do professional researchers – often coming from relatively privileged backgrounds – sensitize themselves to and understand varying knowledge cultures and their perceived hierarchies?
- What are the opportunities, challenges, and constraints embedded in the power-transforming category of co-researchers?
- How can all stakeholders view and reflect critically on their positionings and agency in collaborative research?
- How do experiences of authority operate and change in academic research processes?
- What should we as academic researchers do – or not to do – to support stronger and better democratization processes of epistemological cultures?
- And, in the end, what is the will and is there a way towards power-with?

This group seeks to gather together and share expertise and insights both on theoretical literature, methodological or practical application, or ethical procedures relevant to the currents and futures of collaborative research. The workings of this group are rooted in social sciences and humanities, but the group is open to all researchers interested in citizen science and related approaches.

In this think tank, we will explore collaborative research processes both on individual, collective, and institutional levels starting from practices of planning and data collection to collaborative analysis and reporting (Kulmala et al. 2023; Clark et al. 2022). Through self-critical and autoethnographic workings (cf. Daley 2010; Chang, Njungiri & Hernandez 2013; Poulos 2020) we seek to identify critical moments where opportunities and limits or limitations of power-sharing and agency occur. As collaborative research has focused on the ideals and possibilities of more equal power sharing in academic knowledge production, critical questions related to power and agency have been reflected more marginally. For example, as many prevailing academic structures and institutional practices of funding and reporting do not support the sharing of power and agency between researchers and co-researchers, the epistemological capital (e.g. Alasuutari 2018) is still often reserved to academic experts only. Such institutional constraints reveal and maintain hierarchical epistemological cultures. Then again, also the democratization of epistemological cultures comes with challenges such like populism, fake news, fiction and hoaxes, which all contribute to the phenomenon of post-truth (e.g. Klimczak & Zoglauer eds. 2023). Thus, despite the fine ideals of equality and democratization, there are many challenging questions to reflect with regards to collaborative knowledge production – both in academia and in society at large.

The results of this think tank will be presented in ‘Collaborative Manifesto: The Will and Way to Power-With’. The manifesto includes both 1) theoretical, 2) practical and 3) ethical claims that will support the in-depth understanding of the currents and futures of power-sharing and agency in collaborative research across varying academic fields. Through the manifesto, this think tank will contribute to the maturing of collaborative research – enhancing its potential as a cross-cutting research approach, which has true potential and capacity to make a democratic revolution in academic knowledge production and beyond. The empirical-ideological manifesto will help in valorizing the applicability of collaborative methods across academia and pave the way for next steps in taking the approach further. At the same time, it will help to articulate the societal meaning of collaborative research to wider audiences from political decision-makers to the ‘experts of everyday’. The material produced will be distributed openly via the European Network for Qualitative Enquiry.

INDIVIDUAL PAPERS

PARALLEL SESSION 1

Wednesday, 10 January 2024

13:30 – 15:00

REFLECTIONS ON PARTICIPATORY RESEARCH IN THE CULTURAL SPHERE: REDRAFTING THE RULES

Wed 10.1.2024

Parallel session 1A, 13:30–15:00

Room **U3029**, Main building

Chair: Meri Kulmala

Author:

Sheelagh Colclough, Belfast School of Art, Ulster University, UK

Keywords: participatory action research, cultural participation, arts education

My paper proposal reflects on my experiences as the project researcher for a three-year international professional development, peer learning, and knowledge exchange programme: Spaces of Transformation in Arts Education (SPOTing), 2020-3. Built around participatory action research methodologies drawn from education pedagogies which centre embodied knowledge principles such as lived experience (Freire, 1968) and living theory (Whitehead and McNiff, 2006) the SPOTing programme involved eight cultural centre partners from across Europe devising their own research questions and research actions, and reflecting on the data they generated; understood through the lens of the research values they identified.

This participatory research process generated key questions relevant to many working in cultural participation, especially around agency and the nature of learning from experience, related to the essential but often absent freedom within publically funded projects to collaboratively factor in 'failure' as well as claiming the space to do 'less' while reflecting more.

Cultural participation practitioners and theorists have drawn attention to the ethical issues 'baked into' hierarchical arts institutions' outreach projects wherein participants do not typically have "the possibility to question the rules of the game" (Sternfeld, 2013). In contrast, the experiences of SPOTing reinforced both the potential and the challenges of the openness and 'uncontrollability' of participatory research, as well as generating collaborative reflections on what qualitative research can be, and who can make use of it. Arts and arts education practice-based methodologies which reposition core academic research values of knowledge, originality, and collaboration to be understood as "theory to be interpreted through practice" (Bradfield, 2016) can offer a more flexible person-centred approach to participatory research which emphasises the importance of collaborative civic skills and practices such as transparency, consent, negotiation, agency, responsibility, and collective critical reflection.

PARTICIPATORY ACTION RESEARCH AND CREATIVE STORYTELLING AS PLACE-BASED CLIMATE ACTION

Wed 10.1.2024

Parallel session 1A, 13:30–15:00

Room **U3029**, Main building

Chair: Meri Kulmala

Authors:

Lisa Jones, University of Hull, UK

Katie J. Parsons, University of Hull, UK

Florence Halstead, University of Glasgow, UK

Hue Le Thu, CRES, Vietnam National University

T. Vo Anh, CRES, Vietnam National University

T.Q. Nguyen, CRES, Vietnam National University

Alison Lloyd Williams, Lancaster University, UK

Christopher Hackney, Newcastle University, UK

Daniel Parsons, Loughborough University

Keywords: participatory action research, climate action, creative storytelling, hope, place-based

Scientific evidence firmly links human activity to global warming with corresponding action neither sufficient nor rapid enough, leading the UN Secretary-General to label this “a code red for humanity”. The crisis exacerbates injustice, hitting marginalised and underserved groups – including young people, poorer nations/communities and Indigenous peoples – hardest. This injustice is at least three-fold, with those least responsible often most at risk of its impacts, having the fewest resources to adapt, whilst having the least power to make systemic changes in hierarchically and generationally ordered societies.

This paper presents important insights from an international research collaboration using participatory action research with youth (15-30) along the Red River, Northern Vietnam, a region grappling with severe hydrological challenges brought by climate change, including droughts, landslides, rising sea levels, floods, and saltwater intrusion. The project supported youth in both learning about climate change and becoming researchers in their communities. Drawing upon community-based intergenerational and Indigenous knowledges and using qualitative methods, citizen inquiry and affectively-framed storytelling approaches, the youth sought out stories of ‘action’, that is, how people were adapting to/living with climate change. Youth then developed their own creative outputs to share these stories both with their own and other communities as well as policymakers to inspire further climate action. Creative outputs included illustrated storybooks, vlogs, cartoon strips, and flipbooks curated within a digital story map/book, along with co-producing an original water puppetry performance and animations. The project set out to support youth with a sense of agency and ‘hope’ because ‘hopelessness and despair are both the consequences and the cause of inaction and immobilism’ (Freire, 2004: 3). We argue that our research approach not only supports place-based, youth climate action but should be seen directly as place-based, climate action, linking youth voice and agency and offering important evidence of the potential of participatory qualitative research in addressing global challenges.

SUBJECTIFICATION AS A CHALLENGE FOR SUSTAINABILITY EDUCATION AND PARTICIPATORY ACTION RESEARCH IN FINNISH HIGH-SCHOOL CONTEXT

Wed 10.1.2024

Parallel session 1A, 13:30–15:00

Room **U3029**, Main building

Chair: Meri Kulmala

Authors:

Anna Lehtonen, University of Jyväskylä, Finland

Niina Mykrä, University of Jyväskylä, Finland

Terhi Nokkala, University of Jyväskylä, Finland

Hannu L. T. Heikkinen, University of Jyväskylä, Finland

Keywords: participatory action research, subjectification, agency, sustainability education

Education has a key role to play in tackling the ongoing ecological crisis and paving the way towards a more comprehensive planetary well-being. In this paper, we examine the current approaches to sustainability education by applying some of the key concepts introduced by the Dutch education theorist Gert Biesta. A ‘qualification’ perspective is dominant today: the emphasis is on providing people with knowledge, skills and competences to tackle the environmental challenges. A ‘socialisation’ perspective to sustainability education refers to transmitting norms, values, beliefs and traditions that promote sustainability. A third element of education, often overshadowed by the previous two, is ‘subjectification’. It refers to persons becoming to and existing in the world in their unique way, as ‘subjects’. It encourages individuals to stop and question the status quo, to say ‘no’. One way to promote subjectification in sustainability education, we argue, is through action research. In this paper, we reflect on the possibilities to elevate students’ active agency through participatory action research in a Finnish high school context. We draw on a case study located in an urban area in a middle-sized town in the centre of Finland. The study is a part of a wider European research project, ECF4LIM, funded by the European Green Deal. In the paper, we reflect on our encounters with both high school students, teachers and administration in the light of subjectification. We scrutinise (1) how students’ and teachers’ agency is constrained and enabled and (2) what are the challenges of promoting stakeholders’ agency in the participatory action research process. Furthermore, we illuminate the challenging contradictions of participants’ freedom, inclusiveness and multivocality in citizen science versus the normativity of sustainability education and use of expert knowledge. In conclusion, we suggest critical points of reflection to serve both participatory educational and research purposes.

USING JOURNALS AS A QUALITATIVE DATA COLLECTION METHOD IN RESEARCHING AND DEVELOPING PRACTICE AMONG NGO'S WORKING WITH GENDER-BASED VIOLENCE AND WOMEN IN MIGRATION

Wed 10.1.2024

Parallel session 1C, 13:30–15:00

Room **U3041**, Main building

Chair: Victoria Wozniak-Cole

Author:

Anni Lietonen, The European Institute for Crime Prevention and Control, affiliated with the United Nations (HEUNI), Finland

Keywords: gender-based violence, migration, journal writing

It is known that humanitarian crisis's and armed conflicts are making women in migration at greater risk of different forms of violence due to lack of social and protective networks. Since 2016, an increased flux of migrants to Europe raised concern among several European NGOs working with (female) asylum seekers with increased accounts of gender-based violence experiences. Many lacked systematic approaches and resources to respond to the extent and types of GBV making the providing of services challenging. In my paper (unpublished) I will provide a detailed description of the innovative journal method developed by HEUNI to overcome these challenges. In this context, journals were used to gather empirical evidence on how gender-based violence was present in the lives of refugee women, and how assistance they receive by NGOs could be improved. Research was done in connection to an EU-funded project (2017-2019) in which a "Handbook on Counselling Asylum Seeking and Refugee Women Victims of Gender-based Violence - Helping her to reclaim her story" was co-created with researchers and NGO professionals. The paper will discuss journal writing as means to facilitate participation and co-creation through offering access to data on challenges, impacts and lessons learned among professionals providing services for women in migration with experiences of gender-based violence. In this field, data has previously remained scarce, for one due to the challenges from gaining access, language barriers along with several ethical and safety concerns for the women themselves, people around them and possibly to the researchers. The paper will also bring forward some results and discussion on doing research in a victim-sensitive manner, inclusion of marginalized groups in qualitative research along with ethical dilemmas such consent, privacy, different positions of power and risk of "othering".

ASIAN GIRL VICTIMS' EXPERIENCES OF ACQUAINTANCE SEXUAL VIOLENCE AND THE CRIMINAL JUSTICE SYSTEMS IN FINLAND AND THE UK

Wed 10.1.2024

Parallel session 1C, 13:30–15:00

Room **U3041**, Main building

Chair: Victoria Wozniak-Cole

Author:

Yanjin Zhu, University of Helsinki, Finland

Keywords: gender-based violence, intersectionality, intergroup relations, narratives, criminal justice

The EU Istanbul Convention has passed legislation pressuring member states to act on gender-based violence, but acquaintance sexual violence (ASV) is consistently underreported to authorities and criminal justice systems. European policies supporting gender equality have done little to counteract ASV, because it is frequently normalized as a personal or private matter, rather than a serious crime. Due to their race, gender, and age, adolescent Asian girls are exposed to a heightened risk of ASV. My doctoral work will therefore examine adolescent Asian girl victims' experiences of ASV and the legal response to the victims in Finland and the UK, ultimately contributing to a growing body of knowledge on rape culture. This multi-disciplinary qualitative study's data and methods will include conducting narrative interviews with victims and reviewing official documents from Finland and the UK, to compare criminal justice systems inside and outside the EU. I will apply narrative and feminist discourse analyses, and the intersectional lens. I will therefore address three issues relevant to ASV: 1) the various forms of ASV, including how it is perpetrated through digital technology and in cyberspace; 2) the intersectionality of race, gender, and age in Asian girl victims' narratives; and 3) policy discourses on the Finnish and UK's criminal justice.

METHODOLOGY FROM THE VICTIM'S NEEDS

Wed 10.1.2024

Parallel session 1C, 13:30–15:00

Room **U3041**, Main building

Chair: Victoria Wozniak-Cole

Author:

Tamara González, Universidad de Barcelona, Spain

Keywords: sex trafficking, sexual exploitation, methodological flaws, human rights, sexuality

Human trafficking is a complex criminological phenomenon with a clear gender dimension that, despite international efforts, continues to be identified as a growing problem and one of the most lucrative illegal businesses today. With the ratification of the Palermo Protocol, each signatory state committed itself to implement the necessary tools to combat trafficking in persons. The Protocol outlines three different strategies to carry out such goals: prevention, prosecution, and protection. For the first time, the protection of trafficking victims becomes a positive obligation to the States. Since its adoption, most signatories particularly concerned about sex trafficking have adopted an abolitionist system to approach to prostitution as a strategy to combat this type of trafficking. Others have chosen regularization or complete discrimination of prostitution as strategies to address this phenomenon. In this sense, Spanish Parliament have been working on two legislatives to abolish prostitution. The quality of life of trafficked person depends on the legal context in which they are protected. The abolitionist, regulatory or decriminalizing framework defines the means of access to justice and directly affects their effective judicial protection. In this regard, it's important to address: which legal context best guarantees the protection of the human rights for trafficked persons? The main subject under examination is the efficiency and adequacy of the policies from victim's needs. Adequacy is understood as the capacity of the tools to guarantee the human rights and effectiveness as the extent to which this is achieved. The victim's needs are being defined through participatory research. The hypothesis is that the low effectiveness of anti-trafficking policies is due, among other reasons, to the lack of participation of trafficked people. I propose in this work to incorporate a critical view of human rights that includes an intersectional and postcolonial perspective.

TURNING VICTIMHOOD INTO AGENCY THROUGH THE POWER OF STORIES: HOW VICTIMS MAKE SENSE OF HUMAN TRAFFICKING EXPERIENCES

Wed 10.1.2024

Parallel session 1C, 13:30–15:00

Room **U3041**, Main building

Chair: Victoria Wozniak-Cole

Author:

Victoria Wozniak-Cole, KU Leuven, Belgium

Keywords: human trafficking, victims, vulnerability, stories

In the aftermath of human trafficking, victims try to make sense of what has happened to them. In this article, we combine (feminist) standpoint theory with narrative victimology to argue for a term we coin “situated storytelling”. We then ask ourselves how “situated storytelling” can contribute to the sense-making of victims of human trafficking experiences. We will answer this question based on a narrative thematic analysis of five interviews with human trafficking victims. We will discuss our threefold findings (1) how the embodied self is impacted by making victims feel vulnerable but also seeing their body as the enemy, (2) how the narrative self is damaged when victims do not see the continuity between victimization, the past and the future, (3) how the autonomous self is being damaged throughout the victimization process since victims may experience “radical loneliness”. Due to the impact of human trafficking on the victims, victims are oftentimes described as vulnerable by society. However, seeing themselves as vulnerable may not be fruitful for their recovery process. This article will highlight how victims individually can turn this perceived vulnerability into agency through the power of storytelling. This has the potential to restore their embodied, narrative, and autonomous selves. Until today, the idea of the vulnerable, passive, and weak victim prevails. This article will try to counter this, which can influence practice, policy, and future research.

MULTIVERSE AND FEMINIST MATERIALIST RELATIONAL TIME: RESHAPING POSSIBILITIES FOR TEMPORAL THINKING IN QUALITATIVE INQUIRY

Wed 10.1.2024

Parallel session 1F, 13:30–15:00

Room **U4072**, Main building

Chair: Nikki Fairchild

Author:

Nikki Fairchild, University of Portsmouth, UK

Keywords: temporal thinking; relational time, bodies, methodology, transdisciplinary, multiverse

Temporal thinking holds power in research where researchers seek to understand how phenomena might impact participants in the past/present/future. There have been concerns about the ‘validity’ and ‘reliability’ of qualitative inquiry, these terms have seeped in from positivist approaches challenging researchers to justify research and methodological designs. In some cases, particularly in education research, qualitative inquiry is dismissed due to its perceived lack of rigour, potentially smaller sample sizes, and lack of generalisability. However critical and transdisciplinary research working across and through paradigmatic divides have provided different conditions of possibility for inquiry. This presentation highlights alternatives to thinking with linear notions of time and temporality that can be present in traditional qualitative inquiry. It provides a mapping of how Multiverse and feminist materialist relational time become a methodological possibility for inquiry. I provide further development of my paper published in *Qualitative Inquiry* in which I argued ontologically feminist materialist relational time is a folding and unfolding of eventful possibilities, articulating “ways in which affirmative and transversal ethico-onto-epistemologies can reconsider power, mattering, enactment, and exclusions which can create multiple possible future(s) for qualitative inquiry” (Fairchild, 2023, p. 1). Employing examples from my own research and from my work with the CG Collective, I consider what Multiverse ‘participation’ might look like in the ontological complexity of (feminist) materialist inquiry. Thinking-with Donna Haraway’s “contact zones” (2017, n.p.), feminist materialist relational time is a continuation of some of the wider conversations concerning relations, bodies, objects, spaces and time in methodology and inquiry. By opening up methodological contact zones this presentation explores how relational bodies are produced. It considers who and what can be included/excluded from inquiry by exploring the theoretical nature of relational time and considering how flows of power from macrostructures can enfold/entangle bodies and how microstructures can reconfigure possibilities for becoming bodies.

ON THE IMPORTANCE OF STAYING IN BEE-TWEEN: PHD STUDENTS AND HONEYBEE TEMPORALITY

Wed 10.1.2024

Parallel session 1F, 13:30–15:00

Room **U4072**, Main building

Chair: Nikki Fairchild

Authors:

Marina Pliushchik, University of Oulu, Finland

Amalie Strange, Arizona State University, US

Keywords: temporality, honeybees, doctoral education

In this presentation, we think with honeybee (*Apis mellifera*) temporalities to explore how time materializes in our ongoing doctoral education journey(s). Doctoral training can be seen as a linear process in which a trainee—a novice aided by a mentor—progresses through a set of stages to graduate as a fully developed researcher – not unlike a honeybee going through the egg – larva – pupa – adult life cycle. In this way, as PhD candidates, we could see these beginning stages of our careers as time to grow from less complexity to more, from occupying little space in the academic community to assuming major roles. We, however, suggest that theorizing with honeybee temporalities further, could offer us a different insight into how we are metamorphosing within the research community. Inspired by Cleave et. al (2018), we theorize with honeybees about how our “being in the world becomes inseparable from our research”. Thinking of individual bees as always more- and less-than-individuals, and of the constant exchange this presupposes, of the seasonality of life in a beehive, its altruistic and more violent aspects, allows us to subvert the linear narrative of the PhD training and suggest staying in the in-between stage, (re)cycling between larva, pupa, and bee.

POSTHUMAN CHITCHATTING: BETWEEN AGE/S RELATIONS AND FLOWS

Wed 10.1.2024

Parallel session 1F, 13:30–15:00

Room **U4072**, Main building

Chair: Nikki Fairchild

Authors:

Joanna Haynes, University of Plymouth, UK

Lois Peach, University of Bristol, UK

Keywords: chitchat, post/age, flow, storying, slow

This paper engages with chitchat; a concept which arose and became stuck (MacRae et al., 2018) through inquiry about between age relation(alitie)s (Peach & Haynes, 2023) and post-age pedagogies (Haynes & Murriss, 2017). Chitchat is a knowledge-world-making practice, smudging boundaries between human and more-than-human bodies, temporalities, sonorities, ages and generational 'orders' (Ingold, 2020). Chitchat evokes more-than-researchers in collaborative dialogue, weaving and stretching stories across different space-times where ideas, sighs or longings are sounded out, tapped out, materializing through fingers, eyes, keyboards and screens, through actual-virtual-discursive-material conditions of possibility. Chitchat is, right here in the very sympoetic (Haraway, 2016) composing of this abstract through a shared-in-real-time online document, an energetic and responsive mode of thinking-writing-doing 'research' in-between. This practice reveals the inherent relationality of in/animate and (more-than-) human agencies within inquiry. We posit chitchat as simultaneous flow, rather than exchange, to subvert the power-producing binaries between 'PhD student' and 'Professor', and open new possibilities for co-creational research. Negotiating age-related categories and assumptions both in and through our research-as-chitchat, we question the implication of separation in collaborative inquiry, of a 'gap' to be 'bridged' between bounded entities or fixed categories (such as generations).

Through this paper, we assert the value of the seemingly trivial and anecdotal, drawing attention to the democratising qualities of chitchatting. This involves stories, cake, memories, walks, texts, tea, thoughts: re/actions to things we have read, felt or heard, and between-age encounters experienced, noticing what emerges from all the criss-crossing. Storying is an inventive and generative doing-being-thinking-speaking-writing practice. Chitchatting experiments with narrative forms of Slow scholarship engaging in 'alternative rhythms of inquiry through writing' (Ulmer, 2017, p.203). It examines methodological practices, resisting inclinations about what research can and 'should' be between differently-aged academics in be(com)ing.

RIPPLING THE DIFFERENCE: A REFLECTIVE TRIPTYCH ON EXPERIENCES OF COLLABORATIVE WRITING

Wed 10.1.2024

Parallel session 1F, 13:30–15:00

Room **U4072**, Main building

Chair: Nikki Fairchild

Author:

Mark Price, St Mary's University, UK

Keywords: intersubjectivity, collegial capital, curated space

The presentation seeks to explore the experience of collaborative writing as academic enquiry, drawing on three recent studies:

- Theorisation of notions of collegial capital arising from narrative accounts of working through and across a transglobal higher education partnership (Mariaye, Price, et al., 2023)
- A duoethnography of a curated, relational pedagogic space between doctoral student and supervisor (Minogue and Price, 2023)
- A collaborative performative presentation exploring possibilities for new beginnings from experiences of temporal dislocations, loops and shifts (Goode, Bradford and Price, 2023)

The collaborations here reflect a reach for intersubjectivity and creative/relational intimacy, in which something new, and nearly always unexpected, arises from the collaborative process. As Deleuze says of his rhizomatic work with Guatarri, “we do not work together – we work between the two” (Deleuze and Parnet, 2002, p.17) – or here, between three or more. Such collaboration, it is claimed, requires a level of risk and vulnerability and the potentiality for loss. But through this opening to loss, an unexpected level of meaning-making and resonance is experienced, where the individual is diminished, but the collective is amplified.

At Manning and Massumi’s bidding (2014, p. viii), this presentation explores the process of learning “how to ripple the difference” for “it is in the breaching that thought acts most intensely”. The reach here is for a troubled but curated space and one of transformational possibility. The presentation explores the restless storying of be/coming through collaboration, not seeking arrival. The rootedness experienced through collaboration is situated in the troubled shifts between resonance and dissonance: an oscillation through points of balance and disturbance, where the ‘rippling’ becomes a dynamic endeavour towards shared meaning making.

NARRATIVES OF STUDENTS WITH A PROFILE OF DYSLEXIA SITTING FOR THEIR NATIONAL EXAMINATIONS: LISTENING TO THEIR VOICES

Wed 10.1.2024

Parallel session 1G, 13:30–15:00

Room **U4075**, Main building

Chair: Reetta Mietola

Author:

Ruth Falzon, University of Malta, Malta

Keywords: students' voice, dyslexia, examinations, fairness

This presentation presents the narratives of Maltese students with a profile of dyslexia and their experience of national examinations (Camilleri, Chetcuti & Falzon, 2019). The study gives voice to their concerns, frustrations, successes and recommendations. Interviews were carried out with seven Maltese adolescents between 16 and 18 years old. All had been professionally assessed as having a profile of dyslexia that ranged from mild to very severe. One-to-one or paired audio-recorded interviews were carried out. The students opted to participate in the study on a totally voluntary basis and an opt-in procedure of recruitment through the Malta Dyslexia Association was employed. The interview data were analysed using Thematic Analysis. The rich in-depth experiences show how students with dyslexia view themselves as learners, how they experience learning in classrooms and, most of all, how they experienced examinations. Although all students experience a certain amount of stress when sitting for examinations, the results present that for these students, examinations caused a great deal of anxiety as they felt that, because of their disadvantage, they could never show their full potential in examinations. Yet they also believed that they had different skills, such as creativity, that were not being assessed by traditional examinations and that the medium used was unfair to them. The students made a number of suggestions as to how they thought that examinations could be made fairer for students with a profile of dyslexia. They offered valuable insights into how high-stakes examinations can be fairer for students with a profile of dyslexia to allow them to run the examinations race and be successful. One of the main suggestions is for examination boards to listen to what they have to say. A booklet for secondary school students was also created out of these narratives.

CO-CREATING A DOCTORAL QUALITATIVE RESEARCH COMMUNITY OF PRACTICE BY ENHANCING PARTICIPATION AMONGST RESEARCHERS

Wed 10.1.2024

Parallel session 1G, 13:30–15:00

Room **U4075**, Main building

Chair: Reetta Mietola

Authors:

Ioannis Costas Batlle, University of Bath, UK

Vibhor Mathur, University of Bath, UK

Hui Yi Lin, University of Bath, UK

Bryan C. Clift, University of Bath, UK

Keywords: doctoral researchers, qualitative research, community of practice, co-creation, collaboration

Doctoral researchers who use qualitative approaches generally face a common problem: the sources of support they can access – supervisory meetings, workshops, journal articles, methods classes, seminars, conferences, or informal conversations – are often disjointed and contain limited feedback loops. Despite the individual value of each source, doctoral researchers are often left to their own devices to ‘connect the dots’. To address this issue, faculty staff and doctoral researchers at the University of Bath in the UK have co-created a Doctoral Qualitative Research Community of Practice. This community of practice is designed to foster participation amongst doctoral researchers in different disciplines and is rooted in diminishing the hierarchising forces in academia. The Group aims to bring together training and workshops from staff and experts, with a peer-led community for doctoral researchers to share experiences, seek feedback and learn from each other in a timely and coherent manner. In this talk – designed and delivered by both the faculty staff and doctoral researchers leading the community of practice – we reflect on three aspects: 1) the development of our collaborative approaches, 2) the two main components of our community of practice (an annual faculty staff-led workshop series and monthly doctoral researcher-led community meetings), and 3) the potential future challenges facing our partnership. In presenting our work, we aim to share our processes and experiences so that others may replicate our practice – where relevant – in their own contexts.

PARTICIPATORY RESEARCH UPHOLDING COLLABORATION IN RESEARCH AND PRACTICE IN SOCIAL WORK FIELDWORK EDUCATION: PRESENTING THEMES FROM A STUDENT-LED, RURAL-FOCUSED TRANSNATIONAL CO-OPERATIVE INQUIRY

Wed 10.1.2024

Parallel session 1G, 13:30–15:00

Room **U4075**, Main building

Chair: Reetta Mietola

Authors:

Joanne Rose, University College Cork, Ireland
Melissa Petrakis, Monash University, Australia
Monica Short, Charles Sturt University, Australia
Erica Russ, Southern Cross University, Australia
Caroline Lambert, RMIT University, Australia
Carmel Halton, University College Cork, Ireland

Keywords: student led research, co-operative inquiry, workplace learning, social work, fieldwork

Internationally minimum standards for social work education specified by the International Federation of Social Workers include the ability to demonstrate a critical understanding of social research and the principles, ethics, and applications of scientific enquiry (SWRB, 2019; IFSW, 2023, AASW, 2023). Co-operative inquiry (CI) is a collaborative research methodology that is suited to field education research as it is respectful, participatory, and upholds the unique dignity of each person involved in the research (Reason, 2002). An inquiry process is grounded in the idea that research can be conducted with people, not on people (Napan et al., 2017). For example, CI highlights the principle of the equality of voices within the co-authoring process; this is made possible because students and academics have power over what is written and published (Short & Healy, 2017). An inductive, participatory research approach can bridge geographical divides and promote inequality of participation, ensuring everyone is on equal footing, and all opinions are sought. CI brings students and academics together as co-authors, co-participants, and co-researchers. A community of trust is developed, combining participants' values with their professional or personal knowledge and experience (Bowles et al in Egan et al, 2021; Short & Healy, 2017). In considering the tensions and pressures inherent in neoliberal higher education, this presentation will remind us of the codes of ethics of AASW, SWRB and IASW and emphasise the importance of collaboration and respect in relation to social justice, and social theory research. The outcomes of three student inquiries will be shared, including how they led to people (students) connecting to an international research network, presenting at international conferences and publishing their work in international academic journals. Here is feedback from one student participant: "Our research was unique as it was student-led and privileged the voices of students, not something that traditional research usually incorporates"

IT'S GOOD TO TALK: REFLECTIONS ON A MENTAL HEALTH LITERACY RESOURCE CO-PRODUCED BY STUDENTS FOR STUDENTS

Wed 10.1.2024

Parallel session 1G, 13:30–15:00

Room **U4075**, Main building

Chair: Reetta Mietola

Authors:

Hayley McEwan, University of the West of Scotland

Johanne Miller, University of the West of Scotland

Keywords: university students, co-production, mental health, lived experience, power

Mental health (MH) challenges are the primary reason for students dropping out of their courses at university. In recent years, the number of undergraduate students who report experiencing MH challenges has tripled. This generation of students have endured a pandemic, the cost-of-living crisis, disruption to their studies influenced by intensive strike action by academic staff, combined with persistent peer comparison against the backdrop of social media. This paper responds to the call to better understand student MH and to design appropriate services to support them.

Nine postgraduate (PG) students co-produced a year-long mental health literacy (MHL) programme called It's Good to Talk. PG students were understood as 'experts by experience' and worked together with 'experts by qualification' within MH. The programme was situated in a university in Scotland and involved both data, and knowledge production. Findings are discussed from workshops, interviews, focus groups and field notes on the process of knowledge production. We share how students produced and reproduced their own understandings of MH to generate new knowledge and understandings of challenges that students experience. PG students transformed experiential knowledge of MH into a resource to act as a conversation-starter with other university students. We emphasise how we worked with participants in meaningful and inclusive ways to democratise relationships between students and researchers. This paper contributes to a better understanding of the MH challenges experienced by students and how a co-produced MHL programme can offer proactive, preventative support by students for students.

‘WHAT IF SNAILS HAVE ANGELS ON THEIR SHOULDERS’ COLLABORATIVE INVESTIGATIONS OF PRESCHOOL CHILDREN’S STORYTELLING PRACTICES WITH MORE-THAN-HUMAN COMPANIONS

Wed 10.1.2024

Parallel session 1H, 13:30–15:00

Room **U4078**, Main building

Chair: Eveliina Heino

Author:

Maria Hylberg, Stockholm University, Sweden

Keywords: early childhood education, children's storytelling practices, more-than-human companions, post-anthropocentrism, collaboration

This presentation focuses on a part of my PhD project in which I have worked with preschool children and their teachers to investigate and develop children’s storytelling practices with more-than-human companions. The project is situated within a low SES area in a suburb of Stockholm, Sweden. Feminist new materialist thinkers have questioned who is involved in science knowledge production and for whom knowledge is produced. Thinking with post-anthropocentric knowledges, particularly Donna Haraway’s concepts of Speculative Fabulation and Scientific Facts, several different stories and knowings have emerged in encounters of children and more-than-human companions in the local community. Speculative inquiries such as “What if snails have angels on their shoulders?” or “What if my bacterium could travel to my grandfather in Somalia and say hello to me?” have been explored. The collaborative production of different stories and knowings shows that reality (or rather realities) is constituted by many different narratives and knowledges – both human and more-than-human – intra-acting and overlapping at different scales in multiple storytelling practices. Producing storytelling practices with preschool children, their teachers and more-than-humans in a low SES area emphasizes the many diverse realities co-existing, realities which might not always be recognized. As such, this might also challenge taken-for-granted educational practices concerning environmental-, climate-, and sustainability issues, where questions of who and for whom certainly play a vital role.

SILENT DISRUPTORS: THE THINGLY-POWER OF KEYRINGS

Wed 10.1.2024

Parallel session 1H, 13:30–15:00

Room **U4078**, Main building

Chair: Eveliina Heino

Author:

Julie A Ovington, University of the West of Scotland, UK

Keywords: early education, school readiness, school uniforms, posthumanism, materialism

To date little or no research has been conducted with two-year-old children on school readiness, resulting in an absence of their voices (Spyrou, 2018). This presentation draws from research that focused on the rollout of funded policy to drive readiness by targeting two-year-old children. Unstructured observations were conducted with eight two-year-old children in two nursery settings in the Northeast of England piloting the funding. Interviews were also conducted with a range of ECEC educators and parents to explore their views on the policy and resultant practice. The outcome of this was a 'material turn' (Reddington and Price, 2018, p. 2) wherein posthuman theory enabled me to think differently about school readiness and matter. The school bag emerged as a site of resistance, as a creative nonverbal protest that spoke of power (hooks, 1990), through 'thing-matter-energy-child-semblage[s]' (Malone, Tesar and Arndt, 2016, p.196). Disrupting daily routines, the keyrings opened space(s) for children's autonomous movement(s), distributing agency to challenge and resist heterogeneity. In/with/through this understanding a new reading of school readiness can be drawn that attends to social justice(s) that reveal 'open-ended assemblages of entangled ways of life' (Tsing, 2015, p. viii). Including children's relationality with matter that gives rise to (new) voice(s) on matters that concern them. As it stands, school readiness is a uniform(ed) way of controlling how education is enacted in early years education and fails to include the child and the voices of others. What truly matters to children is tinythings.

STUDYING RESILIENCE WITHIN EARLY CHILDHOOD EDUCATION AND CARE – EXPLORING A COMBINATION OF ETHNOGRAPHIC RESEARCH, NARRATIVE BRICOLAGE, AND THE MOSAIC APPROACH

Wed 10.1.2024

Parallel session 1H, 13:30–15:00

Room **U4078**, Main building

Chair: Eveliina Heino

Authors:

Ann-Christin Furu, Åbo Akademi University, Finland

Linda Eriksson, Åbo Akademi University, Finland

Keywords: early childhood education and care, resilience, ethnography, narrative bricolage, mosaic approach

This paper focuses on possible ways to study how resilience (the capacity to handle change, challenge or adversities) is constructed within the context of ECEC in ways that embraces the complexity of day-to-day life in the settings and includes the multiple voices of staff and children. With this ambition in mind, we set out to create a methodology for a research project on how resilience can be understood in ECEC through the three concepts agency, belonging, and compassion. Within a qualitative research paradigm (Cohen and Manion, 2019) we chose to work in the tradition of ethnographic research (Ritchie, 2020). However, due to the relational and holistic character of the study, the primary research method would be narrative bricolage (Odegaard, 2019) building on the mosaic approach (Clark, 2005). In this paper we ask if and how these three research traditions might align, overlap and/or complete each other. Further, we outline an empirical study building on these research traditions. We also describe potential ways to create and analyze research materials in ways that give room for co-creation among the researchers and the staff and children in the four participating ECEC settings. At the heart of this is the principle of being alert to children’s ways of seeing and understanding and representing the world to themselves” (Clark, 2005, p. 27). Finally, we discuss potential promoting and/or hindering aspects to this approach to research in the context of ECEC.

DEVELOPING INCLUSIVE EARLY CHILDHOOD EDUCATION USING A MULTIVOCAL DECISION-MAKING

Wed 10.1.2024

Parallel session 1H, 13:30–15:00

Room **U4078**, Main building

Chair: Eveliina Heino

Authors:

Kata-Riikka Kumpulainen, University of Eastern Finland

Päivi Pihlaja, University of Eastern Finland

Elina Viljamaa, University of Oulu, Finland

Keywords: early childhood education, inclusion, multivocal decision-making, knowledge creating

The study examines a multivocal decision-making as a method for knowledge creating in the development work of Finnish inclusive early childhood education (ECE). In the renewed Act on Early Childhood Education inclusion and support have been highlighted. Inclusive ECE has a strong value base in the UN Children's Rights, where every child has the right to education, as well as the support needed. The value base of Finnish ECE is consistent, but decision-making is hierarchically spread among different institutional levels from macrolevel to microlevel. Decisions are made in “bubbles” and decision-making isn't transparent or does not penetrate different organizational levels. Information and instructions drain from “the top to the bottom” and a dialogue between different levels is rare. Accordingly, the implementation of the decisions by the original inclusive values, fails. The aim of the research is to create new knowledge for the development work of inclusive ECE by using a multivocal decision-making, different perspectives, human and administrative systems, and their existence are easier to perceive and become aware of in the decision-making. The participants (n=10) represent hierarchically or qualitatively different roles: politicians, officials from different levels, teachers, and guardians. In the two different joint interview and the decision-making process, the participants brought their own perspectives in the discussion and simultaneously gained experiences from different perspectives. The shared different perspectives created a new knowledge to the development work of inclusive ECE. As a method, the multi-vocal decision-making highlights obstacles, and solutions, creates a broader and systematic overall picture. Decisions will be based on a new, jointly created knowledge, which is a key element when making broad societal decisions. To draw a picture from different approaches, traditions and mechanism behind the decisions-making and knowledge creating process, the data will be analyzed with a discourse analysis.

THE PROBLEM OF AUGMENTING REALITY FOR OTHERS: XR CO-CREATION IN THE CRITICAL MUSEUM

Wed 10.1.2024

Parallel session 11, 13:30–15:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Author:

Joanna L. Rivera-Carlisle, University of Oxford, UK

Keywords: co-creation, XR, museums, community participation

As more and more cultural institutions embrace immersive technologies (XR) to facilitate visitor engagement, long-standing questions of who is being represented, whose perspectives are being centred, and who gets to participate in curatorial choices, have found renewed urgency. On the one hand, XR promises a blending of online/offline engagement which may facilitate long-distance collaborations, increased origin community engagement and public participation which is unprecedented by other media. On the other hand, its seemingly low-access barriers and collaborative potential mask its equally high potential to reproduce established hierarchies of power and further stabilise historical categories of who is speaking, and who is spoken of. This paper analyses three AR applications – Open Cabinet, Unfiltered Histories and Looty – which seek to critically contextualise contested artworks in British museums. It focuses on co-creation in the design, development, and implementation of these three apps, contrasting the roles performed by origin communities, commercial companies, educational programmes, activists, and cultural institutions play in each case. Based on these examples, it formulates critical questions to guide co-creation processes for XR content in heritage institutions. These questions highlight the interplay of language, power dynamics, funding, collective agency, compensation, and differing epistemological underpinnings in these participatory processes with the aim of providing a workflow for researchers, practitioners, and activists to use in future projects.

NOBODY CAN DO THINGS ALONE – THE SPACE OF CO-CREATION IN TIMES OF COEXISTENCE

Wed 10.1.2024

Parallel session 1I, 13:30–15:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Authors:

Ilaria Tucci, Tampere University, Finland

Meeri Tiensuu, Tampere University, Finland

Keywords: co-creation, everyday, participatory research, workshop

This paper examines how participants engage and create meaning(s) in co-creative workshops that aim to overcome the so-called ‘everyday bordering’. We discuss how co-creative workshops can become an interactive space where belonging, separation and inclusion meet and interact. Drawing from empirical data gathered during participatory co-creative workshops organized in Tampere and Helsinki, Finland, between October 2022 and May 2023, we aim to explore the possibilities of co-creation in (re)imagining the process of building new home(s) and fostering co-existence among individuals and communities. The research material includes our and our colleagues’ observation and reflection notes from co-creative workshops. In this paper, thematic analysis is applied to discuss the research material.

Throughout the emerged themes, we reflect what constitutes a “successful” co-creation experience from the perspective of the workshop organizers. We take a critical approach to contemplate our positions and roles when planning, implementing, and facilitating these co-creative sessions. Our objective is to collectively gain insights into the lived, embodied realities of everyday integration together with the workshop participants. While we acknowledge the partial nature of our endeavors, this paper sheds light on the practice of co-creation as a means of shaping meaning, generating knowledge and cultivating empathy.

CRAFTING IDENTITIES: DIVINATION AND THE CO-CREATIVE POTENTIAL OF FRIENDSHIP

Wed 10.1.2024

Parallel session 1I, 13:30–15:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Author:

Angela Hostetler, University of Melbourne, Australia; KU Leuven, Belgium

Keywords: co-creation, teacher identities, friendship as method, divination as method, research-creation

This paper channels the superpowers of the 1990s “bad girls” of post-structuralist feminist education research to answer two calls: first, acting on the radical possibilities of divination as method to shape change (Maclure, 2021; 2022) by, second, crafting transformative strategies of care for the teacher-self (Zembylas, 2003). For, while teacher identity has been studied as a site of permanent struggle (Maclure, 1993) and a construct in ruins (Britzman, 2000), it continues to be emphasized as a foundation for teacher education (Beauchamp & Thomas, 2009; Rodrigues & Mogarro, 2019). This reality makes for a precarious positionality at both political and personal levels (Zembylas & Chubbuck, 2018; Janzen, 2015), requiring some kind of magic to make teaching a liveable profession. Toward these aims, this paper offers up cartomancy as a playful, co-creative method of transformative inquiry. Cartomancy (e.g., tarot reading) is a speculative practice that employs symbolism as a divining tool to navigate the relational intersections at the heart of identity work. I demonstrate the potentially transformative events that cartomancy makes possible through illustrations from a research study which followed up on the question, What would happen if I read tarot with teacher friends as a way of exploring their identities? Moreover, this inquiry is based on the co-creative potentials of 15-year-long friendships. This paper might be read for insight into a methodological experiment or as an exercise in imagining teacher identity work differently.

CHALLENGES OF BIASED HERITAGE DATA

Wed 10.1.2024

Parallel session 1J, 13:30–15:00

Room **U3039**, Main building

Chair: Peter Holley

Authors:

Frederik Truyen, KU Leuven, Belgium

Sofie Taes, KU Leuven, Belgium

Roberta Pireddu, KU Leuven, Belgium

Keywords: cultural heritage, heritage data, bias detection, heritage collections

In a series of research projects (EuropeanaPhotography, Kaleidoscope – 1950s in Europe) we struggled with bias in heritage collections. In later projects, such as WEAVE and – currently – DE-BIAS, we addressed the issue head-on, developing tools, methodologies and use cases to help mitigate, remediate and revisit apparent and less apparent instances of bias in heritage collections. As our initial focus was – and still is – on bias and potentially harmful language in metadata, which became a pressing problem as more and more archival collections got digitised and opened up to the general public online, it became clear that the issue of bias in the source persists nonetheless. While the metadata issue in terms of findability and access can be mitigated through reference vocabulary lists such as Words Matter (Museum Wereldculturen, The Netherlands) leaving the sources unaltered is equally important: they are and will always remain needed as historical proof. In particular, as a member of Photoconsortium – an aggregator specialized in historical documentary photography – the KU Leuven CS Digital teams focuses on bias in photo collections, for example in high-quality collections of leading archives. In this paper, we will discuss instances of bias that go beyond existing and well-accepted literature on the matter, and explore mitigation strategies involving training AI datasets, taking into account that the way in which such sets are trained is often enforcing and aggravating bias rather than alleviating or erasing it. Parallel to describing technological approaches, we will expand on the value of training students to become more sensitive to multimodal bias in documentary historical imagery and on training opportunities for future heritage professionals.

UTILISING PARTICIPATORY METHODS TO PROTECT PALESTINIAN CULTURAL HERITAGE: CASE STUDY OF YOUNG PEOPLE RECORDING ORAL HISTORIES IN MASAFER YATTA

Wed 10.1.2024

Parallel session 1J, 13:30–15:00

Room **U3039**, Main building

Chair: Peter Holley

Authors:

Laura Sulin, Coventry University, UK

Aurélie Broeckerhoff, Coventry University, UK

Mahmoud Soliman, Coventry University, UK

Marwan Darweish, Coventry University, UK

Keywords: cultural heritage, participatory video, oral history, youth participation, co-creation of knowledge

Since 2017, over 30 young Palestinians (18–28 years old) from Bedouin and villager communities in Masafer Yatta, located in the South Hebron Hills (SHH) of the West Bank, Palestine, have trained in oral history methodology and video-recorded the life stories of older generations in their communities focusing on the different aspects of their cultural heritage. The Bedouin and villager communities in Palestine have a rich cultural heritage, however the creation of an Israeli closed military zones in the area, the imposition of severe restrictions on movement, and forcible evictions have threatened the cultural heritage of these communities. Collecting their heritage through oral history stories maintains a connection between Palestinians and their land, and can be an important resource to support local social and economic life. By combining a participatory approach with oral history methodologies the local youth were able to exercise agency and power as they identified and reconnected with aspects of their history. We argue that the youth researchers became the agents of change in Masafer Yatta, amplifying the voices of their people. Although participatory research has the potential to empower people in their communities, it is crucial to pay closer attention to the real-life issues involved in conducting this kind of research and to interrogate the power dynamics of the process (Shaw, 2016). In this paper, using the case study of Masafer Yatta, we examine how participatory research is linked to voice and agency in order to understand who is invited to be part of these projects, and who is able to participate. We suggest these considerations affect how participatory research is designed, and how it contributes to knowledge production. Ultimately, we ask: whose voices are we amplifying, and how do these voices link to what cultural heritage becomes protected, and how?

METHODS FOR THE DEVELOPMENT OF CITIZEN SCIENCE STRATEGIES IN CULTURAL HERITAGE AND HIGHER EDUCATION

Wed 10.1.2024

Parallel session 1J, 13:30–15:00

Room **U3039**, Main building

Chair: Peter Holley

Authors:

Roberta Pireddu, KU Leuven, Belgium

Frederik Truyen, KU Leuven, Belgium

Keywords: cultural heritage, citizen science, user participation, community engagement

This paper provides an overview of the methodological approaches for the empowerment and support of Cultural Heritage and Higher Education institutions in the development of participative strategies and Citizen Science-based initiatives, developed in the context of CitizenHeritage, a project co-founded by the Erasmus + Programme of the European Union. In the last decade, and especially since the beginning of the COVID-19 pandemic, user engagement and digital participation actions started gradually being adopted in the cultural heritage and education sector. This went hand in hand with the opening of digital collections to the public and with the increasing adoption of audience interaction and participation strategies. However, the status of the citizen scientists, the way community contributions can be rightfully acknowledged, and their role and rights within these types of initiatives are not always clearly defined nor are made explicit. Also, specific guidelines for the organizers of these actions are often missing or blurred. The paper sketches the main methodology used for the development of citizen science approaches both in the cultural heritage sector and in the education environment. We discuss how citizen science practices could be more intensely and intentionally used in the higher education field. Also, we highlight the possible advantages of the adoption of a cyclic approach in the implementation process of a participative initiative - which comprehends the phases of the preparation of the research, the running of the research activity, the analysis of research results, and their publication. Finally, we discuss the different steps of the development of the theoretical framework behind the planning and implementation of a self-assessment tool aimed at supporting Cultural Heritage and Higher Education institutions to evaluate the level of readiness of their Citizen Science initiative.

PLACE AS A RESEARCH PARTICIPANT: OBSERVATIONS FROM A NORTHERN CITY

Wed 10.1.2024

Parallel session 1J, 13:30–15:00

Room **U3039**, Main building

Chair: Peter Holley

Author:

Maria Fedina, University of Helsinki, Finland

Keywords: urban anthropology, human-environment relationship, northern city

While it is in nature of qualitative humanistic and social sciences research to concentrate primarily on human beings and their experiences, the growing body of research involving non-human species, infrastructures, etc. calls for the reconsideration and rethinking of our understanding of such key concepts of qualitative research as a research interlocutor and participation in research. In this vein, in this contribution, I do not aim to provide a holistic overview and analysis of this topic, but rather I set my goal to share observations and thoughts that arose during my doctoral research that is currently being conducted in an urban area in the northwestern part of Russia, namely, Syktyvkar, the capital of the Komi Republic. Being initially concentrated on the members of the ethnic group native to this region and their experiences, I soon realized that the place or locality itself is a vital participant of such experiences, as well as an integral participant in both my research and personal life. How can a city be a research participant? How do we acknowledge the role of a place in our research? How do we establish our relationship with a place? How can one stay connected to the place when no longer being there? Not claiming that I have answers to these questions, in my contribution I aim to address them by reflecting upon my own experiences.

SEDUCTION, RESISTANCE, AND THE VALUE OF THE 'ANVIL': FINDING MY WAY INTO AUTOETHNOGRAPHY

Wed 10.1.2024

Parallel session 1L, 13:30–15:00

Room **U4070**, Main building Chair:

Miira Niska

Author:

Miltiades Hadjiosif, UWE Bristol, UK

Keywords: counselling psychology, autoethnography, struggle, depth psychology

In this paper I sketch my journey of finding Autoethnography and creative-relational inquiry; orientations to scholarship that are so obviously relevant to my home discipline of Counselling Psychology, yet at the same time, so alien and unwelcome. While I deeply resent Psychology's hostility towards non-positivist, subjectively inflected forms of inquiry (what is conventionally known as 'research'), I have recently wondered whether there is value in the struggle of trying to 'fit in' and 'break through'. The struggle I will speak of is one of trying to reach Autoethnography while not completely relinquishing my professional identity and its associated rituals and signifiers. It is a struggle that involved enough agency and self-sabotage to forbid us from conceptualising mainstream Psychology in singularly unhelpful terms. Moreover, my journey afforded new vistas to examine psychotherapy, blurring the boundaries between research and practice. I will share a few key moments that capture seduction and resistance alike; turning to and running away from, as they helped me reach the shores of Autoethnography in a sure-footed yet curious and open-hearted way. I conceptualise this process as an anvil being hammered in a forge. Painful, yes. But could it be that the sparks from the anvil's heart ignited something that might have otherwise remained inaccessible and dormant?

HELP! I WANT TO PERFORM A STUDY, BUT... I'M SCARED (OR SHOULD I BE?)!

Wed 10.1.2024

Parallel session 1L, 13:30–15:00

Room **U4070**, Main building

Chair: Miira Niska

Authors:

Agata Rudnik, University of Gdansk, Poland

Natasza Kosakowska-Berezecka, University of Gdansk, Poland

Keywords: psychological support, autism spectrum disorder, self advocates, inclusion, academic counseling

Autism spectrum disorder (ASD) is frequently seen as a limitation, posing challenges for individuals with autism to thrive in various settings. However, we propose a different perspective: ASD can in fact serve as a strength, especially in academic life! For over two years, we have had the privilege of operating the Academic Psychological Support Centre at the University of Gdansk (Poland). This encompasses not only responding to crises and providing counselling but also establishing enduring forms of support. With a rising number of students with ASD seeking assistance from our centre (for instance with educational challenges or the lack of understanding), we observe the need to enhance their inclusion in academic life. As a result, we are currently developing a study aimed at delving deeper into this matter. Right from the outset, we have encountered numerous challenges, ranging from linguistic barriers to stereotypes and biases. In this context, collaboration with self-advocates has already proven to be exceptionally crucial, even though it is just the beginning of the journey. Among our ideas is the involvement of a researcher with autism to contribute to our efforts – and this is merely the initial step! The study will be preceded by a survey among working and studying people aiming to assess the level of inclusion of people with ASD. Based on this, we want to establish some appropriate interventions. The project will be conducted as part of the SEA-EU alliance, which includes universities from Croatia, France, Germany, Italy, Malta, Norway, Poland, Portugal, and Spain. During the presentation, I aspire to not only discuss our research concerns but also to underscore its significance. I am optimistic that this meeting will facilitate the exchange of experiences and ideas and spark off inspiration among us all.

FACEWORK IN CAREER COUNSELLING

Wed 10.1.2024

Parallel session 1L, 13:30–15:00

Room **U4070**, Main building

Chair: Miira Niska

Authors:

Emma Nortio, University of Helsinki, Finland

Jenni Jaakkola, University of Helsinki, Finland

Miira Niska, University of Helsinki, Finland

Keywords: discursive psychology, facework, career counselling

In this article, we explore the ways in which participants of institutional interaction engage in facework. Career counselling is a form of institutional interaction in which counsellor and counsellee work together to support counsellee's work transitions and career. In Finland, career counselling is offered by e.g. universities, TE-offices and private companies. A central feature of career counselling is respectful and confidential interaction between the counsellor and counsellee. An integral part of respectful interaction, for one, is facework coined by Erving Goffman. Facework refers to acts that enable interaction partners to protect each others' face, i.e. positive social value. Previous research on facework in institutional interaction has focused on the ways in which counsellors protect their clients' face and to a lesser extent on facework done by the client. However, clients' facework is an important part of respectful institutional interaction. In this article, we focus on the ways in which clients participate in constructing respectful interaction and examine career counselling sessions from the perspective of the facework done by the client. The data of this research consists of 22 videoed career counselling sessions that are analysed by employing conversation analysis and discursive psychology.

MULTILOGUES ON INCLUSION AND (IN)EQUALITIES IN PSYCHOSOCIAL INTERVENTIONS TARGETED AT YOUNG PEOPLE

Wed 10.1.2024

Parallel session 1L, 13:30–15:00

Room **U4070**, Main building

Chair: Miira Niska

Authors:

Satu Venäläinen, University of Helsinki, Finland

Päivi Berg, University of Helsinki, Finland

Kaisa Marttila, University of Helsinki, Finland

Ainara Ossa, University of Helsinki, Finland

Keywords: psychosocial interventions, co-research, focus groups, inclusion, (in)equalities, multilogue

Our presentation addresses the possibilities of co-research in the context of a project focused on inclusion and (in)equalities in short-term psychosocial interventions targeted at young people. The project enquires into the issues of inclusion and (in)equalities on multiple yet connected levels: as sensitising analytical concepts with which psychosocial interventions targeted at young people are interrogated, and as methodological and axiological concepts guiding the co-creation of research practices and encounters within our attempts to enact such interrogation. These levels merge in the planning and enactment of focus groups among young people belonging to LGBTIQ+ -people, people with immigration background and people with disabilities. In our presentation, we attend to our experiences so far on attuning focus group planning and coordination towards an inclusiveness-aspiring co-research orientation. We do so by re-enacting multilogues among our research team, which have revolved around questions such as: how to avoid the reproduction of hierarchical differences between the focus group coordinators and participants, the trouble with enacting invitations on the basis of an assumed risk status, and the complexities of working in between the aim of intervention development and a norm-critical approach. We put forward a claim that multivoiced explorations of issues such as these gain specific importance in enquiries focused on sensitive and potentially stigmatising topics such as mental wellbeing and illbeing from the perspective of intersecting particularities and marginalities.

DOCUMENTARY AND ETHNOGRAPHY: HOW TO INTEGRATE VISUAL METHODS IN SOCIAL ANTHROPOLOGICAL RESEARCH TO EMPOWER THE VOICE OF “THE OTHER”?

Wed 10.1.2024

Parallel session 1M, 13:30–15:00

Room **U3010**, Main building

Session includes a documentary screening

Author:

Nilay Kılınç, University of Helsinki, Finland

Keywords: documentary, ethnography, fieldwork, visual methods

This paper proposes an alternative approach to ethnographic fieldwork by incorporating documentary filmmaking into the research process. It addresses two key challenges encountered during fieldwork: a) How does the researcher convey prolonged human interactions while considering their own positionality and moral/ethical compass? b) How does the researcher interpret uncomfortable and unforeseen social realities and urban dynamics in relation to the lives of the research subjects? To answer these questions, the paper compares the storytelling and role assignment aspects of documentary and ethnography for the researcher/filmmaker and the audience/reader. The study draws on my fieldwork experiences in Antalya, Turkey, between 2014-2016, where I explored the daily lives of second-generation Turkish-German "returnees" in tourism spaces. During the research, I discovered a significant group of deported Turkish migrants from Germany, which had been overlooked in the literature on second-generation return migration. I wanted to visually depict the deported individuals' experiences, including their interactions with locals and tourists, to highlight how they negotiated their identities as ex-criminals and "return migrants." To achieve this, I shot a documentary, following the daily lives of deportees and other return migrants in Antalya. This visual medium complemented the written documentation in the form of a PhD thesis and publications. However, employing documentary as a research method posed challenges. Documentary is still seen as an unconventional way to present ethnographic fieldwork, lacking clear guidelines on meaningful and ethical usage. It also raised questions about subjectivity, intended meaning, and the role assigned to the viewers. Nonetheless, the paper argues that documentary can be integrated into research methods beyond mere artistic expression. It proposes innovative recommendations for incorporating documentary within the academic context, drawing insights from relevant literature in both documentary filmmaking and ethnography. The paper suggests that using documentary and ethnographic methodologies can shed light on different perspectives regarding fieldwork ethics, storytelling, and empowering the voice to the research subjects.

PARALLEL SESSION 2

Wednesday, 10 January 2024

15:30 – 17:00

ARTS-INFORMED RESEARCH FOR BRIDGING DISCIPLINES AND GENERATIONS: THE B-YOUTH FORUM EXPERIENCE

Wed 10.1.2024

Parallel session 2A, 15:30–17:00

Room U3029, Main building

Chair: Reetta Mietola

Authors:

Chiara Carla Montà, University of Milano-Bicocca, Italy

Silvy Boccaletti, University of Milano-Bicocca, Italy

Stefano Malatesta, University of Milano-Bicocca, Italy

Elisabetta Biffi, University of Milano-Bicocca, Italy

Keywords: arts-based research, B-YOUth Forum, youth participation, public space

This paper describes the use of arts-informed methodologies within a research project on youth participation and public spaces from a multidisciplinary perspective, intersecting the pedagogical, geographical, psychological and philosophical perspectives. The project is called B-YOUth Forum and is a participatory research laboratory, open to people aged 14 to 25. It is part of the broader Multilayered Urban Sustainability Action (MUSA) project funded through the Italian National Recovery and Resilience Plan. The B-YOUth Forum project embraces participatory, audio-visual, and arts-informed research methodologies that are particularly suited for promoting young people's participation and contribution to the research community (Checkoway, Dobbie & Richards-Schuster, 2003; Clark, 2010). In particular, using arts-informed methods, like the collage technique (Biffi & Zuccoli, 2015) and video-making, which we will focus on, within scientific research can bring several advantages with a view to a greater impact of the research project inside and outside the academic circuit, focusing the gaze of young research participants in the process of knowledge creation. Therefore, our methodology holds a pivotal role, shaping the very essence of our research endeavor because it promotes the cultivation of research competencies equipping the participants with the ability to systematically and critically investigate reality. In fact, these methodologies promote children's and young people's right to be heard and taken seriously (O'Kane, 2008; Welty & Lundy, 2013; Christensen & James, 2017) by allowing them to express themselves in the most suitable way, playing with different opportunities (Butler-Kisber, 2008; Clark & Moss, 2001). In a broader sense, they require a shift from the conventional model of adults doing research on children and young people to the collaborative construction of knowledge across generations and disciplines, democratising research itself (Appadurai, 2006).

UNDERSTANDING 'HOME' IN ALTERNATIVE CARE: A MULTIDIMENSIONAL ANALYSIS OF PRACTITIONER'S EXPERIENCE

Wed 10.1.2024

Parallel session 2A, 15:30–17:00

Room U3029, Main building

Chair: Reetta Mietola

Author:

Lucia Carriera, Università degli Studi di Milano Bicocca, Italy

Keywords: alternative care, research with practitioners, phenomenological-hermeneutic approach, visual languages, home

This contribution presents the analysis process, and the first results from it, of the doctoral project 'The Home Dimension in Alternative Care'. The project was designed as a multi-phase qualitative study (Denzin,2018). Its aim was to explore how educators use physical space and the idea of 'home' in educating children in the Residential Care Homes (RCH). It saw the collaboration with two RCHs from the Lombardy region and a total of 12 professional educators. The analysis process follows the trajectories indicated by the phenomenological philosophy of research (Gadamer,1960, Van Manen,2016). It focuses on the interpretative dimension that sees the researcher as a mediator of the meanings of the participants' lived experiences (Artoni&Tarozzi, 2010). Given the multidimensional and multi-layered nature of meaning, the analysis process was also articulated on different levels and explored a wide variety of texts - including participant photography. Emerging themes were the result of a circular process that intertwined Van Manen's (2016) proposal for textual analysis and the matrix developed by Hannes&Wang (2020), for the exploration of visual material. To reduce the risk of flattening and ventriloquism, follow-ups were conducted with the research participants to share and discuss the initial findings. In this sense, the research journal (Merriam,2016) played a crucial role in the development of a reflexive posture. In conclusion, the contribution will present the three macro-themes that emerged, which can be summarised as 1) Materiality; 2) Practices of 'making home'; and 3) Meanings of 'home' in the lived experience participants.

REGENERATION: A COLLABORATIVE WRITING, MAKING AND MOVING INQUIRY

Wed 10.1.2024

Parallel session 2A, 15:30–17:00

Room **U3029**, Main building

Chair: Reetta Mietola

Authors:

Melissa Dunlop, Psychotherapist and Independent Researcher

Mark Price, St Mary's University, UK

Keywords: embodied practices, collaborative writing, regeneration, posthumanism, group processes

To regenerate implies renewal, a restoration – a return to life and liveliness following damage or disturbance.

Late last spring, on an organic farm in Wales, nine members of CANI-net (the Collaborative Artful Narrative Inquiry Network) gathered together for three days and nights to write and regenerate together. This paper explores the interplay of our collaborative processes of writing, making and moving together, between the folds of a Monmouthshire hillside, between meals made with vegetables grown on the land, between restful spaces of withdrawal – scattered cabins, an old stone house – and asks questions such as: how do we go about regenerating? How may we explore processes that happen outside our conscious awareness? Are 'we', as conscious entities, peripheral? Does our writing matter? How did the refrain 'now let's write', which punctuated our time together, act in relation to the un/intention of regeneration – or letting nature take its course? Does human nature have a course and was our co-presence (soothing, sticky, scratchy) regenerative?

Answers were intimated through listening and touching hands, through printmaking and sculpting clay; in letting things be said and unsaid, in writing as response, with numbers more and less than one, through making shapes and animal sounds, and finally, dancing Zorba's Dance (Theodorakis, 1964).

How does our writing from that time reveal the regenerative process? Reflecting back, passing theories of embodied/ing consciousness (Damasio, 1999; Dolphijn 2021), being and doing horizontal group relations (Bion, 1961; Mitchell, 2023), intermingle with ongoing theoretical evolutions from absent members of the network (Kirkpatrick, Porter, Speedy, Wyatt 2021). The fresh, spontaneous gestures of those present, (re)produced ways of being that were familiar to some, new to others, (re)encountering a process that processed us, a little less, a little more, (re)animating a sense of being with(in) matters more than human (Braidotti, 2013; Whitehead, 1928).

NAVIGATING RESEARCH CO- PRODUCTION BEYOND INSTITUTIONAL CONTROL AND CAPTURE: A SPECULATIVE ACCOUNT OF A YOUTH STATE FOR COLLABORATIVE INQUIRY

Wed 10.1.2024

Parallel session 2A, 15:30–17:00

Room **U3029**, Main building

Chair: Reetta Mietola

Author:

James Duggan, Manchester Met University, UK

Keywords: co-production, speculative, pragmatic, event

There are numerous names and fields of practice relating to collaborative, participatory, co-creative and co-productive research with issues of a lack of clarity and confusion in our practice and published work. It is arguably unnecessary for us to all to agree a single taxonomy. Instead, our task is to develop productive ways of conceptualising, inspiring and communicating our practice. To this end, I am developing the idea of the ‘co-productive imagination’ (Duggan, 2020, 2023) where research co-production is understood in relation to the broader co-production agenda and thus entangled in the wider neoliberalising project(s). Despite the unease this may produce, I believe research co-production is fundamentally connected with neoliberalism and our practical, ethical and intellectual task is to work in relation to research co-production’s neoliberalising concerns: the neoliberalisation of the state, society, and academic research. I have been working with speculative, pragmatic and eventful practice resources (e.g. Whitehead, 1978; Shaviro, 2009; Stengers, 2011, 2021) to create an account of research co-production as an imaginative project focused on collaborative thinking and feeling towards the realization of events by professionalized researchers (e.g., academics) and non-professionalized researchers (e.g., citizens, communities and publics) developed in relation to co-production’s concerns (e.g., neoliberalism, the remaking of the state). This perspective is concerned with the forms of control and capture of what is powerful and eventful in co-produced research. Indeed, co-produced research is particularly reliant on institutional authority of those above, beyond and without the research encounter to begin, be valued, and continue. I believe this requires moving beyond the neoliberalising university and associated parameters and practices such as the project form. In this presentation I will present a speculative mapping of a State of the Youth, as an appropriate arrangement for youth and/or community research co-production amidst the conditions of climate chaos.

SVALBARD SEASONS: PATTERNS OF THAWING AND FREEZING IN THE ARCTIC

Wed 10.1.2024

Parallel session 2C, 15:30–17:00

Room **U3041**, Main building

Chair: Taina Meriluoto

Author:

Dina Brode-Roger, KU Leuven, Belgium

Keywords: visual methods, interdisciplinarity, embodied understanding

Svalbard Seasons is a collaborative book project being developed by a meteorologist (Reinhard Mook, PhD) and a cultural studies scholar (Dina Brode-Roger, PhD). Svalbard Seasons offers a multifaceted approach to place through our juxtaposed disciplinary readings of various weather phenomenon recorded over the calendar year in Svalbard, an archipelago located in the High Arctic. At the core of our project is a shared fascination with the patterns that nature produces, in different materials (soil, water, snow, etc.), and rendered visible in the Arctic's ever-changing light. We believe that by combining a scientific explanation (Reinhard) with a visual/embodied understanding (Dina), the dialogue between the three elements (photo-scientific explanation-embodied understanding) enables a deeper understanding of place, in all of its interconnected being, than any single approach on its own. The presentation will show several photos and texts from our work-in-progress and will explain how our collaboration has created a different understanding and appreciation for our separate, situated, knowledges. Svalbard Seasons, with its visual and academic 'patchiness' is an expression of our inter- (and intra-) disciplinary dialogue(s). Our ongoing discussions about the structure of nature, how we each have come to know it and understand it, have created the basis for a stimulating and exciting collaboration that we hope others will also enjoy.

LEARNING PARTICIPATORY PRACTICES FROM COLLABORATIVE DOCUMENTARY FILM

Wed 10.1.2024

Parallel session 2C, 15:30–17:00

Room **U3041**, Main building

Chair: Taina Meriluoto

Author:

Outi Hakola, University of Eastern Finland

Keywords: collaborative film, participatory research, personal vision, sensitive topics, interpretation

This paper undertakes a comparative examination of collaborative documentary filmmaking and qualitative participatory research practices. Collaborative filmmaking extends an invitation to the subjects to actively engage in the planning, filming, and, at times, the editing of the film. This co-authorship approach is geared towards amplifying the voices of marginalized individuals and communities, thereby enhancing the authenticity of the narratives, paralleling the objectives of participatory research. Drawing upon insights garnered from the documentary domain, I embark on a critical exploration of the researcher's role in participatory studies. The discussion rests on in-depth interviews with 18 documentary filmmakers and reflective scrutiny of collaborative film practices, surfacing three key thematic areas. First, filmmaking is artistic work, where the artist's personal vision assumes paramount significance, and their intentions and stylistic imprints are socially expected to shape the film's meaning. This prompts a question of whether we as researchers can or should have a personal style and objectives that guide participatory research. Second, filmmakers exhibit a predilection for adopting the collaborative mode when tackling sensitive subject matter. This approach not only empowers the vulnerable but also acts as a safeguard against ethical concerns, as viewers are less inclined to question the ethics of collaborative filming. This raises the imperative for researchers to introspect on the motivations driving their choice of participatory practices and its implications. Third, it is the filmmakers who bear the responsibility for moulding the final product and harmonizing diverse practices. Striking a delicate balance between transparency and faithfulness to participants' involvement while organizing and interpreting their contributions is a formidable task. This begs a discussion of how to enable diversity without devolving into cacophony in research publications. This comparative discussion provides us as researchers with a unique opportunity to reflect, refine, and enrich participatory methodologies.

TOWARDS AN UNDERSTANDING OF FILMMAKING AS A COLLABORATIVE, SOCIO-TECHNOLOGICAL ORGANISM

Wed 10.1.2024

Parallel session 2C, 15:30–17:00

Room **U3041**, Main building

Chair: Taina Meriluoto

Author:

Saara Tuusa, University of Turku, Finland

Keywords: phenomenology, filmmaking, shadowing

In film studies, the ideal style of research is the “armchair-mode” where objects of research are viewed at a comfortable distance, reflecting the traditional conception of art as universal and autonomous. Embodied and experiential approaches to cinematic signification challenge this subject-object-divide. They emphasise how a film is dialogically performed between a film and viewer in reception but also, how a film always also belongs to itself as the material, yet transcendent “coherence” of the unfolding perceptual field that the spectator perceives onscreen when watching a film that cannot be reduced to the film’s off-screen technical methods and makers or its viewers. In this paper, I explore the nature of film from the point of view of its making. I theorise based on an experience of attending a film set for a week. I am not a filmmaker myself nor did I participate in the filmmaking. Originally, my plan was to be more intimately involved and use participatory methods. Quickly I came to realise that filmmaking is too all-encompassing for this and that enacting the role of the researcher more strongly would be the right thing to do. So, I “shadowed”, I “hung out”. Generally being “in the set” and constantly negotiating my social position affected my way of being and led me to realise that even without formal participatory methods, knowledge production in organisations like film production cannot be considered anything less than socio-materially emergent. In this paper, I conceptualise my fieldwork notes and reconstructions through sociological theories of artistic production and read them with theories of cinematic signification and technology grounded in a “Merleau-Pontyan” understanding of consciousness as embodied. I illustrate how through learning with and from others, I come to perceive filmmaking as a socio-technical organism irreducible to an individual maker, but also, irreducible to human agency.

RECYCLE, RE-CREATE, REPURPOSE: THE CONTEMPORARY VISUAL PRACTICES OF POLITICISING CLIMATE CHANGE ONLINE

Wed 10.1.2024

Parallel session 2C, 15:30–17:00

Room **U3041**, Main building

Chair: Taina Meriluoto

Authors:

Juulia Heikkinen, University of Helsinki, Finland

Taina Meriluoto, University of Helsinki, Finland

Carla Malafaia, University of Porto, Portugal

Keywords: visual politics, social media, participation, co-creation, climate activism

In social media platforms dominated by visual content, novel ways to use images are born every day. Through their ability to imagi(ni)ng beyond words, visual practices within social media offer a wide range of opportunities for participation and politicization, many of which have yet to be thoroughly explored. This paper focuses on 'artificially' produced images shared on Instagram by climate activists in four European countries: Finland, France, Portugal and Germany. Concretely, we look at images resulting from practices of artificial editing - e.g., assembling, layering, meming, infographying, curatorial designing - and, thus, images that are often appropriated and signified beyond their original visual arrangement and intent. In this sense, we explore the social media affordances in the re-creation of knowledge and meaning, by asking which aesthetic repertoires are prevalent in the online visual ecology and what does it tell us about emerging modes of visual climate engagements. Methodologically, the study crosses boundaries between human and non-human action in different stages of knowledge production. The data is scraped with hashtags collected from online-offline ethnographic fieldwork. Artificial images are filtered out by using a novel, machine learning scheme tailored to recognize and categorize political action in images (Maltezos, Luhtakallio & Meriluoto, in review), producing a dataset of over 15 000 images. Taking the result of computational categorisation as a starting point, we analyse the images qualitatively, tracing different genres of visually politicizing climate change. Tentatively, we find that through assembling together different elements, artificial images can be used effectively to set different tones and tensions; to generate internal contrast or dialogue, or to reinforce the desired message by combining elements that support each other. By approaching repurposed images as co-creations of human creativity and affordances of algorithmic platforms, this study provides a new perspective in understanding how visual practices are used in politicizing contemporary issues.

ADOLESCENTS WITH CYSTIC FIBROSIS PHOTOGRAPHING THEIR TRANSITION TO ADULTHOOD: CHANGING PERSPECTIVES TO CHANGE PRACTICES THROUGH A PARTICIPATORY RESEARCH

Wed 10.1.2024

Parallel session 2E, 15:30–17:00

Room **U4062**, Main building

Chair: Maija Jäppinen

Author:

Maxime Morsa, Université de Liège, Belgium

Keywords: photovoice, adolescent, cystic fibrosis, narratives

We currently conduct a participatory research to develop, implement and evaluate a new peer-support program aimed at supporting the transition from pediatrics to adult care for adolescents living with cystic fibrosis within two hospital centers in France. Healthcare providers, researchers, young patients and parents are all involved. The first part of the project concerned the better understanding of the psychosocial development needs of adolescents during the transition period. A longitudinal qualitative research was conducted over a one-year period, between May 2022 and May 2023. We used the photovoice technique to facilitate the narration of adolescents, who photographed and recounted what "becoming an adult" means to them. This methodological design made it possible to access narratives on adolescent development with the disease, focused on identity, freedom and changes, that departed from the dominant discourse (produced by healthcare providers or experts). In order to support adolescents' agentivity on the master narratives concerning them, we have decided to organize a photo exhibition in spring 2024 that aims to show the subjective experience of the transition to adulthood of adolescents living with cystic fibrosis. The exhibition is part of a reflection on (1) the need to support the expression of a discourse on a population produced by the people concerned, (2) the place of the visual tools in the conception of representations and the processes of transformation of ideas and practices, (3) the techniques and strategies for strengthening the commitment of adolescents within participatory research. We will discuss the theoretical frameworks and ways of implementing a perspective-shifting system as a lever for changing practices through a participatory research, where dominant discourses can reign implicitly, hindering the empowerment of those involved.

HIDDEN WOMEN: A PHOTOVOICE STUDY EXPLORING WOMEN'S EXPERIENCES OF HOMELESSNESS

Wed 10.1.2024

Parallel session 2E, 15:30–17:00

Room **U4062**, Main building

Chair: Maija Jäppinen

Authors:

Christou, S., Loughborough University, UK

Cain, R., Loughborough University, UK

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Keywords: photovoice, homelessness, women, participatory, feminist

Home can be idealised as a place of belonging. Still, the persistent factor of abuse causing women's homelessness and its violent cycle means that marginalised women's 'choice' is more often between a violent home or violent homelessness. In addition, women's experiences of homelessness remain under-researched and subsequently, hidden.

This research uses a qualitative multi-methods approach to explore the complexities that shape women's experiences of homelessness in London (UK); particularly informed by feminist participatory research methodology and developed with trauma-informed practices. The aim is to challenge perceptions about experiences of homelessness, of more visible rough sleeping and that of predominantly lone-adult men, by using the narratives of issues faced by women to improve the design of support services for women. Research about marginalised women can present them solely as victims. There is a need, however, to move beyond violence, and thus, this research explores women's strengths and hopes for the future. The value of a feminist participatory approach is to co-construct a body of knowledge that centres participants as experts by experience. In addition to semi-structured interviews, a Photovoice study was conducted to support the self-expression of participants by creatively identifying their experiences and presenting them through photographs, using their photos as a voice. This Photovoice study examines the barriers and supports the participants' experience to reveal rich narratives about their interpretations of the meaning of home(lessness).

This paper will draw from current PhD research in the data analysis phase. Early findings will be presented, including the hiddenness of women's services, the importance of control for women, and the recurring images of nature in urban spaces as representing a tension between surviving in hostile environments, and the restorative escape to green spaces in the city.

COLLECTIVE WORK OF MEMORY: HOW TO MAKE THE PARTICIPATION EQUAL?

Wed 10.1.2024

Parallel session 2E, 15:30–17:00

Room **U4062**, Main building

Chair: Maija Jäppinen

Authors:

Ayvenko N., Saint Petersburg State University, Russia

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Keywords: collective work of memory, joint study of women's body socialisation, equal participation

Students from Kazakhstan, Russia, Ukraine, and Estonia have studied the qualitative method of Collective Work of Memory (Haug) within the course Gender Studies and Health. Although it appeared sensitive to some participants, they have picked the subject “The history of my breasts”. The method involved writing personal stories about body socialisation and sequential reading of these stories with other participants having added more memories along the way. After finishing their memories, the participants intended to write a joint story of breasts, in which they highlighted both universal and particular moments of the girls’ socialisation. Using AhaSlides (word cloud generator), the highlighted domains from personal stories were displayed on the screen. It included the formation of standards of attractive breasts, parents’ reactions, reactions of others, and emotional experiences. The group highlighted the contradictions in the requirements of the social environment and significant others to the breasts' appearance. As some participants noted, there was no mention of breast health, prevention of breast cancer, or the necessity to learn self-examination in the texts. There was a problem with the distribution of duties in the process of developing the joint text, which led to duplication of statements. The most difficult part was the joint discussion of the texts offline. In the final version of the joint story, the participants shared their impressions about the method, such as the improvement of trust and mutual understanding and the decrease of sensitivity on the subject. Some participants noted that they became less shy about their breasts and would pay more attention to their health. This experiment raises the question of whether it is possible to talk about the equal participation/agency of each participant and how to measure it.

EMOTION AS RELATIONAL SOCIAL WORK THE POSSIBILITIES FOR COLLECTIVE MEMORY-WORK IN SOCIAL WORK PRACTICE AND EDUCATION

Wed 10.1.2024

Parallel session 2E, 15:30–17:00

Room **U4062**, Main building

Chair: Maija Jäppinen

Author:

Nina Östman, University of Helsinki, Finland

Keywords: memory-work, emotion, social work, relationship-based, intersectionality

Even though emotion is widely acknowledged as an inseparable part of social work practice and education, previous research on the role of emotions in social work is limited beyond issues of stress and occupational health, especially in the Finnish context. By linking an intersectional analysis with social workers' and students' experiences and emotions, the research seeks to deepen social work professional self-understanding and to promote diverse and anti-oppressive practices. The research provides insight into the implications of intersectional diversities in the meaning-making of emotions in social work. Building on a narrative approach, collective memory-work is used as the scientific method, enabling understanding of individual stories as reflecting the light of societal and cultural structures. The empirical material is collected through memory groups with social workers and during reflective seminars in social work practice education. The participants' written memories of social work practice serve as a starting point for collective analysis. Central to memory-work is the principle of co-research, engaging participants and researchers in the process on equal terms. The analysis combines the participants' stories into a whole that reflects the importance of emotions in contemporary Finnish social work. The aim when creating this type of research design is not only the gathering of data but also to create a space for social work students and social workers to share thoughts, experiences, and practice critical reflection on emotions in relational practice. The presentation will focus on the use of memory-work as a scientific research method exploring emotion in social work practice, reflecting on the possibilities as well as the limitations of the method.

THE BENEFITS OF NATURE-BASED EDUCATION

Wed 10.1.2024

Parallel session 2F, 15:30–17:00

Room **U4072**, Main building

Chair: Pablo Fuentenebro

Author:

Tessa Palmer, Kutztown University, US

Keywords: environmental racism, nature-based education, Waldorf, student outcomes, stewardship

There is extensive literature on the benefits of nature-based education for children, from physical and mental health outcomes on an individual level to societal stewardship for the environment. Yet most public schools in the United States have not integrated these methods into their practices making nature-based practices alternative and not available to all students due to geography or cost. This narrative qualitative study explored the websites of Waldorf schools in the United States that implement nature-based approaches to discover how they share information about the benefits provided by their methods. Thirty Waldorf schools were pulled from a search on the Association of Waldorf Schools of North America website as having elementary, middle and high school to be comparable to public schools. The text from their websites was copied and pasted into word documents and then uploaded into NVivo for coding. A deductive approach using a codebook created during the literature review was used to code the data. Constant comparison analysis was used to evaluate the data as the text for each school was analyzed independently and then compared to the previous schools that had been coded. The coded sections were then also combined across the schools to demonstrate larger themes in the data. The findings show that Waldorf schools promote their nature-based methods through text and pictures on their websites, and that many discuss the benefits for both individual students and the environment by fostering stewardship. The schools utilize the local green spaces or create their own to provide these nature-based experiences for students regardless of the geographic location. This exploration offers some insight into how more awareness of the benefits might support nature-based methods to be incorporated into mainstream educational settings, potentially providing more universal access for students to combat environmental racism and inequality in the United States.

‘RESEARCH, THE MORE YOU SEE IT, THE MORE YOU BELIEVE IN IT’. A SMALL-SCALE STUDY OF FRENCH PRIMARY SCHOOL TEACHERS’ PERSPECTIVES ON EVIDENCE-BASED EDUCATION

Wed 10.1.2024

Parallel session 2F, 15:30–17:00

Room **U4072**, Main building

Chair: Pablo Fuentenebro

Authors:

Jessica Massonnié, University of Portsmouth, UK

Adeline Lucchesi, Primary School Teacher, Auvergne-Rhône-Alpes, France

Isabelle Le Brun, University Grenoble Alpes, France

Keywords: educational research, teachers, primary school, collaborations, evidence-based

Evidence-based education is gaining momentum in France. The Ministry of Education has created an expert committee (le Conseil Scientifique de l'Éducation Nationale) which aims at: (1) compiling, synthesizing, publicising evidence on learning mechanisms; (2) building bridges between research and practice to evaluate educational practices and create practical tools for teachers. Teachers are expected to possess a strong foundation in scientific literacy, to remain perpetually informed and to meaningfully participate in research. It is unclear if and how the CSEN vision is received by teachers.

We investigated: (1) Where French primary school teachers' knowledge about learning comes from; (2) How they define 'evidence-based' education; (3) How they know that a pedagogical method 'works'; (4) What conditions they believe are important for a successful collaboration between researchers and teachers. Fourteen teachers participated in semi-structured focus groups. Thematic analyses shed light on the four research questions. First, teachers are frustrated about their professional training and proactively use complementary resources. Second, although most teachers are familiar with research they see scientists as belonging to a different 'crew'. Teachers use a diversity of methods to evaluate pedagogical practices, considering that research evidence brings legitimacy to their decisions, yet does not replace their professional intuition. Third, teachers use evaluation tools, a positive classroom climate and observations of children taking ownership of their learning as evidence of good practice. Fourth, they would like to work with scientists to identify research measures addressing their own pedagogical research questions, building flexible and direct partnerships. Results from the focus groups are discussed with teachers to co-create a larger-scale survey and further inform local professional development offers.

READING FOR DISPLEASURE: THE NUANCES OF WHAT CHILDREN WHO HATE READING DO

Wed 10.1.2024

Parallel session 2F, 15:30–17:00

Room **U4072**, Main building

Chair: Pablo Fuentenebro

Authors:

Mel Hall, Manchester Metropolitan University, UK

David Shannon, Manchester Metropolitan University, UK

Joanna Dennis, Manchester Metropolitan University, UK

Keywords: education, literacy, reading

In this paper, the authors argue that the increasing emphasis on ‘reading for pleasure’ in educational policy and practice in England requires revisiting. Reading for pleasure is considered the single biggest determiner of a child’s life chances, more significant than race or social class (OECD, 2002). Consequently, in England, ‘Reading for pleasure’ has become increasingly important, as exemplified by the 2012 National Curriculum, the 2023 Reading Framework and in literacy studies (Cremin et al., 2009). Internationally, it is gaining traction internationally, including Norway, New Zealand and Korea. While we do not argue against the value of reading for pleasure, we are suspicious of the extent to be used as a solution for inequalities. Furthermore, we suggest there is a need to consider how learners navigate the education system, and indeed life, when they are indifferent to, or actively dislike reading.

We utilise Berlant’s (2011) idea of “Cruel Optimism,” which describes how collective visions of a ‘good life’ in end-stage capitalism are toxic, eroded by individualism, austerity, ecosystem collapse, and, most recently, viral apocalypse. For Berlant, collective fantasies that persuade us of the importance of normative values (the family, financial security, monogamy, love, and so on) are repurposed to sustain those same systems that sap them of joy. We present the findings of a narrative view: a narrative review is a review of the literature into which is interwoven theoretical arguments and reflections. We propose that reading has purposes beyond pleasure, encompassing reading as mundane, necessary, indifference and displeasure. We argue that it’s important with the increasing policy and practice emphasis, both in England and internationally, to make space for the possibility of reading for displeasure. Empirical research with a view to understanding these matters further is imperative.

REVISING PEDAGOGICAL RELATIONSHIPS: DEVELOPING CLIMATE CHANGE EDUCATION THROUGH CO- PRODUCTION WITH YOUNG PEOPLE

Wed 10.1.2024

Parallel session 2F, 15:30–17:00

Room **U4072**, Main building

Chair: Pablo Fuentenebro

Authors:

Anette Mansikka-aho, Tampere University, Finland

Rosamund Portus, University of the West of England Bristol, UK

Keywords: climate change education, participatory research, co-production, pedagogical relationships

Using a youth-led methodology, the European research project called CCC-CATAPULT (Challenging the Climate Crisis: Children's Agency to TACKLE Policy Underpinned by Learning for Transformation) aims to critically examine educational, worldview and intercultural influences on young people's climate and environment-focused learning and agency at a time when 'eco-anxiety' is starting to become a defining characteristic of the climate emergency. The project uses multiple methodologies, which includes participatory co-research domains as well.

In each country, we had a core group of young people (aged 15-19) actively involved in all stages of the research co-producing the research. In Finland, four young people participated over two years. At the project's conclusion, the Finnish group created a pedagogical toolkit for teachers based on the insights gained from young people's experiences and hopes regarding climate education from the research data.

While young people contributed to the development of tools, they engaged in what I term "reverse pedagogical relationships (RPR)," where the traditional roles of educator and learner shifted. Although the adult of the pedagogical relationship is by definition more powerful, knowledgeable and willing to educate than the one being educated, the educatee (Siljander 2014), in some situations the pedagogical relationship may go the other way.

In this presentation, I will share preliminary findings on the challenges and successes faced by young people when reversing pedagogical relationships, as well as the researcher's experiences in supporting this project. The data comes from group and personal interviews with young people about their experiences of this project and it is analyzed through discourse analysis.

GETTING OUR HANDS DIRTY: A JOURNEY TO BODILY WAYS OF KNOWING WITH WASTE

Wed 10.1.2024

Parallel session 2I, 15:30–17:00

Room **U4080**, Main building

Chair: Satu Venäläinen

Authors:

Taru Lehtokunnas, Tampere University, Finland

Alma Onali, Tampere University, Finland

Ulla-Maija Sutinen, Tampere University, Finland

Niina Uusitalo, Tampere University, Finland

Marikki Väisänen, Tampere University, Finland

Keywords: affective methodology, waste studies, ethnography, more-than-human methodology

Waste is an inevitable part and consequence of our current consumption culture, but our relationship with waste is often passed in fleeting moments in everyday life. We aim to exclude it, get rid of it as well as manage its material and often very visceral presence. What could waste teach us, if we really confronted it and connected with it in a bodily manner? We treat waste as a more-than-human participant in our research and examine how waste makes itself known and how knowledge about waste is produced through bodily and affective means. The paper is based on ethnographic data (including autoethnographic observations, researcher diaries, joint discussions recorded at the end of the day, pictures and video materials) gathered in the context of a waste sorting study organised by a Finnish waste management company. Each of us researchers took part in sorting household mixed waste and biowaste for 1-2 weeks, going through hundreds of kilos of waste by hand and sorting it into different categories. In addition to focusing on the ways in which material mess is turned into information, we actively paid attention to ourselves as embodied sorters of waste. In this paper we discuss how we learned to sort waste in relation to the technology of knowing set in the sorting study (Alexander & O'Hare 2023). This means that our sensory and visceral experiences with waste had to be translated into classifications of differences (See Latour 2004). There was also an element of un-knowing present, as waste escaped identification in different ways. Our multisensory experiment to know with waste contributes to the development of more-than-human and affective methodologies. It also adds understanding on how scientific knowledge about waste can be produced through bodily experience.

AN AFFECTIVE READING ON QUALITATIVE METHODOLOGIES: NARRATIVE PRODUCTIONS METHODOLOGY AND THE BODY

Wed 10.1.2024

Parallel session 2I, 15:30–17:00

Room **U4080**, Main building

Chair: Satu Venäläinen

Author:

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Keywords: affective methods, body, affect, narrative, narrative production methodology

The Narrative Production Methodology (NPM) is a critical qualitative perspective known (mostly) in the Spanish-speaking world. This methodology which draws on the situated knowledge of Donna Haraway, is based on the co-construction of knowledge between participant and researcher. This work discusses how a Narrative (N), which is the result of NPM, can be considered a body. To do this, we briefly explain what NPM is, its proceeding, the theoretical discussion supporting it, and the Affect Studies (AS) perspective on the body. We propose not to define the body in terms of essence (What is a body) but of capabilities (What can a body do). This proposal leads us to the analysis of the Narrative, considered as a body, based on three concepts: Passage of Affect, Assemblage, and Prehension. The study of narratives as an analysis tool has much to offer us if we expand and transcend the limits of representation and embrace contemporary theories such as AS and Posthumanism. With this work, we question how problems for thinking should be located in something other than pre-existing and dead answers already known or in plain text/words but beyond. We can treat the Narrative as a living thing, AKA body, and give it vitality, bringing back its agency and possibilities to do and become. This work is an invitation not to systematize but to play methodologically with other concepts not considered in mainstream methodologies.

CRACKING UP TOGETHER: LAUGHTER AS COLLABORATIVE KNOWING

Wed 10.1.2024

Parallel session 2I, 15:30–17:00

Room **U4080**, Main building

Chair: Satu Venäläinen

Authors:

Karelia Dagnaud, Aalto University, Finland

Leni Grünbaum, Aalto University, Finland

Keywords: affect, laughter, non-human others, collaborative knowing

With this paper, we engage in the emergent discussion about laughter in organization studies. In other fields, laughter has been examined from three main perspectives: as an expression of superiority, a reaction to pleasant clashes between expectations and reality, and a relief of physical or psychical tension (Butler, 2015). Organizational scholars have theorized laughter as being corrective, subversive, and profoundly collective: some laugh and others are laughed at, thereby reinforcing or resisting normative behavior (Butler, 2015; Marsh & Śliwa, 2022). Whilst recognizing laughter as more than a representation of humor (Emmerson, 2017; Parvulescu, 2010) extant studies have, however, examined laughter as an inherently human matter (Butler, 2015). We broaden the scope of inquiry by exploring how laughter unfolds within webs of affective relations among humans and non-human others (Emmerson, 2017), and what laughter “does” (e.g., Marsh & Śliwa, 2021) to these relationships. By affects we mean intensities that emerge, circulate and morph over time as human and non-human bodies – including discourses, non-human animals, spatial and material arrangements – interact in everyday life (Massumi, 2002; Stewart, 2007; Gherardi, 2017). Drawing on our ethnographic experiences of laughter with expert teams navigating (un)predictability, we ask: How does laughter come about in the affective relations of the workplace? What does laughter do to the relationships between those laughing and important non-human others? We specifically focus on the relations between scientists and devices crucial for standardizing chemical processes, and between experts in children’s psychiatry and strong implicit professional norms. Leaning on a practice-based view of knowing as ongoing, embodied, and socially accomplished doing (Orlikowski, 2007; Gherardi, 2019), we trace how laughter allows team members to acknowledge and appreciate their more-than-human work realities. Indeed, laughter comes to matter through situated collaborative knowing about central “others”, thus reconstituting the professional capabilities of the team.

CREATIVE, AFFECTIVE AND MULTIMODAL APPROACHES TO INTRA-ACTING WITH THE MORE-THAN-HUMAN IN AN EXPLORATION OF WHAT MAKES WET AND DIRTY OUTDOOR MICRO-ENCOUNTERS HOSPITABLE/INHOSPITABLE TO PLAY AND CREATIVE EXPLORATION IN EARLY CHILDHOOD

Wed 10.1.2024

Parallel session 2I, 15:30–17:00

Room **U4080**, Main building

Chair: Satu Venäläinen

Authors:

Zoe Lewis, Birmingham City University, UK

Jo Albin-Clark, Edge Hill University, UK

Keywords: affective hospitality, creative exploration, arts-based methods, feminist materialism

A muddy pair of dungarees hang in a tree.

Too dirty for the car journey home from Forest School.

Long grass glistens after the rain, calling for exploration and imagination.

Too slippery and dangerous.

This paper explores the application of multimodal, arts-based approaches to enter into two micro ethnographic outdoor entanglements of mud-grass-dungarees-child-school-mother. Through our experimental writing-thinking-creating we intra-act with more-than-human participants, to explore how they might produce hospitality and inhospitality towards outdoor play and creative exploration in early childhood education and care. Important opportunities for creative exploration, haptic, embodied and relational ways of knowing and being in the outdoors are often marginalised in the interests of keeping young children clean and safe. Normative discourses of child development, accountability regimes and political demands for school readiness prioritise the materialities and spatialities of formalised teaching, the foregrounding of indoor spaces, along with sedentary modes of inaction in encounters with materialities of paper, books, pencils. In this research, we are influenced by Zembylas' (2019) 'affective hospitality' to offer an alternative creative, multimodal, more-than-human means of pondering, wallowing and wondering about what being unsafe, dirty or wet produces. Our shared diffractive analysis intra-acts with dungarees, grass, rain and mud to construct multi-modal artworks as we follow the affective flows across muddy-grassy-wet-dirty assemblages. We notice what is generated in the creative crossing and blurring of binaries between inside/outside, safe/unsafe to find points at which boundaries blur and become porous, moments when hospitality becomes inhospitable and vice versa. There are immanent possibilities and potential lines of flight enfolded within these more-than-human encounters. When research is understood as being relational, embodied and affective, it is possible for educators to attend more closely to the forces that produce them as both hospitable and inhospitable.

ENTANGLED EXPLORATION: NARRATIVE INQUIRY AS A PRACTICE OF RELATIONAL WELLBEING

Wed 10.1.2024

Parallel session 2J, 15:30–17:00

Room **U3039**, Main building

Chair: Miira Niska

Author:

Alison Brown, Dalhousie University, Canada

Keywords: narrative inquiry, relational wellbeing, relational methods

The scale and accumulation of local and global crises have highlighted multiple system and institutional dependencies that compel us to re-examine our relationship with other humans, non-humans, and our diverse environments. As part of this rethinking, policymakers and practitioners are increasingly placing wellbeing at the core of efforts to create more vibrant and inclusive communities where citizens flourish. Researchers support those efforts by building knowledge of wellbeing. In this paper, I contend that a relational conceptualization of wellbeing is needed to advance social change. Further, I outline how wellbeing is not just the object of research but can itself be a practice of relational wellbeing. Relational wellbeing is understood as something that happens, not something that can be acquired. It is an emergent process, continuously constructed by the dynamic interplay of factors and actors within our personal, societal, and environmental domains (e.g., accessing and sharing resources; exercising participation; building social connections; finding meaning and purpose). Specific contexts or spaces can be understood as either conducive or detrimental to producing wellbeing. Thus, we can think of a research study as a web of relations shaping wellbeing and can consider research participants as relational subjects rather than objects of inquiry. Narrative inquiry is a qualitative research method that examines human experience through storytelling. It is a method with a powerful potential for promoting relational wellbeing. The focus of narrative inquiry is also beyond an individual's experience or story; it captures the larger temporal, geographical, and sociocultural context of the story and highlights the relationships within which those experiences occur. The researcher elicits stories knowing that what they hear is informed by their own personal stories. Through narrative inquiry, researchers can nurture a space of relational wellbeing in which meaning is co-constructed.

LETTERS BEYOND A STAMP: WRITING-READING-RELATING

Wed 10.1.2024

Parallel session 2J, 15:30–17:00

Room **U3039**, Main building

Chair: Miira Niska

Authors:

Gael Bateman, Edinburgh University, UK

Giulia Carozzi, Edinburgh University, UK

Keywords: letters, bodies, (grand)fathers, (grand)daughters, war

Dear Conference Attendee,

We're Gael and Giulia; thirty-something females navigating unanticipated forays into the world(s) of academia where we often feel torn between wanting to share our intimate experiences and yet feeling we have to temper the fragile flutterings of our hearts and bodies. Phyllis Theroux, writing about the power of letters, says writing (and sending) a letter is a way to travel somewhere “without moving anything but your heart”. We invite you to join us in our relating-with-letters to see if we, and our flutterings, travel somewhere.

By sharing, affectively and relationally, a series of letters which travel with life stories from our father and grandfather, and span 100+ years from 1920-2023, we explore the intimate, spiritual, process of letter-writing-reading-and-relating, and the way in which letters, in their emergence and materiality, carry us somewhere and produce ongoing movements as new openings in the everyday. We follow the affective lines produced by reactivating letters of loved ones: we re-read them, we send and make them arrive once again, beyond the temporality of their expired stamps. We let these letters grow and expand through further writings: the fluttering body of our work takes the shape of an entangled epistolary of (always more-than) four.

At this conference, we invite you to join us in our journeys with these ongoing movements, as they help us to travel through time and space, towards lost loved ones and shifting relational landscapes, of war, trauma, loss. We hold dear Cixous' (1993) words on the possibility of writing as being the “science of farewells” (p. 3); but we also find vitality in seeing it as the science of “reunitings” (Cixous, 1993, p. 3), in an everyday, which keeps offering.

With fierce yet fragile hearts and bodies,
Gael and Giulia, with Derek Brightman and Gian Carozzi.

ACCESSING AGENCY THROUGH A FICTIONAL NONLINEAR NARRATIVE

Wed 10.1.2024

Parallel session 2J, 15:30–17:00

Room **U3039**, Main building

Chair: Miira Niska

Author:

Tiina Määttä, Tampere University, Finland

Keywords: narrative, agency, intersubjectivity

This presentation seeks to shed light on the restrictions that a linear understanding of time can put on qualitative research projects. I will discuss an alternative approach to time in the context of a snapchat simulation method conducted with young people in a project set to understand peer solidarity. The method revealed to the researcher a dynamic that appears to be in dialogue with Paul Ricoeur's reflections on time and narrative. The participants in the project were asked to improvise a fictional joint narrative. During the exercise, in accordance with Ricoeur, the individual research participant acted amid events with uncertain outcomes that the individual did not intend. This process of building a narrative, and a collective identity, captured a temporal complexity that would have remained hidden in research approaches that rely on recalling of events. As Ricoeur explains, humans are accustomed to reading illusionary timeline backwards, so when the outcome is known, the narrative in a sense starts from the end. Hence, using recollection, for example in face-to-face interviews, means that the outcome significantly alters the narrative. The presentation illustrates that improvised joint narratives are important, if we want to understand agency in situations that mimic real life, where outcomes are never known to a person amid unpredictable events.

COLLABORATIVE SITE-SPECIFIC WRITING AS SHARED ARTICULATION OF EMPLACEMENT

Wed 10.1.2024

Parallel session 2J, 15:30–17:00

Room **U3039**, Main building

Chair: Miira Niska

Authors:

Kirsi Heimonen, University of the Arts Helsinki, Finland

Leena Rouhiainen, University of the Arts Helsinki, Finland

Keywords: collaborative writing, site-specificity, emplacement, phenomenology, artistic research

This presentation addresses site-specific collaborative choreographic writing as a method for corporeally encountering specific urban environments and articulating their unnoticeable features. We problematize conventional understandings about choreography by highlighting its opportunity as an embodied form of writing and explore how such writing can offer insight into our emplacement and establish new relationalities with our everyday environments. Our approach draws insight from phenomenologically oriented artistic research and is indebted to the hybridization choreographic practice is undergoing, as well as our personal desire to re-encounter familiar environments and override live audience-dependent performance. As dancers and choreographers residing in wider Helsinki, we began to explore the unfamiliar and allow it to impact our unfolding process of site-specific movement exploration and writing. We were curious of encountering what in everyday life is left unnoticed and how a sense of this encounter could be maintained in writing. We created a performative form of experimental writing that aims at appreciating the vitality of the sensuous. We consider the texts we produced phenomenologically-oriented, task-based and site-specific choreographic writing. Our presentation introduces the task-oriented method we generated and examples of the written materials we have produced as well as visual imagery of the sites we have explored. By underlining the performative and motional opportunities involved in choreography and writing, we aim to substantiate choreography as an inquisitive form of poetic writing that carries traces of the inexpressible or non-thinkable. We argue that this approach is artistic practical phenomenology that offers further insight into emplacement as a process of relational embodiment in dialogue with phenomenologists Linda Finley, Max Van Manen and Edward S. Casey.

THE HUSTLE: HOW STRUGGLING TO ACCESS ELITES FOR QUALITATIVE INTERVIEW PARTICIPATION ALTERS CO-CREATION, RESEARCH, AND RESEARCHER

Wed 10.1.2024

Parallel session 2L, 15:30–17:00

Room **F4070**, Main building

Chair: Sanna Spišák

Author:

Clementine Collett, University of Oxford, UK

Keywords: interviews, artificial intelligence, elites, qualitative research, participation

The scale and rate of AI development is growing rapidly. It will become increasingly important to find ways of encouraging elites within AI technology companies to participate in academic research. Rather than considering participative or co-creative research with those affected by AI technology, this article explores the participation of those shaping our future AI technologies; it considers the participatory nature of research with AI elites. When conducting qualitative research on elites, researchers often have issues regarding time constraints, power asymmetries, and rapport building. Therefore, this article considers how we might overcome the divides between and within research on AI elites to encourage their participation and transparency.

I outline the methodological concept of ‘the hustle’ so that we might better understand how these issues intersect and how the difficulty to access elites for interviews alters research and researcher. The hustle is defined as the pushing or jostling of the qualitative researcher in the face of resistance to access research settings or participants. Inspired by my own hustle when researching elites who design AI recruitment technology, I argue that the hustle has four major effects: firstly, it requires the researcher to act as a networker. Secondly, it influences how much data can be collected, and thirdly, it dictates research design. Fourthly, it alters interview dynamics. The hustle is an important conceptual umbrella that draws together themes that have arisen in qualitative research on elites for decades. It is crucial for the regulation and study of the social implications of AI that elites become more transparent about their workplaces, practices, and systems. This is not only a methodological consideration, but a humanitarian one.

IMPROVING PRACTICE IN ENGINEERING EDUCATION: AN EXPLORATION OF WOMEN ENGINEERING STUDENTS' PERCEPTIONS OF THEIR RESILIENCE

Wed 10.1.2024

Parallel session 2L, 15:30–17:00

Room **F4070**, Main building

Chair: Sanna Spišák

Author:

Kathryn Lyndon, University of Portsmouth, UK

Keywords: interviews, women, resilience, engineering, gender

This research focuses on how external resilience factors may affect female engineering students and suggests ways in which we can continue to support females in their career path. This research explores engineering students' resilience concerning their experiences and identifies whether additional university support could help encourage women to stay in the engineering career (Marra et al., 2012). Initial results have found that women who feel more supported are more likely to have developed more resilience techniques, and suggestions for improvement were co-created with the participants. Identifying ways of improving resilience at this stage may help future engineering students. This paper will report on a research project comprising a survey on resilience, and semi-structured interviews with male and female engineering students. The interviews involve exploring their views on resilience and support networks and creating recommendations, which is the focus of this paper. The interviews were designed to be collaborative, and a safe space for women and men to explore the positives and negatives of support at university. Arthur & Guy (2020) indicate that a woman's confidence is impacted by their experiences in the engineering classroom, such as lack of support. Therefore, they are more likely to feel incompetent and, as a result, choose to leave the engineering field. This exploration aimed to make progress towards addressing this issue. Data collection indicates that students who have more external support have developed higher resilience and express a desire to continue in an engineering career. It also reveals that women with low external resilience do not feel prepared to move into an engineering career. In combination with participants, recommendations include detailing what measures could help all students, with a focus on women, to continue in the engineering sector after university, and suggestions for support.

COLLABORATION, CO-CREATION AND HESITATION IN RESEARCH SITUATIONS IN TIMES OF SOCIETAL POLARIZATION: POSSIBILITIES FOR DIFFERENT WORDLINGS IN FINNISH CONSCRIPTS' GROUP INTERVIEWS

Wed 10.1.2024

Parallel session 2L, 15:30–17:00

Room **F4070**, Main building

Chair: Sanna Spišák

Author:

Elina Paju, National Defence University, Finland

Keywords: interview data, societal polarization, collaboration, hesitation, military, group interviews

Research is always situated in a wider social situation. This affects which research aims, and questions seem topical and what kind of data is generated in the research process. In qualitative research, when engaging the researcher and (human) research participants, the interaction is also affected by societal discourses and tensions. In my presentation, I ask how societal polarization affects possibilities for collaboration and co-creation in a research situation. Such situations are often dense with insecurities. I propose that taking hesitations seriously both in the research situation and in the overall agenda of research is one way to proceed in an insecure and polarized research situation. My presentation is a conceptual analysis of group interviews I have conducted with Finnish conscripts completing their military service. The interviews covered such topics as home, homeland, will to defend and killing. As military service for males is mandatory in Finland, the conscripts represent the Finnish (male) population in their – at times – polarized views. I analyse the situations of the interviews through the concept of hesitation. By 'hesitation', I refer to the crucial attribute of diplomacy, a concept coined by Isabelle Stengers (2010-11). For Stengers, diplomats are practitioners that emerge – or can emerge – in situations of conflict or crisis. Hesitation as a fundamental aspect of diplomacy, allows new beings and knowledge to emerge. Through my data, I propose that hesitation allows space for collaboration and co-creation in a research situation that rests on discomfort and tentativeness. In doing this, hesitation is not forcing the outcome of the research situation to a single and unified direction, but recognizes different wordlings.

REFLEXIVITY AS A CHALLENGE WHEN ANALYZING RICH INTERVIEW DATA

Wed 10.1.2024

Parallel session 2L, 15:30–17:00

Room **F4070**, Main building

Chair: Sanna Spišák

Author:

Minna Ruolanto, National Defence University, Finland

Keywords: interview data, reflexivity, qualitative research

A rich and reflexive interview data is everything but a flat line of the participant's personal perspectives. Rather, deep reflections may generate data that is 'already' analyzed, thick, and full of layered meanings, thus bringing forward various analytical challenges. Furthermore, during the analysis process of such data, researchers may need to reconsider their role and different forms of data interactions. Ethical considerations are also central. This paper draws examples from a PhD project, a monograph addressing non-technical skills in the context of comprehensive crisis management. It addresses the most difficult challenges related to agency, interpretation layers, suitable analysis methods, and ethics of analyzing already 'deeply self-reflected' data often created in collaboration with the interviewees. Approaching and reflecting on the limitations of my own perceptions, schema, and positionalities, as well as recognizing the possibilities of the researcher's intuition, has been essential when interacting with multilayered data.

SNAILING THE TRAIL OF PRACTICE-BASED EDUCATIONAL RESEARCH – AN OFF-ROAD APPROACH TO COLLABORATIVE KNOWLEDGE PRODUCTION

Wed 10.1.2024

Parallel session 2M, 15:30–17:00

Room **F3010**, Main building

Chair: Riikka Hofmann

Authors:

Kerstin Löf, Luleå University of Technology, Sweden

Lisa Jakobs, Luleå University of Technology, Sweden

Moa Frid, Luleå University of Technology, Sweden

Keywords: practice-based educational research, collaborative knowledge production, post qualitative methodologies, slow-science

The aim of this paper is to map and trouble how a collaborative knowledge production comes into being, both in academic studies and research. As doctoral students in a graduate school for Practice-based Educational Research (PROFS) we find ourselves in the middle of a growing movement that emphasizes an array of participatory research approaches. The notion that practice-based research creates bridges between practitioners and academics assumes a built-in progression and a cumulative development of collaborative ends, but what is the change addressed and what outlets are possible beyond goal completion? We unwind from conversations and workshops in a co-created third cycle course on post-qualitative methodologies and shape connections to educational participatory research.

In order to slow down, we make use of a Stengerian snailing approach and work towards problematizing our own participatory research projects. Snailing through the course-work, we try to stay with the trouble, as encouraged by Harraway, and re-imagine, re-link and re-direct our perspectives, practice and philosophy. Swirling into and out from different original texts and elements of inter- and intra-action, the course becomes a basis for 'acting-out' academically and methodically. As we agentically swirl on and off the trodden trail, the frictions and off-road opportunities become productive and a pause for the uncertain.

EXPLORING ‘AFFIRMATIVE ITERATIONS’: A PARTICIPATORY APPROACH TO RESEARCHING EDUCATIONAL PRACTICES

Wed 10.1.2024

Parallel session 2M, 15:30–17:00

Room **F3010**, Main building

Chair: Riikka Hofmann

Authors:

Simon Ceder, Konstfack University of Arts, Crafts, and Design, Sweden

Paul Resch, Linköping University, Sweden

Christopher Engdahl, The Swedish School of Sport and Health Sciences, Sweden

Tina Carlsson, Konstfack University of Arts, Crafts, and Design, Sweden

Keywords: educational practices, affirmative iterations, participatory research

This paper introduces the concept of ‘affirmative iterations’ as an approach that integrates the realms of educational practices and participatory research. Drawing inspiration from action research’s iterative nature, researcher-practitioners engage in a series of cyclical-sequential interventions (Casey & Coghlan, 2021) that are both educational and research-based. Additionally, we draw on affect theory’s affirmative stance in performing critique (Staunes 2016). Each educational iteration (i.e., lesson/workshop/seminar) is critically engaged with in an affirmative way, through a critical and careful sensibility (Gunnarsson 2018; 2022), building on what works and how the situated practice can be developed (cf. Wessels 2022). In this way, affirmative iterations offer a productive framework for planning and executing educational practices through an organic evolution while simultaneously researching these practices.

This paper explores how affirmative iterations can deepen our understanding of the participatory aspects in three distinct educational practices. The first case study delves into the planning and execution of a series of playful art education ‘walkshops’. In the second case, ‘dendro educational seminars’ are organized, exploring how craft teachers can develop their approach to wood as a material. The third example highlights a collaborative teaching unit in creative dance in physical education teacher education (Engdahl et al. 2022).

These examples demonstrate how each workshop, seminar, or lesson in the series naturally evolves from its predecessor. Researcher-educators collaborate closely with participants, fostering a shared sense of agency and collaboration. This approach aligns with the principles of co-creation and participatory research, enabling practitioners to adapt and innovate in response to the specific needs of the community or participants.

TEACHERS, RESEARCHERS, CHILDREN, FRICTION, DANCE SKIRTS, DRAWINGS, LAMP POSTS AND EMOTIONS. HOW DIFFERENT AGENTS CAN AFFECT THE TRAJECTORY OF A PRACTICE-BASED RESEARCH PROJECT

Wed 10.1.2024

Parallel session 2M, 15:30–17:00

Room **U3010**, Main building

Chair: Riikka Hofmann

Authors:

Anna Günther-Hanssen, Stockholm University, Sweden

Lena O Magnusson, Gävle University, Sweden

Sofie Areljung, Umeå University, Sweden

Anna Lindqvist, Umeå University, Sweden

Keywords: practice-based research, preschool, human and nonhuman participation, STEAM

This presentation elaborates on how different agents, human and nonhuman, enact participation in a practice-based research project about STEAM education in preschool. The project is carried out in two teams of four-six teachers and two researchers each. Researchers and teachers work in close collaboration with children (3-5-years old), spaces and materials in their preschools. Theoretically, the project employs a sociomaterial stance (eg. Barad, 2007), implying that the research process takes shape through collaboration between all the part-taking agents, both human and nonhuman. The presentation is built around a number of agential cuts (Barad, 2014) created at an early stage of a project. These cuts concern how different agents, such as teachers, researchers, children, materials and concepts, participate and how their participation affects the project. For example, we will elaborate on how the participation of a child, a lamp post, a researcher and physical phenomena (friction) affected the trajectory of the project. We will also discuss how different agents' participation can increase or decrease the participation of other agents in the project.

SCALABLE QUALITATIVE METHODS TO STUDY PRACTITIONER-LED EDUCATIONAL CHANGE TO IMPROVE EDUCATIONAL EQUITY

Wed 10.1.2024

Parallel session 2M, 15:30–17:00

Room **F3010**, Main building

Chair: Riikka Hofmann

Author:

Riikka Hofmann, University of Cambridge, UK

Keywords: educational equity, educational change, scalable qualitative research methods

Understanding educational change, particularly in contexts of disadvantage, is methodologically challenging. Conducting innovation-focused qualitative research with busy practitioners has many significant problems. Engaging in genuine collaboration with participants is resource-intensive for research teams and rarely possible in multiple settings. Moreover, engaging in practice innovation, collaboration with researchers and data generation is demanding for busy practitioners. This often means that research approaches and methodologies that account for in-depth practice perspectives are not scalable. This challenge is exacerbated for practitioners working in contexts of disadvantage and has led to those educators and learners' perspectives and experiences being underrepresented in (qualitative) research on professional and educational change. Large-scale approaches, on the other hand, often include schools in disadvantaged contexts but typically utilise administrative datasets which, while offering insights, do not directly include practitioners' perspectives on change efforts. This challenge risks skewing our scholarship and theory development regarding the conditions and mechanisms of change in educational practice, exacerbating existing inequalities in society. This presentation explores scalable close-to-practice approaches to studying educational innovation and professional change in contexts of socioeconomic disadvantage. It presents a theory-led qualitative evaluation approach to using school-generated evidence of change efforts to understand the conditions and mechanisms facilitating and hindering practitioners and schools in addressing inequities in learning. The approach draws on theories of professional and institutional change, notably Cultural-Historical Activity Theory (CHAT) but departs from CHAT's resource-intensive, researcher-heavy methodological approaches to change research, to explore and develop approaches to studying school-led change at scale. The approach is illustrated through an empirical study in the context of the UK's Opportunity Area Programme, supporting place-based interventions in the UK's most socio-economically disadvantaged regions. This study demonstrates that the use of research by schools at scale is possible and can transform a school's agency in developing their own practice to improve equity.

PARTICIPATION, COLLABORATION AND CO-CREATION IN MULTIMODAL AND ARTS-BASED RESEARCH WITH REFUGEE BACKGROUND YOUNG ADULTS

Wed 10.1.2024

Parallel session 2N, 15:30–17:00 Room

U3017, Main building

Chair: Peter Holley

Authors:

Katarzyna Kärkkäinen, University of Jyväskylä, Finland

Sari Pöyhönen, University of Jyväskylä, Finland

Keywords: refugee background young adults, PAR, co-creation,

This paper reports on a collaborative arts-based pilot action study focusing on the experiences of forced migration and resettlement, within the larger context of the Horizon 2020 'NEW ABC consortium' (Networking Educational Across Boundaries for Community-building). The study aimed to investigate the lived experiences of refugee youth, aged 17-23, during the winter of 2023, through a 6-week workshop conducted in Aurinkopaja, Jyväskylä. Aurinkopaja, part of the city's youth art workshop initiatives, serves all youth with refugee backgrounds in the Jyväskylä region. The workshop employed diverse artistic methods, including writing, drawing, sculpting, music, photography, and videos. Approximately 6-10 Ukrainian youth participated, engaging in discussions about learning, belonging, identities, and change. These activities were co-created in collaboration with the young participants, Aurinkopaja coaches, and creative practitioners. The project's culmination resulted in a series of co-produced videos with the participants, fostering a dialogue about potential collaborations within Jyväskylä's multicultural initiatives.

This paper reflects on three central conference questions: (1) the nature of participation in research, (2) the interplay between participation, voice, and agency, and (3) the innocence and equality of participation. The study's objective was to provide a platform for young participants to share their experiences of forced migration and adapting to a new country. Participation in these collaborative pilot activities was deemed rewarding and engaging by both participants and collaborating institutions, despite the time commitment. Participants appreciated the opportunity to influence the content and approach of the activities. Motivation to participate varied, often tied to the unpredictability of planning. Building trust and effective communication with collaborators, including participants, emerged as critical factors in sustaining motivation over an extended duration. Some collaborators desired a more substantial role in the activities. Additionally, disparities in participants' awareness of activities arose due to language barriers and reliance on participant translations.

LAUGHTER AND NON-VERBAL COMMUNICATION AS TOOLS FOR REFLEXIVE QUALITATIVE RESEARCH

Wed 10.1.2024

Parallel session 2N, 15:30–17:00 Room

U3017, Main building

Chair: Peter Holley

Author:

Tiina Sotkasiira, University of Eastern Finland

Keywords: asylum seekers, non-verbal communication, laughter, positionality, reflexivity, research encounter

In much of the qualitative research there is an assumption that knowledge is situated in relations between people. Secondly, it is often assumed that the negotiations of the relationships between researchers and participants are verbal and vocal. This paper takes a different view, arguing that tacit, non-verbal cues, like smiling or laughter can be important for understanding the researcher's positionality and the researcher-researched encounters.

This paper draws on the research I have conducted as part of the Breaking borders - collective, which has investigated the experiences of everyday bordering among asylum seekers and civic activists who work alongside them. We have applied and developed the methodological approach of drifting, through which the generation of multi-modal data is possible. Together with my colleague Sanna Rynnänen), I wrote an article (Sotkasiira & Rynnänen 2023) in which we conceptualized laughter as indicative of, and contributing to, the practices of bordering and de-bordering in the domain of everyday encounters. We identified five types of laughter that make visible and challenge the borders that prevail in the lives of asylum seekers and refugees to argue that placing focus on the non-verbal cues of laughter helps to identify new perspectives on bordering practices and suggest novel ways in which to research and analyze these.

In this paper I discuss my experiences as a qualitative researcher in the above-mentioned project to reflect on how the focus on laughter and non-verbal communication have nuanced my understanding of the researcher's positionality and research interaction. I argue that laughter and non-verbal communication can be essential tools for researchers to explore our biases and incentives to which we are otherwise oblivious, and which may be both conducive and damaging for the research process.

PRESENTATION OF THE BOOK, MIGRANT SCHOLARS RESEARCHING MIGRATION: REFLEXIVITY, SUBJECTIVITY AND BIOGRAPHY IN RESEARCH

Wed 10.1.2024

Parallel session 2N, 15:30–17:00 Room

U3017, Main building

Chair: Peter Holley

Author:

Marco Gemignani, Universidad Loyola, Spain

Keywords: relationality in research, reflexivity, biography, subjectivity, migration studies

How can biography and reflexivity become integral processes of an inquiry? How do we apply these processes to our research and to our accounts of ourselves?

Presenting studies by migration scholars who are migrants themselves, *Migrant Scholars Researching Migration* illustrates the creative and affective function of embedding one's research in subjectivity, reflexivity, and personal biography. The book shows that linking personal experiences and biographies with research practices and agendas can be instrumental to the development of knowledges and new methodologies.

This book debunks the dogma of separating the researcher from their investigation by placing the researchers' experiences and multi-layered reflections at the center of their scholarly work. It sheds light on the importance of reflexivity and subjectivity as processes and assets in research rather than obstacles.

In this presentation, we will read book's passages that showcase how the constructions of a researcher's identity and biography are fluid narratives that exist only as becomings and intra-actions.

ATTENTIVE LISTENING AS A METHOD IN FORCED MIGRATION RESEARCH

Wed 10.1.2024

Parallel session 2N, 15:30–17:00 Room

U3017, Main building

Chair: Peter Holley

Author:

Karina Horsti, University of Minnesota, US

Keywords: forced migration, attentiveness, listening, multimodal research practice, creative methods

This paper examines operationalization of multimodal research practices and creative methods in the field of forced migration studies. Focus is on attentiveness through the practice of listening. The paper examines attentive listening from two perspectives. First, I analyze how attentiveness to audibility was operationalized in a research project on deportations of asylum seekers. Scholars collaborated with a sound artist to examine their research material through the lens of audibility paying attention to sounds of deportation and deportability. Second, I analyze listening in a co-creation project with refugees who survived Europe's deadly border. A documentary film was produced in conjunction of a research project. Creation of emphatic listening context and a mediator in the work of listening were central in process of attentive listening. The paper concludes that while it is impossible to know another person's experience, critical attention to hierarchies of voices and sounds, and to the work of listening can make forced migration research more (self)reflexive and centered on those who experience forced migration.

PARALLEL SESSION 3

Thursday, 11 January 2024

11:00 – 12:30

DIGITAL MACHINES IN / UNDER CONTROL

Thu 11.1.2024

Parallel session 3D, 11:00–12:30

Room **U3043**, Main building

Chair: Marko Teräs

Authors:

Marko Teräs, Tampere University, Finland

Juha Suoranta, Tampere University, Finland

Hanna Teräs, Tampere University, Finland

Keywords: higher education, digitalization, utopian thinking, speculative methods, future

In this paper, we present and reflect on our findings about the digitalization of higher education (Suoranta et al., 2022; Teräs et al., 2022; Teräs et al., 2023) by searching and assessing for theoretical-methodological possibilities to interpret our ameba-like study object and the data we have thus far collected from higher education teachers in Finland.

We started our research with simple observations that we, as higher education teachers, were making about the growing use of digital systems. We soon realized that we were spending more time ‘interacting’ with these machines than with our colleagues and students. The COVID-19 pandemic and the ‘Zoom boom’ increased these feelings (see Teräs et al., 2020): the digital machines were controlling us. Gradually, we understood that our study object, the digitalization of higher education, is ameba-like. It permeates every aspect of academic life and gives the impression that one cannot manage without it, as if it were vital for functioning in today’s world. However, understanding this complex phenomenon took work. It was like being fish in water—we were so used to the changed academic environment—swimming in digitized academic waters—that recognizing its various dimensions required time and effort.

We also recognized that we could not study the digitalization of higher education from an outsider’s perspective – like the one-eyed Cyclops – as we were very much a part of it. As we proceeded in the research process, we comprehended that our research was more than just collecting data, analyzing it, and presenting the results. It was a collaborative and imaginative process of trials and errors, dead ends, blind alleys, and sometimes light at the end of the tunnel. Therefore, we needed to immerse ourselves in the research phenomena and explore where we stood, acknowledging that we were amidst the object we studied.

THINGUMABOBING AND PERSPECTIVATING ETHOS

Thu 11.1.2024

Parallel session 3D, 11:00–12:30

Room **U3043**, Main building

Chair: Marko Teräs

Authors:

Anne B. Reinertsen, Østfold University College, Norway

Louise Thomas

Keywords: higher education, thingumbobbing, perspectivist ethos, inclusion, knowledging

Thinking with the book *Post-humanist Research and Writing as Agentic Acts of Inclusion: Knowledge Forced Open* (Reinertsen & Thomas, in press), there are two ideas that we want to share and discuss further. The idea of thingumabobbing instead of think tank workshopping, and developing broad and integrative perspectivating ethos instead of interdisciplinarity.

Thingumbobbing forcing open defined knowledges, concepts and disciplines simultaneously directing attention towards affect and what might happen in the self. A thingumbob being a person or thing the name of which is unknown, temporarily forgotten, or deliberately overlooked. Ethos is the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution enabling for the many variations of life that encompass existence and becomings. The book is an attempt to theorise, problematise and question perspectivist fundamentalisms to possibilise new knowledge-based trust fields of always uncertain but transformative participate action research. We introduce the concept of knowledging to illustrate what thingumbobbing contributes and does. Simultaneously possibilising and creating knowledge com-positioning beyond power, knowledging as a democratic change-field. It implies a reconfiguration of the notion of subjective freedom and what a constructive developmental interiority might entail.

RESEARCHING THE MATERIALITY OF EDUCATION THROUGH PEDAGOGIES OF CARE AND AFFECTIVE METHODOLOGIES

Thu 11.1.2024

Parallel session 3D, 11:00–12:30

Room **U3043**, Main building

Chair: Marko Teräs

Author:

Tatiana Chemi, Aalborg University, Denmark

Keywords: higher education, affects, theatre laboratory, materiality

Our societies are into a deep crisis of care (Fraser 2016, 2013), tangible at microlevel in students' stress and educators' burnouts but also at systemic level, where dysfunctional participation to learning opportunities (exclusion of underprivileged or diverse groups and psychological pressure on learners) threatens welfare models of care. Education and educational research that pretend to be "neutral" (Maxwell & Aggleton 2013), asserting "cold intimacies" (Illouz 2007), have the consequence of dehumanizing the diverse, vulnerable 'other'. The "affective turn" in social studies (Knudsen & Stage 2015, p.1) has sharpened attention to emotional experiences, substantially rethinking affects as social/cultural politics (Ahmed 2014), embodied (Massumi 2015), performative (Butler 2011) and material (Malinowska & Gratzke 2017). This paper proposes to look at the materiality of affects (Kolehmainen et al. 2022) and their intra-active entanglements in educational research practices through the lenses of theatre laboratory and by means of sensory and participatory methodologies (Gherardi 2019) that honour material-affective epistemologies (Kolehmainen et al. 2022): how do performance and dramaturgy developed in non-artistic contexts negotiate affective norms and forms for pedagogies of care?

VIEWS OF LECTURERS AT A UK UNIVERSITY ON HIDDEN CURRICULUM DIMENSIONS IN HIGHER EDUCATION

Thu 11.1.2024

Parallel session 3D, 11:00–12:30

Room **U3043**, Main building

Chair: Marko Teräs

Author:

Celal Akdeniz, The University of Portsmouth, UK

Keywords: higher education, hidden curriculum, teaching process, organisational culture

Higher education institutions (HEIs) are institutions where assumptions and expectations for participation, collaboration and co-creation activities are intense and contextual but not always explicit. Due to the nature of the activities carried out in HEIs, it is possible to develop an understanding of the unique aspects of the 'hidden curriculum'. This understanding includes the differences clustered in the context of teaching, curriculum expectations, communication and interaction, personal and professional development and organizational culture. The researcher's interest lies in revealing the sources of the unique nature of the hidden curriculum of a particular HEI. Based on this proposal, the researcher aims to examine the views of the lecturers of the University of Portsmouth (UoP) about the dimensions of the hidden curriculums. With the maximum diversity sampling method, six lecturers were chosen from each of the five faculties at the University of Portsmouth. A questionnaire consisting of 50 questions and a semi-structured interview form consisting of 19 questions were developed to obtain participant opinions on the subject. While frequency (f), rate (%), and Chi-square (χ^2) comparisons were done to analyse the survey data, descriptive analysis was undertaken to analyse the interview data. In addition, to find out the details of the participants' views thematic analysis was conducted. In the following process, themes and categorisations will be created. Some of the possible outcomes to be achieved are as follows: Highlighting issues that have arisen and that may arise in teaching practice; strengthening lecturer awareness in the way the hidden curriculum might be received and using student feedback to consider the ways teaching is developed, this could lead to improvements in the teaching process; raising awareness to administrators about the expectations of students and lecturers; uncovering some of the behavioural patterns and approaches unique to the UoP.

RADIOHEAD, PASTNESS AND ALIVE EVENTS: THE SENSATIONS OF WRITING LOSS

Thu 11.1.2024

Parallel session 3F, 11:00–12:30

Room **U4072**, Main building

Chair: Satu Venäläinen

Author:

Karen S. Kaufman, The University of Edinburgh, UK

Keywords: affect, loss, pastness, sensation, immanence

Radiohead's album *A Moon Shaped Pool* is on in the background as I write. The song Daydreaming is on now, the lyrics, "we're just happy to serve you" come on just as my son walks in the room, asking for something. I lit a candle before writing. The scent is pumpkin pie. Sensations, moments jump into my mind from the sounds, the words, the smells. The ending of daydreaming comes now, "half my life" and I connect deeply with the moment. Thom Yorke croons, "you know what I mean" and I can't help but think yes Thom, I do know what you mean. I actually have no idea what he means, and yet in that moment, I do know what he means. He's singing his loss. Thoughts are stirred in these moments together, with music that connects, smells that bring the pastness...

This abstract experiments with Kathleen Stewart (2007). "Things flash up-little worlds, bad impulses, events alive with some kind of charge..." (p.68) I play with time, the present in the past, the past in the present. Life that frays at the edges because of loss. Music that connects, brings sensations, and affects. I don't write about grief, I write my grief.

SHAPES AND SHADES OF GRIEF: WRITING TOGETHER THROUGH THE SEASONS

Thu 11.1.2024

Parallel session 3F, 11:00–12:30

Room **U4072**, Main building

Chair: Satu Venäläinen

Authors:

Gillian Batty, University of Edinburgh, UK
Vasvi Chawla, University of Edinburgh, UK
Eleni Evangeliou, University of Edinburgh, UK
Samara Jundi, University of Edinburgh, UK
Karen S. Kaufman, University of Edinburgh, UK
Marianne Larsen, University of Edinburgh, UK
Marie Meechan, University of Edinburgh, UK
Catherine Menta, University of Edinburgh, UK
Shrav Shankar, University of Edinburgh, UK
Mai Tran, University of Edinburgh, UK
Jonathan Wyatt, University of Edinburgh, UK
Ya-Ting Yu, University of Edinburgh, UK

Keywords: affects, grief, collaborative writing, folds, seasons

A professor and a PhD student sent an invitation to students and colleagues at the University of Edinburgh to write loss collaboratively. Twelve people with varying knowledges and histories of each other came together to write about loss. Inspired by Henderson and Black's idea of collaborative writing as a holding and folding of togetherness/friendship/affect, we began our own journey of thinking/feeling/writing with. With loss, with each other, with the room, with nature, with the dead, with, with, always with...

The time together and the writing that was produced created an experience of shared safety that allowed for vulnerability. We began to write the stories we never thought we would. The writing felt held yet expanded as we wrote within and between the seasons. The room, the temperature, the sounds, the happenings outside the windows, outside the room, became as much the contributors to these times as the people themselves. We wrote loss together. We wrote writing that touches (Wyatt et al.), extends, weaves, resonates, and connects. Our words, stories merged into each other as we wrote sensations that we struggled to name but felt. We lost track of where one of us ended and one of us began.

This abstract is a witnessing. A moment of us sharing experiences of writing loss. A moment of us holding each other and for us to tuck in the folds, the safety of writing in the shadows.

Together.

WRITING AS A BLOC OF SENSATION: MO[VE]MENTS THAT CARRY A FEELING

Thu 11.1.2024

Parallel session 3F, 11:00–12:30

Room **U4072**, Main building

Chair: Satu Venäläinen

Authors:

Andrew Mark Gillott, The University of Edinburgh, UK

Karen S. Kaufman, The University of Edinburgh, UK

Keywords: affect, Deleuze and Guattari, writing, sensation

Deleuze and Guattari (1994) appeal to us to “paint, sculpt, compose, and write with sensations” (166). Elsewhere, Stéphane Mallarmé (1988) undertakes to “paint, not the thing, but the effect it produces [such that] all the words should fade away before the sensation” (50). In this speculative paper, we ask how we might write as sens-ation. We wonder whether we can get anywhere close to an account of the sensuous mo[ve]ments in which the felt feeling of bodies is felt. We question the possibility of attending to tactile changes of state — atmospheres as they form, meanings as they are made, moods as they are shifted. What would it take to put together a palpable text that invites (or repels) the reader into a relational encounter? We offer transdisciplinary examples from our attempts to assemble words that smile, weep, scream, sing, writhe, or sit (Heywood, 2008), “to raise lived perceptions to the percept and lived affections to the affect” (Deleuze and Guattari, 1994, 170). We offer our thinking-feeling writing as a sens-ating, a writing as a bloc of sensations, a writing that carries a feeling.

CRYSTALS IN THE MOTHER-WATER: RE/HYPHENING CREATIVE-RELATIONAL INQUIRY

Thu 11.1.2024

Parallel session 3F, 11:00–12:30

Room **U4072**, Main building

Chair: Satu Venäläinen

Authors:

Fiona Alana Murray, The University of Edinburgh, UK

Gael Bateman, The University of Edinburgh, UK

Andrew Mark Gillott, The University of Edinburgh, UK

Keywords: affect, creative-relational, Simondon, concepts

Our paper is a thought experiment taking place in the milieu of creative-relational inquiry — in the spaces between the conceptual and the abstract, in the sandy cracks betwixt the keys of our laptops, under our nails, between our toes. In our experiment we make moves away from the milieu as a grounding or earthing in space and are pulled instead towards Simondon's (2020) conception of the milieu as mother-water, the concepts we fabricate as crystals in the water, "crystals that, from a very small seed, grow and expand in all directions" (Simondon, 2009,11). In the waves of our shared waters — the mother-waters of creative-relational inquiry — we experiment: as a coming together, with the coming-together. The hyphen in the mother-water crystallises, as Erin Manning (2013) advances, not as the between of an already-framed, but as the intensive webbing of a coming-to-form, "a milieu of relations [...] activated through vectors of association in the aliveness of a singular event." (32). The mother-water moves each of us differently, together-apart (Barad, 2007). We each experiment with/in the interval, its affective sensings carrying across dynamic milieus, taking form with bodies-of-water, shells, sand, surfboards, and flashes of light, crystallising into concept-carrying-shapes. The hyphen (-) becomes tilde (~), becomes glow worm (~.), becomes lightning bolt (⚡), and becomes... We play with these shapes at momentary sites where landing may be possible (or not). We play with how these crystals carry not only concepts, but the always-on-the-move seeds of affective possibility, each producing different angles on the straight line, differing purls in the mother-water, different ripples of a creative-relational inquiry.

EQUAL COLLABORATION IN PARTICIPATORY ACTION RESEARCH?

Thu 11.1.2024

Parallel session 3G, 11:00–12:30

Room **U4075**, Main building

Chair: Hanna Sjögren

Authors:

Marijke Sniekers, Zuyd University of Applied Sciences, Netherlands

Lieke Tillmann, Zuyd University of Applied Sciences, Netherlands

Keywords: participatory action research, collaboration, reflexivity, lessons learned

Participative Action Research (PAR), as an authoritative form of enquiry, can be challenging. When characterizing PAR, authority of direct experience, knowledge in action, research as a transformative process and collaboration through dialogue are seen as key principles (Cornish, et al., 2023). Typically, based on the idea of co-creating, researchers collaborate with members of communities and/or organizations. Because of the variety in experience, expertise and capacities of collaborators, working together requires continuous reflection and dialogue. In addition, other specific skills such as the ability to be comfortable with discomfort, openness to learning from collaborators, sharing power and ceding control, self-awareness and the ability to listen and be confronted and confidence to identify and challenge power relations, are required (Cornish, et al., 2023). Due to the various points of view, positions, power and stakes in a project, the collaboration between researchers and co-researchers can be difficult and can be viewed as one of the main challenges in PAR.

In this paper we will highlight experiences with challenges in collaboration between researchers from a research group and youth workers/policymakers. For three years, we have been working in ongoing collaboration as a part of a four year PAR project on young fathers in (youth) care. In this paper presentation, we look back on the challenges we have faced and the lessons we have learned, by using critical reflexivity to counter these challenges. We discuss power (inequalities), risks of co-option, commitment, expectations, communication, different capacities and (financial and organizational) preconditions. Furthermore, we address also several challenges that are still ahead. Our lessons learned we present in a useful tool for co-operation and co-creation in complex collaborations between researchers, practitioners and policy makers.

EMERGING CHALLENGES AND OPPORTUNITIES IN ADVANCING SOCIAL JUSTICE THROUGH PARTICIPATORY HEALTH RESEARCH

Thu 11.1.2024

Parallel session 3G, 11:00–12:30

Room **U4075**, Main building

Chair: Hanna Sjögren

Author:

Liam Gilchrist, The University of Edinburgh, UK

Keywords: social justice, CBPR, healthcare, interdisciplinary, Freirean pedagogy

What we know as social justice practice in Community Based Participatory Research (CBPR) and Participatory Action Research (PAR) are conceptually drawn from Paulo Freire's 'Critical Consciousness' Pedagogy. Freire theorised that truly equitable community participation in research processes can create environments of emancipatory co-education, which support disadvantaged groups to challenge their own oppression. Freirean principles compete with other theoretical histories with limited social justice motivations. In these contexts, CBPR and PAR are used to improve relationships between organisations and citizens.

In a context of growing interdisciplinary and multi-institutional interest in participatory research, practitioners must examine where and how social justice exists in these new environments. This presentation will explore how and where 'Critical Consciousness' pedagogy happens in contemporary health CBPR practice. My research applies Foucault's concept of 'governmentality' and 'regimes of truth' to explore the different institutional and interdisciplinary motivations of embedding participatory approaches into health research practice. I will share the preliminary findings from the first 3 months of my Ethnography PhD study exploring how CBPR can create social justice health research in comparative contexts. This Ethnography is a study of two ongoing health CBPR projects within the interdisciplinary science shop 'Our Health' at The University of Edinburgh. 'Our Health' answers community led health research questions together with healthcare providers, third sector organisations and UK grassroots community groups from marginalised communities. One project is a CBPR partnership where grassroots support groups of people living with chronic lung conditions in economically deprived Scottish neighbourhoods are co-creating research with Our Health and an NHS Healthcare provider. The second is an African-Caribbean led 'Our Health' arthritis research project partnered with a national arthritis charity.

This submission will support practitioners to explore the new challenges and opportunities we face in practicing social justice participatory research in increasingly interdisciplinary and multi-institutional contexts.

EMOTIONS IN PAR RESEARCH: WHERE DOES CO-RESEARCH END AND FRIENDSHIP BEGIN?

Thu 11.1.2024

Parallel session 3G, 11:00–12:30

Room **U4075**, Main building

Chair: Hanna Sjögren

Authors:

Charlotta Niemistö, Jyväskylä University, Finland

Hanna Sjögren, University of Helsinki, Finland

Jeff Hearn, Hanken School of Economics, Finland

Keywords: participatory action research, emotions, older adults, co-researchers

Participatory Action Research is an intriguing and fruitful method of inquiry with meaningful partnerships between the research participants and researchers (Heard, 2022). In PAR research, the role of “co-researchers” is key, (often) as representatives of groups studied, and active participants in the research as “non-academic” or “lay” researchers who share their knowledge, networks, and data with the (oftentimes academic) project researchers. The conditions for PAR research can differ substantially depending on the targeted groups and data, and co-researchers recruited in the research project, yet PAR is a process co-inquiry, collaborative learning and reflecting. The intensity of collaboration can vary, but it is not unlikely that project researchers get to know the co-researchers on a more personal level, as personal life situations are often discussed in meetings. In some cases, meetings can take place outside of the more official project meetings or happen randomly in other gatherings.

Alone but connected? Digital (in)equalities in care work and generational relationships among older people living alone, is an international research project, working in parallel in Finland, Sweden, Latvia and Germany. The project aims to contribute to the understanding of the intersections of digitalisation with intergenerational care work and care relationships of older people living alone, and to contribute to reducing inequalities in relation to gender, culture, and socio-economic backgrounds, between and within countries.

This paper reflects upon emotions in conducting PAR research, from the perspective of the project researchers’ emotions, and relations to the co-researchers when having regular contact with them both in meetings and beyond, visiting their homes, and building acquaintanceships and friendships. The authors also reflect on their reactions to issues of decreasing health, illness and disability, which became apparent for some of the co-researchers in this project.

FACILITATING PARTICIPATORY ACTION RESEARCH GROUPS TO DEVELOP GUIDANCE FOR BEST PRACTICE IN SYNCHRONOUS ONLINE LEARNING

Thu 11.1.2024

Parallel session 3G, 11:00–12:30

Room **U4075**, Main building

Chair: Hanna Sjögren

Authors:

Gillian Proctor, University of Leeds, UK

Emma Peasland, University of Leeds, UK

Keywords: participatory action research, synchronous online learning, student participation

This paper will describe a research project funded by Leeds Institute for Teaching Excellence (LITE) at the University of Leeds, UK. This project originated from the COVID-19 experience of teaching migrating online on mass and the consequent lack of relational engagement that often resulted, with new cultures of educators lecturing to a sea of black tiles of students attending without cameras on. This research sought to investigate the psychology of how we relate differently online (following the paradoxes of relating online identified by Susman 2021) and the implications of this for synchronous online learning.

Two action research groups, one of educators and one of students were facilitated by the researcher (author), with a research assistant and student intern. Over six two-hour sessions, these groups discussed various aspects of relating online and experiences in learning, related to the themes of contact, authenticity, connection and inclusion. The student intern presented results of literature reviews on the themes at the start of each group, and then a discussion was facilitated by the author and issues and possible recommendations were simultaneously recorded by the research assistant. Recommendations for best practice were derived from these discussions by the researcher and research assistant and checked with the groups for validity and applicability and adapted accordingly.

In addition to presenting the research, this paper will discuss the strengths and limitations of the participatory action research group, including the conditions of possibility for participation and which voices were missing. The extent to which the research groups were transformational in and of themselves for participants will also be explored. The tension between responsibility for facilitation and preparation with facilitating a democratic decision-making process will be discussed.

EXPLORING ILLNESS REPRESENTATIONS AND COPING OF WOMEN WITH BREAST CANCER TREATED WITH CHEMOTHERAPY WITH CHANGES IN BODY WEIGHT AND WEIGHT-RELATED LIFESTYLE: A LONGITUDINAL QUALITATIVE STUDY

Thu 11.1.2024

Parallel session 3H, 11:00–12:30

Room **U4078**, Main building

Chair: Päivi Eriksson

Authors:

Anja JThCM de Kruif,^{2,3} 1 Vrije Universiteit Amsterdam, the Netherlands; Amsterdam UMC location VUmc, the Netherlands; HAN University of Applied Sciences, the Netherlands

Meeke Hoedjes, Tilburg University, the Netherlands

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Lina van Zijl, Vrije Universiteit Amsterdam, the Netherlands

Serena van Beek, Vrije Universiteit Amsterdam, the Netherlands

Renate Winkels, Wageningen University, the Netherlands

Ellen Kampman, Wageningen University, the Netherlands

Marjolein Visser, Vrije Universiteit Amsterdam, the Netherlands

Marjan J Westerman, Vrije Universiteit Amsterdam, the Netherlands

Keywords: patient and public involvement, expert knowledge, experience-based knowledge, conflict, health and medical research

A breast cancer diagnosis and undergoing chemotherapy is associated with a combination of physical and psychological threats and may influence how women cope with changes in dietary intake, physical activity and changes in body weight. In-depth information on how illness representations and coping influence health behaviour in women with breast cancer is lacking. Objective was to explore how women with breast cancer explain, experience and deal with their responses to a health threat like breast cancer related to changes in dietary intake, physical activity and body weight during and after chemotherapy. In a longitudinal qualitative study, we used a four-phase step-by-step design that evolved during the research process, to gather as much information as possible about these women's experiences. We conducted longitudinal semi-structured interviews (4x n=25), focus groups (n=2) and additional interviews (n=14) among women with breast cancer and semi-structured interviews among women without breast cancer (2x n=15). Analysis showed that women can be divided into four groups: monitoring, struggling, overwhelmed, and resigned group. For each, we examined specific characteristics, i.e., age, BMI, and variations in the interrelated components of mastery: prior expectations after diagnosis before treatment, attitude towards healthy lifestyle, confidence in own bodies, confidence in healthcare professionals and coping strategies, that may be used to identify the mastery-oriented coping style of women before start of treatment. Based on the mastery-oriented coping styles of the identified four groups of women and their unmet needs (e.g., for nutritional information, exercise support), interventions can be developed to enable healthcare professionals to better inform and support women during diagnosis and treatment, and to make women more aware of their responses to a health threat like breast cancer and its treatment and take more responsibility for their own lifestyle.

EXPLORING THE AFFECTS OF PATIENT AND PUBLIC INVOLVEMENT IN HEALTH RESEARCH

Thu 11.1.2024

Parallel session 3H, 11:00–12:30

Room **U4078**, Main building

Chair: Päivi Eriksson

Authors:

Caterina Bettin, University of Eastern Finland

Päivi Eriksson, University of Eastern Finland

Keywords: patient and public involvement in healthcare, collaborative research, affective labour

Recently, in response to aging populations and rising costs, healthcare systems in advanced industrialized countries have progressively moved towards consumer-driven models of healthcare, increasingly emphasising patients' and citizens' personal choices and responsibilities with regards to their health. In Europe and elsewhere (e.g. USA, Canada, Australia), governments have been financially supporting initiatives to encourage public involvement in the health sector and, in particular, health research, giving rise to the so-called 'participative turn in health and medicine'. Underpinning this turn are notions of 'empowerment' and 'democratic participation', which are seen as the basis for re-configuring hierarchical dynamics whereby professionals hold the power into more egalitarian and collaborative relationships centering instead patients' lived experience. In this paper we argue that the democratic and participatory promise of the involvement of laypeople in the health sector can be understood as a manifestation of affective capitalism (Karppi, Kähkönen, Mannevu, Pajala, & Sihvonen, 2016), namely 'a particular mode of capture where resonances between bodies – both human and non-human alike – enter system of value and value production...[so that] our capacities to affect and become affected are transformed into assets, goods, services and managerial strategies' (p. 9). To understand how promises of public involvement work affectively in the current paradigm of healthcare, we draw on in-depth interviews with 22 patients and professionals involved in collaborative research initiatives in Canada. Specifically, we explore the ambivalent attachments and affective responses that participation in health research engenders and cast light on the invisible labour that substantiate the work of doing collaborative research in practice. This paper aims to deepen our understanding of how ideals of democratic participation in research are impacted by affective capitalism, suggesting how promises of inclusion and empowerment engender affective reactions to the current state of crisis of healthcare.

CONFLICTING KNOWLEDGE PARADIGMS IN PUBLIC AND PATIENT INVOLVEMENT

Thu 11.1.2024

Parallel session 3H, 11:00–12:30

Room **U4078**, Main building

Chair: Päivi Eriksson

Authors:

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Pasi Hirvonen, University of Eastern Finland

Tero Montonen, University of Eastern Finland

Keywords: patient and public involvement, expert knowledge, experience-based knowledge, conflict, health and medical research

Public and patient involvement (PPI) is a version of participatory research used in health and medical research. It refers to the practice of involving citizens, patients, caregivers, and other close ones in academic and clinical research. The literature outlines benefits, but also many challenges for PPI, such as the difference between expert and experience-based knowledge. The paper focuses on the conflictual relationships that are constructed by scientific and professional experts between the knowledge paradigms of expert and experience-based knowledge. By drawing on theories of moral frames of knowing we ask: How do scientific and professional experts understand PPI's role and the possibilities and rights of public and patient participation in health and medical research? How do they make sense of the moral frames of knowing in the context of PPI? Brain and mind research community in Finland provides an interesting case to analyze these two knowledge paradigms in PPI. Brain and mind research represent a challenging area for PPI activities due to the patients' possible cognitive impairment that may influence their ability to participate in research activities as subjects, as opposed to objects. The empirical data was collected with open interviews with 33 academic brain and mind researchers in two Finnish universities, and with expert members of patient organizations and health companies in the brain and mind sector. We contribute to the discussion on learning and knowing in the efforts to combine expert and experience-based knowledge within academic communities and expert organizations. The findings focus on how and why expert knowledge is constructed as primary while experience-based knowledge remains undervalued.

WHITE AND NON-WHITE RESEARCHERS' POSITIONALITY IN ETHNOGRAPHIC RESEARCH ON (ANTI)RACISM

Thu 11.1.2024

Parallel session 3I, 11:00–12:30

Room **U4080**, Main building

Chair: Pablo Fuentenebro

Authors:

Maïmouna Matikainen-Soreau, University of Helsinki, Finland

Saara Loukola, University of Helsinki, Finland

Keywords: school ethnography, positionality, racialized researcher, whiteness, racism

In the context of Nordic education, where the illusion of colour-blindness and Nordic exceptionalism persists, hegemonic whiteness and its impacts on participatory studies conducted in the field have been scarcely researched. Especially the positionality of researchers racialized as non-white (henceforth 'non-white') in predominantly white settings is an overlooked area. Thus, the focus of this paper is how a non-white researcher and researchers racialized as white (henceforth 'white') are positioned as insider or outsider by the research participants in a study on racism and antiracism in school. We also study how the researcher's racial position affects the trust and relation building with the participants, as well as problematize the question of safe space. Our analysis concentrates on the strongest contrasts in positioning, experienced by white researchers with non-white participants and non-white researcher with white participants.

This study is part of a research project on racism and antiracism in lower secondary education where short-term ethnography was conducted by three white researchers and one non-white researcher in 8th grade classes in seven Finnish schools. The data consists of participant observations and open-ended semi-structured interviews with pupils and staff. The pupils moreover contributed with photographs illustrating their understanding of racism and antiracism in school. The theoretical framework is critical theories on whiteness and race, and decolonial studies.

Our findings discuss the concepts of white confessions vs. racist provocations. We problematize the researcher's "neutral" position when it comes to gaining participants' trust as antiracist allies vs. navigating white resistance as a non-white researcher. Our paper also highlights the need to reflect on the ethical and methodological implications of gaining authentic data on racist practices, and how this simultaneously might allow racism to remain unchallenged and jeopardize the researcher's safety and well-being.

DO THE RESEARCHER HAVE TO EAT THE PUPILS' COOKING? - EXPLORING PRACTICAL LEARNING IN HOME ECONOMICS

Thu 11.1.2024

Parallel session 3I, 11:00–12:30

Room **U4080**, Main building

Chair: Pablo Fuentenebro

Author:

Malis Ravn, Aarhus University, Denmark

Keywords: multisensory ethnography, practical learning, materialities, new-materialism, educational research

In the evolving landscape of Danish primary school, a "practical turn" has emerged, emphasizing practical learning activities and increased hours devoted to subjects such as sloyd, art, music, and home economics. However, a critical gap exists in understanding how practical learning unfolds from the perspective of pupils. This presentation introduces a methodological research design rooted in qualitative inquiry and multisensory ethnography (Pink, 2008) to address the research question: How do materialities intra-act with pupils' learning processes in the context of home economics? This study employs a material cultural approach to didactics, drawing on new-materialism's agential realism framework (Barad, 2003, 2007), which highlights the entanglements of materialities in learning processes (De Freitas & Sinclair, 2014). Fieldwork encompasses three 7th-grade home economics classes and will be documented with photo fieldnotes (Beach et al., 2018). The researcher, an insider with a background in food craft, navigates dilemmas inherent to participatory research (Chaves, 2008). The heart of the inquiry revolves around the multisensory nature of food education. In home economics, food items serve as the fundamental learning materials (Benn, 2014), and pupils embody these materials. This aspect necessitates a nuanced approach to understanding the role of taste, smell, visual cues, tactile sensations, and even the communal aspect of sharing meals (Holm, 2022). The researcher faces dilemmas regarding participation in food preparation and consumption, balancing the roles as observer and participant to ensure ethical research conduct while delving into pupils' daily experiences. The empirical inquiry will span the next three years, constituting a doctoral research project hosted at the Danish School of Education, Aarhus University. This paper draws upon preliminary findings from pilot tests and are informed by a prior study within a vocational school context (Ravn, 2023).

TWO ETHNOGRAPHICAL APPROACHES TO STUDYING ABSTRACT, INTIMATE, AND DYNAMIC TOPICS: STUDYING TRUST, THE UNFOLDING THE SELF, AND THE OTHER DURING FIELDWORK

Thu 11.1.2024

Parallel session 3I, 11:00–12:30

Room **U4080**, Main building

Chair: Pablo Fuentenebro

Authors:

Kristina Leppälä, University of Eastern Finland, Finland

Päivi Kosonen, University of Eastern Finland, Finland

Mirjami Ikonen, University of Eastern Finland, Finland

Keywords: autoethnography, at-home ethnography, trust research, methodology, aqualitative research, researcher positioning

During research focused on identifying nuanced and dynamic phenomena such as trust, there is an increased need to acquire a more holistic and situated understanding of how and why phenomena unfold during real life situations. There is a need for revisiting and expanding the methodological toolkit with immersive qualitative methods for those researching lived experiences as abstract, intimate, and dynamic experiences. In the paper, we discuss the potentials, advantages, and pitfalls of two ethnographical approaches to qualitative trust research – autoethnography and at-home ethnography. We illustrate this discussion through two case vignettes from our studies of nuanced and dynamic organizational relationships in which we as researchers were also positioned as a part of the data. We contribute to trust research by expanding the methodological toolkit during qualitative research, especially during the study of unfolding vulnerabilities of the field and the researcher.

RECIPROCITY DURING ETHNOGRAPHIC RESEARCH – REFLECTION ON 1 YEAR OF ETHNOGRAPHIC FIELDWORK IN A NEIGHBOURHOOD

Thu 11.1.2024

Parallel session 3I, 11:00–12:30

Room **U4080**, Main building

Chair: Pablo Fuentenebro

Authors:

Chantal van Lieshout, Zuyd University of Applied Sciences, Netherlands

Sabrina Keinemans, Zuyd University of Applied Sciences, Netherlands

Griet Roets, UGent, Belgium

Keywords: ethnographic fieldwork, cocreation, reciprocity, reflexivity

Collecting data in an ethnographic study is a joint activity between the researcher and respondents, and who we are as researchers, how we present ourselves, and how respondents perceive the researcher. This influences the construction of data. This means that knowledge is situated, and therefore it is important to understand the researcher's position towards respondents not only for ethical considerations and power issues but also because it influences the co-creation of knowledge.

In my presentation, I will reflect on how I, during my fieldwork in a neighbourhood of low socio-economic status and low trust in institutions, worked to build trust by creating a reciprocal relationship with the help of the social workers present. Not only did I accomplish this by volunteering in the neighbourhood, but also by reflecting or giving an opinion when asked, or by doing small chores. Collecting data is not just coming to collect it but means engaging with individuals and groups in the neighbourhood in ways and spaces where they feel

WORKING COLLABORATIVELY ONLINE AND OTHER QUALITATIVE RESEARCH OPTIONS

Thu 11.1.2024

Parallel session 3J, 11:00–12:30

Room **U3039**, Main building

Chair: Avi Betz-Heinemann

Authors:

António Pedro Costa, University of Aveiro, Portugal

Gregory Bryda, Jagiellonian University, Poland

Keywords: digital methods, CAQDAS, collaborative analysis

Even for seasoned social science researchers, the variety of modern approaches to qualitative data analysis can appear intimidating. We see that there are more than twice as many different classes of data analysis methods as qualitative research methods, especially when they move in the data analysis process from general analytical strategies used in qualitative research to more specific approaches to different types of qualitative data, including interviews, text, audio, images, videos, and so-called virtual data. The progress of Computer-Assisted Qualitative Data Analysis Software (CAQDAS), as well as the growth of collaborative work and technological possibilities in qualitative data collecting and analysis, are discussed critically in this presentation. We attempt to demonstrate the influence of new technologies and digital options on our thinking using our significant analytical and research project expertise, the most recent research findings, and a literature study. We also attempt to analyze qualitative data. The core of this process is a dialectical interaction between the traditional technique and the new world of digital technology. Digital possibilities in qualitative research procedures shape the researcher's persona and analytical and research processes. Additionally, it promotes the growth of new analytical, digital, and information technology (IT) abilities and encourages collaborative thinking and teamwork. It is challenging to envision modern qualitative data analysis and research in the humanities and social sciences. Our interpretive frameworks are shaped by our use of contemporary technology in computer-based qualitative data analysis, which also alters how we see and understand research challenges.

PLAYING WITH LENSES: FROM 'OBJECT', TO 'SUBJECT', TO 'PHENOMENON'

Thu 11.1.2024

Parallel session 3J, 11:00–12:30

Room **U3039**, Main building

Chair: Avi Betz-Heinemann

Authors:

Karin Murriss, University of Oulu, Finland/Cape Town Centre for Creative Education, South Africa

Joanne Peers, Cape Town Centre for Creative Education, South Africa

Keywords: postdigital, digital play, video, recording devices, decolonising

In many research projects little attention is paid to the materiality of recording devices used to 'collect' data. They are often invisible in what eventually comes to be 'research data'. In this chapter we play with the lenses of the human 'eye' and the eye of the camera, arguing that they include and exclude in postdigital play research. By focussing our literal and metaphorical lenses on carefully selected video clips from a current research project on digital play in the Western Cape (SA), we disrupt the innocence of digital devices in educational research. We show how lenses do ethico-political and ontological work in how differences are made and unmade. Through bodies-in-movement, we intra-actively engage the reader with how lenses are used differently in quantitative (child-as-object), qualitative (child-as-subject), and postqualitative research (child-as-phenomenon). The play with lenses opens up affirmative decolonising possibilities to engage with what is in/visible 'data', reconfigures Adult/child, Human/more-than-human relationalities, and contributes to the notion of postdigital play.

SUPPORTING THE ‘ACT OF NOTICING’ DIGITAL LITERACIES THROUGH TRANSMEDIA STORYING IN SCHOOLS: CO-DESIGNING ALTERNATE REALITY GAMES WITH TEACHERS-AS-RESEARCHERS

Thu 11.1.2024

Parallel session 3J, 11:00–12:30

Room **U3039**, Main building

Chair: Avi Betz-Heinemann

Author:

Angela Colvert, University of Sheffield, UK

Keywords: digital literacies, participatory methodologies, co-design, playful pedagogies

Designing learning opportunities which support children’s digital literacies in the 21st Century requires further research and innovation within school contexts. However, assumptions about digital literacy practices frame and limit our understandings. The same event in a classroom may be interpreted differently according to whether it is viewed from an instrumental policy perspective, in relation to children’s engagements with peer-cultures or whether the intra-action between people and non-human ‘things’ is taken into consideration. Historically educational discourses and teacher training practices have been informed by socio-cultural approaches. However, to notice the nuances of digital literacy practices which emerge during children’s play with technologies, socio-material approaches are needed to bring into focus the possibilities that emerge as people, products and places inflect with literacy practices moment-to-moment.

This paper will present an innovative methodological approach to participatory research, developed as part of a two-year project funded by the British Academy. This supported teachers to research digital literacies in classrooms through the design and play of Alternate Reality Games. Together we developed multi-media narratives and interactive missions which were integrated and enacted across physical and virtual spaces. The concept of ‘transmedia storying’ evolved during the project as a school-based pedagogical process and participatory research methodology, which involves conceptualizing ideas (design), making texts (production), sharing texts (distribution) and making meanings (interpretation) through the co-creation of an imagined world. The term ‘transmedia’ refers to the distributed, multimedia and multimodal forms of communication used in the process. The term ‘storying’ relates to the playful, emergent, innovative, and spontaneous intra-actions which underpin and support media production. This research demonstrates that ‘transmedia storying’ can support teachers to ‘tune into’ and notice diverse digital literacy practices in new ways, and provides a playful and accessible means to reflect on research findings with children.

TIKTOK AS A DATA SOURCE: AN EXPLORATION OF A METHODOLOGY TO UNDERSTAND GROUP MEMBERSHIP, IDENTITY FORMATION, AND ETHICS IN SERVICE PROFESSIONS

Thu 11.1.2024

Parallel session 3J, 11:00–12:30

Room **U3039**, Main building

Chair: Avi Betz-Heinemann

Author:

Alice Fischer, Kutztown University of Pennsylvania, US

Keywords: digital literacy practices, social media, professional identity, video coding, humor

Burnout is an ongoing and growing challenge for individuals working in service professions. Since there are significant implications of burnout on the well-being of service workers and the people they serve, there is a need to better understand how service workers experience their roles. One such population of service workers, school social workers, represents a valuable case population to explore how service professionals cope with burnout due to their essential roles in American education systems.

The social media platform TikTok provides a unique look into the daily tasks and relationships of school social workers. This paper seeks to build an understanding of the characteristics of experience, camaraderie, and coping for school social workers through their use of TikTok. As a free, public platform that engages audiences worldwide, TikTok is a growing source of rich data about communities, identities, and lived experiences. This paper seeks to contribute to the development of systematic data collection and analysis processes from TikTok. Specifically, this paper examines the process, successes, and barriers to analyzing expressions of experience, community building, and camaraderie through TikTok videos, user engagement, and community comments. The researcher imported videos into NVIVO to analyze the audio and visual content. Unique challenges associated with coding humor content within the context of trending TikTok styles emerged. An approach to coding audio, captions, and video content used within the TikToks will be demonstrated. Limitations to importing and transcribing comments en masse into NVIVO as well as a manual coding strategy will also be discussed. Despite current limitations for use with large sample sizes, this methodology shows great promise as a method for using TikTok posts for data and for understanding group membership, professional identity formation, and ethical use of social media across all service professions. This paper will present an innovative methodological approach to participatory research, developed as part of a two-year project funded by the British Academy. This supported teachers to research digital literacies in classrooms through the design and play of Alternate Reality Games. Together we developed multi-media narratives and interactive missions which were integrated and enacted across physical and virtual spaces. The concept of 'transmedia storying' evolved during the project as a school-based pedagogical process and participatory research methodology, which involves conceptualizing ideas (design), making texts (production), sharing texts (distribution) and making meanings (interpretation) through the co-creation of an imagined world. The term 'transmedia' refers to the distributed, multimedia and multimodal forms of communication used in the process. The term 'storying' relates to the playful, emergent, innovative, and spontaneous intra-actions which underpin and support media production. This research demonstrates that 'transmedia storying' can support teachers to 'tune into' and notice diverse digital literacy practices in new ways, and a provides a playful and accessible means to reflect on research findings with children.

NAVIGATING SPACES IN COLLABORATIVE DEVELOPMENT WORK FOR RELATIONAL RIGOR

Thu 11.1.2024

Parallel session 3J, 11:00–12:30

Room **U3039**, Main building

Chair: Avi Betz-Heinemann

Authors:

Marianna Vivitsou, University of Helsinki, Finland

Kaisu Österinen

Hille Janhonen-Abuquah

Keywords: collaboration, relational rigor, formal spaces, spaces of livelihood, Palestine, Finland

In this study, we will discuss experiences from navigating real-life and online spaces for building relational rigor through collaboration within the context of a Global North-South development project. Relational rigor is one way to do education; otherwise, it is in spaces for dialogue and hopeful futures. We see spaces of hope as tied with the process of collaboration and the need for a critical understanding of reality, given that we aim for socio-environmentally sustainable futures. Our situation is a higher education development project in Palestine and Finland that takes place amid multiple educational, sociopolitical, historical, and cultural changes and divergences. Building relational rigor here calls for mutual understanding and trust. The process involves navigating formal and informal spaces, academic and non-academic, professional and personal, visible and hidden. Professional spaces, for instance, are more visible or gain visibility (e.g., for networking). However, in development projects where real-life encounters happen as short duration visits, some events remain hidden from the lens of the camera or online sharing platforms, in private spaces of daily livelihoods (e.g., people's homes). In this study, we draw upon post-humanist and new materialist thinkers and our experiences in academic and personal spaces to uncover how shared purposes (value system) and pedagogical aims are shaped. Shared purposes emerge in the process of teaching collaboratively. In addition to formal teaching experiences, however, the process involves in-person encounters with people and their daily livelihoods. Weaving and quilting is one livelihood whose products are markers of status, collectable artistic, and everyday life objects, linked with identity as well as combining the qualities of ethnographic objects and commodities. During in-person encounters for collaboration, craft objects shape shared purposes and togetherness and provide evidence that the cognitive and the embodied, the pedagogical and the cultural co-exist and dynamically co-evolve in private (personal) and public (academic/professional) spaces.

UNVEILING MUSIC-THEORY LEARNING EXPERIENCES THROUGH THE MICRO-PHENOMENOLOGICAL INTERVIEW

Thu 11.1.2024

Parallel session 3M, 11:00–12:30

Room **Studium U3020**, Main building

Chair: Mandira Halder

Authors:

Jeremy Wing Kwan Wong, Sibelius Academy of Fine Arts, Finland

Marja-Leena Juntunen, University of the Arts Helsinki, Finland

Keywords: micro-phenomenological interview, music theory learning, group improvisation, music experience, participatory method

This presentation discusses the micro-phenomenological interview developed by Claire Petitmengin (2006) in the evolving context of participatory research and qualitative inquiry. This type of interview is designed to reveal and articulate brief moments of the multifaceted dimensions of subjective experiences, as well as provide detailed descriptions of them. The discussion draws on the first author's ongoing doctoral project in which a novel approach to learning music theory through instrumental group improvisation is explored. The project involves a pedagogical intervention carried out among professional music students in a higher music education institution in Finland. In addition to other data generation methods, the micro-phenomenological interview is used in the study to examine the participants' experiences at both the diachronic and synchronic levels, which reveals the pre-reflective layers of their musical encounters through sensory and visual modalities. Thanks to specific elicitation techniques (Petitmengin & Lachaux, 2013), the method in question will also aim to access the experiential micro-dynamics of activities that integrate music-theory knowledge (cognition) and musical improvisation (action), thus bridging the gap between theory and practice. In a micro-phenomenological interview, the crucial role of the interviewer is to invoke the interviewee's attention and awareness of the experience. In essence, the reliability of a study based on this method largely depends on the quality of the contact and interaction between the interviewer and the interviewee (Heimann et al., 2023). Therefore, micro-phenomenological interviewing can be seen as a kind of participatory method where the articulations of experience are co-created. In an intervention study, where the interviewer plays the dual role of researcher and teacher, this co-creation becomes even more challenging because power relations are involved. Through this presentation, we hope to generate a thought-provoking discussion on the pivotal role of the interviewer-interviewee relationship not only in the micro-phenomenological approach but also in qualitative research more generally.

THE PREFORMATIVE WRITERS TRY TO WRITE TOGETHER FROM A PLACE OF NOT KNOWING

Thu 11.1.2024

Parallel session 3M, 11:00–12:30

Room **Studium U3020**, Main building

Chair: Mandira Halder

Authors:

The Preformative Writing Group, University of Edinburgh, UK

Keywords: preformative writing, emergent creative process

To edge us into writing this abstract, we first create an abstract painting. We take our own space around the canvas, though some of us are not here. Some of us are even here, but not really here, thoughts and hearts elsewhere. Rosie offers us the cakes she brought though they were for her board games later. We paint while chat, but not really about what we are painting and how it might fit into our writing. We still do not know exactly what we will write.

Abstracts are the antithesis of preformative writing as they require some kind of vision or plan, if not hindsight. And we are just not there yet. We keep painting. We try to write:

Writing in the pre- of pre-formative
It begins with a plan that falls through
It nudges you to stay within the scrap
It begins with a nothing, a vast disorienting emptiness
In front of it, there is just surrender.

Too little to begin in a vacuum that is too expansive.

But the pre is full of pistols of potentiality:

Desire is its nourishment
“there isn’t enough here” can turn into “we have plenty”

In this paper we invite you into our preformative writing collective, where we are still waiting for our writing. We share that Preformative Writing is a riff from Perfromative Writing (Ron Pelias). It focusses on the writing process in emergence, before words (per)form on the page and before we consider ourselves the writers. We focus on how we may be able (or not) to write together in this emergent space, how we can meet at the early stages of the writing process.

A PARTICIPATORY MULTIMODAL STUDY OF ENVIRONMENTAL ISSUES IN THE CITY OF ELEUSIS

Thu 11.1.2024

Parallel session 3M, 11:00–12:30

Room **Studium U3020**, Main building

Chair: Mandira Halder

Authors:

Philia Issari, National and Kapodistrian University of Athens, Greece

Evangelia Karydi, National and Kapodistrian University of Athens, Greece

Katerina ElRaheb, Athena Research Center, Greece

Yannis Ioannidis, Athena Research Center, Greece

Panos Gkiokas, Mentor in Culture and Heritage Greece

Keywords: arts, participatory, multimodal, embodiment, sociodrama

In this presentation we describe a participatory, multimodal, experiential study concerning the environment which constitutes a prominent social issue for the city of Eleusis in Greece. It is part of an innovative transdisciplinary project entitled “Transition to 8: Bridging social issues, tech and contemporary art”, that applied multimodal methods for studying the impact of social issues on citizens and bridging them with technology and contemporary art. Data generation took place in the context of two sociodrama sessions, in which adult residents of Eleusis were called upon to enact their perspectives, concerns and experiences regarding environmental issues. We collected experiential and embodied data from these sessions, through audio, visual and biometric recording, as well as field diaries from participant observers sensitized in embodied attunement. The data was processed in a multimodal way identifying important scenes and themes. The synchronization of verbal, visual and biometric data was the next step in the process. In all participants expressed different positions and mixed feelings concerning the environment in Eleusis. We will present examples related to participants’ concerns regarding the pollution; the lack of access to the sea, and the dominant role that the industry plays in their town,. The industry was viewed both as the “enemy” or/and as the community “benefactor”, the main source of financial survival. Finally, processed data from the sessions was provided to artists, in the form of sound, visual, verbal and biometric elements, and acted as inspiration themes for artistic and digital creation.

ASSEMBLAGES OF BELONGING IN YOUNG ADULTS' LIFE-HISTORICAL NARRATION

Thu 11.1.2024

Parallel session 3N, 11:00–12:30

Room **P723**, Porthania

Chair: Marjukka Laiho

Author:

Anna-Maija Niemi, University of Turku, Finland

Keywords: young adults, sphere of life, belonging, life-history study, longitudinal study, assemblage

This proposal is based on an article manuscript that discusses an empirical study of the search for spheres of life in which young adults sense well-being, belonging and social inclusion. The research participants, six young adults from the Helsinki metropolitan area, have participated in an ethnographically grounded, longitudinal life-history study since the school year 2016–17 when I did the fieldwork at the upper secondary schools in which they studied. All of them have participated in special needs education during basic education. The study started off from the research interest to investigate educational and labour market paths as a part of a person's life history, but so far have expanded to analyse more closely phenomena and spheres of life which are, at each time, central to the research participants. In this presentation I discuss, what kinds of spheres of life the young adults are searching for, and how a sense of well-being, belonging and social inclusion emerge in these spheres of life. I consider the sense of belonging as a prerequisite for the formation of participation, which can, further on lead towards influence-making in the societal level and towards social inclusion. The theoretical concepts that I work with in the paper are belonging and social inclusion. A sphere of life is understood as an assemblage (Deleuze 1996) of overlapping sets of connections, relationships and attachments, including work environments, places of residence, communities, social relations and lifestyles. The results of the analysis suggest that the young adults seek assemblages of more 'my kind of life', and they are aware of pressures, obstacles and requirements related to education or the labour market, and they aim at finding an assemblage that enables them peaceful life. The assemblages that are distinguished in the analysis include elements of softness and seem to enable the interviewees' sense of well-being, belonging and having influence on others. Alongside with the preliminary results, I will discuss in the presentation the specific methodological characteristics of longitudinal research. It seems that the longitudinal research process, on the one hand, has enabled me to get in touch with more diverse ways of narration and topics of conversation. On the other hand, it directs the interview appointments closer to the participants' everyday lives, and when everyday life is narrated rather extensively and personally, the interview structure sometimes fades away. This means that a participant may narrate a remarkable issue in their current life as an aside that can, surprisingly, become the most central topic of that particular interview (see Käyhkö & Armila 2022, 272).

YOUNG PEOPLE'S SOCIAL EXPRESSIONS OF HOPE: ENVISIONING AND ENACTING POSSIBLE FUTURES

Thu 11.1.2024

Parallel session 3N, 11:00–12:30

Room **P723**, Porthania

Chair: Marjukka Laiho

Authors:

Marianna Vivitsou, University of Helsinki, Finland

Antti Rajala, University of Eastern Finland

Keywords: young people, hope, possible futures, envisioning future, enacting future

This study aims to discuss and analyze methods that allow young people to express their imaginaries of possible futures. Being qualitative researchers, we admit that we cannot predict the future. However, being engaged with futures anthropology, we believe that linking the future with anticipatory concepts – such as hope -- is legitimate (Pink, 2023). Hope is associated with the environmental crisis and social justice as well as risks and harms for young people. Our focus in this paper is especially on utopian modes of hoping, including critical and transformative hoping, which can be distinguished modes of hope, such as patient hoping, which attributes agency for social changes for others (Webb, 2008; Freire, 2011). It is therefore significant to develop research methods to gain a deeper insight into young people's imaginaries and uncover embodied expressions of hope and hopeful futures. Toward this direction, the study aims to seek responses to these research questions: 'what methods open up spaces for young people to express imaginaries of possible hopeful futures?' and 'in what ways does hope manifest through the young people's imaginaries?'. For the analysis, we will use findings from two contrasting empirical cases that sought to support and research young people in envisioning and enacting hopeful futures. In the case emphasizing envisioning of hopeful futures, young people work in groups to film, edit, share, and tell stories of injustices in video format. The case emphasizing enacting hopeful futures draws from observational field notes and student interviews from a school environmental action project which involved an orientation to re-imagine and transform the existing ways of living and organizing activity in response to the environmental crisis. The analysis shows how the young people's envisioning brings forward the future as 'unrealizable past' and calls for action that entails the presence of the body as testimony of injustices.

MEANINGFULNESS ON THE MARGINS OF SOCIETY – YOUNG ADULTS’ SENSE OF MEANING IN LIFE WHEN NOT IN EMPLOYMENT OR EDUCATION

Thu 11.1.2024

Parallel session 3N, 11:00–12:30

Room **P723**, Porthania

Chair: Marjukka Laiho

Author:

Jaana Suontausta, Tampere University, Finland

Keywords: young adults, NEET, sense of meaningfulness, co-research, Freirean critical pedagogy

In the presentation, I will discuss the theoretical and methodological underpinnings of my PhD study, which aims to study young adults’ sense and perceptions of meaning in life when not in employment or education. The purpose of this research is to collaborate with young adults aged 18–29 years, and to engage them in a co-research process to explore their thoughts on meaning in life and how the institutions of the Finnish society have influenced their sense of meaningfulness. My research perspective is critical and rooted in social pedagogy. The methodological starting points of the study are based on the Freirean critical pedagogy and have been inspired by the ideas of co-research as presented in the Pedagogy of the Oppressed by Paulo Freire. In my research, it means a joint action to reflect young adults’ realities and to promote their agenda in society. Young adults outside employment and education are often seen as passive and incapable of improving their situation. My experience during the beginning of the research process is that many of them are very capable and have a lot of valuable knowledge. The aim of the study is to help young adults make their stories visible and to strengthen and support their capabilities for societal participation on their own terms. The data collection of the study is ongoing and consists of three different methods: semi-structured participatory peer interviews, short narratives written after the interviews, and group meetings with the participants. In this latter part we will analyze the data with young adults and adduce new ideas, solutions and procedures, and also reflect one’s own experiences in light of the central themes of the study.

PRODUCING PASSIONS: THE ETHICS OF INCLUSION IN A TV PRODUCTION TRAINEESHIP

Thu 11.1.2024

Parallel session 3N, 11:00–12:30

Room **P723**, Porthania

Chair: Marjukka Laiho

Author:

Cassie Kill, University of Leeds, UK

Keywords: trainees, inclusion, cultural industries, work

In the UK in recent decades, work in the cultural industries has been constructed as an idealised vocation, despite the challenging reality of the creative labour market (McRobbie, 2016). In a competitive sector defined by precarious short-term employment practices, some have argued that young people are compelled to navigate their lives through instrumentalised dispositions of employability (Boltanski & Chaipello, 2005; Foucault, 2004). However, pursuing work in the cultural industries is not entirely rational as it demands a leap of faith that imagines future success, despite difficult labour conditions (Christiaens, 2020; McRobbie, 2016). The complexity of participation in the cultural industries workforce raises questions about how young workers' passionate investments are produced and sustained, especially for those from groups marginalised in the sector, for whom the risks and obstacles are amplified (Allen, 2020; Brook, O'Brien, & Taylor, 2020). This paper reflects on a 12-month study of a television industry production traineeship that has been running in the UK for nearly two decades, which sought to augment sector diversity by providing entry routes to those currently "underrepresented" in the workforce. I will consider how trainees imagined and invested 'passionately' (McRobbie, 2016) in their imagined future careers and discuss how ex-trainees have navigated the complex landscape of success, struggle, and disappointment that unfolded during and beyond the scheme. Drawing on the work of Sara Ahmed (2012, 2014, 2020), this paper will argue that the scheme understood inclusion as simply a threshold issue, overlooking the wider structural hostilities of the sector for certain workers, allowing host institutions to perform and celebrate themselves as ethical employers without necessarily making the 'world dismantling effort' that Ahmed (2014) argues is necessary to 'stop what usually happens from happening'.

PARALLEL SESSION 4

Thursday, 11 January 2024

14:00 – 15:30

THE UNTAPPED STORIES PROJECT: A NURSERY'S EMBODIED AND AFFECTIVE EXPERIENCES OF THE PANDEMIC – A TRAJECTORY OF RESILIENCE AND HOPE

Thu 11.1.2024

Parallel session 4D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

Frances Giampapa, University of Bristol, UK

Mandy Collier-King, Ilminster Avenue Nursery, UK

Luci Gorell Barnes, University of Bristol, UK

Nick Gray, UWE Bristol, UK

Rachel Helme, University of Bristol, UK

Lucy Hobbs, Ilminster Avenue Nursery, UK

Keywords: early childhood education, pandemic stories, participatory arts-based methods, embodied and affective experiences, co-production

The disruptions of the pandemic have had lasting effects on early childhood education (3–4-year-olds) in the UK, often overlooked in policy agendas. The narrative in nurseries can be about moving on from the disruptions of Covid 19, however the resulting trauma, lost learning and widening social inequalities and impact to health and wellbeing require space for thoughtful reflection. Working from a participatory arts-based approach driven by an ethics of care and respect (Banks & Brydon-Miller, 2019; Gorell Barnes, 2022; Kara et al. 2021), we – researchers, artist-researcher, researcher-film maker-worked in partnership with Ilminster Avenue nursery, located in a socially and economically challenged neighbourhood in Bristol (South West England), to investigate their embodied and affective pandemic experiences. By using this approach, the nursery community were supported to “recognise and make visible previously invisible experiences, acts, voices and histories” (Tumanyan and Huuki 2020:381). The creative artefacts: mapping & storytelling, cardboard houses with illuminated pandemic window statements were able to draw out more affective stories and make visible & audible previously hidden experiences. Showcasing the creative artefacts in a public exhibition engaged wider audiences to share their own affective responses & stories that were captured on a living wall. Our findings point to the power and impact of working in a creative, collaborative, and ethical way that is situated and driven by the nursery's desire to reflect, release and rebuild and to increase the nursery's sense of belonging and connection to each other.

CARE-AS-RESEARCH APPROACH: CHALLENGING TRADITIONAL DICHOTOMIES IN SOCIAL SCIENCES

Thu 11.1.2024

Parallel session 4D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

Masa Avramovic, University of Södertörn, Sweden

Beth Ferholt, Brooklyn College, City University of New York, USA

Anna Pauliina Rainio, University of Helsinki, Finland

Keywords: early childhood care and education (ECCE), care, emotion, participant design research (PDR), ethnography

We are three researchers who have developed similar forms of cultural historical, participatory design research (PDR) (Bang & Vossoughi, 2016), based on care, with early childhood teachers in our three different countries – Finland, Serbia and the US. In this paper, we introduce what we call care-as-research approach. We claim that care labor in science challenges the long-established dichotomy that separates emotion from cognition and relegates emotion to a position of lesser importance. Aspects of human life and development that happen through caring relationships, can only be partially (and so inaccurately) observed if we cannot observe these caring relationships in their full, dynamic complexity. Conventional social sciences divide research method and object, thus reinforcing other divides, such as the one between emotion and cognition, which imposes limitations on our potential research practices (second author, 2009, 2018).

In this paper, we show how our care for and from the teachers with whom we design our research studies, allows us to create conditions in which we (the teachers and we both, as co-researchers) are able to observe and create opportunities for children to express their potentials and contribute to the creation of culture, values, and knowledge (Masschelein & Simons, 2012). We put into dialogue three examples from our respective bodies of research in which it was precisely our caring emotional relationships with the teachers that brought to the research new perspectives and means for observing (and creating) pedagogical practice in early childhood care and education (ECCE). We describe how such relationships of care served as “door openers” to new vistas on ECCE, allowing us to become witnesses and participants in lively transformative process within pedagogical practice. Through the examples, we emphasize what cannot be analyzed and presented in a comprehensive manner without a corresponding and carefully nurtured display of emotion.

MUSIC TO BE LISTENED TO AT SCHOOL? TRANSCENDING BINARISMS IN CHILDHOOD THROUGH/IN/WITH EMBODIMENT

Thu 11.1.2024

Parallel session 4D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

José J. Roa-Trejo, Universidad Loyola Andalucía, Spain

Alejandra Pacheco-Costa, University of Seville, Spain

Keywords: early childhood; music; dance; intra-actions; embodiment;

Attention paid to movement in education places the researcher in an ontological spot of “being-in-the-making”, that allows her/him to consider the emergent, speculative, experimental and non-determined qualities of research-creation (Norris et al., 2020). Moreover, when analysed with sound, sound itself may become an “affective trigger” (Massumi, 2015), where new intra-actions are materialised in children’s embodiment of music and literacy (Powell & Somerville, 2020).

In our research, we draw on more-than-human and new materialist conceptualisations of childhood. From them, we compare the implications that emerge from thinking-with (Jackson & Mazzei, 2023) two different paradigms, namely cognitive approaches of musical development, and more-than-human perspectives of educational research. We apply them in the analysis of an early childhood classroom event linking music and movement. In this event, a group of 5-year-old children intra-act with a song proposed by their teacher, aimed to work contents related to museums and archaeology. Our results underscore the significance of focusing on children's meaning-making processes taking place in the intra-action of sound and (children’s) bodies. This research allows us to highlight what brings together and distinguishes the two aforementioned paradigms. The socio-cognitive approach is based on the idea of children as non-yet-complete adults within an adult/child binarism (Murriss, 2016). We confront it with a way of understanding knowledge in which the child, in an embodied, collective and participatory way, is fully abled and becomes an agent in divergent and diffractive ways of meaning-makings. We also present novel perspectives on the incorporation of music in early childhood education, challenging the notion of using it solely as a tool supporting specific educational objectives. This experience leads us to reflect on the researcher’s role in inquiry and the different outcomes that emerge in research on arts (and) education.

EMBODYING THE SPELLING NOTEBOOK: RESEARCHING EARLY CHILDHOOD LITERACY THROUGH POSTQUALITATIVE INQUIRY

Thu 11.1.2024

Parallel session 4D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

Giovanna Caetano-Silva, Universidad de Sevilla, Spain

Fernando Guzmán-Simón, Universidad de Sevilla, Spain

Eduardo García-Jiménez, Universidad de Sevilla, Spain

Keywords: early childhood; literacy, posthumanism, postqualitative inquiry, embodiment

Posthumanism has broadened the field of literacy while disrupting the exclusionary project of humanism in education (Snaza, 2013). With posthuman thinking, understanding literacy as solely that which is intentionally produced (often through writing or reading) by a bound individual who participates and develops in a linear and homogeneous is put into question (Hackett & Rautio, 2019; Hackett, 2022). Scholars have pointed out, for instance, that literacy might encompass the forces of the body—and not only of the mind (Guzmán-Simón & Pacheco-Costa, 2021), movements (Daniels, 2021), and the participation of more-than-human agents, such as materials and toys (Thiel, 2020). Building on this framework, we draw on ‘data’ from a research project being carried out in an ECE classroom in a state-funded school in Seville (Spain). In this event, children (aged 4-5 years old) and researchers felt the power of letters coming out of a spelling notebook and joining the ordinary and not neutral routine of ECE (Hackett, 2021). We acknowledge that such unexpected literacy events, which are hard to describe, require a reconfiguration of methodology (Kuby & Rucker, 2016). We consider how postqualitative inquiry invites us to a deeper consideration about ‘data’ collection and analysis (Murriss, 2021), for example by troubling representation (MacLure, 2013) and the focus on the human (Malone, 2017). That taken, our study questions (i) what implications does postqualitative inquiry bring to our ‘data’? (ii) what forms of participating in literacy become possible when reconfiguring qualitative research? We conclude by making the case of how our research practices allow us (or not) to honor ways of being and becoming through literacy that are not only centered on humans or representational meaning-making. Moreover, we argue that the way the researcher constructs/thinks data, as someone that is ongoingly part of it, matters and poses important ethical dimensions to the field.

PARTICIPATING WITH HAUNTINGS: DATA-GHOSTS AND THE GHOSTLY CONSEQUENCES OF RESEARCH- CREATION WITH NON-HUMAN ETHICAL RESPONSE-ABILITIES

Thu 11.1.2024

Parallel session 4E, 14:00–15:30

Room **U4062**, Main building

Chair: Sanna Spišák

Author:

Jo Albin-Clark, Edge Hill University, UK.

Keywords: hauntology, non-human participation, early childhood education, affective sticky data, ethical response-ability

What happens when research-creation enacts participation with something haunted? Playing-with ghost stories, ethics and sticky data, I have been playing seriously with data-ghosts. Data-ghosts come in many guises and are those tiny lingering fragments of data that collide with non-human ethical response-abilities. Through studying documentation practices in early childhood education with ideas of hauntology, affect and sticky data I imagine what participation and consequences mean with ghostly matters. With research-creation I put to work a narrated playscript and accompanying visualizations and unfold the data-ghost's haunting. By disrupting the subject/object divide and attending to the entanglements with knowing and feeling, I illuminate how ethical response-ability with the non-human is returned to and became embodied into feminist and posthuman materialist research creation. I have found that when affect is serious play, it becomes possible to view ethics as a haunting, thicker moment. Consequently, I argue that participating with hauntings lets ethical trouble in and entangles a more affirmative ethics that accounts for a troubled co-created embodied knowing. But collaborating with what is out of control, unseen, sticky and vulnerable needs brings trouble with its noticing. Data-ghosts beg other questions about inviting participation from the ghostly and bothersome and becoming more comfortable with the consequences of non-human ethical response-abilities.

THE POSTHUMAN MUSEUM OF HAUNTING – SPECTRAL AGENCY AND AESTHETIC PARTICIPATION IN AN AGE OF POSTHUMAN INQUIRY

Thu 11.1.2024

Parallel session 4E, 14:00–15:30

Room **U4062**, Main building

Chair: Sanna Spišák

Author:

Morna McDermott McNulty, Towson University, USA

Keywords: hauntology, arts-based research, posthumanism

For this proposed paper presentation, I address the ENQI CfP questions: Participation - but who is invited? By whom? For whom? With what kinds of consequences? through the lens of a posthuman inquiry framework. A post human approach to these questions includes entanglements between human as inquirer and participant with the “non-human” or “beyond human” experiences. Such explorations upend the bifurcations between self and other, space and time, and memory and momentism. Arts-based representation and aesthetic modes of engagement are processes critical to considering these questions through a posthuman framework. What does “participation” mean when we decenter humanist notions of who or what is defined as participating? I use as a specific example of this form of aesthetic posthuman inquiry a project created during the Covid 19 pandemic at the height of quarantine. See Posthuman Museum of Haunting (wordpress.com).

The term “museum” is used loosely to define the complicated curation of intersecting theories around capital (revenge capitalism, bio-capitalism), hauntology (Derrida, 1993) and the Covid-19 pandemic. In reference to the ENQI call, I wonder if that which haunts can possess agency. Or, does absence reflect lack of agency? The project invites conference participants to consider what it means to “exist” (or not) in the intersection of posthumanism, global (revenge) capitalism (Haiven, 2020) and plague. In this post Covid world, haunted by a posthuman framework for inquiry, I examine how researchers and scholars might broaden our framework of how we define terms such as “participation” and argue that a posthuman conception of the “who” challenges our European legacy of colonial-patriarchal relationships between power, knowledge, and participation in the production of meaning.

DOING TIME – AN AUTOETHNOGRAPHIC EXPLORATION OF THE HAUNTOLOGY OF PRISON AND THE AFFECTED AFTERLIFE

Thu 11.1.2024

Parallel session 4E, 14:00–15:30

Room **U4062**, Main building

Chair: Sanna Spišák

Author:

Lucy Campbell, University of Edinburgh, Scotland, UK

Keywords: hauntology, autoethnography, prison, feminist, entanglement

My doctoral research is post-humanist and sits in the field of constitutive criminology. It is an autoethnographic exploration of the hauntology of prisons and looks through a feminist, diffractive, agential realist; (Barad, 2007) perspective. It concentrates on the hauntological premise that prison becomes us, due to our entanglements with the very fabric of its buildings. I read through the diffracted lenses of hauntology and quantum entanglement and argue that our quantum particles of matter intra-act with the essence and matter of prison, they permeate. I write about the contagious and non-linear nature of trauma and affect and the impact of residing in spaces surrounded by other traumatised women and disturbing emotional residues.

This is a rethinking of old, stuck patriarchal, Newtonian criminological ontologies and epistemologies that are outdated in light of modern scientific theories of the nature of reality and time itself. Newton's clockwork model of the universe has been dethroned in place of a more flexible temporal model in which time and space are non-linear. This dynamic, flowing, ever-changing new world is one full of possibility and hope for non-hegemonic, transformative, criminological disciplinary change. The methodology is autoethnographic, as it allows a revisiting of experience through both recollection and diarised entries from my time in prison.

CO-CREATING WITH GHOSTS: AGENCY AND VOICE IN THE WAKE OF APARTHEID AND COLONIAL VIOLENCES

Thu 11.1.2024

Parallel session 4E, 14:00–15:30

Room **U4062**, Main building

Chair: Sanna Spišák

Author:

Nike Romano, Cape Peninsula University of Technology, South Africa

Keywords: pedagogies of hauntology, co-creation, research-creation, art history, drawing-with

The haunting presence of Sarah Baartman, the so-called “Hottentot Venus” continues to contour, colour, and texture discourses around decolonising the curriculum in South African higher education. This paper tells the story of a series of copoetic and co-affective art history pedagogical encounters with the ghost of Sarah Baartman, myself, and design students at a university of technology in South Africa. Faced with the complexities of teaching art history, a discipline that embodies Eurocentric hegemonic discourses, the inquiry addresses key questions of who is invited to participate in the reconfiguring of the art history curriculum, who does the inviting and what are the consequences of non-innocent engagements with the ongoing agitation of the ghosts of colonial and apartheid histories. Tracking a series of iterative intra-active encounters with the “Venus figure” as an embodiment of humanist Western Cultural ideologies and practices that reduce the female body to an object of capture for Man (Wynter 2003), the paper then moves to how students and I speak-with and draw-with Sarah Baartman’s ghost as we attempt to reconfigure art history and “reclaim a sense of historicity” that opens towards the “not yet formulated possibilities of the future” (Zembylas 2013). In a move that unsettles how Western cultural superiority continues to dominate the curriculum, the paper will show how these generative, co-creative, and response-able encounters opened up spaces in which students’, Baartman’s, and my own agency and voice could flourish. In particular, students, artworks are a testament to how research-creation can disrupt the hierarchising forces that shape academic research and the positions afforded to researchers and co-inquirers. They also confirm how collaborative ways of learning together are critical when addressing the lacunae left in the wake of colonial violences.

EXPLORING ANTIPSYCHOTIC WITHDRAWAL WITH AN EXPERT GUIDE – LIVED EXPERIENCE DIRECTED RESEARCH IN MENTAL HEALTH

Thu 11.1.2024

Parallel session 4F, 14:00–15:30

Room **U4072**, Main building

Chair: Anna-Maija Multas

Authors:

Laura Lindsey, Newcastle University, UK

Mark Allan, National Hearing Voices Network

Keywords: mental health, co-creation, expert patient, lived experience, power imbalance

The stereotypes and stigma around serious mental health conditions such as schizophrenia transpose themselves on the dialogue of involving patients as experts of their own condition in making decisions about their own care or involving them as co-producers of knowledge [1]. The hierarchical structure of psychiatry has stripped people of power and voice, leaving them hesitant to speak up.

This paper aims to analyse how recognising the voice of those with lived experience can present alternatives to the established narrative of research in mental health. Harnessing the lived experience to shape and direct research enables service users to feel heard and understood. This paper will focus on the process of undertaking a research project on antipsychotic withdrawal under the guidance of a lived experience expert. Antipsychotic withdrawal is a contested topic in mental health services. Support for service users who wish to stop or change their antipsychotic treatment is limited. Abrupt discontinuation can lead to withdrawal symptoms. There is no established terminology for these withdrawal symptoms. Those experiencing them are faced with epistemic injustice of the existence of their condition being denied and lacking words to describe what is happening. The research question for the project, a masters dissertation research, was developed by and with an expert patient who had been involved in workshops on living with a serious mental illness for undergraduate students. They became co-supervisors of the research and had a key role in guiding the recruitment and data collection as well as in the interpretation of the findings and shaping them into a publication. The importance of this work lies in recognising how the expertise of everyone involved is interwoven for meaningful co-creation that empowers and utilises the complexity and richness of the expertise; collaboration and equitability of voices is needed.

THE CONCEPTUALISATION OF THE ETHNIC PERSON: A FOUCAULDIAN DISCOURSE ANALYSIS OF HOW RACE AND ETHNICITY ARE CONSTRUCTED IN THE LITERATURE OF DIGITAL PSYCHOTHERAPIES FOR DEPRESSION

Thu 11.1.2024

Parallel session 4F, 14:00–15:30

Room **U4072**, Main building

Chair: Anna-Maija Multas

Authors:

Edgar Rodríguez-Dorans, University of Edinburgh, UK

Joanna Omylinska-Thurston, University of Salford, UK

Shaun Liverpool, Edge Hill University, UK

Laura Viliardos, University of Salford, UK

Vicky Karkou, Edge Hill University, UK

Keywords: mental health, digital psychotherapies, race, ethnicity, Foucauldian Discourse Analysis

Race and ethnicity constitute demographic data often collected in mental health research. However, their conceptualisation is unclear and their categorisation inconsistent, which affects how they are reported, analysed, and evaluated against research objectives. Using data from a systematic review of Digital Psychotherapies for Adults Experiencing Depressive Symptoms, this study interrogates how race and ethnicity data are conceptualised, collected, and used in designing, delivering, and evaluating digital interventions. Considering the relevance of race and ethnicity in health disparities, the uneven prevalence of depression and comorbid psychiatric disorders across ethnic groups, and ongoing debates that question the extent to which existing treatments are effective for diverse ethnic populations, this study seeks to interrogate how researchers on mental health engage with current debates on race and ethnicity and whether these inform their digital interventions for depression. Using Foucauldian Discourse Analysis, we analyse ten critical articles reporting on digital psychotherapies for depression to explore the discourses researchers draw on to conceptualise race and ethnicity and the implications and functions of such constructions. The analysis shows a diverse and complex spectrum of racial and ethnic conceptualisation. While, altogether, studies reported a sophisticated range of ethnic classifications (e.g. more than 20 ethnicities), some researchers did not collect ethnic information (raising questions about the assumptions that might have been made in the research designs), others ascribed to essentialist views (e.g. only reporting visible descriptors such as skin colour), and others drew on geopolitical descriptors such as nationality (which could respond to hegemonic views of national uniformity). These varied approaches draw attention to how researchers – implicitly or explicitly – participate in co-creating discourses around race and ethnicity. Finally, this study poses the question of how and to what extent researchers in mental health consider ethnic data to be significant for the experience of depression in individuals using digital psychotherapies.

DEVELOPING SUSTAINABLE SERVICE USER INVOLVEMENT PRACTICES IN MENTAL HEALTH SERVICES IN SWEDEN: THE “USERINVOLVE” RESEARCH PROGRAM PROTOCOL

Thu 11.1.2024

Parallel session 4F, 14:00–15:30

Room **U4072**, Main building

Chair: Anna-Maija Multas

Author:

Urban Markström, Umeå University, Sweden

Keywords: mental health, co-production, service user involvement, protocol, research program

The purpose of this paper is to outline the protocol for the research program “UserInvolve”, with the aim of developing sustainable, service user involvement practices in mental health services in Sweden.

This protocol outlines the knowledge gap and aim of the UserInvolve-program. It further provides an overview of the research infrastructure, with specific focus on the organization and management of the program as well as the design of the six underlying research projects. These six research projects form the core of the UserInvolve-program and will be carried out during a six-year period (2022-2027). The projects are focused on examining articulations of experiential knowledge in user collectives, on four specific user involvement interventions (shared decision-making, peer support, user-focused monitoring, and systemic involvement methods) and on developing theory and method on co-production in mental health research and practice.’

The knowledge gained through the co-production approach will be disseminated throughout the program years, targeting service users, welfare actors and the research community. Based on these research activities, our impact goals relate to strengthening the legitimacy of and methods for co-production in the mental health research and practice field.

STARTING UP USER-FOCUSED MONITORING PROJECTS: TRUST AND CONFLICTING EXPECTATIONS IN USER INVOLVEMENT PRACTICES

Thu 11.1.2024

Parallel session 4F, 14:00–15:30

Room **U4072**, Main building

Chair: Anna-Maija Multas

Author:

Katarina Grim, Karlstad University, Sweden

Keywords: mental health, user involvement, user-focused monitoring, service evaluation, organisational learning

User-focused monitoring (UFM) is an emerging method for user involvement and quality development in the Swedish mental health sector. It involves people with lived experience conducting a systematised evaluation of a mental health service or support programme. The aim of this study is to analyse motives and central concerns when initiating a UFM project. Five UFM projects in Sweden were sampled, 16 semi-structured interviews were performed with user monitors and commissioners, and these were analysed applying a conventional content analysis. The study is based on a co-production approach, and it has been conducted in collaboration with a project group, consisting of actors representing the user movement and municipality-based mental health services. Our results showcase a range of motives for conducting UFM, illustrate how trust is central to the relationships of the UFM practice and the varying degrees of user autonomy in UFM projects. We further discuss our results in relation to epistemic trust and theories on organisational learning. Accountability processes are discussed as important for securing continuous trust between the actors involved. Trust is further required for UFM being applied to engage in continuous learning and review of organisational norms and goals together with service users.

THE CO-DISRUPTIVE FORCE OF MATTERING IN THE LIVES OF FAMILY CARERS AND ADULTS WITH LEARNING DISABILITIES: UN/DOING MENTAL HEALTH SURVEYS TO CO- CREATE AN ONLINE EXHIBITION

Thu 11.1.2024

Parallel session 4F, 14:00–15:30

Room **U4072**, Main building

Chair: Anna-Maija Multas

Authors:

Martina Smith, University of Sheffield, UK

Katherine Runswick-Cole, University of Sheffield, UK

Sara Ryan, Manchester Metropolitan University, UK

Chris Hatton, Manchester Metropolitan University, UK

Keywords: mental health, co-production, co-disruption, carers

While the mental health of carers is often the focus of policy and research in the UK, the specific mental health experiences of adult carers of adults with learning disabilities are frequently excluded from mattering within these policy and research domains. As part of a larger UK based project [NIHR135080 Tired of Spinning Plates] exploring the mental health experiences of this group of family carers, we worked with family carers and adults with learning disabilities to generate new insights into what matters to them when they share their experiences of caring and mental health. Mattering in this context is understood as inextricably bound to injustices in human lives that are (re)produced by the ongoing exclusions of certain lives in health and social policy and research.

We draw on the agential realist framework proposed by Barad to disrupt persistent injustices in our research context and share our experiences of the (re)generative possibilities that made themselves matter through a series of pre-planned survey co-design workshops with carers. The proliferation of surveys in carers' lives became apparent and we share how carers disrupted the ongoing unwanted intrusions of surveys in their lives. We reflect on what these workshops revealed about how family carers understand mental health and what they exposed about the limitations of survey methods thus opening to unanticipated possibilities for co-creating alternative modes of online gathering and exhibiting family carers' experiences. We conclude by sharing our thinking about the necessary discomforts of co-disruption and its co-creative potential in funded time-limited research projects. We stay with this discomfort as part of our response-ability to what matters in lives we research and are implicated in.

DECOLONIZING AND CO-CREATING: THE PROMISE AND LIMITATIONS OF ARTS-BASED METHODS IN QUALITATIVE INQUIRY

Thu 11.1.2024

Parallel session 4G, 14:00–15:30

Room **U4075**, Main building

Chair: Mandira Halder

Author:

Jenna LaChenaye, The University of Alabama at Birmingham,

Keywords: decolonizing, arts-based methods, collaborative methods, culturally responsive

The use of arts-based methodologies has grown significantly in the qualitative sphere, rightfully due to its ability to offer participants additional and diverse opportunities for meaning making and communication while also proposing the opportunity for highlighting and exploring non-traditional ways of knowing, valuing, and expressing voice across the researched/researcher divide. Despite these strengths offered to the qualitative researcher, arts-based methods are not free of the sociocultural hierarchies that have traditionally limited such expression and agency. The arts are laden with elements of a Western cultural hierarchical system of what has traditionally been valued as “art”, as demonstrated in the presentation of folk and non-Western arts methods traditionally presented at a relatively lower level of value, purpose, skill, and meaning than their Western counterparts, often relegated to categories of “cultural artifacts” and “folkways” rather than prioritized techniques in the arts curriculum. Despite these origins, arts-based methods continue to evolve and, when coupled with culturally responsive decolonizing practices, offer the opportunity to further amplify participant voices, especially those from disenfranchised and marginalized backgrounds in promoting equitable practices and co-creation of qualitative works and findings.

Drawing from both Professor Michalinos Zembylas’ 2023 ECQI keynote “Decolonizing Trauma Studies in the (Post)Anthropocene” and the 2024 conference theme of “Participation, Collaboration and Co-Creation”, we seek to explore the ways in which arts-based methods inhabit a value paradox as both a strategy for promoting voice while also historically being a gatekeeper of exclusivity and cultural superiority. This paper will discuss the strengths of arts-based methods broadly, the continued legacy of the arts’ traditional hierarchies as culturally and axiologically problematic, and strategies for decolonizing arts-based methods in modern practice across diverse and often silenced or neglected communities as a means of promoting agency while embodying collaboration and co-creation through culturally responsive qualitative practice.

THINKING WITH ART AND ACTIVISM FOR DECOLONIAL FEMINIST POST-QUALITATIVE INQUIRY

Thu 11.1.2024

Parallel session 4G, 14:00–15:30

Room **U4075**, Main building

Chair: Mandira Halder

Author:

Tamara Shefer, University of the Western Cape, South Africa

Keywords: post-qualitative methodologies, art, activism, inquiry, decolonial feminist

There is a current turn to thinking with activist and aesthetic knowledges within decolonial feminist scholarship. Such a turn is located within a long and intensifying critique of the normative colonial and masculinist scholarly practices that dominate global norms of interpretation in scholarship. Key to disrupting the ‘troubling’ dynamics of research and related practice is a deeper engagement with reconceptualizing academic norms of research and interpretation of ‘data’. This means going beyond the praxis of reflexivity, that feminist and qualitative researchers have promoted for decades to a radical reimagination of what it means to do research and interpretation that does not rely on cartesian divides. Central to this task is the posthumanist, materialist, also decolonial and indigenous feminist sensibility of human entanglements (and therefore response-ability) with each other and with other species, non-living entities and planetary environmentalities. Such a sensibility also entails disrupting the binaries that characterise dominant logics of inquiry, binaries of mind-body, rationality-affect, logic-creativity, and the imperative to re-engage the productive and silenced negative components of such binary logic. In meeting these provocations, many are engaged in experimenting with forms of inquiry that challenge the epistemic violences of scholarship. One terrain for such an interruption is the overt conversation between scholarship and artistic activism: indeed to begin to appreciate and think-with scholarship as activism-art and recognise and think-wth activism-art as scholarship. In this respect, scholars are increasingly working in dialogue with alternative forms of scholarship and practice that cross and deconstruct boundaries of discipline, modality, and nation-state. In this paper I deploy a number of recent South African examples of activist art and artistic activism, or what some have termed artivism, to speak to the way in which such thinking-with diverse and differently situated knowledges may open up alternative modes and logics of inquiry beyond patriarchal, (post)colonial, capitalist and anthropocentric normativities of knowledge.

TOWARD MORE-THAN-PRESENT EMPIRICAL FIELDS: CLAIMING SPACE FOR THE BYGONE AND THE UNSEEN

Thu 11.1.2024

Parallel session 4G, 14:00–15:30

Room **U4075**, Main building

Chair: Mandira Halder

Author:

Camila Rosa Ribeiro, Tampere University, Finland

Keywords: decolonial, empiricism, temporality, future

This presentation joins the work of those interested in the philosophical bases of empirical knowledge in educational research, particularly on the (seeming) indivisibility between linear time and experience. The future in “the world as we know it” (da Silva, 2014), is a concept indicating what has not been materialized yet. In that sense, the future indicates the negative temporal order of that which is not present, being ungraspable through relational formulations of empiricism, accessed through the immediacy of the human sensorial apparatus. As St. Pierre (2016) lays out, conventional notions about empirical knowledge “must be derived from and justified by sense-based observations of experience. Primacy of sensation, then, the given, what is, is the source of our ideas, of knowledge” (p.113). In other words, the interiority of human experience is taken as the mediating operation that allows the exterior world to be grasped, also enabling that knowledge about the exteriority is formulated. Even post-human frameworks that release empirical phenomena from the sole grip of human perception (Coole et al., 2010), the future remains empirically inaccessible for the logic of presence remains in force, as the empirical “unfold[s] through a set of frictional encounters, between human and nonhuman characters” (de Freitas & Truman, 2021, p. 530). ‘What happens as we face the future’ has been the orienting question for this inquiry, delving into the connections between futures and pasts, as non-localized virtual realities that co-constitute the present. This has been pursued by writing childhood memory stories about moments when we noticed that we were becoming-with futures. Taking memory-stories as the ‘empirical objects’ of futures required crafting conceptual tools that allow the displacement of linear temporality in ‘the empirical’. This contributes to decolonial projects (da Silva, 2016) announcing the possibility of making present what was once but it is not anymore (as lands, waters, ancestors), as deeply implicated aspects of present and future realities.

COSMIC BEAVERS: QUEER COUNTER-MYTHOLOGIES AND THE PRACTICE OF RESEARCH-CREATION

Thu 11.1.2024

Parallel session 4G, 14:00–15:30

Room **U4075**, Main building

Chair: Mandira Halder

Authors:

David Ben Shannon, Manchester Metropolitan University, UK

Sarah E Truman, University of Melbourne, Australia

Keywords: research-creation, songwriting, queer theory, qualitative methods

In this paper, we discuss a song that we wrote to unsettle the concept of the historical archive: we're calling this unsettling a queer counter-mythology. Historically, the word archive refers to a repository of "official" culture and knowledge compiled by authorities or magistrates. Queer (Edelman, 2006; Halberstam, 2005), racialized (Eshun, 1999; Pickens, 1999; Singh, 2018; Weheliye, 2005) and disabled people (Kafer, 2013; Obourn, 2020), their histories, and their futures are excluded from (and within) state-sponsored archives in complex, oppressive ways. As an intervention into these archival logics, Cvetkovich (2013) outlines how queer archives of feeling are "composed of material practices that challenge traditional conceptions of history and understand the quest for history as a psychic need rather than a science" (p. 268, our emphasis). In conversation with Cvetkovich, we understand speculative writing – in this instance our musical composition of a queer counter-mythology – as a worlding practice that can rupture, unsettle, and reimagine state-sanctioned archives.

The song we discuss in this paper, *Cosmic Beavers*, is from our ongoing research-creation practice as an electronica/glitch-folk music duo called Oblique Curiosities. Research-creation is a way of doing research as art (Shannon and Truman, 2020; Truman, 2021). In research-creation, we create the thing we want to investigate rather than investigating something that already exists (for instance, a piece of art, or data). As settler artists, our purpose in composing the song *Cosmic Beavers* (with Professor Kathryn Yusoff) was to speculate upon the proposition of giant beavers shredding Lewis and Clark. Concomitantly, as settler scholars, our purpose in authoring this paper is to unsettle our thinking about the historical archive through creative practice. We will play one minute of the song *Cosmic Beavers*. The song presents a false proposition of giant beavers shredding Lewis and Clark. This proposition generating critique of the colonial archive (Shannon, 2021; Whitehead, 1927). We argue that, while the speculative story of cosmic beavers shredding Lewis and Clark is a false proposition (in that it never actually happened), the actual story of Lewis and Clark is also a false proposition: its ongoing colonial fabulation – reaffirmed over time on postcards, in school curricula, and on assorted merchandise – reproduces Lewis and Clark as just as fictitious as (and a lot more violent than) the *Cosmic Beavers*. Ultimately, then, the colonial, archival account of Lewis and Clark is itself just as preposterous and untrue as our disco anthem about giant, time-travelling beavers with lasers.

SPECULATIONS ON FORCE AND FORM

Thu 11.1.2024

Parallel session 4H, 14:00–15:30

Room **U4078**, Main building

Chair: Satu Venäläinen

Author:

Helen Bowstead, University of Plymouth, UK

Keywords: ordinary affects, enabling constraints, speculative creativity, force and form

“To have and bring up kids is to be about as immersed in life as one can be, but it does not always follow that one drowns. A lot of us can swim” (Le Guin, 1989, p. 235). Erin Manning says that “[t]ransversal operations for the creation of ways of knowing emerge from the ground up. They are singular and speculative all at once, emboldened by the creativity of the everyday” (Manning, 2020, p. 12). The singular and the speculative. The creativity of the everyday. These are the concepts that fizz and schizz. How to explain the creative force generated by the act of hanging the washing on the line? Or the speculative potential of cleaning a shit-stained toilet bowl? Or how the writing tends to sprout after a long, hot bath? For Margaret Oliphant, it was not the everyday and mundane that posed the greatest risk to her writing and her creativity, but the severing of her connection to it. Oliphant said that both she and her writing profited from the “difficult, obscure, chancy connection between the artwork and the emotional/manual/managerial complex of skills and tasks called “housework”” (cited in Le Guin, 1989, p. 223). So, is it the lack of time, space, opportunity, that puts writing at risk or is it these very limitations, these impositions, these obstacles, that enable an “immediate and inescapable contact with the sources of life, death, beauty, growth, corruption” (Ostriker cited in Le Guin, 1989, p.229)? Is it possible to work generatively with the menial and mundane to produce (extra) ordinary affects that “pick up density and texture as they move through bodies, dreams, dramas, and social worldings of all kinds” (Stewart, 2007, p. 3)? This paper will exemplify how writing with, and writing to, the everyday encounters experienced by this middle-aged, menopausal, overworked, undervalued, “artist-housewife” (Le Guin, 1989), has generated a PhD thesis that works to celebrate the generative potential of the most humdrum of enabling constraints (Manning 2016).

KNITTING, KNIVES, AND NAIL POLISH: THE MATERIALITY OF CREATING A SAFE SPACE WITHIN A HARMFUL INSTITUTION

Thu 11.1.2024

Parallel session 4H, 14:00–15:30

Room **U4078**, Main building

Chair: Satu Venäläinen

Author:

Liila Holmberg, Tampere University, Finland

Keywords: affect, materiality, prison ethnography

In this presentation, I discuss the context of my ethnographic Ph.D. research: a community rehabilitation unit within a modernized women's prison. The unit is one-of-a-kind in Finland, and thus, a unique research site. It also turned out to be a kind of microcosm within the prison, a world within a world. The atmosphere, as well as the conduct of both the staff and the prisoners, differed greatly from the rest of the prison. The unit fostered a (somewhat) democratic culture and the staff aimed to create a "safe space" for the prisoners to process their emotions and often traumatic life experiences. Instead of mere human intentions and conduct, I think about – and perhaps with – matter in this presentation. I reflect upon the material-affective texture of everyday life in the rehabilitation unit: the normality of clutter, the (un)dangerousness of knives, the punishing nature of a vinyl sofa, and so on. Furthermore, I discuss how matter and materiality take part in a place becoming special, perhaps even "safe", within an institution that is more often harmful than helpful.

CORRESPONDING WITH STELLA AND ANOREXIA IN SYSTEMIC PSYCHOTHERAPY

Thu 11.1.2024

Parallel session 4H, 14:00–15:30

Room **U4078**, Main building

Chair: Satu Venäläinen

Author:

Christopher Loh, Royal Holloway, University of London, UK; Central and North West London NHS Foundation Trust, UK

Federico Albertini, University of Bergamo, Italy; Ordine degli Psicologi della Lombardia (OPL), Italy; Tavistock and Portman NHS Foundation Trust, UK

Keywords: affective, systemic, haptic, co-researching, anorexia

We are two social scientist-practitioners. This is a collaboration between us and an Italian woman ‘Stella’ who is receiving treatment for anorexia nervosa in Milan. Our research interest is built on Stella’s request to connect with her systemic psychotherapist through physical touch. The dilemmas of responding to such a need in the Italian and British contexts bring to question the ethics and politics of touch between a systemic psychotherapist and a client. As we began our collaboration with Stella, we came to realise that it was very hard to ‘fully’ participate in Stella’s world. Thus, we problematise the possibility to participate in a world different from ours without potentially mis-understanding or colonising it. We also problematise the complexity of creating the relationship with the research participants. Our theoretical standpoint is that there is no single but rather multiple ontologies. We suggest that qualitative researchers in systemic psychotherapy should be more tentative when encountering the worlds of others. Therefore, we pose the following questions: Can we really fully participate in more than one world? How can we access the ontological world of Stella as a point of departure from our own? How can we bridge the researcher’s world and those with whom we are co-researching? We draw upon Tim Ingold’s correspondence to consider these provocations by shifting from the between-ness of beings and things to their in-between-ness. With Stella, we focus on how to go along together instead of the interaction between the three of us. In doing so, we designate a more sustainable research collaboration that invites us to join the flow of the process rather than observing it from the outside.

GAT-HER-ING AT THE DINNER TABLE PICTURING AN ENTICING SCENE

Thu 11.1.2024

Parallel session 4H, 14:00–15:30

Room **U4078**, Main building

Chair: Satu Venäläinen

Authors:

Michela Cozza, Mälardalen University, Sweden

Monica Nadegger, University of Innsbruck, Austria

Ana Paula Lafaire, Aalto University, Finland

Alice Wickström, University of Gothenburg, Sweden

Amal Abdellatif, Northumbria University, UK

Lynne Baxter, University of York, UK

Keywords: affect, arts-based methods, intra-action, spacetimemattering, texture

A ceremonial banquet, arranged on a triangular table with twenty-four place settings, accompanied by gorgeous African flowers, colourful seats, paper plates and cups, table clothes, glitter, fluffy pipe cleaners and crochet bumblebees, butterflies, and vaginas. The atmosphere is that of special occasions, the mood is that of a gathering that you have promised would be cheerful and festive. Guests are talking about it; they are curious and excited. Music is on and now the door is open: Welcome to the Dinner Table!

This is the collaborative event that we organised inspired by Judy Chicago's feminist art installation *The Dinner Table* (1974-79). It was hosted by the 13th conference *Gender, Work and Organization* (28-30 June 2023, Stellenbosh, South Africa). More than 100 participants signed up to participate but only 25 eventually took a seat at the Dinner Table - participatory arts-based methods ask for proximity and intimacy to be engaging. The event was aimed at offering an inclusive and creative space to build affective solidarity, fuel change, and engage in a discussion about "materialities, community, activism, and gender". Everyone was invited to "bring" a guest - a voice who has inspired their research, work, life, or thinking - to honor Chicago's feminist lineage. We then invited each participant to dedicate their own cup and plate to this scholar by creatively intra-acting with spacetimemattering.

We propose to see this collaborative event as an affective gat-her-ing: a materialdiscursive texture composed of activities and practices, human, nonhuman and more-than-human actors intra-acting in constantly changing patterns. We use "gat-her-ing" as a feminist figuration for organizing otherwise (gathering as a post-methodology); gat-her-ing entails collegiality (gathering as a noun) and connections-in-action (gathering as a verb). Through the figurative gat-her-ing, we elaborate on the possibilities and limits of disrupting a disembodied academic posture and its professional persona.

BEYOND AND ACROSS DIVIDES: POSTHUMAN INQUIRY INTO VULNERABILITIES IN LGBTIQ+ BREAKUPS

Thu 11.1.2024

Parallel session 4I, 14:00–15:30

Room **U4080**, Main building

Chair: Annukka Lahti

Author:

Annukka Lahti, University of Eastern Finland

Keywords: affective relation, vulnerability, LGBTIQ+ breakup, posthuman

A breakup is often a vulnerable time in a person's life. The events that have led to the breakup might have been hurtful and previous research shows that relatives and friends might fail to support and take seriously grief over LGBTIQ+ breakup, which may amplify the grief. Current research frameworks often focus on the similarities and differences between LGBTIQ+ and mixed-sex couples' relationships and breakups. However, in this study I depart from assumptions that vulnerabilities present in LGBTIQ+ breakup situations could be reduced to predefined identity categories or interpersonal, human-only matters, as intimacies always emerge and dissipate in networks of human and non-human actors. I analyse the emergence of vulnerabilities from posthuman perspective as affective relations (Rozmarin, 2022) that can limit the vitalities of the bodies and enhance bodies exposure to injurious conditions. The analysis draws on 60 interviews with separated LGBTIQ+ people, 30 from Finland and 30 from UK. My analysis shows that interpersonal, material and sociocultural aspects are inextricably intertwined and jointly contribute to vulnerabilities in LGBTIQ+ breakup situations. The exposure of bodies to injurious conditions, such as sexism, racism and homo- or transphobia as well as straining past experiences such as material and/or personal losses or exposure to violence in previous relationships can produce affective relations between (human and non-human) bodies that limit bodily capabilities. Being that posthumanism involves profoundly different ways of thinking about methodology, I strive to attune to how vulnerabilities in LGBTIQ+ breakups emerge in the interviews through entanglements of human, material, non-human and discursive elements. This enables me to track how vulnerabilities in LGBTIQ+ breakup situations emerge through the exposure of bodies to injurious social and material conditions, co-constitutions and interdependencies as a condition of everyday life.

CO-BECOMING REFRAINS – CONSTANCY AND CHANGE IN THE EXPERIENCES OF COMPANIONSHIP

Thu 11.1.2024

Parallel session 4I, 14:00–15:30

Room **U4080**, Main building

Chair: Annukka Lahti

Author:

Tuuli Innola, Tampere University, Finland

Keywords: companionships, co-becoming, time, refrain

How do companionships become felt as vital conditions for being in the world, when they, at the same time, unfold with, and open to, continuity, change, and separation? My PhD research on companionships bases on 20 semi-structured interviews on important experiences of sharing life with e.g. friends, flat-mates, and animal companions, in the context of Finland. My theoretical framework bases on feminist thinking of materiality and becoming and I contribute to the theories of queer temporality. I approach the data with a methodological concept of co-becoming, with which I press the dynamic nature of relating. I suggest that approaching time as non-linear duration and refrain allows to follow the rhythmic flows of co-becoming in ways that stay true to the complex affective and material realities of being and becoming in the world with and through a companion. I particularly think with the Deleuzoguattarian concept of refrain to plug into the ambiguous relation of constancy and change in the everyday experiences of companionship. The refrain helps me to approach the unfolding of the companionships through unique rhythms of connection that do not quite fit in the measurable scales of time; to grasp the transforming recurrency in the flows of co-becoming, which can press outstanding intensities in a split second, become fleeting, to linger, perhaps to materialize again a thousand times. The experiences of companionships I study become formed within relationships that are particularly repellent to the cultural images and conventions of constancy and permanence – features that get eagerly attached to normative forms of intimacy such as couple relationships and nuclear family form. My data provides a fruitful premise for tackling the questions around the queer temporalities of intimacy, also when I do not center my argumentation around indicating differences between relationship categories.

"WOMEN EASILY FEEL THAT THEY HAVE LOST A YEAR IF THEY DON'T SKI FASTER": FINNISH SKI COACHES' DISCURSIVE CONSTRUCTIONS OF GENDERED DUAL CAREER PATHWAYS

Thu 11.1.2024

Parallel session 4I, 14:00–15:30

Room **U4080**, Main building

Chair: Annukka Lahti

Authors:

Milla Saarinen, Norwegian School of Sport Sciences, Norway

Anna Kavoura, University of Ioannina, Greece

Kaisa Aunola, University of Jyväskylä, Finland

Tatiana V Ryba, University of Jyväskylä, Finland

Keywords: gender, coaching, feminist poststructuralism, holistic development, sustainable development

Earlier qualitative researchers studying athletes' dual careers (DCs) have shown that sociocultural discourses on gender are ingrained in DC policies and practices, creating gender inequalities and hierarchies. In this study, we aimed to extend this body of research by examining how Finnish elite youth ski coaches discursively construct athletes' education and gender in their talk and coaching practices. Similarly, we examined how coaches' beliefs about athletes' holistic development are interlinked with broader sociocultural discourses on gender.

We conducted semi-structured interviews with 10 Finnish ski coaches (seven male, three female) aged 25–62 years ($M = 38.5$), and then analyzed the data using reflexive thematic analysis, interpreted through a feminist poststructuralist lens. Findings: Coaches' discursive practices regarding education depended on their athletes' ages. For athletes in secondary education, the coaches predominantly drew on DC discourses that emphasized the compatibility of sports and education, but for athletes transitioning to senior-level sports, they drew on dominant performance discourses, believing that athletes at the senior level should prioritize their sports. Moreover, coaches discursively constructed athletic development as especially important for female athletes, who were perceived as less capable of excelling in sports and therefore needing to invest in multiple careers. By drawing on gender stereotypes and binary understandings of gender, the coaches discursively reproduced gender hierarchies and unequal power relations in sports. These gendered discourses influence athletes' DC aspirations and the gendering of DC pathways in Finland.

ENGAGING PARENTS IN THE HYBRID WORKPLACE: CREATING A GUIDE FOR INCLUSIVE WORKPLACE PRACTICE

Thu 11.1.2024

Parallel session 4I, 14:00–15:30

Room **U4080**, Main building

Chair: Annukka Lahti

Author:

Lily Rodel, The Oxford Internet Institute, UK

Keywords: gender norms, remote work, participatory research

Feminist scholars, sociologists, and economists have extensively documented how gendered cultural norms influence the access to and experiences within white-collar workplaces within Western societies. Concepts such as the ideal worker norm (Williams 2001) and the second shift (Hochschild 1989) demystify the mutually reinforcing structural and ideological relationship between traditional 9-5 working hours and the heteronormative, racialized 'breadwinner-homemaker' family model.

The COVID-19 pandemic radically upended the taken-for-granted structure of white-collar work, accelerating the adoption of remote and flexible work. In the UK, the tech sector has the biggest shift to remote and hybrid working arrangements. This research explores the way that gender norms might structure, enable, and constrain the lives and choices of workers in the UK tech sector. Looking at the experience of work-life balance for parents, I ask: have these changes to the temporal and spatial structure of work created the space for new practices, ideologies, and experiences in the workplace, or do they reinforce previously established gendered relations? This research takes a three-phased approach inspired by ethnographic and participatory methods: an interview phase with workers in the sector, an ethnographic phase utilizing hybrid ethnographic techniques with four families, and a participatory phase comprised of three co-production workshops with workers to develop a resource on inclusive working practices for parents within the UK tech sector, ultimately to share with organisations and policymakers. At the time of the ECQI, I will be in Phase 2. As such, this paper presents my ongoing research and seeks constructive feedback and dialogue with others in the field as I progress into the participatory phase. I ask: how do I construct this phase to be collaborative, useful, and productive, rather than extractive, to the workers? What are the practicalities of engaging working parents? How do I translate my findings to public-facing insights?

RE-IMAGINING HIGHER EDUCATION THROUGH MULTI-SPECIES WORLDS - A POST-QUALITATIVE 'PLUGGING IN' OF MORE-THAN-HUMAN CONCEPTS

Thu 11.1.2024

Parallel session 4J, 14:00 - 15:30

Room **U3039**, Main building

Chair: Varpu Mehto

Author:

Becky Bate, Birmingham City University, UK; Aston University, UK

Keywords: multispecies, think-with, postqualitative plugging-in education

The project seeks to re-imagine and think otherwise about Higher Education, using multi-species and more-than-human concepts. This will be a post-qualitative piece of work, that purposely seeks to work beyond the scope of traditional qualitative research, and its associated methods. I hope to demonstrate the way that theory and concepts can be employed to do the work of re-imagining. There is an imperative within HE, especially UK Business Schools, to recognise that obsession with assessment and performativity are harming our young adults. There is a need to begin to think differently about our approach to Higher Education, and I believe that a more-than-human lens offers an exciting new insight. Additionally, qualitative research has, at times, become post-positivist - as funding pressures sometimes require that projects are undertaken in a certain way. A post-qualitative approach aims to challenge the normative conceptualisation of what counts as research, and indeed data. This will be a post-qualitative approach to collecting data, indeed with a different understanding of data to the conventional norms. This approach supports 'thinking-with' objects, concepts and things to produce a re-imagining of the subject being considered. The author intends to 'think-with' more-than-human concepts. This may include some storytelling of/with multi-species companions - the animals and other 'things' with which with we inhabit common spaces and are entangled with. For the author, this includes (but is not limited to) her dogs, horses (and their stables), the fields and the family (non-blood relations) that she is part of at the yard where the horses live. This work will take the form of a re-imagining by the author, rather than a requirement of any practical contribution from the other actors. This is an approach that lies within an emerging scholarly field and part of the study is a deep consideration of the ethics of multi-species work.

CO-LIVING AND CONFLICTS IN A ZOO - WILD BARNACLE GEESE AS PARTICIPANTS IN A MULTISPECIES ETHNOGRAPHY

Thu 11.1.2024

Parallel session 4J, 14:00 - 15:30

Room **U3039**, Main building

Chair: Varpu Mehto

Author:

Varpu Mehto, University of Helsinki, Finland

Verner Valasmo, University of Helsinki, Finland

Keywords: multispecies ethnography, assemblage, zoo, education, birds

Our multispecies ethnographic research in a Finnish zoo explores education as a more-than-human practice. This approach emphasizes the interdependencies of humans, other species, and materialities. In the presentation, we discuss how our attempts to decenter humans have shaped our research and perspectives on educational practices within the zoo. The rapid growth of the barnacle geese population in Finland has led to social and economic tensions. These contradictions call for attentiveness towards complexities and imagination to find new ways of co-living and becoming-with in consequential relationships with others (Van Dooren et al. 2016). Our ethnography unfolds in the zoo, where barnacle geese nest each spring and summer. This period also marks the peak season for school groups, creating multiple encounters among the geese and children. We employ the concept of assemblage (Tsing, 2015) to focus on open-ended gatherings and examine how species are brought into being through relations (van Dooren et al., 2016). We are interested in what kinds of affects, materialities, politics, histories, and species are present in the particular landscapes where geese and educational practices meet. Further, we apply the concept assemblage as a critical approach to discuss ethico-political questions emerging in the multispecies landscape of the zoo. Multispecies ethnography (Ogden, et al. 2013) allows us to foreground lifeways often marginalized in ethnography. In our research practice, life rhythms of barnacle geese have shaped the timing and modes of our field work. To expand beyond verbal and visual thinking, we have dedicated time to slowness and engaging other senses. We use the emerging approach of multispecies storytelling (Hohti & Tammi, 2023) to craft small stories with barnacle geese as protagonists. These stories highlight mundane details of encounters among species and materialities, while also explore how other species constitute their worlds as meaningful and historical.

WONDERING WITH GLOW WORMS: A CREATIVE.~.RELATIONAL APPROACH TO COUNSELLING PRACTICE AND QUALITATIVE RESEARCH

Thu 11.1.2024

Parallel session 4J, 14:00 - 15:30

Room **U3039**, Main building

Chair: Varpu Mehto

Author:

Gael Bateman, University of Edinburgh, UK

Keywords: intuition, wonder, counselling, glow worms, creative-relational

When I was a little girl I'd spend hours playing alone in the garden. I loved the garden. Unlike the house, it was alive with stories and sensations, matterings and movements (Stewart 2011). I found allies in the flowers and the trees; the seeds, and bees. My pet rabbit and I would go on adventures in the garden; tumbling into mossy-green tunnels with shimmering shoreline walls. Many call(ed) this make-believe. When I was older, I travelled back to those gardens as part of my doctoral research. I returned to the mossy-tunnel and reconnected with ways of knowing the world through feelings, sensings, and imaginings rather than knowings, tellings and certainties. Buried in the shoreline walls, I found glimmering fragments of insight, which a part of me called Twinkle named "glow worms". Later, with allies like Maggie MacLure, Tracey Bunda, Kathleen Stewart, and Eugene Gendlin, I came to understand glow worms as closely intertwined with wonder and intuition. I learnt that glow worms have lives, spirits, and stories of their own and are inherently connected to the place and relationships they emerge from and with. Over time, I nurtured a relationship with glow worms, and learnt that if I trusted in them, enough, to follow their often elusive and sometimes monstrous glow, they would lead me somewhere. This presentation tends to the multi-divergent mattering of my concept of glow worms. It works with younger parts of me like Twinkle and Little Girl, with allies like Tracey Bunda and Maggie MacLure, and with you – as my receivers – to create a space, a place, in academia, so that fellow "make-believers" can get a sense of what glow worms are; what finding and following them feels like; and where they might take us.

COLLABORATION ACROSS THE HYPHEN

Thu 11.1.2024

Parallel session 4J, 14:00 - 15:30

Room **U3039**, Main building

Chair: Varpu Mehto

Author:

Lisbeth Lauge Andersen, Roskilde University, Denmark; REFAS, Region Zealand, Denmark

Keywords: creative methods, dialogue, the Self-other hyphen, lived experience, nursing, co-production

This paper presents a part of a collaborative project aiming to explore dialogic aspects of the encounter between nurses in somatic hospital departments and persons with lived experience of mental distress. Experience as well as (decades of) research (Kuzel et al., 2004; Alexander et al., 2016; Daumit & McGinty, 2018; Lyndon et al., 2023) has shown that this encounter can be overwhelming for both nurses and patients with severe consequences for patients' safety and trust in health care systems as well as for nurses' work environment. The first part of the project was based on narratives of persons with lived experience of mental distress (Andersen, 2023, in review). Through a dialogical narrative analysis inspired by Frank (2010), this study locates the concept of Othering in the center of the encounter: "the dirty business of boundary maintenance" (Yuval-Davis, 2006, p. 204), where we decide whether the Other belong to "us" or "them". The self-Other hyphen, originally coined by Fine (1994) and further developed by Jones with Jenkins (2008), relates to historically and socially contingent mechanisms and power dynamics, placing some groups at the center and some in the margin. Therefore, this second part of my project is based on "working the hyphen" (Jones, with Jenkins, 2008) of the nurse-patient encounter with nurses and experts by experience as co-researchers. We explore the dynamics of this encounter together through a series of collaborative workshops, "to further human co-existence across differences by harnessing difference as a generative force" (Phillips & Napan, 2016, p. 3). The project is guided by relational ethics. Through the use of aesthetic and creative methods I aim to democratize knowledge by opening up to embodied, affective, and experiential knowledge forms. Collaboration across the hyphen can cultivate critical reflexivity and, as suggested by Rose & Kalathil (2019), disrupt power hierarchies to bring the marginalised to the center.

BRINGING THE BODY WITH YOU: GROUP DYNAMICS, GAPS AND EMBODIED MAPPING IN PARTICIPATORY SITE- DANCE

Thu 11.1.2024

Parallel session 4L, 14:00–15:30

Room **U4070**, Main building

Chair: Mirka Koro

Author:

Victoria Hunter, Bath Spa University, UK

Keywords: dance, site, group-dynamics, relationscapes

In this paper I explore embodied experiences in site-based movement workshops that engage participants with lived environments through the body, fostering human-nonhuman relations in urban sites and nature spaces. Drawing on examples from working with participants in the UK, Spain, Lebanon, and Ireland I articulate how 'site-based body practice' valorizes embodied spatial practice and instigates corporeal dialogues between bodies, sites, and group members.

In this work, participants engage with body mapping tasks and movement scores that reveal human-nonhuman relations (Barad 2003, 2007, Bennet 2009, Haraway 2014, 2016). Through performative approaches and creative tasks (such as drawing, mark making, movement tableaux, walking and partner work), open exchanges and intra-actions between bodies and sites are encouraged to flourish. These strategies are employed as a means by which; subjective and collective site explorations are invoked, the mobilities of body, space and place are perceived, human-nonhuman relational strata are exposed, and subjective wellbeing is fostered supported by the group endeavour.

In this paper I offer my observations on group dynamics emerging through this practice and pay particular attention to the gaps in-between tasks – the breaks and the goodbyes – in which a key dynamic emerges offering a vital space in which some of the workshops' aims (fostering wellbeing and connectivity with lived environments) are realised. I advocate for a greater recognition and validation of these moments within participatory workshop design and acknowledge the 'relationscapes' (Manning 2009) they invoke. These moments are therefore proposed in this research as constituting vital episodes in which individuals are seen and acknowledged as co-makers of knowledge, sharers of 'spatial stories' (Cresswell and Merriman 2011:5) and collaborative participants within the co-constitutive workshop assemblage (DeLanda 2016).

PERFORMING ASSEMBLAGE: THE SITE SPECIFIC INSTALLATION AS AN AFFECTIVE AND EMBODIED METHODOLOGY FOR CRITICAL LEADERSHIP BECOMINGS

Thu 11.1.2024

Parallel session 4L, 14:00–15:30

Room **U4070**, Main building

Chair: Mirka Koro

Author:

Jo Townshend, independent researcher

Keywords: education, leadership, assemblage, installation, methodology

In seeking to challenge conventions of theorising the managerial in education and produce alternative leadership futures, arts practice as a new materialism with Deleuze sets dynamic, qualitative possibilities in motion. Participatory artworks challenge us to engage with our surroundings in new and unforeseen ways and afford methodological opportunities to pool material understandings and knowledges from our senses and intelligent bodies with education as assemblage. The nature of assemblage allows multiplicities, linkages and flows to co-function, overlap and entangle whilst generating non-data, non-spaces and voids. In this qualitative inquiry, a site-specific installation of remediated education data is materialised to catalyse performative acts for alternative leadership. This practise approach re-making education enables the stuff of leadership — the people, places policies, and practices, to be situated as education matter. Beyond the dominant structures of text, language and publication formats, an installation methodology disrupts, entangles and repositions dominant matters of education and human-centric powers through a spatial and embodied exploration of inter-relational becomings. Performing (as maker, individually or as a group) in this material-immaterial environment progresses methodological understandings for discussion. Furthermore, physically encountering the thresholds, peripheries and intra-spaces of this material-immaterial environment challenges existing managerialism and shifts our attention beyond the confines of the free-market knowledge economy to somewhere different. In this way, performing assemblage acknowledges the complex, relational nature of education and manifests the architectural spaces for embodied interactions as a critical leadership lab.

CREATING FEMINIST FUTURES BY IMAGINING LESSONS DIFFERENTLY: USING SPECULATIVE FABULATION AND POETIC INQUIRY AS METHODS TO TROUBLE CLASSROOM EXPECTATIONS

Thu 11.1.2024

Parallel session 4L, 14:00–15:30

Room **U4070**, Main building

Chair: Mirka Koro

Authors:

Katja Hiltunen, University of Eastern Finland

Greg Campbell, University of Sussex, UK

Keywords: speculative fabulation, poetic inquiry, intra-action, education

This presentation employs speculative fabulation and poetic inquiry as methods to explore the role of the body and embodied experiences in the classroom. We read ethnographic material from secondary schools in Finland and FE colleges in England with Donna Haraway, Karen Barad and Rosi Braidotti, in particular, to trouble the practices and expectations in mainstream classrooms. By fabulating stories we demonstrate how seeing classrooms as sites of intra-action allows us as educators to see the relationships between humans and non-humans differently. By turning ethnographic data into poems we create shared experiences of lessons, perhaps invoking shared feelings and memories from our past. Above all, we strive towards a feminist future that challenges the prevailing mind/body dualism in the classroom and calls for better understanding of the diverse needs of our students by asking what if things were done differently in our mainstream classrooms? Barad's agential realism provides a valuable ontological structure through which we can explore the entangled relations between teachers, students and the material environment that moves beyond the dualistic-humanist-anthropocentric-Cartesian ideal that preoccupies mainstream education. From this perspective, we can see how teaching/learning environments are dynamic sites in which ontological, epistemological and ethical issues are deeply entangled.

“YOU CAN COMB MY HAIR...”: EPIGENETIC TURN OF PLASTIC (BARBIE) METHODOLOGIES. WHAT METHODOLOGICAL AFFORDANCES MIGHT PLASTICITY BRING?

Thu 11.1.2024

Parallel session 4L, 14:00–15:30

Room **U4070**, Main building

Chair: Mirka Koro

Authors:

Amalie Strange, Arizona State University, US

Christie Byers, George Mason University, US

Mirka Koro, Arizona State University, US

Jenni Wolgemuth, University of South Florida, US

Keywords: plasticity-in-action, qualitative methodologies, Barbie, Malabou

In this presentation, we propose that qualitative and experimental methodologies, like Barbies, are to be played and lived with differently and through difference. Like Barbies, qualitative methodologies are plastic and can be adapted to their environments. We work with Malabou’s philosophy of plasticity (2010; 2022) to experiment with plastic (Barbie) methodologies and practice plasticity in the context of methodology. More specifically, we aim to explore the idea of research designs/techniques/approaches that explicitly work to create/curate the conditions for the emergence of plasticity-in-action. Malabou (2022) noted that “plasticity has to invent itself and never depends on pre-set or pre-defined principles.” (p. 315). “For the low, cost of years in grad school, you too can become Case Study Barbie, NVivo Barbie, or Grounded Theory Barbie. Be sure to stay in your pristine box and absolutely do NOT trade clothes with the other Methodology Barbies so you can maintain your validity. Collect the full line of Methodology Barbies™ today! There is a body of warranted feminist critique of Barbie, one we extend as we work with (plasticity of) Barbies to provoke change, exemplifying different possibilities and the obsolescence of (pre-packaged, objectified) qualitative research. Though Barbies are genetically impossible, Malabou Barbie can be epigenetically altered, in a way: you can comb her hair, , you mix parts of different Barbies until you have something only vaguely resembling her starting state. Similarly, methodologies come to life by living them – testing their limits by juxtaposing them with other methodologies, treating them with the loving irreverence needed to create something new.

SOUNDWAVE(R)S TRAVERSING CHALLENGER DEEP: HOW SONIC OBJECTS CELEBRATED UNCERTAINTY, MOURNED POTENTIALS LOST TO UNWRITTEN RULES AND BYPASSED USERS' RESISTANCE TO FRAMEWORKS OF REFLECTION ON THEIR RELATIONALITY

Thu 11.1.2024

Parallel session 4M, 14:00–15:30

Room **P722**, Porthania

Chair: Avi Betz-Heinemann

Authors:

Graham Barton, University of the Arts London, UK

Melissa Dunlop, Independent Researcher

Keywords: sonic objects, ambivalence and resistance, collaborative sound-scaping

In this paper we (an educator and a psychotherapist) track our journey so far as we investigate, together and with input from other participants, the potentials of using sonic objects in a creative action method (e.g. Chesner & Zografou, 2014) for exploring relational experience in real time. Our differing conceptual frames rub up against each other, exposing sensitivities and blind spots, inviting us eventually to language what has been uncovered through a feeling process, an ongoing action of evoking and provoking in a shared sonic space. The first time we channelled our voices through guitar and synth pedals we were lost (and found) in the moment, mindful, animated spirits (Hu, Yokota & Horvath, 2020). As time progressed, a feeling-knowing-understanding emerged, sounding out (of) peripheries, meaningful aspects of our relation, encountered 'in the field'. Far out in the ocean, Challenger Deep tugged, longingly: a willing-ness to risk going further, an intuition that there's more, down on the ocean floor... and simultaneous resistance to the pull, a matching tension. How to meet that need for mutual reflection in darkness absolute? Sonar sensing shaped surface representations. We listened closely, precisely, yet dreamily from a distance as the sound diffused. Sound-scapes (e)merged beings. Reflecting later the theme of loss emerged next to unspoken-ness, and perhaps being lost, and ambivalence, and space that is perceptible, and accessible through experience, yet elusive, refusing definition. In the vicinity of these words, feelings resonated. The sonar sensor emitted a low base tone. The words returned us to something we were trying to understand. Ettinger (1995), Irigaray (2017) and Stern (1985) questioned our differentiation. Movement, transitions, Relationscapes (Manning 2012)... through layers of past experience, glimpses of potential frames of reference (be)came together and separated out again as we moved between forms that fitted the needs of the experience(r)s.

COLLAGE AS A CO-CREATED SITE OF INQUIRY FOR BECOMING INCLUSIVE

Thu 11.1.2024

Parallel session 4M, 11:15–12:45

Room **P722**, Porthania

Chair: Avi Betz-Heinemann

Author:

Lucy Barker, Northumbria University, UK

Keywords: collage

Enacting inclusive pedagogy in the mainstream classroom is both challenging and complex for student teachers. Literature (Pantic and Florian, 2015) positions inclusive pedagogy within the broader theory of social justice and views the student teacher as an agent of change. Eschewing the Cartesian mind/body dualism where inclusive practice is seen as a mental phenomenon and a non-physical pursuit as a self-conscious lone agent, I share findings from a doctoral research assemblage that sees matter as vital, and where the messiness and complexity of the space affects the inclusive pedagogy enacted. Human and non-human, material things, spaces, places and the environment, are entangled in a symphony of encounters in the classroom. These unexpected encounters, noticed through the experiences of the student teachers on practicum placement, are re-presented through collage as arts-based methodology. Collage is an effective tool to approach such an intangible topic as inclusive practice and afforded the researcher and participants to co-create large scale works using magazine cut-outs and found materials to reveal the entanglement of matter in the classroom space and the agency and affect on practice. The collages the participants created and re-created, are themselves a metamorphosis; a transformational piece of art that revealed over time the changes of the participants' beliefs, practices, and values on their journey to becoming inclusive. The process of making the large collage had been a state of immersion in the activity, enjoyment and a sense of participation or a flow (Csikszentmihalyi, 1990). As I created my own collage in response to the collages and conversations of the participants, I found that I fostered empathy and deepened connections to open experience and make the familiar strange (Mannay, 2010, The collages communicated visually new insights into the possibilities for transforming inclusive pedagogy.

PARTICIPATION AS PATCHWORKS: EXPLORING THE CONCEPTUALISATION OF PARTICIPATION AND THE PROCESSES OF CREATIVE FOCUS GROUPS IN DIVERSE FIELDS AND CONTEXTS THROUGH A SCOPING REVIEW

Thu 11.1.2024

Parallel session 4M, 11:15–12:45

Room **P722**, Porthania

Chair: Avi Betz-Heinemann

Authors:

Rashmi Rangarajan, Haute Ecole Pédagogique (HEP) du canton de Vaud, Switzerland

Lisa Lefèvre, Haute Ecole Pédagogique (HEP) du canton de Vaud, Switzerland

Delphine Odier-Guedj, Haute Ecole Pédagogique (HEP) du canton de Vaud, Switzerland

Céline Chatenoud, Université de Genève, Switzerland

Keywords: creative research methods, focus groups, participation, patchwork methodologies, qualitative research

Focus Groups (FG) have a long history and have been widely used as a qualitative research method. The use of FG have not only spanned across the field of sociology but also other fields like the medical sciences, nursing, psychology, and market research (Tadajewski, 2016; Wilkinson, 1998). Despite FG being considered a traditional qualitative research method, it has not been readily associated with the notion of participatory research methods. However, the last two decades have witnessed a sort of revolution in the design of FG. Indeed, more and more researchers have been considering ways to centre the concept of participation within FG through the incorporation of creative research methods (e.g., Borghi et al., 2020; Colucci, 2007; Dimitrakopoulou & Theodorou, 2022; Nind & Vinha, 2016). While literature on the use of creative FG is growing, we are yet to construct a comprehensive understanding of how researchers have conceptualized participation and created conditions/spaces of participation within the designs, tools, and processes of creative FG. Consequently, our study, a scoping review, considers the combination of FG with creative research methods as patchworks of participation. By patchworks, we refer to the concept of patchwork methodologies in which different methodologies are ripped, smoothed, and stitched together to create a complex form of inquiry (Higgins et al., 2016). We will present a synthesis of existing literature, across diverse disciplines and geographical contexts, to understand the evolution of, and the values and ethical considerations central to, the use of creative FG with adults. By highlighting the various ways in which participation has been conceptualized and promoted through creative FG, we hope to create a more nuanced understanding of how traditional research methods can be sewed and transformed into more emancipatory and non-traditional methods.

"THE BROOM HAS ONLY ONE POINT OF ATTACHMENT (UNITY IS STRENGTH)." A COLLECTIVE AND DECOLONIAL HEALING EXPERIENCE AMONG NIGERIEN MH PROVIDERS IN NIAMEY

Thu 11.1.2024

Parallel session 4M, 11:15–12:45

Room **P722**, Porthania

Chair: Avi Betz-Heinemann

Authors:

Chiara Fiscione, University of Genoa, Italy

Marzia Vigliaroni, University of Milano-Bicocca, Italy

Abdullatif Husseini, Abdou Moumouni University, Niger

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Nadia Rania, University of Genoa, Italy

Keywords: collective and narrative practices, community work, critical and decolonial mental health

Collective documents refer to records created during collective narrative practice. It's a methodology which enables to link the stories of individuals in responding to trauma and hardships. They can result in narrative letters, certificates of competence, story genealogies, and more. The main purpose of these documents is to create a tangible record of emerging collective narratives, thereby enabling individuals and groups to reflect on them, recognizing skills and resources and keeping a generative connection with the stories they are co-constructing. In this work we present a collective document created by Nigerien mental health practitioners working in Niamey. During the narrative practice, we discussed the socio-professional experiences and challenges they encounter in Niger. Four key themes were discussed: the unfamiliarity of medical doctors with psychological sciences, the families' and community's refusal of the psychological professions, the daily struggles against economic and environmental challenges and the danger and threats in the context of war and violence. These themes are discussed according to traditional values and attributes, such as patience, perseverance, endurance, resilience, social cohesion, family support, greatness, mutual assistance, and love for work which are interwoven with traditions and narratives. Our contribution represents an invitation to adopt decolonial conversations in mental health practices. Through acknowledging the stories and challenges shared by Nigerien practitioners, we aim to amplify marginalized voices and counteract colonial narratives that historically silenced the local ones. This choice reflects our commitment to dismantling lingering colonial influences within mental health paradigms, honouring local systems of meanings and heritages as fundamental for healing. We acknowledge the Nigerien practitioners' collective resilience and resistance against colonial structures of power permeating their work. We believe that embracing collective narrative methodologies within research practice can significantly contribute to initiate a transformative change, fostering antioppressive, diverse, and mutualistic mental health practices.

MOST STUDIED, LEAST HEARD: GIVING VOICE TO BRITAIN'S BIRTH COHORT MEMBERS

Fri 12.1.2024

Parallel session 4N, 11:15–12:45

Room **P723**, Porthania

Chair: Teemu Pauha

Author:

JD Carpentieri, University College London, UK

Keywords: mixed methods, birth cohorts, long covid, longitudinal

This presentation focuses on a group of participants who are central to British researchers' understanding of the UK but whose voices are consistently overlooked: members of lifelong birth cohort studies.

The UK's large, nationally representative birth cohort studies follow the lives of a broad range of cohorts aged from 23 to 77. Analysis of these cohorts has been central to UK research and policy: the cohort studies have been referred to as the "jewel in the crown" of British social science and have spawned thousands of papers. However, almost all of these papers have been quantitative. Cohort members have almost always been studied from an etic (researchers') perspective: very little emic (insider) research has been undertaken. Amongst the thousands of researchers who have studied Britain's cohort members, I am one of only a handful who has sought to centre cohort members' own voices through qualitative research. In this presentation, I reflect on my experiences conducting person-centred qualitative research within the context of these overwhelmingly variable-focused cohort studies. I particularly focus on the methods and findings of an ongoing, three-year, qualitative longitudinal study of cohort members' experiences of living with Long Covid. This study ("CONVALESCENCE"), which has involved more than 200 semi-structured interviews conducted over four waves, is itself embedded within one of the UK's largest-ever Long Covid research projects. The rest of the CONVALESCENCE project is quantitative.

In my presentation, I discuss the challenges and benefits of focusing on cohort members' own voices within a research environment where participants are typically analysed but not listened to. In doing so, I explore cohort members' rich and complex perspectives on living with Long Covid and discuss the at-times surprising and encouraging ways in which my qualitative research has influenced my quantitative colleagues.

COMMONALITIES AND DIFFERENCES AMONG BURNED-OUT ATHLETES THROUGH A MULTIPLE CASE ANALYSIS

Fri 12.1.2024

Parallel session 4N, 11:15–12:45

Room **P723**, Porthania

Chair: Teemu Pauha

Authors:

Alexandra Markati, National and Kapodistrian University of Athens, Greece

Maria Psychountaki, National and Kapodistrian University of Athens, Greece

Philia Issari, National and Kapodistrian University of Athens, Greece

Konstantinos Karteroliotis, National and Kapodistrian University of Athens, Greece

Keywords: mixed methods, exhaustion, entrapment, transition

The theoretical axis of “komvos” (hub). Many professional high-level athletes perceive their involvement in their athlete role as a priority, one-way journey, “hunt” for success, and an attempt to accomplish their personal “dream”. However, this excessive effort can lead to a dysfunctional involvement in competitive sports and turn the “dream” into a “nightmare”, leading athletes to chronically experience athlete burnout. The present study aims to highlight similarities and differences between athletes who were experiencing same starting point of burnout signs but different “paths”-transitions of the syndrome, as proposed from previous research (Markati, Psychountaki, Issari & Karteroliotis, 2022, FEPSAC). Eleven burned out athletes from a variety of individual sports, aged 18-30 years old, were initially examined as unique case studies, revealing a variety of negative thoughts, feelings and behaviors (chronologically evolved within three stages across 3-year time). An Embedded Multiple Case Study Design, relying on theoretical propositions (Yin, 2009), was designed and followed, revealing four “axes” of a proposed theoretical model. According to the results, a (hub) “Komvos” axis was revealed as a remarkable finding, signaling a period of changes through athlete’s unique “burnout path” across time. Specifically, “Komvos” identifies a series of main hubs and corresponding reactions described through three main phases in sequence: (a) “starting point” (cognitive, emotional, physical and practical difficulties originated from demanding situations or unforeseen/unexpected development of them), (b) “main feature” (the response to the ‘starting point’ through critical negative events, or “peak” of negative feelings, thoughts, and behaviors, or dead ends from a vicious cycle of negative emotions, thoughts and behaviors) and (c) “critical reaction” (e.g. compliance, adaptation to difficulties, interruption of a negative situation, consolidation of negative situations, persistence in a desire or effort as well as refusal of dysfunctional conditions). “Komvos” position in understanding the progression of the syndrome is crucial, and it is the first time that a critical stage has been identified for understanding burnout progress. Identifying and recognizing the “komvos” turning point for a burned-out athlete, allows sport practitioners and specialists to prevent irreversible burnout consequences and ideally to reverse this negative experience.

COMBINING GROUNDED THEORY AND CLUSTER ANALYSIS TO STUDY A PROCESS THAT TAKES VARIOUS FORMS

Fri 12.1.2024

Parallel session 4N, 11:15–12:45

Room **P723**, Porthania

Chair: Teemu Pauha

Author:

Teemu Pauha, University of Helsinki, Finland

Keywords: mixed methods, grounded theory, cluster analysis, deconversion, Islam

The divide between qualitative and quantitative research is deep entrenched but also subject to increasing criticism. In order to bridge the gap between the two research traditions, scholars have proposed various mixed methods approaches and research designs. In this paper, I introduce an analytical framework that combines two well-established methods: Cluster analysis is a family of algorithms that seek to identify subgroups, the members of which resemble each other with regard to given numerical properties and at the same time differ from the members of other groups. In turn, grounded theory is a qualitative method that produces a theoretical model of a process of interest. I suggest that in the case in which the process can take several distinct forms, cluster analysis can be used to identify the various forms, after which the grounded theory coding can be conducted separately on each of them. I illustrate my method with an example on deconversion from Islam. Together with Atefeh Aghaee, I have analyzed deconversion stories of 52 ex-Muslims from Iran. We started by doing a grounded theory open coding on the data, after which selected codes were used in a cluster analysis. Based on the relative frequency of codes, hierarchical cluster analysis identified four distinct types of deconversion stories. We later named the four types “Seekers”, “Rationalists”, “Indifferents”, and “Rebels”. At the final stage of the analysis, grounded theory axial coding and selective coding were performed separately for each story type. The final outcome of the study was thus a detailed description of four different paths out of Islam.

QUESTIONING DATA AND DATA- BECOMINGS: RHIZOMATIC DATA-TRAIL EXPERIMENTATIONS WITH BRIDGE/BRIDGING

Fri 12.1.2024

Parallel session 4N, 11:15–12:45

Room **P723**, Porthania

Chair: Teemu Pauha

Authors:

Angelo Benozzo, Aosta Valley University, Italy

Neil Carey, Open University

Francesco Tommasi, Università di Verona, Italy

Mirka Koro, Arizona State University, US

Keywords: data, data-trails, ethico-onto-epistemology, bridge, bridging

In the current presentation, we pose a series of questions and share provocations on how qualitative researchers interact with data and how data traces research possibilities. We play – follow our ambitious wonderings about data – with research-creation possibilities to interrogate how data may become in various forms and time-spaces. In our work, we depart rhizomatically from the inspiration we had during past experiences of data trails, i.e., a specific mode of thinking and doing for research-creation possibilities. These experiences with experimentation make us question research practices and the discourses around them; they invoke us to ponder a series of ethical-onto-epistemological turns with data. In this presentation, we let the concept of “bridge/bridging” help us with this pondering. Additionally, we share and create provocations about data without any ambition to solve ‘the data question’. Rather, we approach the question about data and their functions as we propose a series of wonderings and data points with the hope of inspiring colleagues to debate about data. The session is, eventually, an offer for an alternative reading of data.

PARALLEL SESSION 5

Friday, 12 January 2024

09:30 – 11:00

CO-CREATING HYDROFEMINIST THINKING WITH SOUTH AFRICAN OCEANS AND SHORES

Fri 12.1.2024

Parallel session 5B, 9:30–11:00

Room **U3040**, Main building

Chair: Satu Venäläinen

Authors:

Tamara Shefer, University of the Western Cape, South Africa

Vivienne Bozalek, University of the Western Cape, South Africa

Nike Romano, Cape Peninsula University of Technology, South Africa

Keywords: hydrofeminism, oceans, water, beaches, justice, scholarship, activism, post-qualitative methodologies, participatory, collaborative

There has been a much-welcomed focus on sea and water in South African contexts as part of a critical humanities project on environmental challenges and in facing the entangled histories of colonisation through oceans, what Isabel Hofmeyr (2019) has termed hydrocolonialism. Notwithstanding this emerging body of work, narratives and experiences from the global South that are engaging with/in/through the sea for justice scholarship have not been well represented in international spaces and writings. This paper speaks to a recently published volume entitled *Hydrofeminist Thinking With Oceans: Political and Scholarly Possibilities* which includes the work of scholars and activists who are currently thinking with ocean/s for challenged social and environmental challenges. The volume offers valuable global Southern contributions and rich situated narratives to hydrofeminist thinking. It also brings diverse and more marginal knowledges to bear on the project of generating imaginative alternatives to hegemonic colonial and patriarchal logics in the academy and elsewhere. In this paper, we unpack the key philosophical and methodological framings that are emergent in this chapter, including hydrofeminism, coined by Astrida Neimanis (2012), which serves as a primary lens within the book and in the growing body of scholarship that pertains to this work. Posthumanist, new materialist, decolonial and indigenous feminist thought are key to framing much of the work. Thinking across disciplines and modalities, and particularly participatory active engagements and collaborations of art and activism characterize this work as well. We share here some of the innovative post-qualitative methodologies that are deployed in this book and in South African contexts more broadly in thinking with the sea and liminal spaces of beaches. These include a range of embodied, affective and relational engagements including: walking and swimming methodologies; research-creation; hauntological approaches; artistic practices such as poetry, photo-essays and theatre.

RE-IMAGINING TROUBLED SPACES OF ACADEMIA WHILE THINKING WITH AND THROUGH THE OCEAN: BLACK FEET WHITE SAND

Fri 12.1.2024

Parallel session 5B, 9:30–11:00

Room **U3040**, Main building

Chair: Satu Venäläinen

Author:

Cheri Hugo

Keywords: hydrofeminism, troubled spaces, academia, black feminist theory, South Africa, ocean, resilience, empathy

This chapter explores the use of the ocean as a metaphor to navigate difficult spaces within academia for womxn of colour. In addition, the ocean and my personal swimming adventure are intertwined. That is the tale of how I used swimming and the water metaphorically to guide me through two challenging environments—the sea and academics. Using autoethnographic methodology and drawing on Hydrofeminism and black feminist theories, I share personal narratives from my experiences with and through the water in Cape Town, South Africa, as a womxn of colour. The chapter highlights two strategies that emerge through this journey: resilience and empathy. Through a poem and narratives, I unpack and explain the significance of these strategies in supporting my survival and thriving in both the ocean and academia. The chapter foregrounds the need for re-imagining troubled spaces in academia and for using creative and personal narratives as a means to highlight social justice perspectives in design higher education.

FLOWING WITH THE UNRULY: EMBODIED EXPLORATIONS OF WATER

Fri 12.1.2024

Parallel session 5B, 9:30–11:00

Room **U3040**, Main building

Chair: Satu Venäläinen

Author:

Beatrice Hansen, Stockholm University, Sweden

Keywords: hydrofeminism, early childhood education, science education, water, toddlers

Few studies have attempted to investigate how to work with toddlers as collaborating participants in research, despite that there is a sizeable body of collaborative and practice-based research within preschool research. Some researchers have pointed to representations of toddlerhood as producing limiting discourses about toddlers' abilities to participate in research (Elwick, 2019; Fincham, 2022). Therefore, it is of great importance to find methodologies that strives to de-construct and disrupt notions of toddlers as the 'lesser participant' in research.

By utilizing hydrofeminist and critical posthumanist methodologies, this paper will report on the initial phases of a project set out to develop and document embodied methods of watery explorations, with a special focus on its chemistry and physics. Water has been described as the most central actor in the climate crisis. Therefore, several scholars have urged for a re-thinking of human-watery relationships, and to cultivate critical and collaborative methods of how to relate with water (Neimanis, 2017). In this paper, water flows as the ever-present kin of toddlers. Focusing on science in early childhood education and care [ECEC], this study is particularly interested in 1–2-year-old children's explorations with the chemistry and physics of water. The youngest preschoolers' explorations of their surrounding world have been termed as unpredictable with multiple trajectories, particularly when compared with older children (Hackett, 2021). Instead, toddlers' explorations are distinguished by embodied modes of engaging with their surroundings (Klaar & Öhman, 2012). Their bodies are carried and flow differently through the world, which means that tuning in toddlers' watery relations in research could provide opportunities to come closer to new and different aspects of engaging with water.

BUILDING MENTAL HEALTH FRIENDLY SCHOOLS VIA CO-CREATION: A REALIST EVALUATION OF CO-DESIGN WORKSHOPS

Fri 12.1.2024

Parallel session 5C, 9:30–11:00

Room **U3041**, Main building

Chair: Meri Kulmala

Authors:

Anu Linnansaari, Tampere University, Finland

Monika Martens, University of Antwerp, Belgium

Josefien van Olmen, University of Antwerp, Belgium

Pilvikki Absetz, Tampere University, Finland

Keywords: schools; co-design, whole-school approach, mental health, realist evaluation, normalization process theory

Co-creation approaches are known to lead to more relevant knowledge production and better contextualized solutions, yet little is known about how, why, under which conditions and for whom co-creation works. In this study, we aim to unravel these aspects in the context of co-design workshops that aim to co-create a school-based multi-component intervention to improve youth mental health.

In a realist approach, the program theory consolidates causal explanations that are presented in the form of ICAMO configurations. ICAMOs explain how interventions (I) within/and contexts (C) allow (or not) the emergence of mechanisms (M) in actors (A) that produce outcomes (O). In this study, the initial ICAMOs were strongly influenced by the normalization process theory and revised by analyzing data from the co-design workshops: (1) the workshop observations and (2) structured minutes, (3) participant interviews and (4) facilitators' and observers' reflections.

We detected multiple contextual factors (C) that supported engagement (O) of young people, teachers and other stakeholders (A) via triggering coherence (M), cognitive participation (M), collective action (M) and reflective monitoring (M). This study extends the understanding of how, why, under which conditions and for whom co-creation works and brings new insights into the integration of implementation theory and realist approach into the study of co-creation.

YOUTUBERS' WAYS OF COMMUNICATING MENTAL HEALTH INFORMATION

Fri 12.1.2024

Parallel session 5C, 9:30–11:00

Room **U3041**, Main building

Chair: Meri Kulmala

Authors:

Tuula Nygård, Tampere University, Finland

Pirjo Lindfors, Tampere University, Finland

Keywords: adolescent, mental health, multimodal content analysis, YouTube

The global pandemic has been fueling both psychological distress and the use of web applications, like YouTube, by adolescents who sought knowledge and peer support related to mental health on social media. YouTubers have become new role models and influencers in adolescents' lives. In the TUBEDU-research project, we examine how young people interpret and use mental health vlogs of popular YouTubers as possible peer support. In this presentation, we focus on describing the multimodal contents and features of mental health information in the most popular Finnish YouTubers' vlogs.

The selection of the most popular Finnish YouTubers was based on the results of the survey that was conducted among adolescents with mental health issues. All the chosen YouTubers have been vlogging for over ten years. Our data consists of four female and three male YouTubers and total amount of the analyzed vlogs is 540. The number of followers ranges from less than a hundred thousand to almost a million. The vlogs have been viewed from thousands to several million times. The analysis is conducted by using qualitative multimodal content analysis.

The YouTubers provide mental health information based on their first-hand experience. In this context, the key contents were appearance and self-esteem issues, bullying, panic disorder, addictions, normalization of seeking help and undergoing therapy, and questions related to romantic relationships and starting a family have been covered. In addition, vlogging itself causes work-related stress for YouTubers, and boundaries between their public and private selves are difficult to determinate.

Male YouTubers create mainly gaming, humor, and challenge content incorporating various elements like movie clips, animations, and images. The fast-paced vlogs may briefly touch on mental health. In contrast, female YouTubers primarily focus on slower-paced lifestyle vlogs, such as "My Week", showcasing everyday life. They use fewer multimodal elements compared to their male counterparts.

CO-CREATING A SENSORY AUDIT TOOL WITH PRIMARY SCHOOLS TO REVIEW AND TAILOR THE PHYSICAL ENVIRONMENT TO CHILDREN'S SENSORY NEEDS

Fri 12.1.2024

Parallel session 5C, 9:30–11:00

Room **U3041**, Main building

Chair: Meri Kulmala

Authors:

Jessica Massonnié, University of Portsmouth, UK

Dora Mavridou, University of Portsmouth, UK

Keywords: co-creation, school-based research, children, sensory needs, mental health

Schools are a place where children feel before they learn, and ensuring their optimal social and emotional development is essential to build the foundations for learning (Massonnié & Thomas, 2022). Whether the school environment provides sensory stimulation that matches children's needs in terms of intensity, frequency and predictability is important to their mental health (Jones et al., 2020). This is particularly true for children identified as having special needs such as autism (Hazen et al., 2014). Creating an optimal physical environment in UK schools is a complex task, which includes dimensions pertaining to air quality, lighting, acoustic and thermal comfort (Montazami et al., 2015). There is a need for more individualised evidence-based interventions tailored to the sensory needs of specific children with appropriate tools to evaluate their effectiveness (Dydia et al., 2023; Hummerston & Parsons, 2022; Stephenson, 2002).

Our project aims at co-creating a sensory audit tool with schools to assess the physical environment. The tool aims at: (1) Investigating how educators use the available physical space in the school: What rooms are used and for what purposes (e.g. teaching, one-to-one interventions, calming zone); (2) Understanding which children access which space(s); (3) Collecting children's views on their sensory needs, and how they might be met by adapting the physical environment.

We will detail the process of organising a consultation with schools to gather staff views and co-design the most suitable methods to investigate the research aims. We will discuss with the audience the challenges of school-based research and the potential power dynamics that it creates using the Strengths, Weaknesses, Opportunities, Threats framework proposed by Hobbiss et al. (2019).

CO-RESEARCH ON PEER SUPPORT FOR YOUNG PEOPLE'S MENTAL HEALTH IN THE CONTEXT OF SOCIAL MEDIA

Fri 12.1.2024

Parallel session 5C, 9:30–11:00

Room **U3041**, Main building

Chair: Meri Kulmala

Authors:

Anna-Maija Multas, University of Helsinki, Finland

Meri Kulmala, University of Helsinki, Finland

Anna Koivisto, University of Helsinki, Finland

Essi Rantanen, Nyyti Ry, Finland

Keywords: co-research, young people, mental health, social media

Social media research has often focused on the negative effects of social media on young people's mental health. At the same time, it is clear that social media plays an important role in young people's lives, by providing opportunities to strengthen and maintain social relationships, find information related to their well-being, and share peer experiences. In the research project TUBEDU (YouTubers as Peer Mental Health Educators in Adolescent's Social Environments) the focus of social media research is shifted to investigate how young people interpret and use social media (especially YouTube) as peer support for their mental health. The project is funded by the Research Council of Finland and carried out by the Universities of Turku, Tampere and Helsinki together with research partners Yeesi ry, a Finnish youth mental health organisation, the student mental health organisation Nyyti ry and Aseman lapset ry.

The presentation focuses on a sub-study of the TUBEDU project, which applies a co- and peer research strategy to investigate the topic, thus offering a new and inclusive perspective on the mental health research related to social media. As a research strategy, based on collaboration and co-production of knowledge, co-research challenges the more traditional ways of knowledge production, aiming at dismantling related hierarchies and power asymmetries. In our co-research, the young people whom the topic concerns are invited as equal partners and active agents in our investigations. Our co-research and ongoing data production is carried out in collaboration with Nyyti ry.

In our presentation, we will open up the collaborative data production and analysis processes paying special attention on the potential of co-research in strengthening young people's sense of agency and meaningfulness in scientific knowledge production on the one hand – and on their mental health on the other.

INVISIBLE PARTICIPANTS: USING MEMOIRS IN POST-QUALITATIVE RESEARCH

Fri 12.1.2024

Parallel session 5D, 9:30–11:00

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Author:

Jocey Quinn, University of Plymouth, UK

Keywords: ethics, memoirs, invisible education, participation

In Quinn, 2024 I introduce ‘invisible education’: the learning that is always happening in daily life. This is learning that is unseen, unrecognized, and often purposefully denied as it threatens the dominant order. ‘To call it invisible education, rather than simply, ‘informal learning’ is a polemical act, underlining its force, but also suggesting a category that is more hidden, diffuse, and open-ended and open to fresh insights’ (Quinn, 2024, p. 2) It is education because it is comprehensive and formative in the way formal education is meant to be, but often is not. I use Stewart’s (2007) ‘learning affect’ and Barad’s (2007) ‘new worlds’ to theorise this. Thus, ‘invisible education is an involuntary but meaningful response that can happen when engaged in everyday life and activities and the questions and problems they provoke’ (Quinn, 2024, p. 8). The new worlds constantly being created in everyday life are learning worlds suffused with learning affect, so that the potential for invisible education is always immanent. The book uses a wide range of empirical research in conjunction with diverse knowledge sources including memoirs, fiction, poetry, art, and my own diary extracts. In this paper I explore how memoir writers such as Polly Barton, Annie Ernaux, Katherine Mansfield, Dorte Nors or Maria Stepanova, became participants in my research writing. The memoirs I used are non-linear and in speaking of a life are not individualistic but rather move backwards and forwards across time and the human, and the more than human, world. I demonstrate how in exploring the elusive threads of everyday learning such writing was a tremendous resource. I will discuss the potential of memoir for post-qualitative research and whether there are ethical issues involved in using memoirs for our own ends and making their writers invisible, but potent, research participants.

IN CONVERSATION WITH MY COLLABORATORS: THE ETHICAL COMPLEXITIES OF REPRESENTATION AND POWER

Fri 12.1.2024

Parallel session 5D, 9:30–11:00

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Author:

Kelly Stewart, University of Edinburgh, UK

Keywords: ethics, suicide, representation, power, lived experience

'Who can speak for whom in the field of critical suicide studies?' asks Katrina Jaworski (2023). It's a question of representation and power I find myself tripping up on the further into my PhD I travel. 'What happens when suicide runs in families?' my research asks. Ethically I promised to represent our stories as a tapestry of interwoven threads with identifiable details about individuals blurred. Yet the papers I've written thus far comprise a deep dive into one co-labour-ator's story at a time. Bringing Nancy into conversation with Derrida, for example, or Isabella into conversation with Schwab. Dialogue between my collaborators and the theorists I'm thinking with (Jackson and Mazzei 2012). As a researcher with lived experience of intergenerational suicide in my family, to what extent is it ethical to speak on behalf of others, especially when I have my own lived experience? What right do I have to 'know' anything of my collaborators' stories when, epistemologically speaking, it's only ever possible to catch a fragment of 'knowing' as it blows like the wind through an historical moment in time and I happen to encounter it? In this paper, I bring my four collaborators into a lively conversation with each other, with Jaworski and with myself. Whilst this imagined co-created writing-as-inquiry may take us somewhere unknown in relation to Jaworski's earlier question, it, of course, works with and against the crux of my dilemma around representation and power, for I am the researcher that writes. Join me/us to see where this 'conversation' takes us.

TOWARDS A RELATIONAL ETHICS OF LEARNING CIRCLES

Fri 12.1.2024

Parallel session 5D, 9:30–11:00

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Authors:

Marie Kirstejn Aakjær, University College Absalon, Denmark

Julie Kordovsky, Aalborg University, Denmark

Maja Marie Lotz

Eva Pallesen

Keywords: relational ethics, learning circles, power, participatory research

In this paper we scrutinize the concept of learning circles as a potential method for participatory research. We ask: 1) what knowledge is being co-produced in learning circles, 2) what is the play of power in learning circles, and 3) which relational ethics do learning circles call for? Our backdrop for this line of inquiry is our enmeshment in the preliminary phase of a qualitative research project aimed at engaging elderly care professionals in learning circles to co-create more attractive and inclusive work communities and career paths as a response to the increasing recruitment challenges. In the project learning circles are applied not only as a method to evoke co-creation of learning among circles participants, but also as a method to co-create scientific knowledge among practitioners and researchers involved in joint qualitative inquiry. In the Nordic countries, learning circles have been developed as a model for adult non-formal education (Aakjær and Wegener 2022; Lahdenperä and Marquard 2019). Within this view, the learning circle is a formalised model for co-creation of learning across various divides, e.g. across professions, across workplaces and/or across different forms of expertise (Aakjær and Wegener 2022; Lahdenperä 2014). Critique has been that the model neglects the 'role of power' and romanticize learning as a collaborative and power neutral process or encounter. As an example, Phillips et al. (2021) point to the tensions in the "with" in "research with, not on, people" and the "co" in "co-creating knowledge. Such critical, reflexive analysis illuminates the processes of co-creating knowledge through the tensional, power-infused co-constitution of knowledge and subjectivities (Ibid.). Applying the model of learning circles as both a tool to facilitate learning among practitioners as well as a 'gateway' to participatory research – i.e. as a joint venture between practitioners and researchers - pay heed to the inherent yoke between power and knowledge. Our aim in this paper is to develop a more critical and reflexive awareness of how knowledge and power relations are co-created in learning circles among researchers and practitioners as co-researchers (Phillips et al, 2021).

VULNERABLE AGENCIES: ON THE COMPLEXITY OF PARTICIPATION IN AN ARTISTIC-PEDAGOGICAL RESEARCH ASSEMBLAGE INVOLVING DIS/ABLED PEOPLE

Fri 12.1.2024

Parallel session 5D, 9:30–11:00

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Author:

Liisa Jaakonaho, Theatre Academy of the University of the Arts Helsinki, Finland

Keywords: care ethics, dis/ability, vulnerability, artistic research

The article I wish to present is part of my doctoral research at Uniarts Helsinki; an artistic research process stemming from my work as a dance pedagogue in disability services. Describing and reflecting on the process that led to the artistic part of my research, a performance-installation at the New Performance Turku festival in 2018, I aim to develop a nuanced and ethically sensitive understanding of diverse and vulnerable agencies at the boundary areas between arts, research, and social care. Through methodological experiments and artistic-pedagogic explorations, I have aimed to facilitate reciprocal and affirmative embodied interactions with dis/abled participants of my practice and research. I have been informed by practices and questions of care, and found inspiration in feminist care ethics, which sees ethical concerns as relational, situated and embodied and proposes a shift from the search for rules, principles, and duties to situated questions concerning responsibility. The ethical dilemma I discuss in the article concerns the paradoxical nature of situated and shared vulnerability (Gilson, 2014). I reflect on how the different vulnerable agencies have been negotiated in my research project, and what ethical insights this negotiation brings forth. Drawing from critical disability studies, I consider the complexity of participation, power relations and decoloniality in artistic research, and suggest that we should continue to reflect on the complexity of the possibilities of participation, problematising artistic and academic practices, in which disabled people's agency is determined and mediated by abled people.

THINKING-WITH VIDEO IN QUALITATIVE RESEARCH

Fri 12.1.2024

Parallel session 5E, 9:30–11:00

Room **U4062**, Main building

Chair: Karin Murriss

Authors:

Soern Finn Menning, University of Agder, Norway

Karin Murriss, University of Oulu, Finland

Keywords: post-qualitative, video, nonrepresentational, performativity

In this paper, we will explore how thinking-with (Jackson & Mazzei, 2022) video can disrupt subject/object divides (e.g., Adult/child, human/digital) regarding participation and voice in qualitative research. Inspired in particular by Deleuze's film philosophy and Karen Barad's agent realism, a detailed analysis of an 'ordinary' event in an early-childhood institution gestures at some of the possibilities when video as technology is included as active agent into research processes.

Video Technology's unique possibility for visual crystalising and unifications of various temporalities and relationalities allows a re-thinking of agency and causality in research (Menning, Murriss & Wargo 2021). Filmmaking practices, such as framing, tracking, speed changes, reverse motion and use of sound, offer alternative modes of analysis that include more-than-human bodies. These playful techniques draw attention to how video technology can play a democratising role in qualitative research by paying more attention to the digital, the sensory and the visual while relying less on language as mode of participation. Moreover, using video to think-with and the affective power of video entails a demand of repositioning video ethics beyond the individual's right of privacy. This involves questioning how a specific use of technology avoids or supports sedimenting particular hierarchical ways of doing, thinking and knowing. Grounded in postqualitative approaches to performativity, we explore the radical implications of the ontological and epistemological paradigmatic shift in agency and causality when thinking-with video disrupts anthropocentrism in qualitative research.

TOWARD A SHAME-AS-MEME THEORY: RE-IMAGINING BEYOND DISCIPLINARY AND ONTOLOGICAL DIVIDES

Fri 12.1.2024

Parallel session 5E, 9:30–11:00

Room **U4062**, Main building

Chair: Karin Murriss

Author:

A.L. Black, University of Edinburgh, UK

Keywords: shame, power, meme theory, therapeutic tools, post-humanist ontologies

Imagine shame as a self-interested entity: contagious and capable of compelling you to feel and act in ways that enable it to replicate itself, like rabies compels hosts to fear water, and zombie fungi compels hosts to climb. Sociologist Thomas Scheff proposes that shame is a prime human motivator, 'responsible' for, among other sufferings, war (Scheff et al., 2018). Long recognised as linked to victimisation (Lansky, 1987) and relevant in psychotherapeutic practice (Nathanson, 1992), shame is gaining attention among qualitative researchers (B. Brown, 2006) and phenomenologists (Zahavi, 2014). However, dominant ontologies underlying research which conceive of shame as an intrapsychic phenomenon (Tangney & Dearing, 2002) and as a functional adaptation (genetic, not mimetic) (Sznycer et al., 2016) set up practice and policy to either victim-blame survivors or to pass blame along in a continuing cycle of shame and power. My work conceives of shame as linked to power and draws upon sociology, philosophy and memetics to develop a new theory of transactional shame which is applicable to psychotherapeutic and magical practices, art, and post-qualitative research. By itself, the idea of shame-as-meme offers value as a practical therapeutic tool. In my own personal and very profound experience with working with shame caused by abuse, thinking of shame as a self-interested entity has allowed me to mitigate its effects on me successfully and on my children. Beyond this, interrogating the ontology of shame addresses issues of individualism, harm and detailed accountability. This paper/talk outlines the theoretical underpinnings of a transactional theory of shame and power on an ontological level. It describes meme theory as proposed by Dawkins (Dawkins, 2016) and developed by Blackmore (Blackman et al., 2008), considers its controversial position within ontological debates, and argues that it is compatible with Post-Humanist ontologies.

MATERIALS MATTER! DOING POST-QUALITATIVE INQUIRY WITH WOOD AS A NON-HUMAN PARTICIPANT

Fri 12.1.2024

Parallel session 5E, 9:30–11:00

Room **U4062**, Main building

Chair: Karin Murriss

Author:

Paul Resch, Linköping University, Sweden

Keywords: post-qualitative methodology, collaborative inquiry, wood, curious practice, storied matter

Through a post-qualitative (e.g., Gunnarsson & Bodén 2021) framing, materiality actualizes as a central concept, both analytically and methodologically. Drawing from a collaborative study set in the intersection of Swedish educational sloyd and climate change education, I will in this paper discuss how the materiality of wood has informed the concept of collaboration. By emphasising materials as non-human participants this paper explores how a “thinking with theory” (Jackson & Mazzei 2022) has developed into a collaborative thinking with wood as a curious practice (Vladimirova & Rautio 2020). Turning to materials from a methodological outset is by Ingold (2007) proposed as a powerful, direct procedure with the “stuff we want to understand” (p.3). While this is a crucial recognition, as it acknowledges the cultural significance of materials, it risks overlooking what Oppermann (2016, See also Alaimo 2014) discusses as matter being agentic, lively, as well as densely storied. By connecting these two standpoints engaging with materials means to consider them as not only commodities, or “stuff” of the world, but as generative, co-constitutive and with a storiedness to them. This paper shows how the turn to materials as a non-human participant can offer a co-creative, as well as curious approach to collaborative methodology within a post-qualitative framing.

SPACE, BODIES, AND STUFF AS PARTNERS IN THINKING AND WRITING

Fri 12.1.2024

Parallel session 5E, 9:30–11:00

Room **U4062**, Main building

Chair: Karin Murriss

Authors:

Eeva Anttila, Uniarts Helsinki, Finland

Sofia Jusslin, Åbo Akademi, Uniarts Helsinki, Finland

Riina Hannuksela, Uniarts Helsinki, Finland

Kaisa Korpinen, University of Turku, Finland; Uniarts Helsinki, Finland

Keywords: post-qualitative research, embodied writing, language, arts-based research, artistic research

This presentation illuminates approaches to research that aim at decentering verbal language, developed by a multidisciplinary research team within the ELLA research project. ELLA stands for Embodied Language Learning through the Arts and is funded by the Kone foundation (see <https://sites.uniarts.fi/web/ellaresearchproject>). The project focuses on broadening the conceptions of language and learning, and in so doing, renewing pedagogical practices related to language learning in various educational settings. Simultaneously, the conception of language in doing research is being critically investigated. In this, the project traverses methodologically between qualitative and post-qualitative orientations, also in combination with arts-based and artistic research. As the project will embark on its fourth and final year in January 2024 the team is anxious to share some research practices that demonstrate how they have approached the challenge of decentering verbal language through embodied practices that involve attending to the materiality of space and objects, or ‘stuff’ within it.

The presentation will be largely based on images, narration, poetic, and performative utterances. It will also outline some theoretical sources for this work (e.g., Pennycook, 2016; Toohey, 2019), and credit previous work by scholars that has been influential for the ELLA team (Guttorm, Löytönen, Anttila & Valkeemäki 2016; Hohti, 2016; Pelias 2019).

ENACTING INTER-SPECIES RELATIONS DIFFERENTLY – EXPLORING THE TRANSFORMATIVE POWERS OF FEMINIST AND QUEER POST-HUMANIST CONCEPTS

Fri 12.1.2024

Parallel session 5F, 9:30–11:00

Room **U4072**, Main building

Chair: Emilie Moberg

Author:

Emilie Moberg, Stockholm University, Sweden

Keywords: higher education, feminist, science and technology studies, more-than human species

Against the backdrop of human-induced climate change and severe biodiversity loss, feminist scholars within Science and technology studies (STS) as well as new materialist and post humanist studies stress the need for movements towards less anthropocentric knowledge production processes. The current paper aims to explore how post-humanist, feminist and queer theoretical approaches opens up possibilities for teacher-educators to think, communicate and teach inter-species relations differently. In the field of education, feminist theories and methods have provided productive ways of critiquing the anthropocentric and capitalist forces at play on all levels of the education system. Drawing on such approaches, the current study is designed as a series of three explorative-cooperative-critical-affirmative focus-groups with three teacher-educators working within the area of science didactics at Swedish universities. The purposes of the explorative-cooperative-critical-affirmative focus-groups are twofold. First, to generate examples of moments where encounters between human and non-human species become enacted in science didactic teachings. Second, to work critically and affirmatively with these examples with the input of concepts from post-humanist, feminist and queer theoretical approaches. The concepts that will be used as tools to think with, in the focus-groups are alienation as used by Anna Lowenhaupt Tsing, and unknowing as used by Nathalie Myers and wild, civilized as used by Jack Halberstam. The concepts become a way to address how teaching practices potentially objectifies non-human species through describing them without the ecological life systems they depend on. Ultimately, the study will generate knowledge of inter-species encounters in higher education science didactics, as well as knowledge about how post-humanist, feminist and queer theoretical concepts could work to make teacher-educators think, communicate and teach inter-species relations differently.

HOW EFFECTIVE LEADERSHIP IS SEEN BY LEADERS. A CONTEXTUAL ANALYSIS

Fri 12.1.2024

Parallel session 5F, 9:30–11:00

Room **U4072**, Main building

Chair: Emilie Moberg

Authors:

Damian Spiteri, University of Malta, Malta

Tom Fleming, University of Malta, Malta

Keywords: higher education, leadership, cultures

This paper presents a comprehensive comparative analysis of leadership effectiveness within higher education institutions in England and Malta. Leadership in the realm of higher education plays a pivotal and multifaceted role, significantly influencing the academic landscape and organizational performance. To shed light on the nuanced facets of leadership in these two diverse contexts, this study amalgamates insights from a plethora of research sources and theoretical frameworks including the theories of leader-member exchange, distributed leadership, the paradox of leadership, leadership identity v leadership reputation, density of leadership and the 'inner circle' of leadership. It contextualizes them within the higher education milieu, addressing leadership teams and colleagues holding pivotal leadership roles. The crux of the investigation lies in understanding whether these divergent leadership styles are mere idiosyncrasies specific to each institution or whether they stem from overarching systemic factors embedded within the higher education systems of England and Malta. Through rigorous analysis and examination, the authors scrutinize the intricate interplay between contextual factors and leadership practices to decipher the root causes of these disparities. By drawing on the narratives of current key post-holders in leadership roles in the different educational institutions, it provides a rich comparative perspective on how leadership operates within distinct higher education systems. Moreover, it unravels the dynamic role that context plays in shaping leadership, prompting reflection on the adaptability and flexibility required of leaders in today's ever-evolving higher education landscape. In conclusion, this comparative analysis provides valuable insights into leadership practices in higher education settings in Malta and the UK.

BECOMING APPARATUSES - CUTTING RESEARCH(ERS) TOGETHER-APART

Fri 12.1.2024

Parallel session 5F, 9:30–11:00

Room **U4072**, Main building

Chair: Emilie Moberg

Authors:

Ruth Churchill Dower, Manchester Metropolitan University, UK

Charlotte Hankin, Bath University, UK

Hannah Hogarth, Bath University, UK

Keywords: higher education, co-reading, agential contamination, slippery possibilities

Dear Karen Barad....how might we meet the universe halfway as collaborating doctoral researchers-apparatus-being/doings and still live-with the exceptionalism 'written into our bones' (p.233)? This paper shares a co-inquiry into becoming-with Karen Barad through a 'deep hanging out' (Somerville and Powell, 2019) where our playful, relational, unpredictable dynamics cultivated a collaborative attentiveness (Dooren, Kirksey, Münster, 2016).

From the discomfort of the unknown, we diffracted a constellation of ideas on our Miroboard apparatus and named it, Dear Karen Barad..., to express our stuck-ness amongst the sticky and slippery possibilities. Our co-creations became open questions with which we speculatively fabulated different ways of knowing and being. This method became more conducive to thinking diffractively-with, and attending to, the minor agential cuts of our situations as they came to matter-in-relation, rather than to (or about) us as individuals. The deeper the hanging out, the more complex the struggles as we tried to resist the neoliberal, hierarchical boundaries that would have us study Barad as if they were an object to be touched once and put down. Dear Karen Barad, we could not put you down. We cut these struggles apart-together to ask, how do we shift from the humanist duty of responsibility-for... to a posthumanist kinship of response-ability-with? Co-reading as a generative, participatory practice multiplied our radical curiosities for collaborative contaminations (Tsing, 2015). We attend to these entanglements through our shared passion for moving, shaking, reconfiguring and subverting reductive education tropes. By enacting speculative, creative inquiries involving the arts, the environment and the creatures entangled within, we express the indeterminate experiences that make a difference, whilst acknowledging the genealogies that come before and go ahead. In this paper, we share the ways becoming-with Barad's ethico-onto-epistemology gives hope for education in bleak times.

COLLABORATIVE AUTOETHNOGRAPHY OF POST-OWNERSHIP: AN EXERCISE IN REFLEXIVE PERFORMATIVITY

Fri 12.1.2024

Parallel session 5H, 9:30–11:00

Room **U4078**, Main building

Chair: Pekka Kuusela

Authors:

Juhana Venäläinen, University of Eastern Finland

Tuomo Alhojärvi, University of Eastern Finland

Ella Lillqvist, University of Eastern Finland

Pieta Savinotko, University of Eastern Finland

Keywords:

collaborative autoethnography, reflexivity, performativity

Our research project “Post-ownership as an interpretation and experience of economic change” introduces the notion of “post-ownership” as a conceptual tool to investigate a popular discourse suggesting that individual ownership (of cars, appliances, books, etc.) is somehow burdensome and outdated. Post-ownership discourse serves as an example of performativity; it simultaneously describes social changes and is involved in producing and directing them. One perspective in the research project is a focus on how researchers are involved in such performativity. We therefore also seek to critically examine our own agency in this matter.

To achieve this aim, we make use of collaborative autoethnography (CAE), a qualitative method where researchers, each in their own distinct and independent voice, collaborate in collecting and analyzing autobiographical data (Chang et al. 2013, 23-4). In our version of CAE, the data collection consists of a regular (weekly or biweekly) exercise where each researcher compiles their ongoing experiences and reflections on both the phenomenon being studied and the research process itself on a blank A4 sheet of paper. The reflections are inspired by prompts (for example a question, an idea, a quote, or a photo) that participants take turns to prepare. The format is free; bullet points, mind maps, drawings and narrative texts are all welcome. These sheets enable timely reflection, stimulate debate in project meetings, and allow us to compile a physical and digital archive of shared memory from along the research journey which can be used as research data in itself. In this presentation we discuss details of the method, our experiences of its usefulness, and preliminary analysis of the collected data.

OBSERVING THE PUBLIC ADMINISTRATION WHILE STUDYING THE “PARTICIPATORY TURN”

Fri 12.1.2024

Parallel session 5H, 9:30–11:00

Room **U4078**, Main building

Chair: Pekka Kuusela

Authors:

Marjukka Weide, University of Helsinki, Finland

Kanerva Kuokkanen, University of Helsinki, Finland

Keywords: ethnography, democracy, public administration, political science, participant observation

Since the early 2000s, public administrations have embraced a “participatory turn” (Saurugger 2010) emphasizing citizen involvement and openness of administration. At a rhetorical level, at least. For in practice, the turn may well be limited as these newer ideals become combined with earlier bureaucratic and/or market-oriented traditions. We ask how to make sense of this potential mix of ways by which Finnish state-level public administration discursively assigns roles to and constructs subjectivities for citizens. With the overall research project also covering document analysis and expert interviews, we here focus on how participant observation can help us better understand the choices made in the daily work of a ministry. These choices can relate to previous and in-the-making policy-documents in different ways; they may reflect, reinterpret, contrast, apply, modify and neglect the language use around the theme of citizen participation, and it is this dynamic relationship between the written/adopted and the social/in progress that we wish to scrutinize. As ethnographic approaches are only gradually gaining more prominence within Political Science and Public Administration research, we reflect on the specific character of a ministry as a site of observation. This includes questions of formal access, scheduling and online–on-site combinations, but also more abstract issues of power relations. In the age of remote work, the strong ethos of civil servants’ neutrality may present challenges for fieldwork. The usually good research access to ministries partly relies on publicness; with some of the work performed in homes, exposing the private spaces of the officials might, for them, also risk being exposed as private individuals beyond their professional identity. The project “Citizens and the New Language of Public Administration”, funded by the Kone Foundation. The participatory observation part of the project will take place in 2024.

THE CULTURE OF BULLYING AND MISUSE OF MANAGERIAL POSITION – A NETNOGRAPHIC ANALYSIS OF HEALTH PROFESSIONALS’ ONLINE DISCUSSIONS

Fri 12.1.2024

Parallel session 5H, 9:30–11:00

Room **U4078**, Main building

Chair: Pekka Kuusela

Authors:

Pekka Kuusela, University of Eastern Finland

Pasi Hirvonen, University of Eastern Finland

Keywords: nethnography, working life, workplace bullying

Workplace bullying (WB) is a widespread problem in working life with long-term and serious health and social effects on individuals and organizations. The aim of this qualitative study based on netnography and thematic analysis is to explore how health care professionals view the socio-cultural causes and forms of WB. The data used in the study is based on five online discussion threads in the second largest online forum in Finland where the healthcare professionals discussed their experiences of WB and its consequences for their work organization. The examination of these online discussion threads reveals that healthcare professionals have, indeed, encountered instances of WB from both their peers and supervisory personnel within their shared departmental settings. After the rigorous thematic analysis process, the features considered leading to WB by the professionals were categorized into three distinct themes: 1) bullies’ psychological disorders and the psychological profile of the bullied, 2) group relations and processes leading to bullying, and 3) dysfunctional organization and culture dynamics reproducing WB among health care professionals. While these findings align partially with previous research on socio-cultural factors contributing to bullying within healthcare contexts, they also introduce novel insights. Specifically, the study sheds light on the destructive managerial practices including misuse of managerial authority and descriptions of perceived personality disorders as hitherto unrecognized themes contributing to WB within healthcare settings. This nuanced understanding of the causes and manifestations of workplace bullying can significantly inform strategies and interventions aimed at mitigating its impact on both individuals and organizations within the healthcare sector.

AUTOMATED DEMOCRACY? AN AUTOETHNOGRAPHIC INQUIRY OF SELF-ENDORSED REFLECTIVE THINKING BY RE-ALLOCATION OF ATTENTION AND TIME

Fri 12.1.2024

Parallel session 5H, 9:30–11:00

Room **U4078**, Main building

Chair: Pekka Kuusela

Author:

Minna Vasarainen, University of Helsinki, Finland

Keywords: autoethnography, algorithms, autonomy, democracy, reflective thinking

Democracy prerequisites participation of the public. Digitally formed, algorithmic-based platforms can be considered as enablers of participation, but they also guide our focus and allocation of time, crucial elements for elicitation of informed decisions expected from citizens. The elements of time and focus are highly competed resources in a neoliberal capitalistic society, and individual focus is stretched further by accurately modified algorithms designed for maximum engagement and ease of experience. Finding a balance between the societal demands and sustainably organised personal life has become a luxury that few can expect to find, let alone being able to allocate time for reflective thinking. With the aid of Dewey's concept of reflective thought and action, I inquire how to construct personal experiences of time and space for self-endorsed reflective thinking. I consider the dimensions of autonomy in human-algorithmic assemblages and explicate with autoethnographic means, how my personal experiences relate to a broader socio-cultural space materialized by algorithms. In this space, reflective thinking is easily harnessed for capitalistic purposes, considered as means to respond to the continuous demand of increased efficiency of individual workers narrowing the experience of time even further. Moreover, rather than releasing time for reflective thinking, algorithms encourage us to spend more time in a digital space operating in an increasing speed. Closing all social media accounts and lessening the usage of information technology seem to provide little ease, as the socio-cultural multi-dimensional system we have built for ourselves consists of the platforms we use. However, social exclusion as the cost of reallocation of time for reflective thinking seem an unbearable price to pay, as it leads to a situation where democratic participation is essentially hindered.

DIFFRACTIVE WRITING WITH BODIES OF WATER. BECOMING CO-AUTHORS FOR ENVIRONMENTAL JUSTICE IN THE POST-ANTHROPOCENE

Fri 12.1.2024

Parallel session 5I, 9:30–11:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Author:

Mona B. Livholts, University of Helsinki, Finland

Keywords:

Diffraction writing, bodies of water, co-authoring, environmental justice, post-Anthropocene

How do we become embodied writers and co-authors with more-than-human subjects in the post-Anthropocene, moving beyond human centredness? What kind of mo(ve)ments can be created through diffractive writing, by which multiple genres allow for composing textual shaping that promote thinking and writing for environmental justice? Inspired by Haraway's and Barad's conceptualisation of diffraction as a physical phenomenon, like a pattern that occurs when waves encounter an obstacle, alongside Niemi's concept of bodies of water, this paper is composed as a series of real and imagined Water installations. As a Swedish academic who migrated to live and work in the south of Finland near the Baltic Sea, I situate and re-situate my watery self across multiple time and space locations: beaches, cliffs, lakes, rivers, waterfronts and Sea/s. Drawing on my novella 'Writing Water', and illustrations from my recent and ongoing work, 'Thinking with the Ice-Thaw' and 'Letter of the Sea', I make use of creative narrative life writing genres such as diaries and letters, memories, poetry, photography and video recordings to promote modes of diffractive writing with bodies of water. I propose the possibilities of diffractive writing as a transdisciplinary practice and movement for environmental justice pave way for inclusive, safe and creative emancipatory knowledge and learning; circulating, floating and seeping to and from academia and society.

ATTUNING, NOTICING, EARTHING – A WALKING ART EXPERIMENT WITH ANTHROPOCENE LANDSCAPES

Fri 12.1.2024

Parallel session 5I, 9:30–11:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Authors:

Henrika Ylirisku, University of Helsinki, Finland

Riikka Hohti, University of Helsinki, Finland

Keywords: walking methodology, artistic experimentation, anthropocene, landscape, attunement

When the challenges of the Anthropocene ask the scholars to re-think human relationships with the environment and the more-than-human world, also the approaches used to examine human-environment relations need to be re-thought. The researchers are pushed to find new kinds of experimental research settings and new forms of collaboration, reporting, and (re)presentation (Kraftl et al., 2020).

This paper presents a walking art experiment called “Line Walk” for attuning to more-than-human Anthropocene landscapes (Tsing, 2015). The experiment was conducted in the beginning of a larger research project examining children’s and young people’s lives in the atmospheres of the environmental crises. The researchers wanted to expand the methodological and representational repertoires for engaging with contemporary urban and semi-urban living environments, beyond nature-culture dichotomies. A second goal was to increase attentiveness to multispecies relationality and challenge the uncritically normative notions of nature in (environmental) educational research.

The experiment shows how an artistic walking method, combined with more-than-human and feminist theories, can connect us with the ghostly temporal layers and more-than-human stories in the landscape. The affective engagements with the environment were complex, including appreciation and care mixed with disgust, fear, and indifference. Producing embodied place-sensations and practicing the arts of noticing (Tsing, 2015) allows developing a deeper understanding of the Anthropocene landscapes as situated gatherings of multiple pasts, presents, and futures. They are always already multispecies, more-than-human and often far from idyllic and harmonious. We suggest that troublesome, embodied engagements such as the Line Walk, can “earth” and “ground” the methodology, opening it up as part of the landscape.

USING 'VERSIONS' AS A PRODUCTIVE CONCEPT IN ANALYZING KNOWLEDGE PRODUCTION: A STUDY OF HUMAN EVOLUTION IN NATURAL HISTORY MUSEUMS

Fri 12.1.2024

Parallel session 5I, 9:30–11:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Author:

Simon Ceder, Konstfack - University of Arts, Crafts, and Design, Sweden

Keywords: analytical method, versions, tensions, museums

The posthuman and post-qualitative movements in theory and methodology have reconceptualized issues around epistemology and research resulting from the critique of representationalism and universalism (Gunnarsson & Bodén, 2021). Posthuman theory acknowledges the co-production of phenomena through the entanglement of the phenomenon and the researcher (Braidotti, 2019). Approaches such as situated knowledges (Haraway 1988), agential cuts (Barad 2007) have proved beneficial for researching local knowledge and understanding the particularities of knowledge production. However, how should one handle a larger volume of empirical material when the results are plural, global, and contradictory?

For this paper, I will draw on Annemarie Mol's (2002, 2010) work on knowledge production as enacted through versions and the tensions it entails. I will discuss how these concepts fueled the analytical process and helped the research process to keep the approach on knowledge production as co-produced and non-representational. The empirical material for this paper is drawn from a broader research project that explores the knowledge production of human evolution in natural history museums. The project has collected empirical data from 28 museums across four continents to date and consists of fieldnote and photographs.

The results show that knowledge of human evolution is enacted in different versions at different museum. Tensions are less prevalent because the versions are 'distributed' among different museum sites. Simultaneously, the versions are not completely separated but 'coordinated' because the museums are connected with the paleoanthropological research community. However, since tensions exist within this community due to the 'coexistence' of different evolutionary versions, this also affects the museums.

CO-IMAGINING MULTISPECIES FUTURES IN A PARTICIPATORY LIVING LAB CONTEXT.

Fri 12.1.2024

Parallel session 5I, 9:30–11:00

Room **U4080**, Main building

Chair: Marjukka Laiho

Authors:

Antje Jacobs, KU Leuven, Belgium

Steven Devleminck, LUCA School of Arts, Belgium

Karin Hannes, KU Leuven, Belgium

Keywords: biofuturing, co-creation, multispecies speculations

Amidst the growing concerns of global warming and its consequences, it is imperative that we explore participatory research and creation approaches that address impending crises while simultaneously imagining alternative, sustainable modes for humanity to coexist with the natural world. In this presentation, we introduce biofuturing as an example of a participatory and creative research practice, designed to collaboratively create multispecies imaginaries of alternative futures. We examine the potential of biofuturing to foster collective creativity and imagination and explore what creative outcomes biofuturing can generate, which tackle existing and emerging challenges from a multispecies perspective, specifically in the context of sustainable energy supply and reliable digital connectivity. This study employs a pilot implementation of 'biofuturing' in the BioFutures Living Lab. The BioFutures Living Lab drew on a living lab methodology combined with futures studies techniques, participatory design, and creative practices. The living lab was conceptualized as an interuniversity and transdisciplinary training program, inviting a transdisciplinary group of 20 young scholars to a three-day biofuturing event. The BioFutures Living Lab resulted in five speculative prototypes and fictional narratives about futures. Some participants focused on the creation of speculative material artifacts for potential futures (e.g., a telecommunication system involving mycorrhizal networks in TeleFungi, the channeling of energy from aurora borealis in Aurora Benergy, and the development of skinwear in Algae Wearables). Other groups were more invested into imagining alternative socio-cultural ideologies that lay the foundation for sustainable societies (e.g., a low-energy urban environment in GreenTown, and a sustainability-based point system in The Infinite Game). In this presentation, we reflect upon piloting biofuturing as a participatory research and creation methodology, discussing its potential strengths and pitfalls. We suggest that biofuturing can help us to move beyond isolated taxonomies of knowledge and move towards more creative research practices that creates dialogue in 'divides,' including other-than-human entities (i.e. multispecies entanglements), 'other' temporal dimensions (i.e. futures studies), 'other' practices and methods (i.e. creativity), and 'other' disciplines (i.e. transdisciplinary collaboration).

DOING MENTAL HEALTH RESEARCH DIFFERENTLY – YOUNG WOMEN’S AESTHETIC ENCOUNTERS WITH ANXIETY

Fri 12.1.2024

Parallel session 5J, 9:30–11:00

Room **U3039**, Main building

Chair: Reetta Mietola

Authors:

Raewyn Tudor, University of Canterbury, New Zealand

Shanee Barraclough, University of Canterbury, New Zealand

Keywords: participatory methodology, zine-making, mental health research, feminist new materialism

In the field of mental health and wellbeing, art making is more well known as a therapeutic practice, where it is conceptualised as an aesthetic tool for exploring indefinable and unspoken experiences. Recently, art making methods have emerged as inclusive and participatory approaches in mental health research. Methods such as drawing, poetry inquiry, collage, photography have been shown to be useful in research concerning sensitive topics such as anxiety, allowing participants to express their thoughts, opinions and experiences on difficult issues, while remaining relatively distant from those issues. In this presentation we discuss an arts-based research project utilising zine-making as a method to explore young women’s lived experiences of anxiety. A zine is a handmade (DIY), small circulation, and self-published and distributed, magazine, first emerging within science fiction (1930s), punk (1970s) and feminist (1990s) cultural mo(ve)ments. Drawing on feminist new materialist theory, which understands knowledge-creation through research as an event enabling new understandings and experience to emerge, we consider how the participatory processes offered by zine-making afforded opportunities to explore new/different knowledge of anxiety. Importantly, we discuss the way in which the young women created their own collaborative methodology for transforming anxiety beyond its preconceived limits. These are vital considerations in mental health research where we are interested in how new knowledge can alleviate human suffering. As we will discuss, with/in the aesthetic, materialist-discursive encounters of art making, the young women were able to disrupt the reductive gendered identities assigned to them as ‘anxious persons’ and affirm alternate practices of being together and living well in the world.

RETHINKING PARTICIPATORY APPROACHES WITH DISABLED YOUNG PEOPLE IN THE (POST) PANDEMIC EDUCATIONAL RESEARCH LANDSCAPE

Fri 12.1.2024

Parallel session 5J, 9:30–11:00

Room **U3039**, Main building

Chair: Reetta Mietola

Author:

Anna Pilson, University of Birmingham, UK

Keywords: participatory action research, purposeful entanglement, dishumanism, pandemic

Bastian (2016, p. 19) attests that “crises invite participatory researchers to explore whether the injunctions of Western anthropocentrism might have unnecessarily restricted how participation is imagined, and to reconsider to whom its commitments might be made”. As such, this paper discusses how and why we should conceptualise Participatory Action Research differently in this peri-pandemic period. Using evidence from my doctoral research carried out during UK lockdowns, I firstly explain how I enacted Marn and Wolgemuth’s (2016) framing of interviews as “purposeful entanglements” in my research with young visually impaired people. Such entanglements centre intra-active critical conversations, which consider how we co-construct knowledge-ing (Taylor, 2021) in education and beyond. I consider the framing of interviews in this way to be an enactment of DisHuman Participatory Action Research. Following Goodley et al. (2022), a DisHuman approach to research is “one that blends the pragmatics of humanism with posthuman possibilities” (p. 12). As such, I no longer consider PAR to be a method that one applies/undertakes, rather I reconceptualise it as an ethico-onto-epistemology (Barad, 2007) – an orientation. The paper therefore explains how a framing of interview-as-entanglement activates this DisHuman participatory ethico-onto-epistemology, as it allows the development by participants of relational worldings (Stewart, 2010) of what matters, thereby making this a socially just methodology - particularly apposite for disability research. This leads into a discussion of why it is important to orient disability research around a participatory ethico-onto-epistemology, especially when working with children/young people, and particularly within and through disturbance (Tsing, 2015; Guyotte, 2023). I assert that allowing opportunities for participatory conversations like this within educational research can “intervene” in the perpetuation of hegemonic discourse. This can, in turn, reconfigure the world (Barad, 2007) in our process of becoming as researchers, practitioners, participants and humans - a crucial outcome in such febrile times.

FEMINIST PARTICIPATORY ACTION-RESEARCH (FPAR) IN PRISON: LEARNINGS FROM COLLABORATIVE RESEARCH WITH INCARCERATED WOMEN

Fri 12.1.2024

Parallel session 5J, 9:30–11:00

Room **U3039**, Main building

Chair: Reetta Mietola

Authors:

Aloe Cubero, Rovira i Virgili University, Spain

Alejandra Araiza, Rovira i Virgili University, Spain

Barbara Biglia, Rovira i Virgili University, Spain

Keywords: feminist participatory action-research, participation, advocacy, penitentiary system, women

The prison system is itself an institution that perpetuates inequality and often violates human rights. However, this infringement sometimes falls much more severely on certain collectives within prison. For example, although on an upward trend, women constitute a minority group, representing only 7.2% of the total population (UNODC, 2019). This has been justifying more limited access to rights, as they are not a primary target of policies and services. Furthermore, it is not uncommon for women who end up in prison to have suffered violence throughout their lives, which continues even after, as they experience greater stigmatization than men as a result of having been incarcerated.

In the framework of the project Gender and Penal Execution, we developed 9 diagnostic workshops with incarcerated women (n=25) from two different prisons in Barcelona (Spain). Based on its results, we reflect on the necessity of introducing participatory and feminist methodologies in this context. Concretely in this contribution, we weave together the needs encountered during the development of our collaborative research in prison with the proposal of Feminist Participatory Action-Research (FPAR, Reid & Frisby, 2008) as a potential and powerful strategy to respond to them: (1) deepening the understandings of their needs and its causes from an intersectional and ecological approach; (2) giving women a space to narrate their own stories and imagine possible futures; (3) reinforcing support networks among them; (4) favoring a participatory structure within prisons; and (5) advocating for their rights. We conclude by discussing the possible resistances of the penitentiary system to proposals such as this, and the need to transcend towards anti-punitivist logics both within prisons and in society as a whole.

MAKERS AND MOVEMENTS: CRITICAL DISABILITY STUDIES, MAKERSPACES AND CO-PRODUCTION METHODOLOGIES

Fri 12.1.2024

Parallel session 5J, 9:30–11:00

Room **U3039**, Main building

Chair: Reetta Mietola

Authors:

Lauren White, The University of Sheffield, UK

Dan Goodley, The University of Sheffield, UK

Alison Buxton, The University of Sheffield, UK

Kirsty Liddiard, The University of Sheffield, UK

Keywords: participatory methods, disability, critical disability studies, co-production, makerspaces,

This paper provides an original take on the social research possibilities offered by the makerspace movement in relation to co-production with disabled young people as researchers, methodologists and makers. We centre a UKRI TAS Hub interdisciplinary funded research project ‘Reimagining Trustworthy Autonomous Systems with Disabled Young People’ that sought to develop rigorous and productive new methodologies to probe and, significantly, centre disabled young people’s experiences and aspirations in relation to new developing, automated technologies. We assert that significant theoretical, methodological and analytical possibilities emerge when we bring together making and research creation as collaborative practices. We demonstrate these through a series of examples from makerspace workshops hosted by our Sheffield (UK) team, Maker{Futures} in collaboration with 9 student co-researchers at a Special School in South Yorkshire (UK). These collaborative workshops revealed possibilities which include an overriding assumption of capacity, the promotion of affirmative qualities of making, and the creation of interdependent relationships and teamwork. These possibilities to us demonstrate the close entanglement between makerspace methods, co-production and critical disability studies where affirmative driven ways of being and celebrating diversity and difference are made possible and are celebrated in co-imagining, co-designing and co-producing. An appreciation of material methodologies, a recognition of the practices of makerspaces as a key mode of co-creation and the centralising of disability as the driving subject of inquiry, offers numerous lessons for sociological research.

INTERACTIVE DATA COLLECTION AND ANALYSIS INFORMED BY GADAMER'S HERMENEUTICS: AN APPROACH TOWARDS RESPECTING PARTICIPANTS' RIGHTS AND VOICES IN QUALITATIVE RESEARCH

Fri 12.1.2024

Parallel session 5L, 9:30–11:00

Room U3031, Main building

Chair: Mandira Halder

Authors:

Mona Hosseini, University of Bergen, Norway

Åsta Haukås, University of Bergen, Norway

Keywords: multilingual families, interactive research, empowerment, participants' voice

Participants' rights and voices are protected through research ethics in the social sciences and humanities. Yet, there are concerns about moral considerations in the dynamic procedure of qualitative research, where studies are conducted WITH rather than ON human beings. Drawing on the concepts in Gadamer's (2004) philosophical hermeneutics, the current study offers a collaborative participatory approach for data collection and analysis in qualitative interviews. By outlining a research protocol beyond the institutional ethics requirements, we aimed to embrace participants' rights and voices through reflexive questioning, reciprocal dialogues, unbiased listening, and rightful analysis of participants' data. A key element of our interactive research approach, which focused on a case study involving two multilingual families in Norway, was the active engagement of participants. In the initial stages of the study, we conducted in-depth semi-structured interviews with the family members. During this process, we proactively shared all interview questions with participants in advance. This approach was aimed at fostering more reflective and interactive dialogues between the researcher and the participants. In a subsequent phase, we employed participatory diagramming as a method to present both the collected data and our initial data analysis to the participants. This approach offered participants an opportunity to review and validate the initial data analysis conducted by the researchers. Using thematic analysis to analyse both data sets (Braun & Clarke 2006), our findings indicate that the interactive interviews enhanced researchers' understanding through additional accounts provided by the participants, empowered participants in the research process, facilitated member-checking to work out misunderstandings, created beneficial collaboration opportunities for the participants, and enabled the researchers to reaffirm confidentiality and informed consent in various stages.

I JUST HAVEN'T DONE THIS BEFORE: INCLUSIVE PRACTITIONER RESEARCH ON MEDIATION SKILLS IN AN AUTONOMOUS ENGLISH LANGUAGE COURSE

Fri 12.1.2024

Parallel session 5L, 9:30–11:00

Room **U3031**, Main building

Chair: Mandira Halder

Author:

Fergal Bradley, Tampere University/University of Helsinki, Finland

Keywords: mediation in language learning, practitioner research, language counselling, autonomous learning

Mediation as a language skill has gained increased attention from language teachers, especially following its increased visibility in the updated Common European Framework of Reference for Languages (CEFR) Companion Volumes (2018 & 2020). Encompassing the skills of production, reception and interaction, mediation is a complex concept, but also central to language learning and successful language use.

This presentation outlines a project examining student understandings of and attitudes toward mediation in an autonomous English course at a Finnish university. The study takes an inclusive practitioner-research approach, inspired by the principles of Exploratory Practice (Allwright & Hanks, 2009), which include involving everyone, integrating research into practice, and working for understanding and quality of life in language learning.

Understandings of and attitudes towards mediation are explored through discussions in language counselling, where students reflect on their language learning experiences together with their counsellor. Based on these counselling sessions, the counsellor's reflective journal forms the project data, an approach inspired by reflective practice (Bolton, 2001) and writing as a method of inquiry (Richardson & St. Pierre, 2005). The journal is then analysed using a reflexive thematic analysis approach (Braun & Clarke, 2022) to identify themes relating to mediation.

The project aims to support both learning and counselling practice, by explicitly reflecting on mediation. It also aims to build bridges between theory and practice: rather than teaching students mediation skills or applying the concepts in practice, the aim is allow for individual and joint sense making involving student and counsellor. Here the project draws on traditions of folk linguistics (e.g. Niedzielski & Preston, 2010) and learner beliefs (e.g. Kalaja, 1995) in mobilising nonspecialist attitudes towards language and learning to enhance practice and add nuanced, situated data to the wider field.

BUILDING BRIDGES THROUGH RADICAL CITIZEN SCIENCE AND MULTILINGUAL PEDAGOGY

Fri 12.1.2024

Parallel session 5L, 9:30–11:00

Room **U3031**, Main building

Chair: Mandira Halder

Author:

Venla Rantanen, University of Jyväskylä, Finland

Keywords: young learners, comprehensive education, multilingual pedagogy, radical citizen science, linguistic ethnography

Multilingual pedagogy, an approach emphasising simultaneous use of languages in learning, has become one of the most discussed topics in applied linguistics. Simultaneously, participation and participatory research methods, such as radical citizen science (Haklay, 2018), are central in linguistic ethnography. In this presentation, I discuss how implementing multilingual pedagogy and radical citizen science in comprehensive education can bridge knowledges of home and school, children and adults as well as people and institutions. This study demonstrates that doing radical citizen science is both possible and meaningful with young learners.

I analyse the assemblages in which adults and a group of eight-year-old children conduct their own research. I understand assemblages as interactional situations in which "the trajectories of people, the semiotic resources and objects meet" (Pennycook, 2017, p. 269). The research took place in one group in a multilingual comprehensive school in the Helsinki metropolitan area. The data consists of fieldnotes, classroom recordings, and other artefacts. The research is part of a wider ethnographic study.

The children and the adults mobilised diverse semiotic resources while collecting and analysing data and presenting their own research results. The radical citizen science project and multilingual pedagogical approach provided a space for the children to utilise knowledge and skills acquired outside of the school and to act as experts in a context in which they are typically positioned as mere learners. This led to bridging the power imbalance between the participants and thus promoted social and epistemic justice.

COMBINING RESEARCH METHODS ACROSS MULTILINGUAL ACADEMIC TRADITIONS: PARADIGMATIC CONFLICT OR CONSENSUS?

Fri 12.1.2024

Parallel session 5L, 9:30–11:00

Room **U3031**, Main building

Chair: Mandira Halder

Author:

Mandira Halder, University of Geneva, Switzerland and University of Helsinki, Finland

Keywords: multilingualism, research traditions, paradigmatic conflict, paradigmatic consensus, research methods

The aim of this paper is to explore how research methods across different academic traditions and multiple languages combined to collect, process, and analyse data through questionnaires, interviews, and classroom observations can induce either paradigmatic conflict or consensus. The methodological framework of this paper discusses is part of a PhD thesis on how multilingual teachers in French-speaking Switzerland construct their legitimacy as professional speakers of German as a second language in primary schools. This framework was used in this research to review existing theoretical models of fluency and develop a new model of second language fluency (Leutenegger & Saada-Robert, 2002) for teachers as second language speakers. Indeed, the cross-referencing of qualitized quantitative data from questionnaires and qualitative data from interviews and observations (Tashakkori & Newman, 2010) would lead to robust meta-inferences (Johnson, Ongwuegbuzie, & Turner, 2007). This enables me to capture the complex reality of communication in a second language for teaching purposes in a primary school context through both etic and emic perspectives (Palotti, 2002). The methodology of interviews from French research traditions of analysis of teacher work (Borer, Durand, & Yvon, 2015) is not synonymous with the stimulated recall (Gass & Mackey, 2013) used in Anglophone research tradition. The data processing of classroom observations of analysis of material objects used in learning highlights the common ground between documentary methods (Bohnsack, 2003) used in German research traditions with synopsis (Schneuwly, 2009) used in French research traditions. The interactional and conversation analysis methods used to process translingual in French to German (Levine, 2011) stems from the Anglophone research world. The findings emerging from this research shows that there is indeed a risk of paradigmatic conflict in mixing research methods from different academic traditions across languages. But the potential benefits of robust findings through paradigmatic consensus can potentially outweigh the paradigmatic conflict.

VISIBILISING COUNTER-STORIES OF MENTAL DISTRESS

Fri 12.1.2024

Parallel session 5M, 9:30–11:00

Room **U4079**, Main building

Chair: Tuuli Kurki

Authors:

Tuuli Kurki, University of Helsinki, Finland

Elina Ikävalko, University of Helsinki, Finland

Shambhavi Singh, University of Helsinki, Finland

Ulkar Aghayeva, University of Helsinki, Finland

Keywords: creative participatory methodology, mental distress, service users/survivors, counter-storytelling, art-based methods

In this presentation, we examine the methodological starting points of the “Visibilising Counter-Stories of Mental Distress (MadEnCounters)” -research project. The project conducts creative participatory methodologies including art-based research methods to work together with service users/survivors (young adults, age 16 to 29) and mental health advocates (professionals, activists and family members) to explore, narrate and visible mental distress from the lived experience perspective. In the presentation, we reflect on the use of counter-storytelling and visual arts as methods to voice and visible mental distress. As part of the research project and in collaboration with mental health advocates and services users/survivors, a number of workshops will be organised to share and explore lived experiences and personal stories of mental distress. As the stories shared can include instances of discrimination, oppression and inequality participants have encountered, visual arts are used to support the storytelling by providing creative ways to express experiences that may be difficult to convey verbally. In the presentation, we reflect on the ways in which counter-storytelling and art-based methods can be used with workshop/research participants to collectively produce knowledge on mental distress and to consider how art can enhance or complement the lived experiences. We also reflect on how we as researchers and researcher-artists can employ these methods to engage in active listening and foster a collaborative research space.

EXPLORING AMATEUR ARTISTIC CO-CREATION IN COMMUNITY SETTINGS THROUGH SENSES AND EMOTIONS

Fri 12.1.2024

Parallel session 5M, 9:30–11:00

Room **U4079**, Main building

Chair: Tuuli Kurki

Author:

Sophie Valiergue, University of Montréal, Canada

Keywords: research-creation, dialogical art, co-creation, senses, emotions

In this presentation, I will outline the methodological dimension of my thesis project, which combines research and creation, academic knowledge and embodied experience. I aim to understand how individuals interact and dialogue when they collaborate to create a collective creation, and how a community emerges from this co-creation. To this end, my project is rooted in a community organization based in Montreal, Canada, the Espace des Possibles de la Petite Patrie. Espace des Possibles brings together citizens concerned with improving life in their neighbourhood by setting up projects addressing socio-ecological issues. I'm offering a series of collaborative workshops there, aiming to collectively produce a stop-motion animated video. The idea is for participants to appropriate the project in order to tell the story they want to tell about their neighbourhood and to stage it in their own way. The decisions for the project are made through discussions, sharing and verbal or non-verbal interactions between the co-creators. For this presentation, I'll start by explaining my artistic positioning of the project, which falls within the realm of dialogical art. This is an artistic practice based on dialogue and exchange within the framework of socially engaged projects. I will then outline the methodology I have developed. It combines collaborative workshops aiming to co-create a stop-motion video, a sensory ethnography which is an ethnography focused on senses and emotions, and an autoethnography through which I will document my own experience throughout this process.

A SAFETY NET ON THE CLIFF EDGE: QUALITATIVE RESEARCH WITH YOUNG PEOPLE LEAVING CARE

Fri 12.1.2024

Parallel session 5M, 9:30–11:00

Room **U4079**, Main building

Chair: Tuuli Kurki

Author:

Zinnia Mitchell-Smith, Manchester Metropolitan University, UK

Keywords: collaborative, participatory, voices, stories, evaluation

Research and independent inquiries in the UK have highlighted the ‘cliff edge’ faced by young people leaving care (Narey, 2016) which refers to the sudden reduction in support. The significant challenges care experienced people face are also well documented (Bengtsson et al, 2018). In response the Department for Education funded a range of innovations to pilot continued support through the transition to adulthood. This paper reports principally on the evaluation of the Shared Lives evaluation and draws on five further evaluations of the Staying Close programme in relation to the researcher’s experience of working with young people including facilitating peer research and working with carers, social workers and the local authority staff who support them. The focus for this presentation will be on the interviews with young people and carers and the collaborative workshops with young people and with the scheme managers and staff in the seven schemes that took part. The question underpinning the presentation will be how effective the collaboration was with professionals, how participatory the collaborative methods were for young people and the benefits of this approach and the tensions between giving a voice to young people against the requirements of the evaluation will be examined. Findings of the evaluation included the identification of systemic issues, the importance of consistent relationships and the quality of relationships and the importance of person-centred approaches (Mitchell-Smith et al, 2020). Here the stories will be shared of the young people and what made the difference in their lives, and the question will be asked if and how we can capture these in ways that can influence policy development within the constraints of the need to evidence ‘outcomes’.

RELATIONAL RESEARCH: A WORLDING PRACTICE

Fri 12.1.2024

Parallel session 5M, 9:30–11:00

Room **U4079**, Main building

Chair: Tuuli Kurki

Author:

Joanne Peers, University of Oulu, Finland

Keywords: relationality, response-ability, worlding, research-creation

Research in academia is separated from everyday relationships for students. Through Barad's relational philosophy I have come to recognise the ethical and epistemological need for troubling the divide between relationships and think-with researching as relational. Relationality troubles the hierarchical human, less-human and other-than-human relations and re-imagines research as a multi-species endeavour. My own experiences and inheritances of racism, the folding, unfolding and refolding of structural relations of power force different relations with being a doctoral student. I follow questions which murky the waters of what counts as research. I do so by becoming more attuned to the erased or in-visible relations (eg. faith, animal, family, water) and the permeable boundaries between them which form part of the world. According to Barad (2007) and Haraway (2016), this worlding relationality inspires an ethic of response-ability not only for the 'lesser-than' human but also the more-than-human. Following the entangled lines of multi-species relations, I explore research-creation as a relational practice. A moving and intertwining of time, space and multi-species relations articulates different sensibilities of the world and actively disrupts the bounded world of academia as separate or at a distance from other relations.

PARALLEL SESSION 6

Friday, 12 January 2024

11:15 – 12:45

COLLAGING TOGETHER-APART: BUILDING TRUST AND HOPE IN SOCIAL INNOVATION AND DESIGN PEDAGOGIES

Fri 12.1.2024

Parallel session 6D, 11:15–12:45

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Author:

Nike Romano, Cape Peninsula University of Technology, South Africa

Keywords: collaborative arts-based practices, ethics of care, care-carriance, social innovation and design, hope

Inspired by Donna Haraway's (2016) proposition of “staying with trouble” this paper explores how relationships of care, trust and hope might be fostered through carefully curated collaborative collage-making processes in a social innovation and active citizenry course at a South African University of Technology. Rather than shy away from the challenges of our uncertain times, the pedagogical intention is to nurture students’ capacity for trust and hope, rather than overwhelm and despair. The paper documents how students and I co-created a collage with found images that speak to our specific positionalities, as well as the local and global problems underpinning the current social and environmental crisis. Thinking with Bracha Ettinger’s theory of matrixial trans-subjectivity that interweaves the social and ethical through the aesthetic realm, the paper shows how collaboration activated possibilities for co-affective care-carriance – as a “responsibility-in-act” that opens towards “co-respons-ability with/for the unknown Other” (2005, p. 5). Key to social innovation and design pedagogies is the foregrounding of how low-trust environments require emergent, responsive and experimental approaches to solving them. The collaborative collaging process activated such a learning opportunity, surfacing troubling ambivalences, ambiguities, and uncertainty as we worked individually and collectively on each other’s artworks. The paper argues firstly, that collaborative artworking elicited important pedagogical insights around building trust and response-ability. Secondly, collaborative arts-based practices open up affective, innovative and experimental modes of expression that address social, ecological, economic and cultural problems. Thirdly, collaborative processes contest traditional notions of designers as outside “experts” who drop into communities and solve problems for others. Similarly, the process troubled traditional deficit hierarchies of teachers as experts. Finally, following Ettinger, the process activated a co-affective encounter in which students and myself, rather than drowning in overwhelm, discovered new educational imaginaries and Hope-full renewals.

DIGGING DEEPER INTO VISUAL ANALYSIS WITH AN ANALYTICAL APPARATUS FOR VISUAL IMAGERY (AAVI)

Fri 12.1.2024

Parallel session 6D, 11:15–12:45

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Authors:

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Richard Siegesmund, Northern Illinois University, US

Keywords: arts-based research, visual analysis, tacit knowledge, new materialisms

Artistically inspired visual data have been increasingly used in different social science disciplines in qualitative and creative research. This turn toward the visual image accepts that the researcher and participants are actively making the image, not simply recording an event (McNiff, 1998; Rolling, 2013). They both become image creators. Nevertheless, the analysis of the visual image is often textual: one reads the semiotic code in the picture. Images often merely serve as illustrations of ideas. However, there is a tacit, pre-linguistic process of discovery within the visual. This realm has been widely recognized in disciplines that embrace image creation as a methodological process (such as Communications and Visual Arts) or in practical applications (such as naval ship recognition under ambiguous weather conditions). Drawing on a range of Modern and Post-modern resources for the analysis of perception, the Analytical Apparatus for Visual Imagery (AAVI) provides researchers, particularly those who have not had professional training in image creation, with a means for unpacking the tacit dimension of visual records. AAVI is not a tool for determining a fixed formal message within an image. It is a conceptual apparatus, customizable to the researcher, mutable and changing: a quality lens, that permits the viewer to make cuts into the universe (Barad, 2014). Utilizing examples from the arts-based research project called Sustaining Life on Earth: A Global Arts-Based Response to Covid-19, an AAVI guided analysis of images demonstrates a deeper level of interpretations that unpacks the tacit, sensory levels of information within the picture. This added data enriches research findings. A tacit level of analysis reveals that images can communicate more than the creator can say: images have their own agency. Analysis must account for the agency of the image and the creator's intent.

BECOMING WITHIN COLLECTIVE ART-FULL PRAXIS: REFLECTIONS ON THE DESIGN OF A CREATIVE AND DYNAMIC RESEARCH METHODOLOGY WITH YOUNG PEOPLE

Fri 12.1.2024

Parallel session 6D, 11:15–12:45

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Author:

Elizabeth Ascroft, Open University

Keywords: arts-based methods, co-creation, young people, becoming, praxis

This methodological paper draws from a research assemblage with 12 students aged 14-16 to co-create sexuality education materials in Aruba. It illustrates the shapeshifting wheels of an evolving methodology that was designed with curiosity and creativity. Delivered via a series of workshops, collaborators were invited to ‘hang out’, respond to and engage with a range of art-based activities (tailored to their creative interests) that prompted discussion of sexuality education. Guided by the research ethos of ‘making what matters, matter’ (Renold, Edwards and Huuki, 2020) we materialised these explorations into a collaborative e-zine that housed the group’s artwork, stories and messages around sexuality, gender, and sexual health to share with their fellow young Arubans.

Throughout the process, collaborators submitted anonymous reflective diary exercises to capture their experiences of the research, which helped surfaced what mattered to them, thus providing opportunities to continually adapt the research in a meaningful way. Moreover, the reflective exercises revealed shifts in collaborators’ own realms of possibility, both for the future of sexuality education and in their understanding of their own capabilities to ideate, create and affect others. Considering the entanglements between collaborators, their materials, the space and the playful, creative activities, this paper considers the intra-actions (Barad, 2007) within this dynamic methodology, giving colour to nature of becoming within collective art-FULL praxis.

POETRY AS A METHOD AND ANALYSIS IN QUALITATIVE RESEARCH: FROM I POEMS TO PRONOUN POEMS

Fri 12.1.2024

Parallel session 6D, 11:15–12:45

Room **U3043**, Main building

Chair: Pablo Fuentenebro

Authors:

Luke Macaulay, Tampere University, Finland

Mervi Kaukko, Tampere University, Finland

Keywords: refugees, voice centred relational methods, poetry, higher education, Australia

In this presentation we discuss poetry as an analytical tool within voice-centred relational methodology (VCRM) approaches. VCRM is useful to better understand the relational and contrapuntal components of voice, as well as how voice is in relation with itself, with others, and with wider social and political systems and structures. VCRM was originally developed to understand the voices of women in male-dominated arenas of social practice. More recently, it has been used with many other groups whose voices may be vulnerable to marginalisation. In VCRM, interview transcripts or other textual representations of participants' voices are listened to four times. The guiding prompts are: (1) The story of who is speaking; (2) In what body; (3) Telling what story about relationships; and (4) In what societal and cultural framework. Traditionally these prompts are developed into I poems, focusing on instances of participants' use of the I pronoun within speech and placing them on their own line with surrounding verbs and other important words to create stanzas. We argue that the nature of I poems is limiting, especially with communities whose relational ontologies and epistemologies are underpinned by culturally collective world views and philosophies. Within such communities, linguistic norms regarding the use of the I pronoun may differ from cultures underpinned by individualistic norms. Drawing on examples from research conducted with Australian Sudanese and South Sudanese communities and university students from asylum-seeking backgrounds in Australia, we highlight how moving beyond the I poems into pronouns poems can elicit rich poetic insights into the contextual relational social experiences of participants. Further, we discuss the benefits of including participants in the poem construction, analysis, and dissemination. Finally, we share our learnings from using this novel method and our future intentions to further its development in upcoming projects.

DIRTY WOMAN

Fri 12.1.2024

Parallel session 6E, 11:15–12:45

Room **U4062**, Main building

Chair: Riikka Hohti

Author:

Riikka Hohti, Tampere University, Finland

Keywords: multispecies attunement, waste, dirt, gender, microbes

This study is an exercise in multispecies wonder and attunement to life's emergence in the domestic sphere. I specifically aim at noticing gender and affective gendered discourses of cleanliness and tidiness alongside the microbial world. I gather visual, poetic and textual notes, autobiographical memory data, and sensory data focusing on cross-species intra-actions. I follow affective matter led by personal struggles, frustrations, negotiations, disgust and rage related to keeping the home "clean". I read these diffractively with feminist waste studies, microbial multispecies scholarship as well as ideals and traditions that imply boundary and control related to home. With Hird (2012), I ask, "Are there people, places, plants, animals that should not flourish? Or that should not flourish here, now, or in this way?" The figuration "Dirty Woman" allows various experiments and explorations of the nested ecologies of the home, matter categorized as dirt and waste, and the researcher body. Along with the – often speculative - hate against microbes, enhanced by the recent pandemic, there is also loving collaborations, such as sourdough baking and fermentation. Dirty Woman is also a multitude herself, a home for microbes whose dna exceed her own, "an assemblage of microbes, animals, plants, metals, chemicals, word-sounds" (Bennett, 2009). Working with dirt, waste and trash require methodologies of openness and ambiguity, an attunement to matter's fleeting nature, as anything and everything can become waste, and things can simultaneously be and not be waste, depending on the perceiver. In a world of movement and excess, what and who gets to flourish in the multispecies home? Whose home is it? What words and what form do we need to be able to imagine entangled multispecies politics beyond the too simple understandings of waste, woman, and mutual flourishing?

GOSSIP AS RESISTANCE: USING GOSSIP AS A FORM OF POWER IN THE EARLY CHILDHOOD WORKFORCE

Fri 12.1.2024

Parallel session 6E, 11:15–12:45

Room **U4062**, Main building

Chair: Riikka Hohti

Author:

Ruby Brooks, Manchester Metropolitan University, UK

Keywords: gender, feminism, gossip, language

This paper draws on data collected through a doctoral research project titled: *Femininity, Class & Status: The societal devaluation of the female early years workforce*, in which female identifying early years practitioners were interviewed about their professional roles and who they talk to at work. Challenging historic negative conceptualisations of gossip, this paper offers a counter narrative, positioning gossip as an emancipatory force in the workplace, not one that needs managing or diminishing. This study focuses on the early childhood workforce, a 97% female dominated, and predominantly working class space, and one established to further perpetuate assumptions that women are traditional caregivers; maintaining women's continued societal marginalisation. Therefore, a critical feminist exploration of gossip in this sector is an important sociological intervention. This paper explores how women engage in professional gossip and challenges how, historically, gossip has been used to trivialise and devalue the female voice. Using data collected from in-depth interviews with practitioners, this paper argues that everyday gossip in the workplace is not just an integral part of female culture, but a form of resistance to patriarchal power structures. The positioning of gossip as emancipatory, as opposed to reductionist narratives that gossip is solely malicious, is an important feminist intervention, and a concept that some practitioners were already challenging and rejecting in their everyday lives. The paper explores how female competition is exercised through gossip and gendered language in a working-class, female dominated space, drawing on Bourdieusian conceptualisations of habitus.

NON-INNOCENCE OF LISTENING AND MUSIC MAKING – CULTIVATING MULTISPECIES ATTENTIVENESS

Fri 12.1.2024

Parallel session 6E, 11:15–12:45

Room **U4062**, Main building

Chair: Riikka Hohti

Author:

Tuure Tammi, University of Oulu, Finland

Keywords: multispecies, music, listening, sound, philosophy

It has been argued that people find it difficult to connect the ongoing collage of environmental crises and the related vocabulary in their daily lives unless tangibly affecting their wellbeing and localities. Grounding on the critique of modernity, the current situation has been characterized as a crisis of imagination. Among other things, speculative thought and storytelling have been suggested as promising avenues for responding to this crisis. This presentation goes through some of the author's recent experiments with sound and music to add to these efforts. Drawing from the idea of concepts as methods, multispecies concept is taken as a possibility to draw attention to the species and the technological, political, cultural and economic agencies and interactions they exist and act as parts of, while emphasizing questions of justice and accountability. Rather than an attempt to represent or capture the sonic authenticity of specific species, the presentation invites to consider sound and music as matters of multiplicity. In the presentation, we will hear some of the author's works accompanied with concepts that have been incorporated in the process. Experiments may vary from audio sampling and programming techniques to field recordings and situated improvisations exploring the possibilities and impossibilities of music-making and listening to work as speculative gestures for disrupting anthropocentrism and cultivating attentiveness to multispecies.

EXPLORING THE LIVED EXPERIENCES OF YOUTH IN THE CONTEXT OF CLIMATE CHANGE: A GEO-SOCIAL AND PERFORMATIVE APPROACH TO STUDY ENVIRONMENTAL CITIZENSHIP

Fri 12.1.2024

Parallel session 6E, 11:15–12:45

Room **U4062**, Main building

Chair: Riikka Hohti

Author:

Turkan Firinci Orman, Aalto University, Finland

Keywords: everyday environmentalism, geo-socialization, youth lived citizenship, relationality, performativity

This paper explores the lived experiences of youth in the context of climate change, using a geo-social and performative approach to youth citizenship. It argues that relational orientation in the study of childhood and youth allows for genuine interdisciplinary and cross-disciplinary collaboration with other relational disciplines (e.g., geography, anthropology) and challenges the essentialist ontologies. Drawing on two relational disciplinary perspectives that acknowledge youth's political agency (i.e., children's geographies studying children's political agency and citizenship studies theorising on children's lived citizenship), this paper critiques the adult-led conceptualizations of green values and environmental ideologies and proposes new methodological agendas to study youth environmental citizenship that trace the lived worlds of early youth and explore their critical environmental agency. The paper presents two complementary bottom-up approaches to study youth critical agency in the everyday environmental context, along with the partial data and results of a pilot study conducted through them. Employing these strategies to a digital ethnography, data is collected through online mapping activities, online in-depth interviews, and essay writing. The paper distinguishes between developing (socialization and subject formation) and performing (enaction) critical environmental agency: The former aims to reveal youth's environmental socialization by analyzing the politico-spatial dimensions of their social life comprising friends, family, school, and other social circles. The latter focuses on the active roles and decision-making that young people perform individually or collectively concerning consumerism and the environment. The paper further argues that critical studies focusing on the embodied and relational everyday experiences of young people enable studying citizenship across spaces and places, revealing different relational and spatial patterns by adopting critical geographical perspectives.

UNDERSTANDING THE PROCESS AND INTERPERSONAL CONTEXT OF CONDUCTING RESEARCH WITH CARE-EXPERIENCED YOUNG PEOPLE: USING A PARTICIPATORY ACTION RESEARCH FRAMEWORK

Fri 12.1.2024

Parallel session 6F, 11:15–12:45

Room **U4072**, Main building

Chair: Ilse Julkunen

Authors:

Raahat Manrai, University of Edinburgh, UK

Emily Taylor, University of Edinburgh, UK

Rachel Happer, University of Edinburgh, UK

Keywords: care-experienced young people, co-production, peer research

Over the recent years, there have been questions about the ethical representation of marginalised communities within research. The present study is a part of a larger co-production conducted with care-experienced young people in Scotland. The study aimed to understand two broad research questions spanning over two distinct stages: 1) What is the process of conducting research directly with care-experienced young people? 2) What kind of interpersonal support do care-experienced require in order to be a part of mental health-based research?

Stage 1 of the study was conducted to understand the process of approaching care-experienced young people. Stage 2 consisted of semi-structured interviews with peer researchers to understand the interpersonal context within mental health-based research. The results include both reflective and analytical findings, including understanding the concept of research, conceptualising research as a dyad and giving young people a voice. Findings also include establishing trust with the researcher, navigating power imbalances within relationships, developing longevity and process of information acquisition. This is one of the few co-produced studies conducted with care-experienced young people in the UK. The results of the two stages will combine to form a best practice guideline to inform the wider community on how to approach and conduct research with care-experienced young people.

RESEARCHING WITH FRIENDS: MANAGING ETHICS, CARE, AND RELATIONSHIP IN QUALITATIVE RESEARCH

Wed 10.1.2024

Parallel session 6F, 13:30–15:00

Room **U4080**, Main building

Chair: Ilse Julkunen

Author:

Angel McKissic, University of Birmingham, UK

Keywords: collaboration, friendship as method, critical qualitative research, Black feminist methodology

This paper explores the radical potential of a politics care, comradery, and collaboration when imbued through the qualitative research process. Drawing on the author's dissertation research, which employed Interpretive Phenomenological Analysis (IPA) and involved intimate friends of the researcher, the study sought to uncover the textural complexities of how Black women in the U.S. encounter, embody and make meaning of power. Augmenting conventional IPA methods towards a more relationally considered praxis, the researcher recruited close friends as participants/co-analysts. Through interviews, breaking bread, chit-chat, acts of care, and collaborative analytic exercise, the researcher explores the methodological practices that moved participants from passive subjects to empowered and active participants/co-analysts. In this paper, the author extracts the most significant elements of the research process, including negotiating continuous procedural transparency, managing co-analysis, and the challenges of staying with an elevated ethical rigor. The paper exposes the reader to lessons learned, unknown knowns, and the intellectual challenge of the triple hermeneutic. Moreover, the paper sheds light on the enduring imprint of the project on the broader trajectory of the six relational contexts in which the research took place and intends to elucidate the anticipated and unanticipated complex particularities of researching with friends for those interested in researching with intimate others. The paper also offers a perspective on how animating a qualitative research praxis with an ethics of care and comradery enhances data richness, participant experiences, and overall research outcomes.

ETHICALLY-JUST PARTICIPATORY RESEARCH WITH CARE LEAVERS - WHO CARES? WHO LISTENS? WHO ACTS?

Fri 12.1.2024

Parallel session 6F, 11:15–12:45

Room **U4072**, Main building

Chair: Ilse Julkunen

Authors:

Natasha Rennolds, University of East Anglia, UK

Megan Bennett, University of Portsmouth, UK

Claire Thomas, University of Portsmouth, UK

Keywords: care-leavers, parrhesia, participatory, ethically just

Who are you? Why are you asking me again? But why, nothing has changed since we spoke last time? Will you talk to me? Who can I share this with? Should there be payment? Why are you taking so long to finish this? Why haven't you got the information yet? Will this contribute to the REF? Conversations are needed about voices; we have heard much of this before so what can we do different? Young people with lived experience of the care system have co-produced and co-created research into their lives resulting with their insights contributing to policy and practice changes. This paper does not set out to critique or minimise these achievements, instead it asks what differences come to matter in producing this work more ethically within academia. In his book 'The Responsible Methodologist', Aaron Kuntz challenges us to move away from the logics of extraction and instead practice "parrhesiastic inquiry for social justice" (Kuntz, 2016, p.88). What might this look like when research is focused with and for care-leavers? How do we, a care experienced adult, a former youth worker who worked with children in care, and an educationalist with mental health specialism, balance the practice of identity, citizenship and reality (ibid) when wanting to make a socially just difference to young people? How do we balance the tension between academic expectations, the ideology of 'evidence-based practice in social work' and embodied truth-telling in achieving co-operative, participative practices? In this presentation we invite you into a conversation to explore what this entails; thinking about the potential of re-traumatisation of truth-telling, exploitation of narratives and ethically just approaches when researching with young people who want to share their lived experience. How much participation is required to be deemed participatory research?

INVISIBLE AND UNHEARD?: EDUCATION AND RESIDENTIAL CARE IN IRELAND

Fri 12.1.2024

Parallel session 6F, 11:15–12:45

Room **U4072**, Main building

Chair: Ilse Julkunen

Author:

Tara Ciric, Maynooth University, Ireland

Keywords: youth, residential care, socially-engaged art

In Ireland, no research has been conducted concerning the education of young people in modern residential care. Young people, typically 13 years or older, live in these facilities after being labelled as requiring high emotional, social or mental supports. This research project seeks to explore the experience of getting an education while in state care by working with young people as co-researchers. Careful consideration of both methodology and ethics is important as youth under the care of the state can grow accustomed to being asked questions by professionals without getting the opportunity to ask their own. Research in this space runs the same risk of privileging the voice of the academic researcher.

This paper will describe and discuss a methodological approach where young people set the agenda, ask the questions and explore solutions. Drawing on previous projects from artists such as Fiona Whelan + the What's the Story? Collective, Vagabond Reviews and Tim Rollins + K.O.S., it aims to combine participatory methodologies and socially-engaged art practices. This approach facilitates a place for young people to deeply explore, inquire and question their own understanding of the intersection of care and education in Ireland from the position of experts, not as participants or receivers of services. We will ask ourselves what does it mean to do research together? What sorts of questions need answering, and by whom? If we could show the adults that work with us a story, what would that story look like? What's important for them to know? How do we make this story? How do we show it? And what will we ask of them in return?

LIVED EXPERIENCE AS THE BASIS OF COLLABORATIVE KNOWING. INCLUSIVITY AND RESISTANCE OF STIGMA IN CO-RESEARCH

Fri 12.1.2024

Parallel session 6G, 11:15–12:45

Room **U4075**, Main building

Chair: Satu Venäläinen

Authors:

Meri Kulmala, University of Helsinki, Finland

Satu Venäläinen, University of Helsinki, Finland

Outi Hietala, University of Eastern Finland

Karoliina Nikula, Laurea University of Applied Sciences, Finland

Inka Koskivirta, University of Turku, Finland

Keywords: co-research, inclusivity, institutionalised stigma, positionality, identity work, lived experience

Social scientific research has become increasingly aware of power asymmetries and the elitist and exclusive nature of scientific knowledge production. These debates have resulted in more inclusive and participatory research practices. In this article, we focus on co-research, which is a participatory and multi-perspective research strategy that invites the people whom the research concerns to participate as active and equal partners throughout the research process as experts on ‘the studied world’. Co-research is increasingly being adopted in research with people who belong to marginalised groups or face the threat of stigmatisation. Despite its increasing applications, engaging in co-research requires reflection on several methodological and ethical questions that so far have been underexplored in methodological literature. In this article, we address challenges in practicing inclusion and equality in co-research, particularly when it is conducted with people who inhabit societal positions institutionalised stigma and whose participation in research is usually highly limited. In this article, building on our own experiences from different co-research projects with care leavers, experts-by-experience with a history of crime and mental health recoverers, we aim to contribute to this literature by specifically focusing on issues of inclusion in the case of co-researchers who face the need to negotiate with institutionally stigmatised positions. We suggest that reflexivity on positionalities and attending to plurality in identity work could provide a fruitful tool for increasing inclusivity in co-research. We lay specific weight on the initial stages of co-research process because they are crucial as they form the basis for the following stages and for the possibility of practicing inclusivity throughout the process.

CO-RESEARCHERS' AND THEIR INTERVIEWEES' PERSPECTIVES ON THE BENEFITS AND CHALLENGES OF CO-RESEARCH TO MAKE OLDER PEOPLE'S VOICES HEARD

Fri 12.1.2024

Parallel session 6G, 11:15–12:45

Room **U4075**, Main building

Chair: Satu Venäläinen

Authors:

Mervi Issakainen, University of Eastern Finland

Anna Mäki-Petäjä-Leinonen, University of Eastern Finland

Kaijus Ervasti, University of Eastern Finland

Keywords: co-research, older adults, well-being, legal rights, Covid-19 pandemic

In our ongoing study, we have applied co-research with older adults to examine the experiences of older people during the COVID-19 in Finland. The study is a part of a project that aims to develop sustainable solutions for safeguarding well-being in future health crises, building on the experience of managing the COVID-19 pandemic (WELGO). In all, 19 older adults aged 65-85 have been involved in planning and conducting interviews with other older adults regarding their well-being and realization of their rights during the pandemic. In this presentation, we shed light on the perspectives of our co-researchers and their interviewees on the benefits and challenges of the chosen approach. In terms of benefits, co-research meant gaining deeper insight into older people's lived experiences, the empowering effect of shared understanding and peer support, meaningful activities, and the sense of involvement, as well as opportunities to reflect one's own experiences and to learn something new. Through co-research, we gained valuable knowledge about the sources of both resilience and vulnerabilities among older people during the COVID-19 pandemic. However, the challenges discussed were typically related to the limits of resources or opportunities to influence and reflections on whose voices were excluded.

CRITICAL REFLECTIONS ON ADVANCING EQUITY IN CO-RESEARCH WITH OLDER PEOPLE

Fri 12.1.2024

Parallel session 6G, 11:15–12:45

Room **U4075**, Main building

Chair: Satu Venäläinen

Author:

Kirsi Ilola, University of Eastern Finland

Keywords: co-research, older people, equity, reflexivity

Co-research aims to bridge the gap between conventional research settings and lived experiences. It holds the potential to facilitate active participation and advance equity partnerships between professional researcher and co-researchers. Ideally, it embodies the principles of equal partnership representing a method for co-producing knowledge throughout the entire research process. In this presentation, I define co-research as conducting research with older people, rather than doing research to, about, or for them (Fudge et al., 2007).

While there may be consensus within the academic research community regarding the benefits of involving older people in research, the full potential of such engagement remains underdeveloped (Ray 2007). According to Blair and Minkler (2009), the involvement of older people as equal collaborators in the research process remains relatively uncommon. Previous studies (e.g., James & Buffel 2022) have exposed the existence of power imbalances, with older people often being positioned as participants rather than equal partners.

Little attention has been given to critical and reflexive examination of how co-research is conducted with older people. As pointed out by Corrado et al. (2020), this gap is problematic because the absence of critical dialogue may impede researchers from addressing barriers. Without paying attention to power imbalances and underlying assumptions, professional researchers may, contrary to the ethos of co-research, unintentionally dominate the participants or make decisions on their behalf (Ray 2007).

To bridge this gap, I'll investigate how conventional research norms and practices are continuously challenged and (re)produced, particularly in the initial phase of the co-research process. Referring to power imbalances, I aim to reflect on the ideal of an equal partnership between professional researcher and older co-researchers. I'll illustrate my reflections with empirical examples based on a reflexive research diary and discussions with older co-researchers in an ongoing research process.

APPLYING PARTICIPATORY METHODS TO WORK WITH YOUNG PEOPLE: ARISING CHALLENGES AND SUCCESSES

Fri 12.1.2024

Parallel session 6G, 11:15–12:45

Room **U4075**, Main building

Chair: Satu Venäläinen

Author:

Maija Jones, University of Helsinki, Finland

Keywords: co-research, young people, racism, antiracism

The focus of this study is to examine how young people talk about racism and how young people's perceptions and experiences of these conversations can contribute towards building tools for meaningful antiracism pedagogy. In this methodological exploration, I will reflect on participatory methods applied to cooperate with young people.

To meet the research aims, the methodological approach combines principles of co-research with critical pedagogy. Following the principle that objective knowledge production often reinforces oppressive power structures by serving the majority (Hoppa and Venäläinen, 2023: 38), this study recognises co-research with young people as an opportunity to open spaces for new ways of perceiving social structures and dismantle stigmatisation of marginalised groups (Kiilakoski and Honkatukia, 2018: 15). Thus, young people are perceived as active participants who have the best understanding of themselves and their experiences (see Kulmala et al., 2023), which is reinforced through the dialogic approach of critical pedagogy in collecting data.

In practice, young people are invited to share their perceptions and experiences about conversations around racism and antiracism by participating in "Coffee and Conversation" - small group meetings, conducting pair interviews and writing short reflections. Focus groups are invited to contribute towards analysing the data. The multifaceted framework for collecting information adheres to the foundations of dialogue and praxis from critical pedagogy. By reducing the hierarchical binary of researcher / participant, the study aims to create an open dialogue and collective reflections about a societal issue that does not have simple solutions (see for e.g., Freire, 2017; Nivala and Ryyänen, 2019; Giroux, 2020).

Ultimately, young people are encouraged to recognise their role as producers of knowledge and actively participate in interpreting how their contributions are interpreted. Combining these methodological approaches in qualitative research encourages moments participants – researcher included – can learn from each other and about ourselves (hooks, 1994).

HOW TO PRESERVE SUPERPOSITION IN POST-QUALITATIVE RESEARCH?

Fri 12.1.2024

Parallel session 6H, 11:15–12:45

Room **U4078**, Main building

Chair: Marco Gemignani

Author:

Bosse Bergstedt, Østfold University College, Norway

Keywords: superposition, entanglement, quantum leaps, haptic sensorium, moments.

In this paper I will discuss how to preserve superposition in post-qualitative research? I will do this based on three concept "superposition", "entanglement" and "quantum leaps" (Barad 2007, Zellinger 2010, Nørretranders 2022). Superposition means that a particle is in many places at the same time. Entanglement means that two or more particles are intertwined with each other in a way that can almost be described as symbiosis.

The question is how particles manage to connect through entanglement and at the same time be in superposition? This is where the concept of quantum leaps becomes interesting (Barad 2007, Bohr 2013). It is not possible to predict where and when the particle will make such a leap. This is something that goes on until the particles are measured or observed. Then the particle must profess existence by choosing a state and becoming a position of either 0 or 1. (Nørretranders 2022).

What does this mean for a research process, is it possible to do research without turning phenomena into a dualistic position? One possibility is to use the body as a research instrument. The body strives for superposition and comes into being through entanglement if it does not make other phenomena into objects. To do this I have selected the concept haptic sensorium (Bergstedt 2021a). That make it possible to be touched by the affects (Massumi 2002) that is created when the body relates to a phenomenon. To succeed in this, it is important to pay attention to accidental and unplanned moments.

This paper describes how this can be used as a post-qualitative method (Barad 2007, Juelskjær 2019, Bergstedt 2021b). Examples that want to include participatory research where the participants together carry out sound walks to explore what happens at a seashore or in a schoolyard.

THEORIES AND CONCEPTS AS PARTICIPANTS IN POST-QUALITATIVE INQUIRY

Fri 12.1.2024

Parallel session 6H, 11:15–12:45

Room **U4078**, Main building

Chair: Marco Gemignani

Author:

Geneviève Brisson, Université de Sherbrooke, Canada

Magali Forte, Simon Fraser University, Canada

Keywords: thinking with theory, agencement, relationality, inquiry.

In this presentation, we think back on an ethnographic project which focused on children's creation of online multilingual stories with Scribjab, an application and website, through different ecologies (home, school and library). We outline the ways in which sociomaterial theories (Barad, 2007; Braidotti, 2013; Deleuze & Guattari, 1987) allowed us to discern more clearly the binary view of the world that is still predominant in conventional qualitative research, through divides such as subject/object, human/nonhuman, and theory/methodology. This view remains largely unquestioned in qualitative research, even in participatory projects, and we found that thinking with theory (Jackson & Mazzei, 2012, 2022) led us to progressively adopt a subversive approach which troubles these divides. This shift pushed us to live our inquiry differently as we considered how theories and concepts count and act as participants in their own right. Conscious of the hierarchizing forces that shape and sustain academic research, we ask: Which theories and concepts were invited and/or invited themselves into our project from the beginning, and which theories and concepts were ignored?

As we plug in different elements together (texts, theories, memories, data, etc.), we discuss how our understanding of the concept of "ecology" shifted. While it started by being deeply rooted in a sociocultural perspective, it quickly became troubled by sociomaterial theories, and, in particular, by the concept of agencement (Deleuze & Guattari, 1987), and also by Indigenous perspectives, more specifically, by the idea of relationality (Battiste, 2013; TallBear, 2019; Wilson, 2008). Instead of viewing all the participants in our inquiry as separate entities, we look at what was produced in the thresholds (Deleuze & Guattari, 1987; Jackson, 2013), the sites where they met and connected in countless and unpredictable ways.

TALES FROM THE TAILS: OUTLIER PARTICIPATION AND A REIMAGINING 'AGGREGATE MAN', AN AUTOETHNOGRAPHIC CREATIVE REIMAGINING

Fri 12.1.2024

Parallel session 6H, 11:15–12:45

Room **U4078**, Main building

Chair: Marco Gemignani

Author:

A. L. Black, University of Edinburgh, UK

Keywords: post-qualitative, humour, visual, indigenous ontologies, normativity

As an American psychology undergraduate interested in qualitative research, I was an outlier. As someone traversing the borders between 'service user' and researcher, theorist and practitioner, and being someone who identifies as an animist and on the 'Ace' spectrum, I don't find myself as close to the middle of the normal curve as often as, well, the average person, no matter what group I happen to inhabit at the moment. I am convinced I have been thrown out of more than half of the studies I've 'participated' in. No one is going to study me but me, and there is no point in collecting aggregate data on my-selves – none of us are interested.

This paper/power point presentation will be a performance about experiences of being an outlier against the theoretical and practical problems of 'Aggregate Man'. It will engage the audience with humour, while exploring from a post-humanist ontological perspective (Akomolafe, 2017; Barad, 2003) the nuanced difference between necessary boundaries and gatekeeping arising from fear, linear versus circular time, assimilation, colonialism and tokenism. The slides will provide artistic visual representations that will, by degrees, transform the normal curve into symbols representing different perspectives including Rainbow, Inchworm, and eventually, Ouroboros. It imagines that, in its linear form, the tails drag the bell-- the head of the snake drags its full belly--and challenges the idea that our snake moves in a straight line from nowhere to nowhere. Ultimately these visual re-imaginings hope to be a therapeutic tool which can minister to some of the pressure researchers, theorists, practitioners experience to perform within dominant ontologies, can be equally beneficial to 'service users' and other beings, and further soften the barriers between research, theory and practice.

TRANSMETHODOLOGIES: FROM FAMILY TRANSNATIONALITY ACROSS BORDERS TO EPISTEMOLOGIES THAT TRANSCEND METHODOLOGICAL DIVIDES IN QUALITATIVE RESEARCH

Fri 12.1.2024

Parallel session 6H, 11:15–12:45

Room **U4078**, Main building

Chair: Marco Gemignani

Author:

Marco Gemignani, Universidad Loyola, Spain

Keywords: post-qualitative, innovation in qualitative research, transnationality

In their everyday interactions, transnational families are a lived-experience demonstration of the possibility of transcending frontiers that want to divide but only partially, and often superficially, achieve this goal. When space and even time are restructured in transnationality, new possibility of knowing emerge that do not fit pre-established orders (e.g., geopolitical borders) orthodoxies (authorized vs. irregular migrants; migrants vs. sojourners vs. immigrants vs. travelers), and categories of space (here and there) and belonging (inside and outside of a family). Rather, despite the ongoing propagation of validity criteria that keep undermining the qualitative spirit, a transmethodological style of inquiry is implicitly post-qualitative, beyond pre-formed, Western, and potentially colonial understandings of what counts as good knowledge and good methods. In this presentation, I will venture to explore and experiment with transmethodologies. The term “transmethodology” does not mean multimethodology, pluralist or multidisciplinary. Rather, it refers to ongoing processes of deconstructing and reconstructing prescribed and normative borders that create specific epistemologies and ontologies. A first critical feature of transmethodologies is that methodologies are not neutral. They respond and reproduce paradigms and, as such, they create communities and frontiers. The onto-epistemic entails a positioning, framing, and the reaffirmation of values and meanings that construct and narrate reality and its limitations. They operate as discursive dispositifs (Foucault). Considered as an epistemology and, therefore, holding specific beliefs, positions, and practices that underscore the origin and construction of good knowledge, transnationality becomes an analogy to challenge the status quo / assumptions of disciplinary and methodological borders as well as of specific realities/ontologies assumed to exist outside discourses, in the same way as transnationality challenges the assumptions of distance and separated borders. Aware of the role of onto-epistemic processes of mattering, transmethodologies move the inquiry from the problem or phenomenon to the social agents that compose it and, then, to a post-humanist and affective view that problematizes experiences. In transmethodologies, “experiences” are situated relationally. They act as borderlands, which are not just the encounter and mix of two nation-states, but are unintentional, affective, transcultural (rather than multicultural) spaces that are constantly constructed and reconstructed by human and non-human agents. In transmethodologies, research is not representative, at least in a realist sense of the term. Rather, research is future-oriented, constructing and limiting possibilities for becomings (Gergen, 2014).

INTRAGENERATIONAL PHILOSOPHIES AND PICTUREBOOKPHENOMENA

Fri 12.1.2024

Parallel session 6I, 11:15–12:45

Room **U4080**, Main building

Chair: Maija Jäppinen

Authors:

Karin Murre, University of Oulu, Finland; Cape Town University, South Africa

Joanna Haynes, University of Plymouth, UK

Keywords: adult/child binary, picturebook, philosophy, intragenerational

This paper draws on our long-term collaboration and experiences of communities of philosophical enquiry. It is the freshness of such ageless intragenerational practices and the ways in which they disrupt linear temporalities, that provide a political baseline for our encounters with feminist posthumanist theories. We are strongly committed to challenging the marginalisation of child/ren, in all its forms. This paper explores how picturebooks adopted to work philosophically with children and adults do something new in children's literature and childhood studies, also inspired by fields such as art, feminist theory, philosophy and education. They do something new in terms of notions of age, participation, voice, agency, inclusion and democracy. In the paper, we draw on Karen Barad's agential realism, Donna Haraway's sympleiosis (natureculture) and Jane Bennett's new materialism to illustrate our distinctive philosophical approach to picturebooks, opening up a space where we consider what picturebooks do rather than being focused on what they are about. Our investigation is guided by the questions 'How do certain picturebooks work as philosophical texts?' What is the new that emerges from this work? By referring to picturebooks as unbounded objects rather than contained texts, we address their materiality and thingness. By exploring their performativity, we trace the sticky web of relations, the decomposition and recomposition of encounters with picturebooks, bodies of readers, classrooms and other multi-age spaces. The concept 'work' provokes a series of questions about the epistemological, aesthetic, ethical and political dimensions of picturebook phenomena and intra-generational relations and dialogues. Through exemplification with particular picturebooks, we trouble notions of literature for children, the idea that we can fix what a text is about, the view that it should necessarily involve identification with characters, settings, contexts, experience, or can be said to be representative of particular groups or perspectives.

ETHICS OF THE MESSY MIDDLES: NAVIGATING GENDERED PEER CULTURES IN CO-CREATIVE WORKSHOPS WITH PRE- TEENS

Fri 12.1.2024

Parallel session 61, 11:15–12:45

Room **U4080**, Main building

Chair: Maija Jäppinen

Authors:

Suvi Pihkala, University of Oulu, Finland

Tuija Huuki, University of Oulu, Finland

Keywords: children, pre-teen, feminist new materialisms, creative methods, gender

This paper contributes to a feminist new materialist and posthuman body of work that has sought to develop co-creative and response-able (Barad 2007) practices for addressing gender, sexuality and power in the peer cultures of pre-teens. In this presentation, we draw on our long-term work with primary school children (aged 10–13) to explore gender and sexuality in children’s peer cultures, including abuses of power such as sexual harassment and gender violence. This has entailed diverse school-based creative workshops that are planned and implemented by varying combinations of artists, scholars, educators and children. This paper returns to a series of events in a workshop that vividly (and troublingly) revealed how the intra-active dynamism of socio-materially situated and historically contingent gendered bodies, practices, and discourses – or what we call gendered flows of force – co-constitute conditions of (im)possibility for gender to be productively explored and addressed with children. These are the messy middles with and in which our praxis for exploring gender and sexual pre-teen cultures becomes entangled. By thinking with the series of events from our data and employing a new materialist lens, we offer a reading of the matterings of gender with differential effects and affects for the participants and contemplate the challenges these pose for us when striving to create ethically enabling conditions for engagement. We argue for working ‘intentionally’ and response-ably – calibrating our responses from within the messy middles in which the gendered histories and desires for inclusive futures meet the contradictory currents of the present.

CHILDREN, RECOGNITION, AND REVOLUTION: CHILD AS METHOD IN DIALOGUE WITH ANALYTICS OF DISCOURSE AND POWER

Fri 12.1.2024

Parallel session 6I, 11:15–12:45

Room **U4080**, Main building

Chair: Maija Jäppinen

Authors:

Luan Carpes, University of Bolton, UK

Barros Cassal, University of Manchester, UK

Keywords: child as method, discourse analysis, childhood studies, Frantz Fanon

This paper discusses the possibilities that Child as Method (hereafter CaM) offers to rethink the recognition of children in research. CaM is a critical qualitative approach proposed by Erica Burman (2019) to understand how figurations of childhood engage in and intersect with local and geopolitical regulations and resistances in dialogue with Frantz Fanon's body of work. As Burman notices, additionally to discussing racism and colonialism, Fanon has also important contributions to education and childhood, although those have been mostly overlooked. Burman revisits Fanon's work to understand how figurations of childhood can play different roles in political struggles, from justifying discourses of ignorance to being a tool for revolutionary efforts. Burman's book is also marked by Foucauldian Discourse Analysis (hereafter DA), which she has been using to challenge established ideas of development and childhood. As I argue here, drawing on Fanon Child as Method considers two aspects often overlooked by Foucault – 1, the unconscious dimensions of discourse and power; 2, the role of colonialism in organising and regulating discourses and practices of childhood. Rather than concurrent, CaM and DA bring different dimensions of social and political problems, particularly those of recognition (following Butler, 2010; 2020). Connecting DA and CaM brings a fresh perspective for collaborative work in childhood studies because considers those people who might lack formal or full recognition as children – as it has been developed by academics working on and with childhoods that are also migrants (Christinaki, 2022; Pierlejewski, 2019), gender-nonconforming (Cassal, 2023), or displaced from the Brazilian rainforest (Katz & Dunker, 2020). CaM and DA help us to consider the discursive frames that define and restrict who a child is and promote revolutionary processes for who they can be, not in a developmental future, but in the time for action, the time of now.

QUALITY IN QUALITATIVE RESEARCH: A RELATIONAL PROCESS

Fri 12.1.2024

Parallel session 6J, 11:15–12:45

Room **U3039**, Main building

Chair: Geraldine Foley

Authors:

Virpi Timonen, University of Helsinki, Finland

Geraldine Foley, Trinity College Dublin, Ireland

Catherine Conlon, Trinity College Dublin, Ireland

Keywords: qualitative research, quality, paradigm, credibility, relevance

Despite the extensive literature on quality in qualitative research, understanding and demonstrating quality remains a challenge for researchers who are new to qualitative research. The purpose of this paper is to outline both paradigm-specific and cross-paradigm understandings of quality in qualitative research, before offering a parsimonious conception of the core constituents of quality, which we argue are applicable and adaptable regardless of the paradigm that the (qualitative) researcher adopts. We understand quality in qualitative research as a relational process where the researcher constructs a set of relations that are constitutive of credibility and relevance. Quality in this understanding arises from formulating a research question that is relevant (for the studied concern and participants); sampling for (or accessing) data through a credible process that pertains to the relevant phenomenon; engaging analysis in a manner that is credible; and doing justice to the data while continuing to remain relevant to the studied concern. We posit that quality is a set of relationships, threaded through the entire research process, between the researcher and the researched concern, the data, data analysis, and the audience or readership of the research. Concern with quality of qualitative inquiry layers an ethic of commitment over established formal research ethics procedures, achieved in practice through engaging a relational ethic of care at every stage of the research process.

PHOTOGRAPHIC EXPOSURE: WHEN RESEARCHERS PARTAKE OF THEIR OWN METHODS

Fri 12.1.2024

Parallel session 6J, 11:15 - 12:45

Room **U3039**, Main building

Chair: Geraldine Foley

Authors:

Elaine Swan, University of Sussex, UK; UK Women's Environmental Network
Shazna Hussain, University of Sussex, UK; UK Women's Environmental Network
Sajna Miah, University of Sussex, UK; UK Women's Environmental Network
Julie Yip, University of Sussex, UK; UK Women's Environmental Network

Keywords: methodology, feminism, food methods, participation

In this paper, we examine our involvement in our research methods in Food Lives, a project in Tower Hamlets, London. Food Lives forms part of a wider multi-disciplinary, multi-university and multi-stakeholder UKRI funded project called FoodSEqual which aims to transform the food system in the UK. We partner with the Women's Environment network (WEN), a 30-year-old UK feminist, environmental not-for-profit organisation which seeks to inform women about environmental issues. As a feminist organisation, WEN has been interested in multi-racial food knowledge production and sharing along feminist lines. Much of our research has been working with British Bangladeshi women and learning from their skills and expertise in food growing, domestic food work and food health. British Bangladeshi people make up over 30% of Tower Hamlets. To date, such food knowledges are marginalised in food partnership policy making and food strategies. In this paper, drawing on feminist methodology, we explore what it means for participation to refer to researchers taking part in their methods. Participation typically denotes how researchers involve people with lived experience in designing research aims, methods and analyses to improve knowledge production and democracy. Scholars explore the practical, political, ethical, gendered, racialised and classed processes and consequences of 'non-researchers' and participatory research. In particular, they – and activists- argue for the involvement of minoritised groups as a critical, radical recalibration of academic power and domination in research. In contrast to this focus on 'non-researchers', we reflect on what it means for researchers to participate in research methods as research 'subjects'. Although academics reflect on power and positionality, very few partake in the research methods themselves. We reflect on our experiences and feelings of surveillance, embarrassment and exposure when photographing and sharing our own meals, oil and fat consumption, and other food related activities which formed part of our Food Lives research. We ask how such methodological practices expand what we understand by participatory research.

BEYOND TECHNIQUE: THEMING TOWARD TECHNICALITY

Fri 12.1.2024

Parallel session 6J, 11:15–12:45

Room **U3039**, Main building

Chair: Geraldine Foley

Authors:

Jennifer Wolgemuth, University of South Florida, US

Kelly W. Guyotte, University of Alabama, US

Keywords: qualitative methodologies, technicalities of themes

This paper is an exploratory theoretical follow-up to a material data collaboration experiment that began life as a poster at the European Congress of Qualitative Inquiry (ECQI) in 2022. It frames collaborative qualitative inquiry as a form of ‘letting go’ of material data. The original conference poster featured a map made of cloth scraps, with stitched lines marking the researcher’s footprints around a forest. In the experiment, participants were offered the opportunity to take away a ‘piece of the data’ (a small square of stitched cloth) with instructions to take it somewhere else and report back. The current paper presents subsequent findings and insights from this collaborative material-thought experiment. Firstly, it considers the process by which something becomes data. By explicitly naming the fabric ‘data’, each scrap became symbolically important. This acted as a physical metaphor for the notion that all data is a constructed material artefact. By encouraging participants to take the material data away from the data site, each scrap generated further connections. An unforeseen consequence of the data wayfaring was that each piece seemed to take on a life of its own. The data became personal and possessed a new subjectivity. I present the larger map, its new ideas, and collaborative connections. Secondly, this paper explores the tensions between the idea that all data is neutral – i.e. can be looked at objectively – yet at the same time all data is subjective and bears the invisible stamp of its maker. It argues that when collaborating we should aim to consider data as a material artefact, and that one effective move we can make to collaborate effectively is to let our data go. In summary, treating data as a material artefact may encourage the shedding of our subjective ownership of data and leave space for the agency of others.

COLLABORATIVE INQUIRY VIA 'LETTING GO' OF MATERIAL DATA: #WAYFARINGDATA

Fri 12.1.2024

Parallel session 6J, 11:15–12:45

Room **U3039**, Main building

Chair: Geraldine Foley

Author:

Joanna Hume, Northumbria University, UK

Keywords: qualitative methodologies, material data, collaboration, wayfaring, innovation

This paper is an exploratory theoretical follow-up to a material data collaboration experiment that began life as a poster at the European Congress of Qualitative Inquiry (ECQI) in 2022. It frames collaborative qualitative inquiry as a form of 'letting go' of material data. The original conference poster featured a map made of cloth scraps, with stitched lines marking the researcher's footprints around a forest. In the experiment, participants were offered the opportunity to take away a 'piece of the data' (a small square of stitched cloth) with instructions to take it somewhere else and report back. The current paper presents subsequent findings and insights from this collaborative material-thought experiment. Firstly, it considers the process by which something becomes data. By explicitly naming the fabric 'data', each scrap became symbolically important. This acted as a physical metaphor for the notion that all data is a constructed material artefact. By encouraging participants to take the material data away from the data site, each scrap generated further connections. An unforeseen consequence of the data wayfaring was that each piece seemed to take on a life of its own. The data became personal and possessed a new subjectivity. I present the larger map, its new ideas, and collaborative connections. Secondly, this paper explores the tensions between the idea that all data is neutral – i.e. can be looked at objectively – yet at the same time all data is subjective and bears the invisible stamp of its maker. It argues that when collaborating we should aim to consider data as a material artefact, and that one effective move we can make to collaborate effectively is to let our data go. In summary, treating data as a material artefact may encourage the shedding of our subjective ownership of data and leave space for the agency of others.

PARTICIPATORY APPROACHES AND EPISTEMIC VIRTUES: FROM OBJECTIVITY TO HUMILITY?

Fri 12.1.2024

Parallel session 6L, 11:15–12:45

Room **U3031**, Main building

Chair: Karin Hannes

Author:

Francisco Duran del Fierro, UCL Knowledge Lab, UK

Keywords: participation, epistemic virtues, objectivity, humility

On 31st of August 2023, UCL President & Provost Dr Michael Spence wrote in Times Higher Education about how everyone needs to learn to approach any discussions with epistemic humility. For him, this ‘survival skill’ involves ‘an openness to the possibility that I might be wrong, even about my passionate convictions, and even when I believe those convictions to flow from my own experience’ (UCL, 2023). Epistemic humility has also been discussed to emphasise how academics should engage with the broader communities. For example, Jasanoff (2003) uses ‘technologies of humility’ to argue for reconfiguring the relationship between scientific expertise, policy-making and citizens. This shows a shift from an emphasis on objectivity, which, according to Daston and Galison (2007), is the virtue that drives scientific epistemology, to a focus on humility. It involves moving away from the ideology critique (Anker & Felski, 2017) or the hermeneutic of suspicious (Ricoeur, 2008) model, which focuses on debunking or decoding meanings. In that context, what does it mean to practice or enact participation in research (e.g., co-design methods) considering the transition from objectivity to humility? In this paper, I argue for the need to introduce the notion of epistemic virtues when analysing the conditions of possibility for participation in different disciplines. Advancing this line of inquiry, I develop three arguments. First, I re-visit the distinction between epistemology and ethics and advocate for a more robust ethical perspective that focuses on the agency of researchers and nonhumans actors. Second, I analyse the displacement from objectivity to humility as a discursive phenomenon in global academia and the implications for participatory approaches. Third, I critically explore the extent to which epistemic humility might work against the various hierarchising forces that shape academic research and at the same time become a new technology of power that excludes other collaborative ways of knowing.

MAPPING THE METAMORPHIC ZONE OF SCHOOL ARCHITECTURES: SPECULATIVE EXPERIMENTS IN DESCRIPTION, EXPLICITATION AND THE IMAGINATION

Fri 12.1.2024

Parallel session 6L, 11:15–12:45

Room **U3031**, Main building

Chair: Karin Hannes

Authors:

Laura Trafí-Prats, ESRI-Manchester Metropolitan University, UK

Elizabeth de Freitas, Adelphi University, US

Keywords: speculative mapping, school buildings, sensory-environmental methods, Latour, design futures

The paper will discuss creative methodologies for studying the emotionally charged environment of school buildings, with particular attention to situated movements and modes of engagement after the Covid pandemic. Drawing on digital-sensory methods and futuring practices, developed in collaboration with staff and students in a UK secondary school, we will examine a series of speculative architectural models and living maps (Aït-Touati, Arenes & Gregoire, 2022). Our approach is informed by Bruno Latour's (2017; 2018; Latour & Weibel, 2020) concept of the Terrestrial as a metamorphic zone that includes the built environment, with connections to contemporary architecture (Yaneva, 2012; 2022) and design practices (Gnosh & Jaiziry, 2019). We use techniques in speculative cartography and cosmography, creating maps and models that show how students negotiate the affective atmosphere and social-material ecology associated with school buildings. Our study advances critical questions with implications for qualitative inquiry, including: How can we inhabit common spaces made up of lives other than ours, in a reactive and metamorphic Earth? How can we create maps that are not about the representation of buildings emptied of life? How as researchers we use description, explicitation and the imagination to repopulate maps and blueprints? How does a new cartography of the living attempt to document the living as well as the anthropogenic potency of their traces, to make maps based on the movement of living things rather than topography and territorial borders? How engaging in practices of speculatively mapping in the metamorphic zone we align but also extend the philosophical tenets of (post-)qualitative inquiry?

EVALUATING POWER DYNAMICS AND EMPOWERMENT CLAIMS IN PARTICIPATORY CARTOGRAPHIC RESEARCH – A SYSTEMATIC REVIEW

Fri 12.1.2024

Parallel session 6L, 11:15–12:45

Room **U3031**, Main building

Chair: Karin Hannes

Authors:

Hanne Vrebos, KU Leuven, Belgium

Gitte Franssens, KU Leuven, Belgium

Natalia Martini, KU Leuven, Belgium

Koen Hermans, KU Leuven, Belgium

Karin Hannes, KU Leuven, Belgium

Keywords: participatory mapping, systematic review, spatial analysis

Participatory mapping is an interactive approach that engages participants and integrates situated knowledge at different stages of the research process. It is proposed as a means to redistribute power and combat socio-spatial or eco-spatial injustices by involving citizens in mapping activities. Participatory mapping has been widely recognized for its potential to empower participants, shift power imbalances and challenge established spatial visions. However, the claims to empowerment and the associated shifts in power have been subject to scrutiny. In this systematic review, we analyze the power implications of cartographic projects. Our objective was to conduct a systematic review to identify, investigate and evaluate the power implications of cartographic projects. To conduct our review, we searched for primary studies that used participatory mapping in urban environments and reported some form of change. We analyzed the data starting using traditional data extraction complemented by interpretive synthesis using Zimmerman's empowerment framework. Through this synthesis, we categorized studies according to a spectrum of participation, which we then used to identify socio-spatial patterns through cartographic visualization. Our analysis of the 18 retained studies revealed a variety of mapping types, covering a range of topics and participation objectives and outcomes. It is worth noting that not all studies aimed at shifting power. However, we observed a limited extent of evaluation of processes and outcomes in almost all studies. Spatial analysis revealed a pattern where studies in Europe predominantly followed an instrumental approach, while other regions of the world cover a broader spectrum of participation approaches up to even transformative processes. Based on our critical assessment of power claims and their evaluated impact, we provide the following considerations and recommendations for researchers, policymakers and practitioners on how to design participatory mapping projects that effectively empower people and foster positive social change: to work with mapping agency to ethically address underlying power dynamics, to ensure accessibility to and control over map data post-project and to evaluate both process and outcomes in line with humble objectives.

WHAT HAPPENS WHEN A PARTICIPATORY RESEARCH DESIGN WORKS WELL? REFLECTING ON ENDINGS AND EXPECTATIONS WHEN TESTING A HEALTH SERVICE IMPROVEMENT APPROACH IN SOCIAL CARE

Fri 12.1.2024

Parallel session 6M, 11:15–12:45

Room **U4080**, Main building

Chair: Sara Ryan

Authors:

Sara Ryan, Manchester Metropolitan University, UK

Jane Maddison, University of York, UK

Keywords: experience-based co-design, loneliness, participatory research

This NIHR funded project explored whether a participatory qualitative health service improvement approach - accelerated experienced based co-design (AEBCD) - could be translated to social care using loneliness as the focus. Project objectives included understanding how loneliness is experienced by public members, identifying service improvements around loneliness support and testing whether AEBCD is effective in social care. The Discovery phase involved in-depth interviews with people with experience of loneliness and social care/voluntary staff who provided loneliness support. Here we focus on the Co-design phase which involved testing AEBCD in one local authority in the North of England. Three workshops to agree priorities for improving loneliness support were held, followed by seven monthly meetings of two co-design groups involving people who experience loneliness, social care professionals and third sector staff. A process evaluation used interviews, ethnographic observation and questionnaires. AEBCD demonstrated strong potential for use in social care and it was possible to identify user, group, social and political values. There was strong articulation by co-design group members of feelings of empowerment and the importance of being listened to. Diverse experiences of participants and fuzzy boundaries around social care widened the scope of what could be considered a service improvement priority. The groups focused on supporting people to return to pre-pandemic activities and developing a vulnerable passenger 'gold standard' award for taxi drivers. The development of active citizenship and political value was apparent in the way group members discussed sharing learning from the project to other settings, and their determination to continue with this work. Recommendations include a) ensuring time for coalition building, developing trusted relationships and understanding different perspectives b) being clear about processes, aims, expectations and roles from the outset c) thinking about endings. This latter point became increasingly salient as a consequence of the success of the project.

CO-DEVELOPMENT OF A PARTICIPATORY RESEARCH PARTNERSHIP MODEL: RECIPROCAL AND EQUITABLE PARTICIPATION IN COLLABORATIVE REHABILITATION RESEARCH.

Fri 12.1.2024

Parallel session 6M, 11:15–12:45

Room **U4079**, Main building

Chair: Sara Ryan

Authors:

Nea Vänskä, Metropolia University of Applied Sciences, Finland

Salla Sipari, Metropolia University of Applied Sciences, Finland

Keywords: participatory research partnership, equity, participation, collaboration, rehabilitation

Engaging a diverse range of rehabilitation experts including rehabilitees and their close ones in the rehabilitation research process is vital when the goal is to enhance well-being in daily life. While there are numerous approaches and theories regarding participatory research, a practical model for implementing partnership at every stage of the rehabilitation research process has been lacking. The aim of this study was to co-develop a partnership-based participation model for rehabilitation research with diverse experts of rehabilitation.

Action research was selected as a methodology approach enabling evidence-based co-development in a multi-phase process. The co-development process included a literature review (17 research articles), workshops and focus group discussions with overall 64 participants including rehabilitation experts such as researchers, professionals, rehabilitees and their close ones. The model was tested, evaluated and further developed in a development training process with 50 experts in rehabilitation. The developer team including expert by experience, finalized the model as an open-access e-publication.

The co-development resulted a Participatory Research Partnership (PaRe) model that consists of five interactive phases: (1) starting the research partnership; (2) building a research team; (3) reciprocal co-planning of research; (4) co-production of new research data; and (5) utilization of research data in everyday life. The model comprises examples and templates that help to build reciprocal and equitable partnership including developmental and ethical evaluation.

PaRe model steers collaboration that involves diverse stakeholders as partners in a research community. The PaRe model embraces co-agency, interaction, and co-learning in rehabilitation research and practices. Involving rehabilitation service users and providers in scientific research enhances the accessibility and relevance of research-based and meaningful knowledge in everyday life. The PaRe model depicts an operational model and concrete tools that systematically foster empowering collaboration at all stages of the research process.

BUILDING ON DIALOGUE BETWEEN TRADITIONS OF PARTICIPATORY RESEARCH AND QUALITATIVE INQUIRY: A CRITICAL AND CONSTRUCTIVE APPROACH TO COLLABORATIVE, PARTICIPATORY RESEARCH IN A CONTESTED DISCURSIVE TERRAIN

Fri 12.1.2024

Parallel session 6M, 11:15–12:45

Room **U4080**, Main building

Chair: Sara Ryan

Author:

Louise Phillips, Roskilde University, Denmark

Keywords: participatory research, relational ethics, postqualitative qualitative inquiry, contested discursive terrain, critical reflexivity

Collaborative, participatory research is a crowded, complex, contested discursive terrain where approaches jostle against each other, competing in the marketplace of the neoliberal university at the same time as they claim to break radically with the academy's knowledge hierarchies. Across diverse discourses, collaborative, participatory researchers co-create knowledge with co-researchers with lived experience of the topic rather than carrying out research on them. With its democratic ambitions and transformative power, collaborative, participatory research sounds good but participation in co-creation is complex and full of intrinsic tensions. Power is always at play in the "co" of "co-creation" as particular voices – articulating particular forms of knowledge and subjectivities – dominate, and others are marginalized. How can we attend to the relational, ethical complexities of co-creation by engaging in dialogue across traditions of participatory research and qualitative inquiry? In this paper, I will present a novel critical and constructive approach to enacting co-creation in collaborative, participatory research that builds on dialogue between the knowledge interests of participatory research (with its critical focus on power in the service of social justice) and new materialist and post-qualitative qualitative inquiry (with its nonrepresentational thrust and preoccupation with relational becoming through world-making based on artful evocation of the "not-yet-thought"). In particular, I will home in on the strategy of critical reflexivity that is central to my critical, constructive approach. The strategy involves sticking to the tricky interface between "knowing" and "not knowing" and is predicated on a relational ethico-onto-epistemology which shares affinities with, but is distinctive from, that of new materialism. It entails analysing the potentials and challenges of co-creation on critically as an integral part of doing collaborative, participatory research, not least as a foundation for a relational ethics alert to the workings of power.

WHAT IS PARTICIPATORY ABOUT THIS PROJECT? A CASE OF INVESTIGATING EVERYDAY COMMUNICATIVE PRACTICES, ESTABLISHING RAPPORT WITH INTERVIEWEES, AND RETHINKING HOW TO TAKE THEM INTO ACCOUNT

Fri 12.1.2024

Parallel session 6M, 11:15–12:45

Room **U4080**, Main building

Chair: Sara Ryan

Author:

Florencia Enghel, Jönköping University, Sweden

Keywords: participatory communication research, researching with care, qualitative research

Normative approaches to conducting participatory research abound (see e.g., Cornwall, 2011; Burns, Howard & Ospina, 2021), as is the case for empirical accounts of participatory communication research experiences (see e.g. Dyll-Myklebust & Zwane, 2015 and Thomas, Eggins, & Papoutsaki, 2016). Various defined, participatory research has been a staple of communication and media studies with a focus on social change for decades (see e.g. Dervin & Huesca, 1997; Bordenave, 2006; Thomas & van de Fliert, 2014; Jiménez-Martínez, Tufte & Suzina, 2020).

In this presentation I will reconsider taken-for-granted ideas about what ‘participatory communication research’ is/should be by reflecting on the differences between designing a research project that depends on the participation of human subjects, getting formal ethical clearance, and putting the design to the test of conducting fieldwork in critical conditions in interaction with those human subjects.

Based on qualitative data from (and on the process of doing reflexivity about, see Dean, 2017), a research project that studies the everyday communicative practices of women in Argentina (CORDIS, 2020), I will deconstruct the notion of participation implicit in my initial research design and show how I reconstructed it to acknowledge lessons learnt from dialogue with the thirty-six (36) women I interviewed in 2021-2022, in the long aftermath of the COVID-19 pandemic and in the context of a dire socioeconomic situation. As I will show, acknowledging that participation starts the moment that the subjects of our investigation agree to volunteering their time to meet with us may help us reconsider what “researching with care” (Phillips, Christensen-Strynø & Frølund, 2021; Brannelly & Barnes, 2022) means in practice. Such disposition is crucial at a time when qualitative research requiring the willing participation of human beings takes place in the context of increasing precariousness (Lorey, 2015).

PARALLEL SESSION 7

Friday, 12 January 2024

14:00 – 15:30

NEST/ING UN/METHODOLOGIES

Fri 12.1.2024

Parallel session 7A, 14:00–15:30

Room **U3029**, Main building

Chair: Satu Venäläinen

Authors:

Jayne Osgood, Middlesex University, UK

Claire Walsh, University of Plymouth, UK

Keywords: nest/ing, un/methodologies, feminist posthumanism, speculative experimentation

A dense, pungent, brown-green, intricately woven, itchy-silky, moss-strewn, twig-ridden ball brought us together.

Since then, nest(ing)[i] has become a shared methodology - nest/ing has offered a praxis of getting to know each other, getting to know nests (better) and it has become a capacious writing methodology. Taking nest(ing) seriously has drawn into sharp focus the perils of human exceptionalism. Nesting has gifted opportunities to wallow in porous boundaries and to luxuriate in modes of liminal reading/writing/experimenting, informed by a feminist politics to imagine the world differently (Despret, 2016). It is through lively storytelling, involving passing patterns back and forth that this piece, this assemblage of words (and memories, sensations and more) has nested into being - robust yet fragile, unruly yet hospitable, unknowable yet knowing. Storying the everyday is nesting.

Nest/ing has become an emergent (un)methodology for becoming otherwise; something of an affective ecology that felts together guilt, awkwardness, vulnerability and inseparability. Nest/ing has taken us to places we could not have anticipated in advance and it has persisted in keeping our curiosity provoked as we dwell upon and amongst ordinary affects (Stewart, 2007) as they are encountered through minor gestures (Manning, 2016).

GROWING FROM GRIEF- AN EMERGING UNDERGROUND EXPLORATION OF PSILOCYBIN MUSHROOMS, MOTHERHOOD, AND PSYCHEDELIC FEMINISM

Fri 12.1.2024

Parallel session 7A, 14:00–15:30

Room **U3029**, Main building

Chair: Satu Venäläinen

Author:

Sydney Millman, University of Edinburgh, UK

Keywords: psychedelic feminism, autoethnography, psilocybin, posthumanism, consciousness

Psychedelic feminism, a sub-genre of feminism that embraces the inspirational and transformational power of psychedelic healing, mind/body/spirit exploration, and self-liberation in altered states of consciousness, encourages women to explore the wilderness within, where we can learn more deeply about ourselves (Helene 2007). This presentation will explore psychedelic feminism relative to how I experience healing and empowerment born from the reconfiguration of my identity, interpersonal relationships, and as an American human female situated within a reorientation within the world where all things are connected (Hewitt 2019)- in relation to my personal experience with psilocybin mushrooms. Psychedelic feminism has empowered me by encouraging my consciousness to become participatory where I engage in a meaning-making process, in addition to encouraging agency via intuition where subjectivity is intentionally valued while (re)engaging my imagination to re-engineer my 'self' (Hewitt 2019).

Autoethnographically, I explore new neuropathways in my psyche, while also reflecting on old maladaptive habits and thought patterns as the neurons that held them shed away via reterritorialization and ego dissolution (Dueck 2020). "To reinscribe experience in autoethnography, then, requires us to shed old habits that stick to us and keep us identical to ourselves and our Others" (Jackson et al. 2008, 305). I inquire into how autoethnography functions similarly to psilocybin where old neural networks (habits) are shed allowing us to discover a new sense of self and relationality to others.

I explore the development of posthuman forms of language using interpretive phenomenology to bridge the gap between science and spirituality as I explore a deeply personal mystical experience with psilocybin mushrooms, a psychedelic therapist, and elements of nature crucial for proper integration. I ponder why/how psychedelic experiences are experienced as universally ineffable.

SPECULATIVE FABULATION~FUTURITIES: HOW A #BAGLADY~NARRATIVE~METHODOLOGY STAYS WITH THE TROUBLE TO NOTICE ETHICAL RESPONSE-ABILITIES IN COLLABORATIVE STORYING AS RESEARCH-CREATION

Fri 12.1.2024

Parallel session 7A, 14:00–15:30

Room **U3029**, Main building

Chair: Satu Venäläinen

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Keywords: #baglady~narrative~methodology, feminist posthuman materialism, collective feminist activism, ethical response-ability

Since finding each other we have become a baglady collective that reimagines research-creation as participatory and collaborative feminist activism. Our feminist praxis aims to blur paradigmatic divides to flatten human/more-than-human hierarchies. As the collective flourishes, we (re)turn to past storying events to ponder the futurities of baglady~narrative~methodologies. Our aim remains to disrupt the status quo of feeding the marketised and metricised solo-authored academic performativity machine. Yet we acknowledge that affirmative feminist collective collaborations need hard theoretical and ethical work. We raise questions that stay with the troubles folded in and with participatory praxis.

Our #baglady~narrative~methodology is (re)conceptualised as serious play with Feminist Posthuman Materialist theories and inspired by the Carrier Bag Theory of Fiction. Le Guin (2019) posits that bags are receptacles that can inspire story-making practices other-than the dominant and weaponised hero tales. Such storyings and more-than-human worldings open the potential to perceive life differently through speculative fabulation. Yet in re-turning to the complexities we confront an escalating more-than-human world in crisis. Working-with Donna Haraway's (2016) provocation of the need to (re)imagine change for the better, we ponder the ethical response-abilities of working through the mundane micro~macro vulnerabilities of collaborative research with human and more-than-human research-creation. We ponder: What tells a collective story? What and who is silenced in participatory work? How can we challenge 'own'ership to support future flourishings? Which mo(ve)ments take flight? Which theories are privileged? What does collaboration gift? What troubles stay stubborn? How can we entangle the divides between human and more-than human, materiality and the multiple? What ethical response-abilities escalate through collaboration? Where do we (or should we) move to? Who or what is the collective 'we' of research participation?

DIFFRACTING III-POEMS: USING CREATIVE METHODOLOGIES TO ILLUMINATE HOW STRUCTURAL INEQUALITIES AND OFTEN HIDDEN PROCESSES CONTINUE TO MARGINALISE WORKING-CLASS WOMEN WITHIN ELC IN SCOTLAND

Fri 12.1.2024

Parallel session 7A, 14:00–15:30

Room **U3029**, Main building

Chair: Satu Venäläinen

Author:

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Keywords: posthuman feminist materialism, diffractive iii-poem methodology, cutting-together-apart, kinship

Binary thinking that separates the human from the more-than-human leads to an impoverished model in contexts such as Early Learning and Childcare (ELC) in Scotland. With/in ELC contexts, teaching and learning have been scrutinised and subjected to neoliberalist rhetoric, expected to comply with externally imposed metrics of quality (Roberts-Holmes & Moss, 2021; Vandebroek, Lehrer & Mitchell, 2023). This model excludes the relational aspect between humans, non-humans and the more-than-human, an approach to research praxis which omits the rich potentialities of participation beyond human and nature divides. One methodology which troubles such binary thinking is a creative (re)conceptualization of Murriss' (2016) proposition of the child as a complex entanglement. This positioning of the child 'iii' as bodymindmatter engages with postqualitative theories which foreground the relationality between the more-than-human and human world.

The I-poem was originally developed as a 'voice-centered relational method' by Gilligan (2015) concerned with how young girls resist being silenced and with negative subjectivities. In this paper I bring Murriss' 'iii' and I-poems together as a research apparatus. Diffracting (Barad, 2007) the iii-poems then brings ideas and concepts into generative tensions, enlivening liminalities where creative differences occur (Jackson & Mazzei, 2012). This creates space to consider how matter and materialities intra-act in a continuous becoming (Barad, 2007; Lenz Taguchi, 2012).

I propose that such a methodology illuminates both continuities and differences in how structural inequalities have affect and foregrounds the importance of place/space and kinship in coping with the long-term impact of emotional labour on practitioners working with/in ELC. When collaboration with the more-than-human is brought into view, the sensorial, materiality and affective can reveal the reality of a mainly female, working-class workforce in a continual state of marginalisation. This brings to light the processes of such marginalisation which might otherwise remain hidden.

THE HOSPITABLE RESEARCHER? RECONSIDERING THE RELATIONAL ETHICS OF PARTICIPATORY METHODS

Fri 12.1.2024

Parallel session 7B, 14:00–15:30

Room **U3040**, Main building

Chair: Riikka Hohti

Author:

Cassie Kill, University of Leeds, UK

Keywords: participatory research , hospitality, ethnography

Participatory research methods have now become commonplace in the social sciences in the UK and are often espoused as a way of positioning research participants as more equal collaborators (Lassiter, 2005; Mills & Morton, 2013) or even as ‘epistemic counterparts’ (Marcus, 2000). However, published accounts of research using participatory methods do not always expose the relational complexities involved, and there is always a risk that coproduced research can become complicit with ends at odds with its emancipatory aims (Bell & Pahl, 2018). My doctoral research examined participation in a gallery youth collective – 1525 at Nottingham Contemporary – with a second, methodological research question examining what participation in the research did for those involved. In this paper, theories of hospitality – including the work of Ahmed (2012, 2014) and Derrida and Dufourmantelle (2000) – are combined with Berlant’s concept of cruel optimism (2011) to examine how attempts to enact participatory methods in my ethnographic research emerged as a complex and contradictory mode of hospitality.

In this paper, I will address two sets of relations involved in my doctoral research. Firstly, I will examine the collaborative relations that I engaged in with the institution, as a novice researcher invited to carry out participatory ethnography in the education programme. Secondly, I will consider the relations that unfolded when I invited interested members of the 1525 youth collective to become co-researchers in the doctoral study. The arrival of the Covid-19 pandemic in the UK during the study will be presented as a rupture, which revealed the latent power relations underlying both sets of relations. Finally, I will briefly discuss how, after the disruption of the pandemic, I came to attend more fully to the everyday, affective modes of co-knowing that were always already active in the research.

RECOGNISING EPISTEMIC JUSTICE AND USING EPISTEMIC POWER IN RECOGNITIVE ETHNOGRAPHY AND IN SOCIAL INCLUSION WORK

Fri 12.1.2024

Parallel session 7B, 14:00–15:30

Room **U3040**, Main building

Chair: Riikka Hohti

Author:

Marja Hekkala, Tampere University, Finland

Keywords: co-research, epistemic power, ethnography, recognition

During COVID-19 pandemics, I conducted ethnographic research at the Lissu Social Club for two and a half years. Lissu is a living room open to everyone, where people gather to meet each other and receive help on matters related to services and social security, and people are allowed to participate being sober or intoxicated. Lissu is located in a Finnish town of approximately 85,000 people, and before Lissu, there was no open community-based activity that allowed intoxication. Lissu carries out social inclusion work (SIW) with the aim of ensuring access to resources, strengthening the predictability of everyday life circumstances and consciously eliminating any hindrances to social inclusion. SIW brings together people in different social positions, not only to participate in preplanned activities but also to make decisions and plan, execute and evaluate activities.

As part of my ethnographic work, I established reciprocal recognition relationships with the community, employees, and participants. I therefore refer to my work as recognitive ethnography. My goal was to find participant-oriented ways of looking at society in the phenomena identified by people with marginalised status and employees and thus carry out co-research.

In this presentation, I shortly describe a process in which, through attempts and mistakes, I gradually learned to identify my expectations related to research collaboration but preventing actual equality. I also describe the solutions and discoveries that enabled SIW and recognitive ethnography to strip epistemic injustice and share epistemic power.

I will take a closer look at one example, where we used drawn images to analyse phenomena critical to Lissu's operations and continuity. Such phenomena included, for example, the outside criticism of Lissu's activities or the substance abuse and illegal trafficking in Lissu's living room. What these factors have in common is that, in one way or another, they "rocked Lissu's boat".

CRITICAL COMPOSTING STORYTELLING – WARMING UP THE ASSEMBLAGE

Fri 12.1.2024

Parallel session 7B, 14:00–15:30

Room **U3040**, Main building

Chair: Riikka Hohti

Author:

Riikka Hohti, Tampere University, University of Helsinki, Finland

Tuure Tammi, University of Oulu, Finland

Keywords: critical research, assemblage, composting storytelling, multispecies ethnography

Stories produce bodies that produce stories in an endless intra-active metabolic continuum. Stories do not only represent material worlds but also shape and make new worlds. Starting from these premises, we develop “composting storytelling,” a methodological approach to heterogeneous, open-ended, small stories interwoven with everyday interaction.

In this presentation, we draw on years-long multispecies ethnographic work in a school greenhouse, and multispecies and critical animal studies literature as well as feminist storytelling, to develop two arguments concerning critical research and qualitative research methodologies. First, composting storytelling can be mobilized as a critical research approach in which critique emerges along with horizontal movement from closer, warm assemblages to more distant or erased, cool assemblages. Second, multispecies storytelling can inform the broader field of qualitative research by positioning the ethnographer and the field in a relationship characterized by immersion and a hesitant ethics of knowing. Our study draws attention to the polyphony of voices and temporalities, foregrounds intra-active transformation, and suggests a more modest position for the human protagonist.

TWO OR THREE CONFUSIONS ABOUT VIBRATION

Fri 12.1.2024

Parallel session 7B, 14:00–15:30

Room **U3040**, Main building

Chair: Riikka Hohti

Author:

Brett Mommersteeg, Humboldt University Berlin, Germany

Keywords: vibrations, ethnography, materiality, sensation, confusion

Road traffic noise is considered the largest contributor to excessive noise exposure levels in Europe. Central to this type of noise are the “noises” emitted from what is called “rolling noise” – when wheel meets pavement. Drawing from ethnographic fieldwork in Greater Paris, in this talk I will discuss an encounter with a group of individuals who are protesting road traffic noise near their homes, not as noises, but as vibrations. This emphasis on vibration confused me: what is the difference between noise and vibration? Are they not – at a physical level – the same thing (mechanical disturbances, oscillatory movements)? Is it a question of frequency? Of sensation? This talk is thus an exploration of two or three confusions about vibrations, or the “zones of indistinction” that they constitute: is vibration noise? Is hearing touch? In an attempt to make sense of these confusions, the talk will also, in parallel, briefly trace the history of the sense of vibration, from bony feelings and skin flickers to biological transducers and mechanoreceptors; the zone of indistinction vibration blurs between hearing and touch, ear and skin. While vibrations can open up reflections on other ways of sensing, cross-wiring neural pathways or the sensory worlds of non-humans, they also provide an opportunity to think with, and not against, confusion, or what Michel Serres (2008 [1985]) has called a “philosophy of mingled bodies.”

MAKERS AND MOVEMENTS: CRITICAL DISABILITY STUDIES, MAKERSPACES AND CO-PRODUCTION METHODOLOGIES

Fri 12.1.2024

Parallel session 7D 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

Lauren White, University of Sheffield, UK

Dan Goodley, University of Sheffield, UK

Alison Buxton, University of Sheffield, UK

Kirsty Liddiard, University of Sheffield, UK

Keywords: disability, critical disability studies, co-production, makerspaces, participatory methods

This paper provides an original take on the social research possibilities offered by the makerspace movement in relation to co-production with disabled young people as researchers, methodologists and makers. We centre a UKRI TAS Hub interdisciplinary funded research project ‘Reimagining Trustworthy Autonomous Systems with Disabled Young People’ that sought to develop rigorous and productive new methodologies to probe and, significantly, centre disabled young people’s experiences and aspirations in relation to new developing, automated technologies. We assert that significant theoretical, methodological and analytical possibilities emerge when we bring together making and research creation as collaborative practices. We demonstrate these through a series of examples from makerspace workshops hosted by our Sheffield (UK) team, Maker{Futures} in collaboration with 9 student co-researchers at a Special School in South Yorkshire (UK). These collaborative workshops revealed possibilities which include an overriding assumption of capacity, the promotion of affirmative qualities of making, and the creation of interdependent relationships and teamwork. These possibilities to us demonstrate the close entanglement between makerspace methods, co-production and critical disability studies where affirmative driven ways of being and celebrating diversity and difference are made possible and are celebrated in co-imagining, co-designing and co-producing. An appreciation of material methodologies, a recognition of the practices of makerspaces as a key mode of co-creation and the centralising of disability as the driving subject of inquiry, offers numerous lessons for sociological research.

REPRESENTATIONS OF SPECIFIC LEARNING DISABILITIES (SPLD) ACCORDING TO ITALIAN STUDENTS: DISCUSSING THE DIFFERENT LEARNING CHARACTERISTICS IN LOWER SECONDARY SCHOOL CLASSES

Fri 12.1.2024

Parallel session 7D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Author:

Giulia Lampugnani, University Milano-Bicocca, Italy

Keywords: specific learning disabilities, adolescents, representations

A recent research involving 25 Italian adolescents who experience the condition of SpLD through phenomenological interviews (Sità, 2012) highlights that they experience a feeling of incommunicability with respect to their experience of DSA which is accompanied by loneliness and perception of incomprehension (Lampugnani, 2019); they express a situation of discomfort in experiences of humiliation, shame, guilt, social isolation and suffer bullying, similar to what has been identified by international studies regarding the experiences of adults with SpLD (Ruggerini, 2009; Rosetti & Henderson, 2013), with an additional "risk factor" (WHO, 2007) in the post-pandemic situation (Lampugnani, 2021; Lampugnani, 2023). A protective factor (Medeghini, 2013; Macdonald, 2009; Dudley Marling, 2004; WHO, 2001) consists in the support and understanding of teachers (Lampugnani, 2022) and peers (Lampugnani, 2019), in their life contexts, before strategies and tools functional to the learning processes envisaged by the Personalized Plan (L170/2010). Another fundamental "protection niche" (McNulty, 2009) is the comparison with peers who experience a similar condition, an element that facilitates the understanding and acceptance of one's own learning characteristics and the disclosure of one's own condition in one's own context of vision (Rosetti & Henderson, 2013; Lampugnani, 2019). This study asks what are the points of view and experiences of peers on the topic of SpLD? How to design, conduct and model an educational intervention that allows to discuss about SpLD, addressed in Italian lower secondary school classes, and encourage the disclosure of students with SpLD? A research-training project (Corbetta, 1999) intends to involve the gaze of adolescents on the phenomenon and on the relationship with classmates with SpLD.

USING A CAPABILITY APPROACH IN SEARCH OF FLOURISHING LIVES

Fri 12.1.2024

Parallel session 7D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Author:

Sara Ryan, Manchester Metropolitan University, UK

Keywords: learning disability, capability approach, participatory research

The National Institute of Health and Care Research (NIHR) funded Flourishing Lives project used a Capability Approach to explore how people with learning disabilities can be better supported to live flourishing lives. For Amartya Sen, the freedom or opportunities to do the things we value is key to wellbeing. Interviews and focus groups were held with 72 people with learning disabilities and family carers. Using thematic analysis, we found confidence, belonging and thinking ahead are key to a good life. We then held an online Learning Community that involved support workers, service providers, people with learning disabilities, family carers and researchers to think through the findings from the qualitative research. Six two hour meetings were structured around the key findings, and each meeting held three times to enable participation. The process of discussing the project findings in relation to our own lives, led to the recognition that the things people value are often simple and inexpensive like being outside, dancing or listening to 10 minutes of Britney Spears. These activities can be viewed as insubstantial, however, in terms of the organisation and recording of people's lives, or overlooked because the importance of the activity to the person is not understood. The Flourishing Lives resources offer an innovative way for people to think about their lives in terms of the opportunities they each have. The Flourishing Lives tour, led by people with learning disabilities and family carers has taken these findings to city councils, NHS Trusts, the Care Quality Commission and the Social Care Institute for Excellence. This innovative project generated unexpected findings which have relevance to us all.

SOCIO-SPATIAL ACTION RESEARCH IN A QUEST TO REDEFINE A POLARIZED SOCIETAL DEBATE ON DE-INSTITUTIONALIZATION

Fri 12.1.2024

Parallel session 7D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Author:

Toon Benoot, Ghent University, Belgium

Keywords: disabilities, socio-spatial action research, de-institutionalization, disruptive voices

Welfare states which ratified the UN Convention on the Rights of Persons with Disabilities are supposed to commit to a ‘de-institutionalisation’ (DI) of care and support practices and mostly translate the issue into ‘community turn strategies’: meaning dismantling and closing residential care settings and move individuals to a community setting. These developments have led to a dichotomy in policy and practice with residential care as something bad to avoid and independent living in the community as a desirable goal. But what constitutes an ‘institution’ refers not only to the location and nature of the architectural and spatial embedding of the living environment, but also to an institutional culture with no choice and control. This raises the question to what extent DI can be reconciled with other conceptions of a good life than ‘independent living’. To enhance collaboration in policy and practice and to gather knowledge on conceptions and strategies of DI, the Flemish Agency for People with Disabilities provided funds to establish the academic workplace de-institutionalization (AWDI). The AWDI is committed to connecting the experiential knowledge of people with disabilities, their networks, professionals, policymakers but also architects and urban planners to stimulate innovation in the field and in policy and create a diversity of qualitative living environments. The author will present a socio-spatial research project of this academic workplace, which involves residents with intellectual disabilities, neighbours, professional care takers, municipal services, architects and others, and the various participatory action research methods used. This presentation illustrates the tour de force required for building such collaborations, which in turn have the potential to bring disruptive voices into the wider social debate on DI and challenge dominant dichotomies.

THE EXTRACURRICULAR LITERACY OF ADOLESCENTS WITH INTELLECTUAL DISABILITIES IN SWITZERLAND AND QUEBEC: BETWEEN CREATIVE RESEARCH AND SOCIAL TRANSFORMATION?

Fri 12.1.2024

Parallel session 7D, 14:00–15:30

Room **U3043**, Main building

Chair: Reetta Mietola

Authors:

Delphine Odier-Guedj, Haute école Pédagogique of Canton de Vaud, Switzerland

Marie-Eve Boisvert-Hamelin, University of Montréal, Canada

Florence Quinche, Haute école pédagogique of Canton de Vaud (HEP-Vd), Switzerland

Keywords: intellectual disabilities, research creation, literacy

Recent studies have highlighted young people with intellectual disabilities (ID) difficulties with reading and writing (Pezzino et al., 2019). However, we know very little about how they actually use these skills outside the classroom. Young people with ID rarely have the opportunity to express who they are, what they need, and what they want (Eisen et al, 2019). The study being carried out in Switzerland and Quebec focuses primarily on the voices of adolescents with ID, to reveal the meanings they give to writing and reading in their daily lives. Informed by critical disability, this participatory visual research (Mitchell, 2011; Milne et al. 2012) consisted of teenagers filming what literacy meant to them in three different locations: at home, at a place they chose which was important to them in terms of literacy, and at an unknown place where they discovered new traces of writing. The project's researchers accompanied the teenaged participants, filming them, discussing with them, and making, and sharing with them. The participants then selected extracts from these walks through their homes and towns and created a film of around 3 minutes on their own. During this creative process, knowing, being, doing, and feeling were interconnected for both participants and researchers alike. Through the analysis of the creative walks carried out by the first 4 participants, we will highlight how participation, voice, and agency are linked. Participatory visual research and, more broadly, research-creation, as used by Maning, have often been a means of addressing issues of domination, or exploring and moving beyond the complex and polemical roles between academia and activism (Schwab-Cartas and Mitchell, 2014). We, thus, propose to discuss how and whether this participatory research is an 'ontological, epistemological, ethical, and political attunements to creating a different world' (Kleinsasser, 2020).

CO-PRODUCING WITH CHILDREN, BUT WHY?

Fri 12.1.2024

Parallel session 7F, 14:00–15:30

Room **U4072**, Main building

Chair: Emma Nortio

Author:

Megan Bennett, University of Portsmouth

Keywords: co-production, children, social and emotional learning, transitions

Children in research, a controversial topic spanning many years. But what makes it important? How are we ethical facilitators to young minds and their desire to be involved? How do we approach somewhat unavoidable power dynamics, especially when gatekeeping adults themselves struggle with this? The key is carefully executed transitions. The myriad of co-produced research (or at least the literature exploring it) seems to omit clearly distinguished introductory and conclusive elements; however, it is these pivotal steps that strengthen research, especially with vulnerable contributors. Co-producing as equals can offer various benefits such as freedom of expression, increased self-esteem, confidence, and self-identity (Pound & Sims-Schouten, 2022). Social and Emotional Learning (SEL) is non-statutory, in English primary schools, yet it is vital; especially in the current day where there is increasing evidence of mental health struggles in younger individuals. This paper explores SEL in a UK primary school; conversations were broached, narratives explored and children with lived experience consulted, on what and why they prioritise what they do and what this could mean for SEL. Children are considered to have the right to be involved in decisions that will impact them (Gillick Ruling, 1985), yet when it comes to conversations centred around the human experience, such as within SEL, it is seldom that they are consulted, given ownership in the conversation or agency over their identity as learners. It is fundamental to not only capture their marginalised voices but also improve awareness and stigma surrounding this. This paper will be a starting point for this much-needed wider conversation.

TOWARDS RESEARCH WITH CHILDREN: ASSESSING PARTICIPATORY METHODS IN ENGLAND AND WALES

Fri 12.1.2024

Parallel session 7F, 14:00–15:30

Room **U4072**, Main building

Chair: Emma Nortio

Authors:

Ecem Karlidag-Dennis, University of Northampton, UK

Claire Paterson-Young, University of Northampton, UK

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Toa Giroletti, University of Northampton, UK

Keywords: participatory methods, evaluation, children, safeguarding

This paper examines the use of two participatory research methods, namely Photovoice and a simplified version of Photostories (which was developed during Covid-19 pandemic) in evaluation with children in the United Kingdom. Evaluations using Photovoice and Photostories were undertaken with two different organisations in England and Wales working with underrepresented children who have a wealth of adverse experiences such as family issues, social-economic deprivation, low school attainment, education cessation and behavioural problems. Participatory research methods were selected for the evaluations to ensure children's voice and experience could be located at the centre of research. The existing literature states that the use of more visual and participatory research provides an important step towards initiating an epistemological shift from research on children to research with children (Mayall, 2008; Fane et al., 2018). Participatory methods with children have become intertwined with agency, and whilst they can actively allow children to make decisions and influence change, these methods also raise questions around power dynamics that can inherently hinder agency. When researchers engage children in participatory research, the questions they need to ask are: "Participation on whose terms?", and "Participation for whose benefit?" (Rautio et al., 2022). Considering the power imbalances, the notion of ethics and safeguarding, children's engagement in research does not always provide them with the agency to participate fully. Therefore, in this paper, while focussing on the evaluation of two organisations in the UK, we address the questions of to what extent children's involvement in research can be used to develop a deeper understanding of their lived world, and who truly benefits the most from these participatory methods.

REFLECTING ON PARTICIPATORY RESEARCH ON SENSITIVE ISSUES: INVOLVING CHILDREN AND WOMEN AFFECTED BY DOMESTIC ABUSE

Fri 12.1.2024

Parallel session 7F, 14:00–15:30

Room **U4072**, Main building

Chair: Emma Nortio

Authors:

Nadine Fowler, University of Stirling, UK

Camille Warrington, University of Edinburgh, UK

Claire Houghton, University of Edinburgh, UK

Kay Tisdall, University of Edinburgh, UK

Keywords: participation, domestic abuse, children and young people, women

As research co-production with service users becomes even more required by funders, questions accumulate about how to do so meaningfully and ethically. Such questions are even sharper when the research addresses 'sensitive issues', such as on domestic abuse. We are asking such questions through The Children and Families Affected by Domestic Abuse (CAFADA) project, which explores innovative models of support for families affected by domestic abuse. Researchers have involved children and women to influence research design and methods, understand the way that innovations have developed over time, and explore the project's emerging findings. We have created a 'Reflective Learning' approach to understand the enablers of and barriers to participation, and how children's and women's involvement was promoted in research activities. Drawing from domestic abuse practice, childhood studies and gender studies, Houghton (2018) has developed a participation framework around the concepts of space, voice, agency, power, support and impact. This framework formed the conceptual structure for the Reflective Learning approach, involving over 30 people through interviews, focus groups and questionnaires (including the children and women involved in CAFADA participation activities, the service professionals that supported their involvement, and the CAFADA researchers that facilitated the participatory work). All groups were asked to reflect on how children's and women's space, voice, agency, power, support and impact were promoted in participation. This presentation will provide an overview of the Reflective Learning approach, its rationales and implementation, and consider what we have learned about undertaking participation with children and women affected by domestic abuse. In particular, we will discuss our implementation of Houghton's participation framework, the challenges for undertaking research and participation with domestic abuse survivors, and further contestations on the default assumptions for participatory research undertaken in academia.

'LOVE ON THE BRAIN' – THINKING WITH NEUROSCIENCE AND FEMINIST REFRAMINGS OF LOVE IN ENQUIRIES OF WORK ENVIRONMENT FOR PRESCHOOL TODDLERS

Fri 12.1.2024

Parallel session 7F, 14:00–15:30

Room **U4072**, Main building

Chair: Emma Nortio

Author:

Sara Ohlin, Stockholm University, Sweden

Keywords: preschool toddlers, love, work environment, interdisciplinary frictions and contaminations

The study examines a multivocal decision-making as a method for knowledge creating in the development work of Finnish inclusive early childhood education (ECE). In the renewed Act on Early Childhood Education inclusion and support have been highlighted. Inclusive ECE has a strong value base in the UN Children's Rights, where every child has the right to education, as well as the support needed. The value base of Finnish ECE is consistent, but decision-making is hierarchically spread among different institutional levels from macrolevel to microlevel. Decisions are made in “bubbles” and decision-making isn't transparent or does not penetrate different organizational levels. Information and instructions drain from “the top to the bottom” and a dialogue between different levels is rare. Accordingly, the implementation of the decisions by the original inclusive values, fails. The aim of the research is to create new knowledge for the development work of inclusive ECE by using a multivocal decision-making, different perspectives, human and administrative systems, and their existence are easier to perceive and become aware of in the decision-making. The participants (n=10) represent hierarchically or qualitatively different roles: politicians, officials from different levels, teachers, and guardians. In the two different joint interview and the decision-making process, the participants brought their own perspectives in the discussion and simultaneously gained experiences from different perspectives. The shared different perspectives created a new knowledge to the development work of inclusive ECE. As a method, the multi-vocal decision-making highlights obstacles, and solutions, creates a broader and systematic overall picture. Decisions will be based on a new, jointly created knowledge, which is a key element when making broad societal decisions. To draw a picture from different approaches, traditions and mechanism behind the decisions-making and knowledge creating process, the data will be analyzed with a discourse analysis.

FROM COLLABORATIVE TO CO-ACTIVE RESEARCH, RECONCEIVING THE LABOR OF KNOWLEDGE CREATION THROUGH ARENDT

Fri 12.1.2024

Parallel session 7G, 14:00–15:30

Room **U4075**, Main building

Chair: Karin Hannes

Authors:

Chloé Dierckx, KU Leuven, Belgium

Karin Hannes, KU Leuven, Belgium

Keywords: ethics, collaborative research, serendipity, time

Inspired by Hannah Arendt's distinction between labor, work and sensemaking, and the related proposition that the creation of knowledge should be considered as acting rather than labor, I propose the term 'Co-active' research as an alternative for collaborative research. Related to the ideas of ethico-onto-epistemology (Barad 2007) and acting communicatively (Habermas, 1981), I use this term to situate knowledge creation as dynamic, non-hierarchical and more than human. Co-acting is a response to the project related academic logic of predefined research proposals and outcomes that underpin most of our collaborative efforts in studying complex social-behavioral phenomena. A first field experiment, during which a group of PhD students carried out a research project without predefined hierarchy, timeframe or envisioned outcome, offer an insight into how the theoretical concept of co-active research can be put into practice and what are the implications for group dynamics, the flow and outcome of a research process.

ALTERNATE AGENCIES AND KINSHIPS OF D/DRAWING AND A DRAWER IN RESEARCH

Fri 12.1.2024

Parallel session 7G, 14:00–15:30

Room **U4075**, Main building

Chair: Karin Hannes

Author:

Marika Tervahartiala, Aalto University, Finland

Keywords: research ethics, drawing, new materialism, agency

Even though various participatory approaches and collaborative ways of knowing in qualitative inquiries have expanded in recent years, drawing is still usually regarded as an artistic/visual research method or a ‘tool’, and the final drawn outcomes as research data/material (Tervahartiala 2022, 39). This kind of matter (‘it’, ‘things’) is often considered as “dull, passive stuff, as raw, brute, or inert; separated from vibrant life (us, beings)” (Bennet 2010b, 7). (We) humans have just recently come to acknowledge the rights and agencies of other-than-humans, such as animals. Even so, (research) ethics of abstract entities still seem quite utopian (Bennett 2015, 104). In this presentation trans-specied kind of agency (Bennett 2010a) is shared with a human researcher and an abstract entity, Drawing. Among manifold living vitalities, Drawing in qualitative research no longer obeys to stay colonized, but emerges to claim its ethical rights. Consequently, alternate ways to relate with[in (research)] D/drawing are proposed.

The aim is to show & tell along new materialism(s) how Drawing’s agency needs to be explored by Drawing him/her/itself (personal pronoun still in dialogue, Tervahartiala 2022). Drawing sketches towards onto-epistemology and research ethics decentring human(s) (Tervahartiala 2022, 336). Doing research necessarily means thinking with somebody/something: thinking with(in) D/drawing and (its) theory suggests viewing any matter/material/data through multiple and constantly shifting, agential perspectives (Mazzei & Jackson 2012, 2022). These nomadic networks, these (en)tangle[ment](s) (Haraway 2016), messy group(s) of being-acting together are beyond solid descriptions. This challenges even research language: there is a need to find a language sensitive and porous enough for the joint efforts and kinship of nonhuman/human. (Bennett 2010b; Guttorm 2017, 2021; Guttorm et. al. 2016; Tervahartiala 2022, 148)

CENTRING MARGINALIZED GROUPS IN RESEARCH: THE SOCIAL JUSTICE RESEARCH PROJECT

Fri 12.1.2024

Parallel session 7G, 14:00–15:30

Room **U4075**, Main building

Chair: Karin Hannes

Authors:

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Amy Lebovitch, University of Manitoba, Canada

Danielle Allard, University of Alberta, Canada

Keywords: ethics, community-driven research, social justice, activist scholarship, methods

Thinking through what it means to move beyond participatory to community-driven research (CDR), The Social Justice Research Project (SJRP) aims to generate and disseminate-through community-accessible means research, associated policy recommendations, and practical methods training and programming for more deeply ethical social justice research created by, with, and for extremely marginalized and over-researched groups such as sex workers, people who use drugs, groups identified as “key communities” for HIV/AIDS research, (im)migrant women escaping violence, and Indigenous nations and communities. Launched in Fall 2023, SJRP interrogates (a) what ethical research looks like when it is driven by the concerns of social justice movements and the often-over-researched marginalized groups who make up these movements, rather than the interests of academic fields, institutions, and/or individual academic researchers; and (b) how research, history-making, and archival practices, policies, and systems must evolve when we require the meaningful involvement of marginalized communities in the research that most directly affects them. From our own years of activist scholarship we have learned that “meaningful” involvement for non-academic members of research teams is something for which we still have to advocate at academic institutions, within scholarly disciplines, and in professional practices. Indeed, we continually struggle to create space for communities to lead/be meaningfully involved across hegemonic and colonial research infrastructures, such as colleges, universities, archives, museums and libraries, that exclude and/or can be hostile to their involvement. SJRP investigates how to establish research and history-making eco-systems and infrastructures such that we might be led by social justice seeking communities towards more ethical CDR practices. This paper will introduce SJRP, describe project goals, research methods, and early initiatives in order to cultivate interest in and discussion of SJRP with the ECQI audience, folks we consider to be exceptionally well-positioned for such engagement.

BEYOND THE ETHICAL ARTIFICE IN COLLABORATIVE RESEARCH IN THE NEOLIBERALISING ACADEMY

Fri 12.1.2024

Parallel session 7G, 14:00–15:30

Room **U4075**, Main building

Chair: Karin Hannes

Author:

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Keywords: ethics, neoliberalisation, co-production, speculative practice

“Participatory research requires us to transcend your ego.” A colleague said to me. I said, “That’s impossible!” She said, “I know, but that’s the idea.” This conversation captures the ethical artifice in co-produced research. This artifice relates to the proposition that academics are far more strategic, proud, instrumental, deceitful, manipulative and interesting than one might recognise from writing on research ethics – not to mention, of course, kind, funny, inspirational and wise but also overworked, afraid and bullied. After decades of neoliberalising reforms in higher education, one might expect the individualising incentives for success would engender conflicts that would appear in articles about research ethics, but no. This is no surprise, as although bullying is endemic in higher education (Tight, 2023), university research cultures enable bullies to thrive due to departmental hierarchies, job precarity and the prioritisation of protecting leading professors (Evans, 2023). We can also observe the reproduction silences in so-called ethical writing practices in-and-around collaborative research. For example, the need for negotiated consent when publishing work and the emphasis on the ethics and power imbalances between academics and non-academics, young people and members of the community (e.g. Durham Community Research Team, 2011) rather than between colleagues of similar status. We find ourselves at an impasse, and our task is to find new genres for making meaning beyond the artifice of ethical writing in collaborative research. The slightly mischievous departure point for this impasse is the Office of Strategic Services’ (1944) Simple Sabotage Field Manual. The manual was intended to provide the citizen-saboteur with advice in ‘purposeful stupidity’ to disrupt, delay and demoralise work. I will present the Simply Successful Field Manual, a series of ‘techniques of relation’ (Manning and Massumi, 2014) for the non-collegial, neoliberalised academic to maximise and individualise professional success in collaborative research.

SOCIAL SUSTAINABILITY FROM THE GROUND UP

Fri 12.1.2024

Parallel session 7H, 14:00–15:30

Room **U4078**, Main building

Chair: Meri Kulmala

Author:

Jessica Harrison, Maynooth University, Ireland

Keywords: sustainability, criticality, pedagogy, student-teachers

When presented with the three pillars of sustainability (environment, economic and social), social sustainability is often overlooked in favour of the environment and economy. This pattern is also found in sustainability education with classroom discussions around environmental implications being most common. There is also lack of a cohesive definition among academics, pedagogues and governments on social sustainability. Participatory research methods offer ways to gain insights into this lack of clarity and bring focused conceptual and pedagogical understanding to classrooms. This research will attempt to offer space for student-teachers, who will be tasked with teaching sustainability, to build an understanding around social sustainability through participatory research methods. There is a feeling that we need to do something different in education. Bazzul (2023) states: “Educators need to engage urgent social and ecological contexts in ways that fundamentally question how we live and see ourselves” (p.22). Participatory research methods may assist in developing new ideas with student-teachers about how to become critical sustainability educators and increase focus on social sustainability alongside the environment and economy. The project will investigate questions such as how can space for criticality and reflection impact pedagogical thinking for social sustainability, and how does that impact an overall understanding of sustainability? How can we reconcile our relationship with our non-human neighbours and work towards decentering ourselves? How are student-teachers understanding social sustainability in their classrooms? Participatory research methods offer opportunities to unpack social sustainability from the ground up without worrying about learning outcomes or other pressures that student-teachers may come up against. What may emerge is a deeper understanding of the implications of social sustainability, more confidence to critically confront the sustainability crisis and different way to approach this topic in classrooms.

DEVELOPING AN INITIAL PROGRAMME THEORY ON A YOUTH-CENTRED PARTICIPATORY ACTION APPROACH TOWARDS CO-CREATED IMPLEMENTATION OF SOCIALLY AND PHYSICALLY ACTIVATING ENVIRONMENTAL INTERVENTIONS IN AFRICA AND EUROPE

Fri 12.1.2024

Parallel session 7H, 14:00–15:30

Room **U4078**, Main building

Chair: Meri Kulmala

Authors:

Monika Martens, Institute of Tropical Medicine, Belgium

Sara Van Belle, Institute of Tropical Medicine, Belgium

Keywords: teen-centred co-creation, agency, empowerment, realist evaluation, initial programme theory

The ‘Youth-centred Participatory Action’ (YoPA) project aims to tackle the complex challenges of unhealthy sedentary lifestyles and related inequities by introducing teen-centred, evidence-informed co-creation in vulnerable urban communities in Africa (Nigeria and South Africa) and Europe (Denmark and the Netherlands). Co-creation offers benefits not only to research processes and outcomes, but also to involved stakeholders, such as more relevant solutions by taking into account the local context and needs. Nevertheless, little is known about generative causation of this complex process. This study uses a realist approach to elicit an initial programme theory (IPT) on how, why and in which contexts teen-centred co-creation leads to healthy movement behaviours. To develop the IPT, information from different sources was collected. First, a workshop with the multidisciplinary and multi-country YOPA research team was organised to exchange ideas on the IPT. Second, an exploratory literature review on theory use in co-creation was performed. Third, interviews were conducted during the set-up of the co-creation to learn how researchers intended or expected teen-centred co-creation to work. We used the Intervention–Context–Actors–Mechanism–Outcome (I-C-A-M-O) configuration to synthesise information from the sources into a configurational map. The ICAMO synthesis resulted into an IPT, in which we hypothesise that teen-centred co-creation (I) leads to motivated and empowered teenagers (A) and multi-level capacities (M), including individual and collective agency, via self-efficacy, trust, bonding, peer learning and health literacy (Ms). These mechanisms contribute to youth health and wellbeing (O). This study aims to extend the knowledge base on the use of teen-centred co-creation to develop and implement interventions improving healthy movement behaviours. The IPT describes how (dynamics) and why (theories) co-creation is expected to work in the different urban settings. In a second phase of realist evaluation, this IPT will be tested during the process of engagement in local co-creation teams.

PARTICIPATORY AND CREATIVE WAYS OF KNOWING: HOW INTERGENERATIONAL DIALOGUES ARE KEY IN DEVELOPING LOCALISED ADAPTATIONS TO CLIMATE CHANGE

Fri 12.1.2024

Parallel session 7H, 14:00–15:30

Room **U4078**, Main building

Chair: Meri Kulmala

Authors:

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Alison Lloyd Williams, Lancaster University, UK

Keywords: participation, coastal Change, intergenerational adaptation, children and young people

Many coastal communities around the world are at the frontline of climate change impacts. The East Coast of Yorkshire in England has one of the fastest eroding coastlines in the world, with coastal retreat rates of up to 10 meters a year. Climate change and sea-level rise will further accelerate these rates. The small village of Skipsea is located along this coastline and has a high percentage of residents that are classed as economically inactive or transient, be that from the holiday trade, from travelling communities or older generations who have moved to retire near the coast.

We report on a project that promoted intergenerational dialogue among the Skipsea community to explore relationships to place, community knowing, and knowledges of their changing coastline. We offer an initial analysis of their perceptions of place and visions for the future of their village. Through participatory, creative workshops with local primary school children and a group of retirees, the project explored how the community could unite and collaborate across generations to plan and adapt to an uncertain future. The participants shared their creative outputs and ideas for change at the end of the project with invested stakeholders from the local authorities and from England's national flood risk authority (Environment Agency).

This paper provides a critical review of the participatory workshops and future intergenerational imaginaries of the village the community members co-produced. We will show how the creative, participatory and intergenerational approach we used can be a powerful way to include marginalised voices as agents of change to climate responses and how the need for diverse intergenerational dialogues, that help shape future adaptation planning, can be best surfaced and included in decision making.

IN WHOSE INTEREST? PARTICIPATORY RESEARCH APPROACHES AND THE (MISSING?) EVIDENCE FOR THE PROMISED SOCIAL CHANGE

Fri 12.1.2024

Parallel session 7H, 14:00–15:30

Room **U4078**, Main building

Chair: Meri Kulmala

Author:

Dirk Schubotz, Queen's University Belfast, Ireland

Keywords: participatory approaches, social change, children and young people

With this paper I would like to encourage a discourse and reflection on collaborative participatory research approaches and how they have, or have not, fulfilled the promise of social change.

The ECQI conference call states that 'participatory research designs have traditionally been associated with emancipatory, democratic, and empowering aims, and as such, they have been mobilised to involve marginalised groups in knowledge production'. The conference call also reminds us of the recent growth in inclusive and innovative approaches in a range of fields, largely, but not exclusively in the social sciences and humanities, and it notes how these set us apart from fields where positivist thinking prevails.

When they emerged in the early 1970s, participatory and collaborative research approaches came, indeed, partially about as a result of the frustration with positivist-informed research methods that failed to achieve the promised social change and improvement in the lives of disenfranchised and disadvantaged people and communities. More than 50 years later, participatory and collaborative approaches are all but mainstream. There is a wealth of diverse engaging cutting edge approaches to undertaking (social) research with - rather than on - participants and their communities. I argue that it is time for a self-reflective assessment of what these research approaches have really achieved with regard to their ambition to better positivistic approaches with regard to what tangible and long-term difference they make to the lives of people in these communities. I will consider if researchers involved in participatory and collaborative research studies ought to be more self-reflective about whose interests they serve, and whether or not we ought to be more ambitious in our research aims.

VACCINE DECISION-MAKING: INSIGHTS FROM SEVERE COVID-19 SURVIVORS – A QUALITATIVE STUDY

Fri 12.1.2024

Parallel session 7I, 14:00–15:30

Room **U4080**, Main building

Chair: Riikka Lämsä

Author:

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Keywords: severe COVID-19, vaccination, qualitative research

The novel coronavirus disease (COVID-19) has claimed over 7 million lives globally as of September 2023. While mass vaccination efforts have been critical for reducing severe illness and death, substantial variability exists between countries' vaccination rates. Portugal has achieved Europe's highest rate, while Romania possesses one of the lowest. This study explores COVID-19 vaccination decision-making among Romanian adults to gain a deeper understanding of the factors influencing vaccine acceptance and hesitancy within this unique context. Qualitative methods provide critical insights into elucidating the complex motivations and perspectives underlying individuals' vaccination decisions. Semi-structured interviews conducted from November 2022 to April 2023 engaged 30 Romanian participants (50% female), aged 35-76, who were previously hospitalized for severe COVID-19 lasting 5-32 days, including 16% requiring intensive care. Prior to COVID-19 infection, 80% had pre-existing conditions and 26.6% were vaccinated pre-hospitalization. Thematic analysis identified two thematic groups: Personal Factors and Social Influence. Personal factors included: (1) recurrent infection apprehension; (2) intense prior vaccination side effects; (3) perceived benefits; (4) vaccine risks/disbelief; (5) general vaccine attitudes; (6) perceived health vulnerability. Social factors were: (7) health-care provider influence; (8) alternative information sources; (9) family influence; (10) conspiracy theory influence. The COVID-19 vaccination decision-making process proved complex, with participants weighing uncertainties around personal health status, intense physiological reactions to prior vaccination, positive and skeptical risk perceptions, conflicting information sources, individual and family health behaviors, medical system trust, and conspiracy theory proliferation. Nevertheless, many survivors still opted against vaccination after hospital discharge. This rich qualitative investigation significantly advances understanding of the intricacies underlying COVID-19 vaccination decision-making.

USING FOCUS GROUPS TO GAIN AFFECTIVE KNOWLEDGE IN A COMPLEX MULTI-CRISIS CONTEXT

Fri 12.1.2024

Parallel session 7I, 14:00–15:30

Room **U4080**, Main building

Chair: Riikka Lämsä

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Pinja Lehtonen, University of Helsinki, Finland

Johanna Vuorelma, University of Helsinki, Finland

Keywords: crisis governance, focus groups, policy formation, citizen informants, political emotions

Our article draws from a series of focus group interviews (2023) in which occupational groups that were heavily affected by COVID-19 restrictions discussed the authority of pandemic governance in Finland. While our study was geared towards studying evaluations of pandemic authority, it became evident that many participants felt that the research setting was the first and only time they were able to express and collectively process their experiences and emotions during the pandemic with their occupational peer group. Several participants commented that the focus group interview had felt ‘therapeutic’. This prompted us to conduct a series of follow-up interviews. Having explored these ‘by-products’ of the focus groups, we argue that in addition to producing nuanced knowledge on collective experiences (Stanley 2016), focus groups also serve as arenas for collective emotional debriefing on the effects of crisis policies. Political scientists typically associate focus group research with marketing and polling with questionable aims related to political and/or economic gain. We claim that the method can, quite contrarily, be used as a restorative tool, especially in a complex multi-crisis setting. In an era of overlapping crises with climate change and mass extinction looming amidst health crises and wars, spaces for collective processing are crucial. Our further claim is that ‘citizen’ informants should not remain an overlooked population in small-n studies: citizens’ collective experiences have predominantly been studied with large-n methods offering representative data but lacking the ability to grasp shared ways of assigning meanings to daily experiences stemming from policies. In our data, dissatisfaction towards policies was often tied to the experience that authorities did not understand or care how policies would impact daily life. Gaining affective knowledge on collective experiences is vital for bridging this gap to improve governance – especially in a multi-crisis context that is likely to persist.

USING PARTICIPATORY RESEARCH AND MULTIDISCIPLINARY INSIGHTS TO DESIGN A FALL TECH PRODUCT WITH OLDER ADULTS

Fri 12.1.2024

Parallel session 7I, 14:00–15:30

Room **U4080**, Main building

Chair: Riikka Lämsä

Authors:

Federica Previtali, Tampere University, Finland

Annika Valtonen, Tampere University, Finland

Sakari Ilomäki, Tampere University, Finland

Pinja Majava, Tampere University, Finland

Johanna Ruusuvoori, Tampere University, Finland

Keywords: fall detection technology, participatory research, older adults

Our societies are ageing. This demographic change increases the need for home health care services. Digitalisation of services is a key strategy suggested at international and national levels to fill this increased need, while facing limited financial and human resources. Participatory research methodologies are increasingly used in the design of assistive technologies for older adults. This is a response to the production of devices that are not responsive to older users' needs, embed ageist biases, and construct negative images of ageing. However, older adults are often only included in the last phase of technology development, for testing and usability purposes. Our research project on human-centred smart technology design (SOL-TECH) addresses this issue. We use participatory research to co-design a fall-tech device for older adults that can detect and prevent falls at home and is ecologically powered by indoor lights. Instead of including older adults only in product testing, the co-creation process started with interviews and video diaries regarding their needs concerning good ageing at home, their self-perceived fall risks, and preferred technological supports, followed by co-creation workshops. The research is conducted by a multi-disciplinary team involving material chemists, architects, nursing scientists, and social psychologists. This presentation draws on 49 qualitative interviews, 14 video diaries with older adults and their close ones, and data from co-creation workshops with a sample of participants. We will describe and discuss the benefits and challenges of using participatory approaches to ideate a fall-tech with older adults.

GROWING WITH COLLABORATION, CREATIVITY AND SERIOUS PLAY

Fri 12.1.2024

Parallel session 7I, 14:00–15:30

Room **U4080**, Main building

Chair: Riikka Lämsä

Author:

Davina Kirkpatrick

Keywords: creativity, collaboration, serious play, creativity, medical humanities

This paper will show through examples and drawing on the wider literature around serious play and creativity the practicalities of designing ways to open a space for developing active listening, project management and collaboration skills through creative advocacy projects with third year medical students. Looking through the lens of two specialist study units on grief and loss and the menopause, there is an exploration of how using serious play, creativity and working with advocate partnerships enables the students to not only examine the micro of their own lived experience but also the macro of finding creative solutions for advocating for specific groups of people. Investigating recognising the similarities and differences of experience and how these can be skilfully interwoven into a successful advocacy project. Drawing on a lifetime of skills developed through a varied career in visual arts, exploring diverse media (from theatre design, through architectural glass and enamelling to printmaking) and socially engaged practice and latterly as an academic writing, editing and typesetting books my own creativity is activated to utilise these skills in new and innovative ways.

PARTICIPATORY RESEARCH IN INTEGRATIVE MEDICINE: EXPLOITING THE POTENTIALS AND ADDRESSING THE CHALLENGES

Fri 12.1.2024

Parallel session 7I, 14:00–15:30

Room **U4080**, Main building

Chair: Riikka Lämsä

Author:

Claudia Canella, University Hospital Zurich and University of Zurich, Switzerland

Keywords: patient and public involvement, participatory research, stakeholder engagement, complementary and integrative medicine, cancer

The concept of evidence-based medicine incorporates the values and needs of people affected by a health condition. This has led to an increase of participative approaches in health research. There is a need for a methodological research approach that matches with the patient-centeredness and the adoption of a holistic view of integrative medicine services. Participatory research is a methodological approach that can potentially fill this gap, and additionally facilitates the transfer of the findings from research into integrative care. The aim of the presentation is to show insights into potentials and challenges of two different participatory research approaches with people affected by cancer in integrative medicine.

In two studies, two different forms of stakeholder participation were applied: a co-creative citizen science approach to cancer survival stories, wherein citizens and researchers were equally involved throughout the entire project, and a contributory approach, wherein cancer patients and health professionals shared their experiences made during the COVID-19 pandemic with the researchers. The shared study results relate to three different levels: 1) methodology of participatory research, 2) field of integrative medicine, 3) transfer of the findings to integrative cancer care. Exploiting the potentials of participatory approaches in both studies revealed that stakeholder engagement in integrative cancer research facilitates to describe the priorities, values, and needs of people affected by cancer. In both studies, the stakeholder engagement processes itself contributed to meet the patients' need for a personalized integrative cancer treatment. By applying participatory research approaches, ideas how to transfer the findings into integrative cancer services were generated and partially tested. We faced the following stakeholder engagement challenges: accessibility, participation, power imbalances, shared language and conflicting interests. We addressed these challenges by: sharing the funding, including an external process moderator, and including an established patient partner of the principle study site. In addition, we applied different means of communication to support participation throughout the whole research processes.

METHODOLOGICAL DILEMMAS IN PARTICIPATORY ACTION RESEARCH: LESSONS LEARNED FROM THE NEW ABC H2020 PROJECT

Fri 12.1.2024

Parallel session 7J, 14:00–15:30

Room **U3039** Main building

Chair: Miira Niska

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Federica Ceccoli, Università di Bologna, Italy

Nicola Nasi, Università di Bologna, Italy

Keywords: education, children, lessons learned, researchers' positionality

Participatory research, co-creation and other collaborative methodologies have grown in recent years across a range of disciplines, including education. This growing interest is linked to the challenges of educational contexts that are increasingly characterised by linguistic and socio-cultural diversity. Recognising the need to involve marginalised and vulnerable social groups in the research process, participatory research designs have been adopted with the aim of empowering stakeholders and giving prominence to their knowledge and ideas (Call-Cummings, 2018; Cammarota & Romero, 2011). This study discusses data from a Horizon 2020 project (NEW ABC) that adopts the theoretical and methodological framework of participatory action research (Kemmis & McTaggart, 2005; Kindon, Pain & Kesby, 2007). The project aims to initiate and facilitate an effective process of co-creation and implementation of good practices for the inclusion of children and young people in formal, informal and non-formal education. During the co-creation process, researchers from nine different countries reported on the methodological challenges that they encountered in the field and uploaded their experiences to a shared log. The study is based on the analysis of this log, which contains all the 'lessons' that the researchers learned in the co-creation and PAR process. As the analysis shows, the researchers experienced various difficulties that can be traced back to the dilemmas inherent in participatory methods in education (see Mayer Reimer & Bruce, 1994), which made it inevitable for researchers to adopt a flexible and reflexive stance to allow them to adjust their positionality in relation to local contingencies. The polyphonic nature of participatory action research defies ready-made solutions and calls upon researchers' sensitivity in dealing with the local subtleties of the field. The findings can help other researchers develop a greater awareness of their position in the field and of the challenges of participatory methods in educational contexts.

USING A COLLABORATIVE WORKING GROUP MODEL TO DEVELOP AN ADHD RESOURCE FOR SCHOOL STAFF

Fri 12.1.2024

Parallel session 7J, 14:00–15:30

Room **U3039** Main building

Chair: Miira Niska

Authors:

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Hanna Kovshoff, The University of Southampton, UK

Jana Kreppner, The University of Southampton, UK

Keywords: ADHD, resources, teachers, schools, co-construction

Inclusive education for children with ADHD presents challenges for school staff and professional development is lacking. Training is not always available when needed, strategies suggested by external experts can be impractical, and staff lack autonomy in choosing the best way of being resourced. Additionally, the experience and knowledge of the range of school staff is not utilised. A collaborative working group of school staff and a researcher explored an alternative method of ADHD resourcing. Co-construction of knowledge defines how the group discursively identified actionable knowledge from the different perspectives and knowledge brought by individual group members. A systemic framework was used to critically reflect on the collaboration. The framework enabled reflection on four areas to understand how and why the collaboration led to a published web-based school staff ADHD resource. Firstly, starting conditions and assumptions were considered to identify and articulate the rationale for the resource. Secondly, the context and system dynamics enabled consideration of the socio-cultural and political landscape of the project, and the impact of COVID-19. Thirdly, the different voices of participants and power dynamics were reflected on. Finally, emergence was a frame in which to elucidate knowledge production and changes in practice. The collaborative working group addressed the research-practice gap and the need for diversity of voices to be heard across the school. Knowledge co-construction positions staff as knowledge-bearers, and together with different forms of knowledge, be empowered to create new, contextualised evidence-based knowledge. This useful model of co-construction can be applied in different contexts to enable knowledge sharing and power redistribution encouraging greater representation in knowledge production.

DRIFTING IN SECONDARY SCHOOL HALLWAYS – PUPILS AS KNOWLEDGE CREATORS

Fri 12.1.2024

Parallel session 7J, 14:00–15:30

Room **U3039**, Main building

Chair: Miira Niska

Author:

Selja Koponen, University of Helsinki, Finland

Keywords: participatory action research, democratic education, collaborative knowledge creation

Recent studies show that democratic education has several sore points in Finnish basic education, e.g., pupils have little influence over matters concerning them and power distributed to pupils is exercised by only few. Thus, the purpose of this empirical study is to explore how to democratize knowledge creation collaboratively in the school community, i.e., how to make the views of diverse pupils acknowledged on issues that matter to them.

In 2022, 11 lower secondary school pupils participated in this participatory action research in a capital area of Finland. As a part of the inquiry, a so-called drifting was carried out. Drifting is a participatory and mobile research method in which knowledge is created through the experiences and embodiment of the participants. In this study, pupils focused on their chosen topic, i.e., school atmosphere. The data consists of images, videos, and discussion recordings in which the pupils and the researcher share and analyze experiences and visual material.

As a preliminary result of the inquiry, it can be concluded that drifting as a collaborative knowledge-creation method is promising and enables more democratic participation for pupils. However, the results of the discursive-deconstructive reading of the data show that the knowledge created by pupils may be confronted preconceptionally and dismissively by adults. This presentation, therefore, poses an invitation to discuss the ethical issues of collaborative research in a context where power structures allow for the ignoring and invalidation of some participants.

WHAT IS SCIENCE? PRACTICE THEORETICAL ANALYSIS OF PEOPLE'S EVERYDAY SCIENCE-RELATED PRACTICES

Fri 12.1.2024

Parallel session 7J, 14:00–15:30

Room **U3039**, Main building

Chair: Miira Niska

Authors:

Kaisa Torkkeli, Heureka the Finnish Science Centre, Finland

Milla Karvonen, Heureka the Finnish Science Centre, Finland

Daria Pritup, University of Turku, Finland

Johanna Enqvist, The Finnish Science Centre Association

Keywords: science engagement, everyday life, practice theory

Science education and communication practices aiming to engage people in science often echo institutionalised power structures and deficit-based approaches. In recent years, there has been a call for more inclusive science practices and approaches to improve equity, democracy, trust in institutions, and the use of scientific knowledge in societies. Understanding how people engage with science in their everyday lives is a step towards dismantling existing hierarchies and fostering inclusivity. Current practice theory offers a novel approach and analytical lens for interpreting science-related practices as everyday performances and shared entities revealing science-related social norms. This study brings forth the voices of participants engaged in science, for example, by volunteering in the present study. The study explores how people engage in science in their everyday lives and how they define the concept of science and understand science-related practices. The empirical data, collected in Finland, is based on semi-structured interviews with science centre visitors (n=28) and people not used to visiting such places (n=23) aged 20 to 88 with different educational and socio-economic backgrounds. Results were compiled through theory-based and data-driven analysis. Regardless of participants' education or socio-economic status, people reported engagement in science-related practices primarily in the context of working life. Science-related practices were chiefly seen as positive and taken-for-granted everyday doings and sayings. However, most informants implied not being clever enough to engage in science, reflecting perceptions of the breadth of science as well as societal norms connected to institutionalised science. Overall, this practice theoretical study sheds light on socially shared understandings and normativity of science, while uncovering the diversity of everyday science-related practices. It brings about a critical reflection on the academic approaches of researchers and other science-promoting practitioners, which directs us to develop possibilities of citizen science to advance accessibility and equity in the field of science engagement.

COMMUNICATION SKILLS IN CHILD AND FAMILY SOCIAL WORK

Fri 12.1.2024

Parallel session 7L, 14:00–15:30

Room **U3031**, Main building

Chair: Maija Jäppinen

Authors:

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Maija Jäppinen, University of Helsinki, Finland

Nanne Isokuortti, University of Helsinki, Finland

Tuuli Lamponen, University of Helsinki, Finland

Keywords: child and family social work, communication skills, experts-by-experience, social workers

The communication skills of social workers are essential to working with children and families. Good communication skills can help establish a good relationship between service users and social workers as well as influence working processes and outcomes. However, limited evidence exists regarding the skills required in child and family social work. This presentation relies on findings from a research project funded by Finland's Ministry of Social Affairs and Health focusing on child and family social work: the TAITAVA project, "Enhancing the effectiveness of child and family social work by strengthening social workers' communications skills". Our data consists of three group interviews with social workers working in child and family social work and experts-by-experience collected in 2023. We present the preliminary findings from this study by answering three questions: (1) Which factors make face-to-face and remote interactions between clients and social workers successful or unsuccessful in the context of child and family social work, (2) Which kinds of support and training are potentially needed to enhance the communication skills of social workers, and (3) How do social worker and experts-by-experience views differ in relation to these questions.

EXPERIENCES OF PARTICIPATORY DEVELOPMENT PROCESS IN SURVEY DESIGN

Fri 12.1.2024

Parallel session 7L, 14:00–15:30

Room **U3031**, Main building

Chair: Maija Jäppinen

Author:

Anu Raappana, LUT University, Finland

Keywords: participatory survey development, entrepreneurial potential, adolescent, stakeholder

In the construction of a national entrepreneurship education survey was used a participatory survey design method. In the survey design process participated 260 target group representatives (ninth graders) as well as several basic education teachers and principals. In addition, the representatives of the Finnish Ministry of Education and Culture and the National Agency for Education were involved in the process. Third-sector organizations JA Finland and the Finnish Network for Entrepreneurship Education YES were also important partners in the planning and implementation of the survey. The participatory survey development process was rewarding and strengthened the validity and reliability of the quantitative research. On the other hand, it was a challenging, confusing, and complex puzzle, where it was necessary to think about the objectivity of the research and the roles of different actors during the survey development process. The process also revealed different types of distances between different actors, the analysis of which has helped to understand more broadly the entities related to the field of entrepreneurship education and entrepreneurship education research. This presentation's main research question is: How does the participatory survey development process benefit large-scale survey research? A follow-up question is asked about the main challenges in this type of process. And further, how the participatory way of working reduces the distance between different actors. To answer these questions, data that covers the whole survey development process is presented and analysed. Data includes transcribed interviews, oral and written feedback, discussion notes and observation notes. The analysis of the process has been carried out as a qualitative text analysis.

PRACTICE RESEARCH ON COMMUNICATION SKILLS IN CHILD AND FAMILY SOCIAL WORK

Fri 12.1.2024

Parallel session 7L, 14:00–15:30

Room **U3031**, Main building

Chair: Maija Jäppinen

Authors:

Maija Jäppinen, University of Helsinki, Finland

Eveliina Heino, University of Helsinki, Finland

Tuuli Lamponen, University of Helsinki, Finland

Keywords: practice research, social work, child and family social work, collaboration, co-creation

Practice research in social work links practitioners, service users, and researchers in a negotiated process of inquiry. The dialogue between researchers and practice stakeholders such as service users, practitioners, service leaders, and civic society actors plays a major role in identifying research issues, conducting research, interpreting the results, and transferring them to practice. This presentation focuses on a practice research project that aims at mapping communication skills of child and family social workers and improving key skills in Finland. Ultimately, the goal is to improve the quality and effectiveness of direct practice with children and families. The project has been initiated and planned in close collaboration with practice stakeholders. Experts by experience and social work practitioners participate closely in the research process and data production. In addition to that, the project team involves social workers, who work part-time in the project as co-developers and -researchers. The project involves three phases. First, we aim to identify key communication skills in child and family social work based on a scoping review and an expert panel consisting of experts by expertise, practitioners, and researchers. Second, we develop a training package for social workers grounded in Motivational Interviewing (MI) and other skills identified to be crucial in child and family social work. Third, we evaluate the feasibility and effectiveness of the training using both qualitative and quantitative methods. The qualitative data produced in the project includes discussions with an expert panel consisting of social workers, experts by experience and researchers, as well as focus groups and individual interviews with social workers and service users. The presentation introduces the research setting emphasizing the collaborative elements of knowledge production as well as possibilities, challenges, and requirements related to co-creation and research collaboration.

WHAT IF EDUCATION IS THE INITIATION OF CULTIVATION? AFFECTIVE AND SLOW PEDAGOGIES IN A PROCESS OF BECOMING-WITH IN EARLY CHILDHOOD EDUCATION

Fri 12.1.2024

Parallel session 7L, 14:00–15:30

Room **U3031**, Main building

Chair: Maija Jäppinen

Authors:

Alexandra Nordström, University of Helsinki, Finland

Sara Sintonen, University of Turku, Finland

Keywords: early childhood education, initiation of cultivation, affect, slow pedagogy, non-representational methodology

In this paper, we explore the possibilities of affective and slow pedagogies in educational contexts. Affective intensities, that is, feelings and sentiments, bodies and movements, are sensory elements that can appear in unexpected ways, and have the ability to inform and transform pedagogies. Slow pedagogies advocate a varied pace and rhythm and offer an alternative to the widespread use of testing and measuring in early childhood education. Our starting point for a reconsideration of the child and childhood is the Finnish scholar J.A. Hollo's (1895-1967) educational thinking. Hollo emphasised intellectual, ethical, aesthetic, and experiential education together with creativity, imagination, and joy. Hence, we explore how we as educators can think with Hollo's idea that education is the initiation of cultivation. By asking 'What if...?'-questions, we aspire to open up novel subjectivities, relationalities, and perspectives, and the questions could be regarded as the obstacle against which dominant discourses and explanations of child and childhood diffract creating observable transformations and disruptions. The non-representational methodological approach and mundane methods explored draw our attention to seemingly unremarkable moments that unfold in the everyday lives of children. In this paper we focus on the messy and mundane in-betweens in early childhood education, creating a meshwork of interwoven lines. That is, altering how we perceive place by refocusing our gaze from a physical location to intricate, intertwining becoming-withs. Our aim is to slow down in the here and now, for moments of glow, enchantment, and joy - urging us to think, see and feel with what child and childhood as a collective futuring force can do.

QUALITATIVE CONCERNS IN APPLICATION OF LARGE LANGUAGE MODELLING ON CITIZEN VISIONS

Fri 12.1.2024

Parallel session 7M, 14:00–15:30

Room **U4079**, Main building

Chair: Peter Holley

Authors:

Petteri Repo, University of Helsinki, Finland

Inês Campos, University of Lisbon, Portugal

Päivi Timonen, University of Helsinki, Finland

Keywords: citizen visions, natural language processing, language models, qualitative concerns

Collaborative participation is a viable approach to eliciting citizen perspectives on desirable futures, and citizens are as likely as experts and professionals to produce interesting and original visions of the future. However, analysing collaboratively produced citizen visions can be an arduous task if the analysis is to reflect democratic ideals, such as the fulfillment of citizens' perceived social and political rights (see Oser & Hooghe 2018), rather than being aligned with institutional or commercial interests. Qualitative inquiry is a viable and popular option in this setting, although it can easily become a complex undertaking when visions are numerous or large in scope. Large-scale language models such as LLaMa, PaLM and ChatGPT promise to make such analysis more efficient, but require many qualitative skills and choices from their operator, and the analysis itself opens up new concerns. In this paper, we explore what kinds of qualitative concerns arise when large language modelling techniques are applied to analyse a corpus of 179 European citizens' visions of desirable and sustainable futures (Riisgaard et al. 2017). We draw on previous work and its parallel analyses, based on deliberative qualitative analysis and topic modelling (Repo et al. 2017), to enable a comparison of research processes and results achieved. Issues of validity and reliability, abstraction of findings, research efficiency and approach to public engagement are considered in the comparison. We use the Llama 2 (version 7B) language model in our work.

WHEN IS IT GOING TO GET BACK TO WHAT IT WAS?": UNDERSTANDING THE MENTAL HEALTH NEEDS OF YOUNG AUSTRALIANS WHO HAVE BEEN EXPOSED TO DROUGHT, BUSHFIRE, AND FLOOD

Fri 12.1.2024

Parallel session 7M, 14:00–15:30

Room **U4079**, Main building

Chair: Peter Holley

Authors:

Natasha Searles, University of New England, NSW, Australia

Suzie Cosh, University of New England, NSW, Australia

Amy Lykins, University of New England, NSW, Australia

Warren Bartik, University of New England, NSW, Australia

Keywords: young Australians, resilience, adjustment, stress, natural disasters

The IPCC (The Intergovernmental Panel on Climate Change), suggested that Australia is likely to face temperature increases in the future that outpace worldwide global warming, including acute weather events (i.e., cyclones, floods, storms, fires, and heat waves), and sub-acute weather events (i.e., drought). Nevertheless, the literature focusing on the mental health outcomes of young Australians who have been exposed to bushfires, drought and flood remains significantly under-examined. Furthermore, young Australians aged 18 to 24 years report higher rates of mental illness than any other age group, and many disorders frequently develop around the period of mid-to-late adolescence (Black Dog Institute, 2020; Shakespeare-Finch et al., 2020; Steel, 2020). Moreover, young people demonstrate preferences for accessing support for mental health through less traditional means (Rickwood et al., 2007). Consequently, fostering mental health resilience and preparedness for future natural disasters in this cohort is critical, and best achieved by tailoring it to the specific population (James et al., 2019).

The qualitative data involved a semi-structured interview an hour in length with 36 young Australians based in New South Wales, aged between 16 and 25 (mean = 20) who had been impacted by a natural disaster in the past three years (Bushfire = 15; Flood = 15; Drought = 12; Storm = 7). Themes that emerged from the research include exposure to parental stress; disruption to family functioning, education, and social connection; experiencing a natural disaster was frequently compounded with other stressful events; young people with families who avoided discussing the impacts reported greater levels of distress; local psychological support was under-resourced to meet their needs in a timely manner and relied on the young person to initiate contact; young people were often neglected when a practical resource was organised and young people often wanted to be involved in rescue efforts as a way to cope.

PARTICIPATORY RESEARCH, DEVELOPMENT, AND INNOVATION PARTNERSHIP AS A PROMOTER OF SUSTAINABLE WELL-BEING

Fri 12.1.2024

Parallel session 7M, 14:00–15:30

Room **U4079**, Main building

Chair: Peter Holley

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Keywords: participation, partnership, RDI, sustainable well-being

The utilization of research knowledge and its responsiveness to diverse information needs are enhanced through the promotion of collaboration between researchers and stakeholders affected by the research phenomenon. Phenomena embedded in people's everyday lives require facilitating participation-based partnerships among various actors in all phases of Research, Development, and Innovation (RDI) processes. Our research aimed to investigate the core elements of participatory RDI partnership within the context of a university of applied sciences (UAS). The mission of a transdisciplinary UAS is, in addition to education, to carry out RDI activities aimed at regional development in collaboration with diverse networks and stakeholders that can address the complex socio-ecological phenomena. Data collected through thematic interviews (n=27) consisted of information provided by UAS experts with experience of participation-based RDI activities. The participants were lecturers or principal lectures (n=16) and as experts in development and leadership roles (n=11) in the fields of culture, business administration, and technology, as well as in the social and health sectors. The data was analyzed using inductive content analysis. The results indicate that the intertwined core elements of participatory RDI partnerships are equal participation, diverse expertise, and systemic emergence. Participatory RDI partnership is strongly founded on value-based actions and is a multifaceted entity characterized by non-linearity and interactivity. The generation of new knowledge in partnership fosters shared ownership among various actors and the accumulation of social capital. Sustainable well-being arises from the continuous learning and co-production and utilization of new knowledge by RDI partners in continuous change. Therefore, participatory RDI partnerships have the potential to act as catalysts for societal renewal in addressing contemporary complex challenges faced in building sustainable well-being. Participatory RDI partnership seems to co-create a novel RDI culture by emphasizing the quality of interaction among partners with diverse and complementary expertise.

POSTERS

COLLABORATIVE SELF-STUDY AS A MEANS TO UNDERSTAND PRACTICE: THE ROLE OF CRITICAL FRIENDSHIP

Authors:

Richard Bowles, Mary Immaculate College, Ireland

Anne O'Dwyer, Mary Immaculate College, Ireland

Tony Sweeney, Maynooth University, Ireland

Maura Coulter, Dublin City University, Ireland

Keywords: self-study, critical friendship, collaboration

Motivated by an interest in developing a deeper understanding of his own practice across teacher education and sports coaching, the lead author has used a collaborative self-study approach within a number of qualitative projects over the past eight years. These projects have centred on his teaching and coaching in a university context, and have been underpinned by structured critical friendship relationships with a colleague in this university, along with colleagues in two different universities.

Researchers who adopt a self-study perspective seek to improve, or develop a better understanding of, their practice. There is a clear focus on self-in-practice, and self-study research frequently involves interaction with critical friends. Guided by the work of Samaras (2002), Richard and Anne collaborated as critical friends while they coached a university sports team together; separately, Richard, Tony and Maura used critical friendship to support their implementation of a pedagogical innovation in teacher education courses that they taught in three different universities.

This poster outlines the how of our critical friendships as we collaborated in face-to-face and online environments, and documents the procedures we put in place to establish, foster and evolve these friendships. These included establishing trust, developing clear structures for our conversations and building confidence to be critically supportive. It describes the ways that these critical friendships supported our learning, scaffolding deep reflective practice as we explored different research foci. Finally, we suggest ways that critical friendships might support collaborations in other contexts, thereby enhancing research quality and impact. Our self-study orientation, with its focus on collaborative learning and professional development, is aligned with the conference theme because it has allowed us to evaluate, revise and enhance our teacher education practices as we work together to construct supportive learning networks.

COMMUNITY PARTICIPATION AND AGE-FRIENDLY COMMUNITY ENGAGEMENT THROUGH COLLABORATIVE CITIZEN SCIENCE: AN EXPLORATION IN TWO URBAN NEIGHBORHOODS IN WINNIPEG, CANADA

Authors:

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Keywords: civic engagement; Our Voice, qualitative research, healthy aging

The World Health Organization identifies community participation (defined as meaningful engagement with those within one's community to address shared interests and needs) as an important healthy aging support for older people. While there are multiple ways for older adults to participate within their communities (e.g., volunteering, supporting local businesses, attending faith-based groups), collaborative citizen science offers an opportunity for older people to critically examine their neighborhoods and work towards removing barriers to healthy aging.

The current work explores the use of Stanford University's Our Voice collaborative citizen science method as a way to engage primarily older residents in a project to identify urban age-friendly community priorities in two neighborhoods (i.e., Riverview and Wildwood Park) in Winnipeg, Manitoba, Canada. Twenty-two citizen scientists (mean age = 59.2 years) collected photographic and audio-commentary data during walks in their respective communities using Stanford's Discovery Tool application. During structured data analysis sessions, the citizen scientists from each neighborhood worked together to identify age-friendly community priorities and made recommendations that they presented to relevant local stakeholders (e.g., city staff, elected leaders, community representatives) to encourage community change.

Citizen scientist findings from the two neighborhoods identified overlapping yet distinctive priorities surrounding age-friendliness based on community values and resources. For example, both groups identified the importance of safe and accessible public sidewalks within their neighborhoods but each placed a different emphasis on the importance of green space for community age-friendliness. The findings from this project demonstrate the community engagement potential for older people offered by collaborative citizen science, as well as its utility for promoting age-friendly neighborhood change.

NAVIGATING THROUGH COMPLEXITY TO CLARITY: A LIVING LAB FOR THE DEVELOPMENT OF COMPLEX AND MULTIFOCAL RESEARCH PROJECTS

Authors:

Koen Demarsin, KU Leuven, Belgium

Chloé Dierckx, KU Leuven, Belgium

Giovanna Sauve, KU Leuven, Belgium

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Keywords: living lab, archipelagic thinking, multifocal solutions

In August 2023, a coalition of young and experienced researchers assembled during a summer summit to sharpen the working path for a joint project on incrementing the vitality of our environment driven by arts and heritage. The stakes we were looking at were multi-angled and complex, whereas the participants belonged to a variety of disciplines – from sociology to engineering- and backgrounds – from academics to private businesses and artists.

Organizing the summer school as a living lab, shaped by feedback sessions, field trips and informal reflective moments, we provided the opportunity and the setting for researchers to unfold and develop their ideas, to react and interconnect with peers and finally to mold the shape of the overall project collaboratively into a collaborative ecosystem of shared ideas, values and expertises. Moreover, during this process of evolving knowledge, the guiding concept we were led by became more articulated. Inspired by Glissant's archipelagic thinking, we redirected our scope on the spaces in between, the journey, while assembling our projects as a whole. As such, we discovered the archipelago as a lens that provides meaning for the project, as a method to guide the project and that was guiding the living lab at the same time, and as a means to interconnect the places and practices we were working with, fitting to the nature of our setting.

The result was a stronger concept, a larger understanding of the challenges we were facing, and the potential pathways, a strengthened collaboration and a larger confidence in navigating through complex challenges towards shared and multifocal solutions through the inclusion of the knowledge and networks of a variety of partners.

CONSEQUENCES AND EFFECTS OF PARTICIPATORY RESEARCH ON EDUCATIONAL POLICIES

Author:

Marie Holland, HEP-Vaud, Switzerland

Keywords: participatory research, educational policies, effects, consequences

Since the last 40-years, participatory research has been questioning the links between participatory methodologies and the socio-political contexts in which they are implemented (Grossi, 1981; Turnhout et al.2020). For instance, geographers began realizing that the socio-political dimension is based on local rather than global aspects, particularly in terms of delimiting people's power to act (Mohan, 1999). In education, these local aspects are particularly constraining, as they limit or open the way to partnerships within the institutions responsible for implementing public policies. In the French-speaking part of Switzerland, the implementation of an inclusive policy is set out in a framework document called the 360° concept. In this policy document, parents are represented by terms such as "informed", "associated" and "heard", leaving their status as partner actors open to interpretation (Département de la formation, de la jeunesse et de la culture, 2019).

This doctoral study focuses on the deployment of tools developed in participatory research with families, to encourage the consideration of their voices in decisions concerning their children. If participatory research, in its iterative cycles, induces the possibility of transforming the environment in which it takes place, the question arises as to the scope for action made possible by the regional socio-political context (Gagnon & Marchand, 2022).

The aim of this poster is to take stock of the consequences and effects of participatory research on educational policies involving parents in their children's schooling. We will mobilize the scoping review method to discuss, 1) the levels at which transformative action is inhibited or slowed down by the context, and 2) the conditions which enable structural transformation to take place.

ARTIFICIAL INTELLIGENCE MEDIATING THE EVERYDAY INFORMATION PRACTICES OF YOUNG PEOPLE

Authors:

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Tuula Nygård, University of Oulu, Finland

Noora Hirvonen, University of Oulu, Finland

Keywords: artificial intelligence, co-research, everyday life, information practices, young people

In this project, we invite young people to co-create knowledge to better understand how artificial intelligence (AI) systems mediate young people's everyday information practices and thereupon shape their autonomy, wellbeing, possibilities to participate in society, and access to rights. The objectives are to

- explore how young people experience and understand AI systems as part of their everyday information practices, including information seeking, evaluation, sharing, and use, and in constructing their identities and agency, and
- create new knowledge and resources with young people for AI education and decision-making.

To address the challenge to examine everyday practices with AI, we follow a nexus analytic research strategy and make use of co-research methods. We launched the study with twelve 15 to 17-year-olds who worked with a multidisciplinary research team at the University of Oulu, Finland, for a two-week period in June 2023. We as research mentors introduced them to previous research on humans and AI and supported them in popularising prior research in social media and in brainstorming new research ideas. This enabled us to find common ground in discussing AI in young people's everyday lives and to connect with potential co-researchers. Next, we will invite participants to work with us in closer collaboration as co-researchers in determining the research topics, collecting and analysing multimodal data, and reporting on findings.

The theoretical-methodological approach of this study directs attention to young people's active agency both when interacting with AI and in the research process. This is important as AI has a fundamental influence on young people's lives today and for the foreseeable future. If we better understand how AI systems shape their everyday life experiences, we can more thoughtfully advocate for the design and regulation of AI for the future public good.

METHODOLOGICAL REFLECTIONS ON MESSINESS IN THE INTERWOVEN RELATIONAL SPACES OF INQUIRY

Authors:

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Jennifer R. Wolgemuth, University of South Florida, US

Kadesha Treco, University of Arkansas, US

Keywords: mastery, participation, incorporeality, subjectivity

The desire for mastery in research – the attempts to control subject matter – produces hierarchical roles enacted in the field and reproduced in narrative reports (van Wingerden, 2022). By designating the authorial self as an expert, the researcher's voice gains primacy, flattening the concept of participation. Participants become pseudonyms, whose engagement begins and ends with the interview, their quotes so thoroughly couched in the researcher's words that their voices fade to obscurity.

Similarly, in the desire to exert mastery, the subjectivity statement becomes a proxy of a neatly controlled research process that cuts away at the messiness of inquiry. Once perceived as a radical approach to dismantling positivist ideals for objective science, the subjectivity statement nods to the subtle claims of a researcher's authority. We question what is lost when we "tidy our texts, not to reveal the struggle we have in getting somewhere" (Ahmed, 2017, p. 13).

In this poster, we theorize the messiness of being in the doing of research framed as critical, creative, and participatory. We question how recognition that participation is an interstice of interwoven cosmologies of power (Mignolo, 2011) might disrupt traditionalized views of subject/object, knower/known, and expert/informant. Rather than tidying up our methods, we play in the messiness. Drawing on pivotal moments, we illustrate the tensions, heartaches, speculations, and bodily impressions (van Wingerden, 2022) that occur in the participant/researcher relational space, moments that might be otherwise categorized as missteps, sidesteps, and oversteps.

Presenting our musings through poetic inquiry and vignettes, we propose that participation in creative, critical, and participatory research is a practice of self/other creating, self/other knowing, and self/other missing. Through this work, we invite a nuanced perspective of the connections between participants and researchers, problematize the assumptions of subjectivity statements, and encourage dialogue on what abandoning mastery in research reporting might inspire.

MY PLACE: BUILDING YOUNG PEOPLE'S FUTURE USING ART-BASED ACTION RESEARCH IN THE NORTH

Author:

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Keywords: art-based action research, co-research, climate change, young people

This poster presents an art-based action research process with young people in the Arctic and Eastern Finland. The aim of the study was to develop an arts-based model for young people to express their thoughts and feelings about climate change and promote their social inclusion in the future. The study produced a video artwork titled *Minun paikkani – Mu báiki – My Place* (2022) which presents young people's feelings about their favorite places and thoughts on climate change. The video artwork was published at the Aurora future event in Levi Fell, Finland, on 18 November 2022. Aurora was produced by the Finnish Broadcasting Company YLE and Visit Levi.

The University of Lapland's doctoral researchers and artists Aki Lintumäki and Korinna Korsström-Magga facilitated this study. The research process was also a sub-study of Lintumäki's dissertation at the University of Lapland. This process was a starting point for the larger research project called *On the front line of the Climate Crisis*. It is coordinated by the Youth Research and Development Centre Juvenia of Xamk and the University of Lapland. The research team's task is to develop young people's climate citizenship and climate activism through art-based methods and co-research. The project is funded by the Kone Foundation.

Most of the young people participating in the study were concerned about climate change. Young people from the Arctic strongly associate climate change with the loss of their cultures and traditions. Based on this study, when we encourage young people to express their opinions on climate change through empowering art-based action, we may support their development into active citizens. This action could promote young people's social inclusion and sustainable development in the Arctic area. The study will be published in *Relate North* in 2023.

Video: <https://www.youtube.com/watch?v=dMixQ6cHFyk>

PARTICIPATORY RESEARCH WITH CHILDREN: HOW IS KNOWLEDGE CO-CONSTRUCTED WITH THIS GROUP DISSEMINATED IN THE COMMUNITY? A SCOPING REVIEW

Author:

Floriane Moulin, HEP-Vaud, Switzerland

Keywords: participatory research, children, ethics, knowledge transfer in the community

In 1989, the United Nations adopted the Convention on the Rights of the Child (CRC), emphasizing the importance of children's views being taken into consideration and their participation in decisions affecting their lives. In order to ensure children's voices are heard, participatory approaches are increasingly employed.

Participatory approaches encourage the involvement of children at all stages of the research process (Montreuil et al., 2021). Although commonly found in the English-speaking context (e.g. Carter & Ford, 2013), participatory research with children remains underdeveloped in the French-speaking Swiss context. Consequently, this PhD research is being carried out to fill the gap in participatory research with children in the French-speaking region of Switzerland. The thesis focuses on the experiences of children, both typically developing and those with special needs, as they make the transition from preschool to primary school.

One of the strengths of participatory research is that it encourages and transforms social participation by children, as they are in the best position to transfer new knowledge to the community rather than researchers themselves. Indeed, ethical issues are frequently discussed (Montreuil et al., 2021; Waller & Bitou, 2011). However, the transfer of knowledge to the community remains largely unexplored due to age of the participants. This poster will present a scoping review of existing literature on how resources and knowledge co-constructed with children are disseminated in the community, and who the users are of these co-constructed resources and knowledge.

A COLLABORATIVE RESEARCH PROJECT ON THE FUTURE IMAGINATIONS OF YOUTH FROM PRECARIOUS LIVING CONDITIONS – THEORETICAL AND METHODOLOGICAL REFLECTIONS

Author:

Marlene Märker, University of Vienna, Austria

Keywords: collaborative research, youth, future imaginations

In my dissertation, I will research together with young people of a Viennese youth center on their future imaginations and hopes as well as approach the main conflicts that are important to them. According to Bloch, especially the small fragments and hopes contained in everyday life, in conversations and in (day) dreams are important to analyze, since they have potential to stimulate the imagination of social alternatives and to derive proposed solutions for the problems (Bloch, 1976). By exploring these fragmented imaginations, I would like to gather knowledge on the big and small visions of youth from precarious living conditions, because as Castro Varela writes (2007), dealing with the uncertain visions is important, as social movements have shown, that it also takes small steps to transform everyday life. Drawing on participatory and ethnographic approaches, I will explore the youth's future imaginations in the making and through the joint exploration of their desires talk about their everyday life as well as the possibilities and limitations of action perceived by them in relations of inequality. Experiences of discrimination influence what is thinkable, imaginable, and sayable, which is why the elaboration of the intersectional entanglements of articulated ideas about the future becomes central (Chakkalakal, 2018; Bourdieu, 1987/1983). In the poster presentation I would like to present the theoretical and methodological approaches of my research design and argue for the potential of this combination; but also touch on the following questions and dilemmas: How can the tension between research requirements (e.g. in the context of a qualification thesis) and the premises of trying to follow a participatory research aim, be dealt with and navigated? How to succeed in meeting the demand for intersectional and power-critical research?

AIKIDO AS A PEDAGOGIC PRACTIS

Author:

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Keywords: practice research, praxis, education, martial arts, aikido

The poster will examine the practices of modern Japanese non-violent and non-competitive martial art aikido in Finland from the perspective of practice theories (Schatzki, 2012; Kemmis, 2022).

As with other Japanese martial art, practice of aikido consists of intertwining specific material, discursive and relational activities (related to training and maintaining the club's activities) that are also prefigured by the material arrangements of a niche (Kemmis, 2022) site that such practice requires, the aikido dojo. In terms of praxis, or "a form of deliberate action in the social (and physical) world based on critical and reflective thinking" (Mahon et al. 2019) aikido training has the goal of self-improvement but in a way that is shared collectively by the community of practitioners and often consciously aided by other participants.

I will analyse the practice of Aikido in Finland from the perspective of education and practice theory, and reflect on if it indeed constitutes a pedagogic praxis. The analysis will be based on literature, interviews of aikido teachers, experienced and beginning practitioners, as well as my own experiences as someone who has newly returned to the practice after a long break.

BRIDGING INSTITUTIONS, FAMILIES, AND TEACHERS: PARTICIPATORY RESEARCH AND PRACTICE IN THE CANTON OF VAUD, SWITZERLAND

Authors:

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Keywords: participatory research and practices, teacher training, families

For nearly four decades, educational research has highlighted the importance of supporting partnerships between families, educational professionals, and the community (Haines et al. 2015). Studies have identified the development of this collaboration as being structured around values such as trust, respect, and mutual commitment, which are gradually built in the process of working together (Gross et al. 2015). However, conventional institutional spaces do not necessarily consider the various possibilities of meeting, sharing time, and doing things together with families. The participatory center for research with families in education (or Parafé) was created in response to this challenge. It is co-piloted by the Haute école pédagogique (HEP) of the canton of Vaud in Switzerland, the parents' association of Vaud, and the University of Geneva. It is a center for the creation of resources, a place of emergence and support for participatory research. Every activity of the center is co-developed by a consortium of researchers, trainers, teachers, and families, and carried out in a participatory manner to foster the social transformation of educational environments (Anderson and McLachlan, 2016).

The aim of this presentation is to explore the place of participatory approaches at HEP, or how encounters with families can be enabled within a training establishment of future teachers to co-create knowledge. By taking the example of a master's degree-level teacher trainer's request for an intervention from the team at Parafé, we will attempt to highlight how a participatory approach, generated at Parafé, has penetrated the world of teacher training. We will consider the question: which activities and values are perpetuated, by whom, and for what purpose? Importantly, the presentation will be based on the analysis of visual and textual data collected during various activities prior to, and within, the teacher training course module.

EXPLORING EVERYDAY EXPERIENCES WITH AMAZON'S ALEXA: REFLECTIONS ON INTERVIEWING AS A CO-CREATIONAL PROCESS

Author:

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Keywords: virtual assistants, human-computer interaction, co-creational interviews, real life experiences

Voice-controlled virtual assistants such as Amazon's Alexa have found their way into the homes of many, offering daily assistance in managing its users' most intimate spaces. These modern machines mark a departure from traditional computational devices, relying on voice commands and often designed to mimic human qualities, such as names, speech capabilities, and even character traits. With the most successful commercial voice assistants designed and produced by today's most influential tech companies like Amazon, Google, and Apple, this technology is embedded within a larger economic system that relies on data extraction to maximise companies' profits while reducing users' privacy.

Against this background, anchored in psychology, my PhD project investigates the real-life experiences of adult Alexa users across three German regions through qualitative, in-depth interviews. By the time of the ECQI '24, I will have nearly completed the fifth and final round of interviews. This poster presents my first methodological reflections on the act of interviewing as a co-creational practice. I challenge the conventional distinction between the research object and research subject in a context where both interviewer and interviewee actively contribute to the co-creation of knowledge. Based on my ongoing empirical research, this poster aims to provoke discussions around the roles and responsibilities of interviewers and interviewees in a co-creative interview process. Among others, I outline three fundamental methodological principles for interviewers to facilitate co-creation: 1. Co-movement as a form of asking questions, 2. Mirroring interpersonal dynamics to unveil non-verbalised experiences, 3. Establishing a non-judgemental space fostering intimate descriptions. The poster also invites qualitative researchers from diverse fields to weigh in on the methodological prerequisites necessary for a well-designed scientific co-creative interview process.

BEYOND THE SCREEN: BODY LANGUAGE AND NONVERBAL COMMUNICATION IN ONLINE QUALITATIVE INTERVIEWS

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Keywords: body language, nonverbal communication, qualitative interviews, online interviews

Body language and nonverbal communication represent a significant part of qualitative research. Specifically, in the context of qualitative interviews, bodily analysis constitutes a component of the puzzle that researchers try to unravel in their work, forming a comprehensive picture of the participant. In certain research topics and interview types, body language and nonverbal communication can be crucial for the acquired information.

Nonverbal expressions can play a significant role in setting verbal expression in the context of physicality (Roberts, 2013). When a researcher lacks access to the physical aspects, they can be reliant only on verbal expression, which may not always be sufficient. Furthermore, online interviews can present various challenges, such as building connections between the researcher and the participant, creating a safe and understanding environment, difficulties with technical equipment, and more.

The increase in the use of online interviews gained popularity during the COVID-19 pandemic when there were limited options to conduct research interviews. Based on the analysis of 20 individual interviews on the topic of coping with the COVID-19 pandemic, both online and offline form, I have identified several areas that appear to be problematic and bring challenges in terms of how to approach the context of physicality in online interviews and how to enhance their effectiveness. It can be assumed the interest in conducting online interviews will continue in the future, due to greater time flexibility or ability to connect on a global scale and conduct interviews across the world. For this reason, it is important to know how to conduct online interviews in a way that ensures researchers get all possible data, especially those of a nonverbal nature.

MULTICULTURAL MUSIC EDUCATION

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Keywords: multicultural communities, school, music education, children's perspective, teacher's approach

The aim of the ph.d project is to explore dilemmas in music teachers' work with cultural diversity in schools in UK and Denmark. I investigate in what way music education reflects children's cultural diversity. The contribution focuses on the teachers' experiences on their students' perspectives about teaching methods, musical repertoire, and a lovely atmosphere.

I see the research methodology in a critical-utopian research tradition aiming at inspiring teachers to listen to young student's voices, empower them to participate and supporting both realistic as well as utopian possibilities of change with the aim to explore young students right to be heard in educational contexts. By means of ethnography I explore how teachers' beliefs influence their work with multicultural community building in music education. Data collection involved classroom observation, informal conversations, correspondence through e-mails and interviews.

The findings show that the teachers' approach and the musical repertoire offer opportunities to qualify a multicultural community in music education if the teachers listen to the students instead of feeling limited by educational and policies' demands. The teachers' approach to their students' wished-for dialogic relationship suffers of inconsistency: the teachers report asking their pupils about their musical preferences, but they feel limited by educational policies' demands. The consequence is that they do not necessarily listen to the students' requests. The teachers end up believing that they have no real agency, and that multicultural community building is abstract. But the musical repertoire offers great opportunities to qualify a multicultural community in music education in such a way that the young student might end up experiencing a democratic culture within the classroom. This experience can open to unfamiliar tones or rhythms, with the consequence that the children might become more curious about music they did not know beforehand and their mutual differences.

HOW TO INCLUDE SCHOOL PROFESSIONALS IN PARTICIPATORY RESEARCH ON SELF-ADVOCACY WITH STUDENTS WITH DISABILITIES?

Author:

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Keywords: participatory research, multi-stakeholders, school environment, self-advocacy

For several years, participatory action research in education has been giving families a voice with the aim of creating mechanisms for social transformation (Turnbull et al., 1998). While these processes aim to empower families and their children, they cannot be implemented in schools without other actors in the education system providing a supportive environment in which their voices can be taken into consideration (Hart & Brehm, 2013, Numans et al., 2019). In the canton of Vaud, in French-speaking Switzerland, the inclusive school agenda has been gradually rolling out since 2019 based on the 360° concept. The 360° concept places students with disabilities at the center of the school inclusion project. This relatively new policy invites students to have a greater say in identifying what they need and in participating in the decisions that concern them. This means, the policy enables students to become self-advocates (Test et al., 2005).

In this study, we are interested in the development of this entitlement to act in participatory research with young primary school students. However, a question emerges: if, in the case of participatory research, it is indeed the group (i.e., students and their families) concerned that is at the origin of the research, how can we ensure their power to act will be effectively operationalized in the school context when teachers are not included, or are not willing to participate in the research study?

Consequently, in this poster, we propose to review the literature in the fields of education and health, using the scoping review methodology to identify:

- The methodological aspects that favor multi-stakeholder participation, and
- The ethical aspects related to the diversity of stakeholders' values.

Based on this literature review, we will propose certain avenues for participatory research aimed at transforming the school environment.

INTERPERSONAL COUNSELLING (IPC-A) IN SCHOOL AND STUDENT WELFARE: IMPLEMENTATION, INCLUSION AND EQUALITY AS PART OF THE INTERVENTION EFFECTIVENESS

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Keywords: implementation research, inclusion, intervention, equality

Mental health challenges can weaken the experience of inclusion and a weaker experience of inclusion, on the other hand, hinders mental functioning. Poster presents project examining adolescent version of IPC-A which has been selected for national dissemination in the treatment of young people's depression in the school setting in Finland. We approach young people as active members of society whose possibilities for inclusion should be strengthened by listening to their voices and by taking equality into account.

The study consists of two sub-study. The aim of the implementation study is to identify barriers and facilitators to implementation and dissemination from the professionals' perspective, thus allowing for more sustainable policy implementation processes in the future. Implementation study consists of focus group study with school welfare professionals and observational study on IPC-A meetings between school welfare professionals and young people. In the successful implementation and instilling of the method, inclusion of the professionals is important from the beginning.

The sub-study Social inclusion and equality in psychosocial interventions aims to support the development of practices which promote young people's inclusion and equality in society. Among risk factors for mental health problems and exclusion in youth are immigrant background, disability and being out of education and work. LGBTIQ+ young people are lonelier than others and experience feelings of being outside and problems accessing care and their experience of inclusion is weaker on all measures. The study draws from participatory approaches with 13-25-year-olds exploring what kind of challenges and possibilities can be identified in psychosocial interventions in terms of inclusion and equality.

USING ARTS-BASED METHODS AND PARTICIPATORY VISUAL RESEARCH METHODOLOGIES TO UNDERSTAND LATINO CHILDREN'S EXPERIENCES OF JOURNEYING TO AND CROSSING THE US-MEXICO BORDER

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Keywords: art making, child mass migration, U.S.-Mexican border, drawings, participatory visual research

Arts-based methods (ABM) and participatory visual research methodologies (PVRM) offer a powerful avenue to analyze children's drawings to uncover their expressions of themselves as "Knowledge Holders" of their experiences. Children's spontaneity in the drawings allowed them to express complex experiences creatively, conceiving thoughts through symbolized and effective ways, which may be challenging for children to describe verbally.

This presentation will discuss how ABM and PVRM were employed to analyze sixty-three drawings of Latino children, ages 7–17, released from detention centers in South Texas, who crossed the US-Mexico Border in 2014–2016, 2019, and 2021 to understand their experiences of journeying toward North. The application of these methods concentrates on describing the drawings' compositionality and color significance.

A content and thematic analysis followed this, focusing on the figures' frequency counts in the drawings and a coding scheme based on categories. Identified themes – memories of homeland and sense of community before migrating, facing fears and dehumanization linked to the border crossing, and religious coping and spirituality as strategies relied on to counter the journey's hardships – will be shared. The strengths and limitations of using ABM and PVRM to give voice to children with these extraordinary experiences will be discussed.

POSTERING IN AND THROUGH DEEP-HANGING-OUT AND COLLABORATIVE MULTISPECIES STORYING: PERFORMING A MINOR CARTOGRAPHY

Author:

Andrie Savva

Keywords: postering; deep-hanging-out; collaborative multispecies storytelling; minor cartography

This contribution emerges from research-creation experimentations arising from the provocations “what does postering do” and “how does postering come to matter?” It weaves deep-hanging-out, collaborative multispecies storying, and postering while thinking mainly with the work of Karen Barad, Rosi Braidotti, Vincienne Despret, Donna Haraway, Anna Tsing, Erin Manning, and Édouard Glissant and matters the generative potentials of their intersection.

As part of a multispecies ethnographies project, I travel-hop (in Karen Barad’s explication) through projects with children, communities, and the more-than-human world and enact postering as a ceremonial and sacred practising of deep-hanging-out and of collaborative multispecies storying. Such a practising performs an artful, respectful, careful, and collaborative minor cartography highlighting the process of power relations and interrogating the major, animating potentials for new and unpredictable ways of living and doing. It transcends conventional utilizations of the poster format for the reporting on past events and research through knowledge transmission associating the poster with rigid informational and positivist paradigmatic assumptions and takeaways. Instead of subverting the concept of the poster as a planned end-product containing a complete understanding though, this contribution suggests postering-as&of-relation, performing an artful minor cartography that is lively and co-created, haunted and emergent, specific and immanent. Such a process animates an opaque a-disciplinary space where pedagogy and curriculum inquiry, art and philosophy, objects, people, and heritages of life and death, deep-hanging-out and collaborative multispecies storying intra-act through unruly temporalities that maintain rootedness while surpassing the need for the central root. As you deeply hang-out with this contribution, you are invited to wallow in, open up, and imagine with what glows for you, intra-act and co-create as you desire by adding to its rhizomatic nature.

PROMOTING YOUNG PEOPLE'S NATURAL WAYS OF COMMUNICATION IN RESEARCH: EXPERIMENTING WITH THE SNAPCHAT

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Keywords: digital ethnography, young people, research ethics, Snapchat

In this paper, we introduce a cumulative process of including young people's perspective in research. The paper is based on a multidisciplinary research project where academics from the fields of digital culture, youth studies and social work joined in together to investigate youth get-togethers and study the role of social media on them. The purpose was to respect and promote young people's "natural" ways of communication in research and hence, make it easier and more comfortable for the youths to participate. We apply creative digital ethnographical methodology and experiment with Snapchat as a media for grasping young people's authentic online communication. As the first step of the process, we talked to 15-18 years-old students in local schools to find out which media they used in relation to their get-togethers with their peers and found out that Snapchat was the most common media. At this stage, we also recruited young people to participate in the second stage of the research process, which was a digital questionnaire on the ways how young people use Snapchat. In addition to learning more on the use of Snapchat, we offered the youths who responded to the questionnaire a possibility to participate in the third stage of the research. In the third stage, we observed a private group of young people in Snapchat with the participants' consent. This proved to be the most informative but also the most challenging part of the process. As we struggled with moral and ethical issues we then, as the fourth step, simulated a Snapchat conversation with young people by using Post-it notes. In the paper, we introduce the step-by-step method and briefly consider the ethical issues confronted particularly in observing the private conversations between the young people.

“HOW I WISH OTHERS COULD HAVE HEARD THIS.” HOW THE PHOTO-ELICITATION METHOD HAS CONTRIBUTED TO CO-CREATING A GOOD WORK ENVIRONMENT IN A PSYCHIATRIC WARD.

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Keywords: retention, recruitment, action research, co-creation, work environment

A challenged work environment affects patient safety and the recruitment and retention of nurses and other employees. This study raises the following questions: How can the staff at a psychiatric emergency department co-produce knowledge about a good work environment?

Can the emergence of this knowledge positively change relations between employees and thus affect the work environment?

Four nurses and three healthcare professionals from a department challenged by high turnover chose to be co-researchers in an action research project grounded on a social constructionist approach inspired by appreciative inquiry with a relational future-forming research design.

For this purpose, photo-elicitation was used, implying that all co-researchers produced photos of what they perceived as a good work environment, followed by individual photo-elicitation interviews, while the other co-researchers were active listeners. The material consists of fourteen photos and seven photo-elicitation interviews, which were collaboratively analyzed.

There were three themes of the co-researchers narratives while referring to relations between colleagues, including: “professional and personal growth,” “the significant other,” and “struggle.” The photo-elicitation method was found to change their perspectives and relations as they experienced a better work environment during and after the process.

The study demonstrates how a novel collaborative method can support the relationship between nursing staff in an organization. Currently, there is limited research on health professionals' lived experiences of a good work environment, why the design of this study can contribute to achieving sustainable changes that can have an impact on both psychological safety and workplace attachment, which can benefit both patients, staff, management, and organization.

CHALLENGES AND OPPORTUNITIES OF THE GERMAN VERSION OF THE SHORT CHILDBIRTH SELF-EFFICACY INVENTORY (CBSEI-C32) THROUGH USER PARTICIPATION

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Keywords: German version Childbirth Self-Efficacy Inventory (CBSEI), participation, midwifery, pregnancy, birth

The Childbirth Self-Efficacy Inventory (CBSEI) with 62 questions has existed since 1993 and was developed through 48 interviews with women who had just given birth. A shortened version of the CBSEI (CBSEI-C32) has existed since 2008. The CBSEI has been translated and validated in different languages. It measures self-efficacy expectancies and outcome expectancies for labour and birth. Aim: To evaluate feedback from ten pregnant primiparous women who completed the German short version of the CBSEI. Methods: After completing the CBSEI-C32, two open-ended questions were added to ask if there were any problems with the questionnaire. The participants gave written feedback on the comprehensibility of the CBSEI-C32 items. Results: The participants (n=10) gave primary positive feedback, they reported that questions made them reflect on their own coping abilities for the upcoming childbirth. Difficulties in understanding the German items were particularly evident in two items, which were reported by five out of ten participants. The items: "Mich beherrschen" (original English item: Keep myself in control), and "Mich ruhig halten" (original English item: Keep myself calm). Some women commented that the questionnaire could be more health-oriented, e.g., by asking about the pauses in labour. Conclusion: The results show that survey instruments need to be checked for user comprehension so that researcher and user are assume the same. Different interpretations of two statements of the CBSEI-C32 affect the answer to the questionnaire. Two items were interpreted ambiguously by primiparous German women. It seems that birth culture is changing and that health-oriented aspects, such as focusing on labour pauses, are more important for the participants than maintaining control. We recommend that all items of the English CBSEI be reviewed with the help of users to further develop the instrument and ensure that the items reflect contemporary conceptualisations of coping strategies for labour and birth.

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