Summer Institute in Qualitative Research: Putting Theory to Work

Monday 22nd – Friday 26th July 2013

Programme

Venue: The Business School, All Saints Campus,
Oxford Road Manchester, M15 6BH

Education and Social Research Institute
Manchester Metropolitan University UK
Director: Maggie MacLure

Migration (detail) 2008 (Maskull Lasserre, maskulllasserre.com)
Summer Institute in Qualitative Research: Putting Theory to Work

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Summer Institute in Qualitative Research: Putting Theory to Work

Welcome to the 3rd international Summer Institute!

I am delighted to welcome you to this, our third event. The Summer Institute in Qualitative Research is a special occasion. It offers a unique opportunity for researchers from all over the world, and many disciplines to meet, learn and talk about ‘theory’ - with one another, and with leading scholars and experienced researchers who use theory in their own work.

It’s a full schedule. It’s demanding. And I know from experience that it will be tiring! But it is also interactive, sociable, and full of occasions for mutual support. So I am confident that it will be exciting and rewarding. And you may well make friends and meet like-minded people that you will still be corresponding with in years to come. Have a great week!

Maggie MacLure
Summer Institute Director

About the Summer Institute While courses on research methods abound, theory tends to receive less attention. And yet, without an understanding of how theory informs what counts as ‘data’, knowledge, identity, truth or action, our research may be driven by taken-for-granted assumptions. The Summer Institute allows participants to pursue questions such as:

• What are the current trends and the future directions in theoretical work?
• How does theory engage with policy and practice?
• How can I put theory to work in my own research?

Structure of the Summer Institute The Institute is organised around the keynote sessions. Group discussions follow each keynote. A strand of workshops, 'Putting theory to work', runs throughout the week, where researchers describe the influence of a key thinker on their own research, and invite participants to pursue the implications for their own research. Some delegates have also taken the opportunity to lead short presentations on their own research.

The Summer Institute Team
Administration: Trish Gladdis and Barbara Ashcroft.
Socialising: Sarah Dyke
Provocations, Improvisations Organiser: Rachel Holmes
Director: Maggie MacLure
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Education and Social Research Institute www.esri.mmu.ac.uk
Elizabeth St. Pierre is Professor in the Educational Theory and Practice Department and Affiliated Professor of both the Qualitative Research Program and the Women's Studies Institute at the University of Georgia, USA. Her work focuses on poststructural theories of language and subjectivity and, currently, on a critique of both scientifically based research and what she calls conventional, humanist qualitative research methodology.

“Post Qualitative Research: The Critique and the Coming After”

In this presentation, St. Pierre describes what she believes are disconnects between assumptions that ground concepts and practices in what she has been calling "conventional humanist qualitative inquiry" or "1980's qualitative research" in the U.S. context and assumptions about subjectivity, language (and representation) in poststructural approaches. She argues that these disconnects are highlighted in the new empiricisms/new materialisms that put to work "post" ontologies, especially the experimental ontology of Deleuze and Guattari. Following Foucault, St. Pierre does not offer an "alternative" methodology but encourages researchers to make clear how the onto-epistemological grounding of their studies aligns with their methodology. A question here, of course, is whether conventional qualitative methodology - which in the U.S. is heavily grounded in positivist and interpretive social science approaches - is thinkable in the "posts."
Jessica Ringrose is Senior Lecturer in the Sociology of Gender and Education, Institute of Education, London. Her recent research has explored gender and sexual subjectivities and networked assemblages connecting teens in secondary school, including uses of mobile, digital technology and issues of 'sexting' and cyberbullying. Theoretically and methodologically her work develops feminist poststructural and DeleuzoGuattarian approaches. She had done a range of consultancy work including acting as advisor on the UK Home Office 'Sexualisation of young people review' (2010), and the UK Coalition Government Equalities Office 'Campaign for Body Confidence', leading the NSPCC report 'A qualitative study of children, young people and 'sexting' (2012), and informing lessons plans on sexual bullying and the cyber-world for Teen Boundaries (2013). Her recent books include: Post-Feminist Education? Girls and the sexual politics of schooling (Routledge, 2013, research monograph) and Deleuze and Research Methodologies (Edinburgh University Press, 2013, edited with Rebecca Coleman).

"Schizo-Feminism: Deleuzo-Guattarian Mapping Methodologies for Qualitative Educational Research"

This paper explores the potential of a feminist take on Deleuze and Guattari's schizoanalysis, what Tasmin Lorraine (2008) calls 'schizo-feminism' and how this may be adapted to shape qualitative research politics and methodologies. Deleuze and Guattari's schizoanalysis works outside the classical sociological dialectic of agency and structure, offering a new conceptual terrain to think about virtual, immanent possibilities in the social through mappings of chaotic multiplicities, desires and energies. In this paper we use schizoanalysis to situate our qualitative data within wider power relations and in assemblages of various scales and intensities. First we explore our own research engagement with a UK wide programme based on preventing gender violence at school, focusing on the teachers and girls in one Welsh school that organised a 'girl power' group to raise the achievement of 'disengaged' girls. We outline the connectivities in the feminist-activist-pedagogical-research assemblage, including our 'plugging into' (Jackson and Mazzei, 2011) the charity program and the gender equality pedagogies at the school, and how the teachers and teen girls plugged into our research. Next we outline our micro schizoanalytic mapping approach to explore the 'schizoid', immanent becomings of the girls as teen-feminists. We explore what it means to be part of a feminist pedagogic assemblage at school in which girls are contradictorily positioned as 'sexperts' and what Sara Ahmed calls 'feminist killjoys' in the teen peer group. Finally we outline how as an explicit goal of politicized schizo-feminist 'impact' we work to channel 'findings' back into policy machines in the UK and Wales.
Alecia Y Jackson is Associate Professor of Educational Research in the Department of Leadership and Educational Studies at Appalachian State University (Boone, North Carolina, USA). Her research interests bring feminist, poststructural, and posthumanist theories of power, knowledge, and subjectivity to bear on a range of overlapping interests: qualitative data analysis; gender and education; and voice and representation. Her most recent book, co-authored with Lisa Mazzei, is titled Thinking with Theory in Qualitative Research and was published by Routledge Press (London) in 2012.

"Rhizovocality Revisited"

In this presentation, I revisit a concept that I put forth in an article published in 2003: rhizovocality. In the 2003 article, I put forward rhizovocality as a deconstructive tool for working the limits of voice in qualitative research. I revisit this conceptual tool in order to expand upon my argument as voice exceeding language, as being more than just (un)vocalized words emanating from a speaking subject or a thinking body. I posit rhizovocality as an expressive aesthetic that takes on the performative qualities and assemblage-like functions "self-vibrating intensities." I make some gestures toward how qualitative researchers might "put to work" rhizovocality in a post-humanist framework by considering contributions from music theory, digital culture, and computer technology.
David James is Professor in the School of Social Sciences at Cardiff University and Director of the ESRC Wales Doctoral Training Centre, and co-chair of the Executive Editors of the *British Journal of Sociology of Education*. He has directed and co-directed many research and evaluation projects funded by a range of bodies, from Research Councils to government departments and agencies to charities and individual institutions. Most of his research is on aspects of teaching, learning, assessment, curriculum, leadership and policy in primary, secondary, further, higher and adult education, and he often finds Bourdieu helpful in these endeavours. His publications include *Bourdieu and Education: Acts of Practical Theory* (with Michael Grenfell, Routledge, 1998) and *Improving Learning Cultures in Further Education* (with Gert Biesta, Routledge, 2007). His most recent book is *White Middle Class Identities and Urban Schooling* (with Diane Reay and Gill Crozier, Palgrave, 2011) which recently received a book prize from the Society for Educational Studies.

"Recognising Misrecognition for Bourdieu and Fraser, and Why it Matters"

This paper explores the meanings of the concept of misrecognition as this appears in the hands of Nancy Fraser and Pierre Bourdieu, arguing that whilst to some extent they overlap, and both are important and useful, they are nevertheless very different in what they can do for us. The paper then gives a brief overview of *Identities, Educational Choice and the White Urban Middle Classes*, an ESRC project which studied 125 families in three English cities to investigate motives, experiences and outcomes where families made 'against the grain' choices of secondary school. The analysis of that project is now quite extensively reported (e.g. James et al, 2010; Reay, Crozier and James, 2011), but here my focus is on different examples of misrecognition. I want to focus on how the families concerned avoided one very common form of misrecognition (refusing to see net school examination results as a useful proxy for school quality), but appeared to be enmeshed in other forms of misrecognition (e.g. to do with the 'specialness' and 'brightness' of their own children) in their engagements with education. I attempt to draw out the implications of this, suggesting that a Bourdieusian approach is especially helpful in teasing out practices which generate and maintain relative advantage and disadvantage through educational processes.
"Object Lessons: Vital Materiality and Indigenous-Settler Engagement"

The paper brings into productive collision materiality in an indigenous context. Central to the paper are insights from the Maori insistence on 'kanohi ki te kanohi', the efficacy and necessity of the face-to-face encounter with people or with objects, and from indigenous recognition of the spirit/breath ('mauri') of an object - something Maori and other indigenous peoples have long recognised. The paper asks: what are the effects of thinking seriously about objects as actants? What happens when objects enchant, producing effects beyond any human teacherly intention? What is gained by paying attention to that positioned outside the rational, and being open to the productive effects of the affective object? The paper provides pedagogical and indigenous insights for - and from - contemporary debates about 'new materialist' methodologies.
Hillevi Lenz Taguchi is professor of education and Child and Youth Studies at the Department of Child and Youth Studies, Stockholm University. Her present research interests concern methodologies and research practices in material feminist and new empiricisms postconstructionist research. Her most recently published articles are "A diffractive and Deleuzian approach to analysing interview data" in Feminist Theory 13(3) Dec. 2012; "Images of Thinking in Feminist Materialisms: Ontological divergences and the production of researcher subjectivities" International Journal of Qualitative Studies in Education (QSE), 2013, Vol. 26, No. 6, 706-716, and "Becoming molecular girl": transforming subjectivities in collaborative doctoral research studies as micro-politics in the academy", in QSE 2013, Vol. 26, No. 7; and her most recently published book in English is Going Beyond the Theory-Practice Binary in Early Childhood Education. Introducing an intra-active pedagogy (Routledge, 2010).

"Images of Thinking in Feminist Materialisms: Ontological Divergences and the Production of Researcher Subjectivities"

Qualitative feminist studies are much challenged by the contemporary critique of social constructionist postmodernism, as well as the renewed search for the body and materiality. The result is (at least) two diverging research accounts: a renewed feminist materialism, relying on some foundational ontologies, and what has been called a new materialist feminist account that constitutes radical ontological rewritings. The aim of this paper is to investigate what kind of researcher subjectivities these different accounts produce for qualitative inquiry.

This investigation will be unfolded using an example from a collaborative research process involving ten PhD students. The example is woven into Deleuze's (1994) and Deleuze and Guattari's (1987; 1994) discussions on the Image of Thought and the three images of thinking outlined in A Thousand Plateaus. The investigation shows that although the aim of our collaborative process was to resist the assumed Cogito/"I" (St. Pierre 2011) of philosophy and qualitative inquiry, we still got caught up in taken for granted images of thinking and doing analysis. A deterritorializing of habits of thinking and practicing, in order for new and other researcher subjectivities to emerge, required collaborative efforts that put to work a rhizomatic image of thinking, and operated from within an ontology of difference.
Lisa A. Mazzei is Associate Professor of Education Studies at the University of Oregon where she teaches courses in curriculum theory, philosophy of research, and qualitative research methodology. Her current research interests include material constitutions of curriculum, racial identity and awareness among white teachers and how silences are produced, and posthumanist research methodologies. She is co-author with Alecia Jackson of *Thinking with Theory in Qualitative Research* (Routledge 2012), co-editor with Alecia Jackson of *Voice in Qualitative Inquiry* (Routledge 2009), and author of *Inhabited Silence in Qualitative Research* (Peter Lang 2007). She was a Research Fellow at MMU/ESRI from 2006-2009.

"Posthuman Enactments of Vibrant Data"

This paper discusses how a posthumanist stance has enabled me to work a different consideration of the ways in which data is constituted and constituting in qualitative inquiry. In this piece I consider not only what constitutes data, but also how data acts to produce the researcher, her participants, and her analysis. Drawing on the work of scholars writing about affect and ontology, I consider the agentic nature of data that has the potential to bruise, arrest, and produce becomings. To think data as agentic is not to treat data as something to be mined, nor is it to ascribe meaning by sticking to things and words, but it is to approach the production of voice and of subjectivity as a material practice that happens in the between-the-two of researcher and data. Thinking data thus posits data that is vibrant, materializing different constitutions of agency and subjectivity on the part of the researcher and her participants.
Maggie MacLure is Professor of Education in the Education and Social Research Institute (ESRI) at MMU. She leads the Theory and Methodology Research Group in ESRI. Her most recent research projects have centred on early childhood education, and the issue of 'behaviour' in school. Maggie is the founder and director of the Summer Institute in Qualitative Research. Her book, *Discourse in Educational and Social Research*, won the Critics' Choice Award from the American Educational Studies Association.

"'The First Secret of the Stammerer': Researching without Representation?"

The paper imagines a materially-informed 'post qualitative' research. Focusing upon issues of language and representation, under the influence of Deleuze’s *Logic of Sense*, I argue for research practices capable of engaging the materiality of language itself. I propose the development of non- or post-representational research practices, drawing on contemporary materialist work that rejects the static, hierarchical logic of representation, and acts such as interpretation and analysis as conventionally understood. I explore the ontological and the practical implications of this state of affairs, via a re-reading of a fragment of what would have been called data.
Summer Institute in Qualitative Research: Putting Theory to Work

Monday 22nd – Friday 26th July 2013

Education and Social Research Institute
Manchester Metropolitan University UK
Director: Maggie MacLure

Programme

All sessions will be held in the Business School, All Saints Campus,
Oxford Road Manchester, M15 6BH

Monday 22 July

11.00 Registration. Business School (open 11.00 – 12.30)
   Tea and coffee

12.45 Welcome to the Summer Institute
   Maggie MacLure, Manchester Metropolitan University

1.00 Plenary Keynote 1
   Elizabeth St. Pierre University of Georgia
   "Post Qualitative Research: The Critique and the Coming After"

2.00 Follow-up discussion in small groups (breakout rooms)

3.00 Tea and coffee break

3.30 Plenary Keynote 2
   Jessica Ringrose Institute of Education, University of London
   "Schizo-Feminism: Deleuze-Guattarian Mapping Methodologies for Qualitative Educational Research"

4.30 Follow-up discussion in small groups (breakout rooms)

5.30 - Wine Reception and Book Launch: Deleuze and Research Methodologies
   (Rebecca Coleman & Jessica Ringronse, eds. Edinburgh U Press)

6.30 - Atrium
Tuesday 23 July

9.00  **Plenary Keynote 3**  
*Alecia Y Jackson* Appalachian State University  
"Rhizovocality Revisited"

10.00  Follow-up discussion in small groups (breakout rooms)

11.00  Tea and coffee break

11.30  **Parallel sessions** (breakout rooms)

- Putting Theory to Work – Workshops:
  - *Working with Massumi.* Angelo Benozzo University of Valle d’Aosta  
    LT G.33
  - *Working with Foucault.* Liz Jones MMU  
    LT G.34

Delegation-led sessions (see session schedule page16 for details)

12.30  Lunch  
Atrium

1.30  **Plenary Keynote 4**  
*David James* Cardiff University  
"Recognising Misrecognition for Bourdieu and Fraser, and Why it Matters"

2.30  Follow-up discussion in small groups (breakout rooms)

3.30  Tea and coffee break

4.00  **Parallel sessions** (breakout rooms)

- Putting Theory to Work – Workshops:
  - *Working with Butler.* Sarah Dyke MMU  
    LT G.33
  - *Working with Audre Lord.* Suryia Nayak University of Salford  
    LT G.34
  - *Working with feminist post-structuralist theory/theories.* Jayne Osgood London Metropolitan University  
    LT G.35

Delegate-led sessions (see session schedule page 16 for details)

5.00  End of day
**Wednesday 24 July**

9.00  **Plenary Keynote 5**  
Lecture Theatre G.36  
Alison Jones and Te Kawehau Hoskins  University of Auckland  
"**Object Lessons: Vital Materiality and Indigenous-Settler Engagement**"

10.00  Follow-up discussion in small groups (breakout rooms)

11.00  Tea and coffee break

11.30  **Parallel sessions** (breakout rooms)

- Putting Theory to Work – Workshops:  
  *Working with Barad*  (Numbers restricted to 12, by sign-up sheet on the day)  
  Hillevi Lenz Taguchi  Stockholm University  
  LT.G33

- *The subject and language in the “posts”*  
  Elizabeth St. Pierre  University of Georgia  
  LT G.34

- *Working with ethnography and the affective turn*  
  Geoff Bright  MMU  
  LT G.35

- Delegate-led sessions  (see session schedule page 16 for details)

12.30  Lunch  
Atrium

**Provocations, Improvisations: Encounters between Art and Qualitative Research** (see p35)  
An afternoon of events with artists, musicians, researchers, and art theorists  
Atrium

All afternoon: **"The Dreaming of the Bones"**  
Rebecca Patterson and Cathie Cross

1.30  **Carol Mavor**  University of Manchester  
LT G.36  
"To eat is to grow is to die is to love: Art through the mouth of the fairy tale"

2.30  **Felicity Colman**  Manchester Metropolitan University  "**Digital Child**"  
LT G.35

3.30  Tea and coffee break

4.00  Parallel session  
**Briony Bond**  Manchester Museum, Ilana Halperin  Artist  "**Petrification**"  
LT G.33  
**Kelly Clark/Keefe**  Appalachian State University  "**Watching Arrivances**"  
LT G.34

5.00  **Dividual Machine**  Improv/lab  
Atrium

6.00  Wine Reception and celebration of our keynote speakers’ books  
Atrium
Thursday 25 July

9.00  **Plenary Keynote 6**  
Hillevi Lenz Taguchi  Stockholm University  
"Images of Thinking in Feminist Materialisms: Ontological Divergences and the Production of Researcher Subjectivities"

10.00 Follow-up discussion in small groups (breakout rooms)

11.00 Tea and coffee break

11.30  **Parallel sessions** (breakout rooms)

Putting Theory to Work – Workshops:  
*Working with Critical Race Theory*  Lorna Roberts MMU  LT G.33

*Working with Bourdieu*  David James Cardiff University  LT G.34

Delegate-led sessions  (see session schedule page 16 for details)

12.30 Lunch  Atrium

1.30  **Plenary Keynote 7**  
Lisa Mazzei  University of Oregon  
"Posthuman Enactments of Vibrant Data"

2.30 Follow-up discussion in small groups  (breakout rooms)

3.30 Tea and coffee break

4.00  **Parallel sessions** (breakout rooms)

Putting Theory to Work – Workshops:  
*Working with objects*  Alison Jones University of Auckland  LT G.33

*Working with Deleuze* (Authors Panel, *Deleuze and Research Methodologies*)  
Jessica Ringrose  Institute of Education, University of London  (with Sarah Dyke, Alecia Jackson, Lisa Mazzei, Maggie MacLure)  LT G.34

Delegate-led sessions  (see session schedule page 16 for details)

5.00 End of day
Friday 26 July

9.00  **Plenary Keynote 8**  
**Maggie MacLure** Manchester Metropolitan University  
"'The First Secret of the Stammerer': Researching without Representation?"

10.00  Follow-up discussion in small groups

11.00  Tea and coffee break

11.30  **Closing plenary**

Followed by review and evaluation of the Summer Institute 2013

Lecture Theatre 2

12.30  Close
Delegate-led Sessions: Schedule and Abstracts

**Tuesday 23 July (11.30-12.30)  Room 4.04**

*How (can) our empirical material affect the researchers/theories?*
Mads Bank  University of Copenhagen, Denmark

*Mind the gap - playing with transgressive data*
Tamara Cumming  Charles Sturt University, Australia

*Arts-based approaches to research in management and organisation.*
Ann Rippon  University of Bristol

**Tuesday 23 July (11.30-12.30)  Room 4.05**

*Reflexivity in Feminist Research Partnerships*
Rachel Berman  Ryerson University, Canada

*Producing and maintaining professional identities in early childhood*
Megan Gibson  Queensland University of Technology, Australia

*What do articles do to their research object? An analytical-review of research literature on pre-licensure interprofessionalism education, seen through agential-realism.*
Sofie Ørsted Sauzet  Aarhus University, Denmark

**Tuesday 23 July (4.00-5.00)  Room 4.04**

*Teens and young offenders. Resources and constraints of political and social interventions*
Maria Calore  University of “Roma 3”, Italy

*Devising a Diverse Edge City: Place-based theatre with youth living in suburban Toronto.*
Anne Wessels  Ontario Institute for Studies in Education, Canada

*The role of workplace learning in the first year for non-traditional students*
Celina McEwen  Charles Sturt University, Australia

*Hos(it)pitality on the threshold of the posthuman: the hostile philanthropy of invitation*
Chryssa Sgouridou  University of Exeter (*Poster presentation)  Exhibition Atrium

**Tuesday 23 July (4.00-5.00)  Room 4.05**

*Deleuze, Film, and Intuition in Visual Art Teachers' Becoming*
Adrienne Boulton-Funke  University of British Columbia, Canada

*Landscapes of Love in Early Childhood Education and Care: a narrative and poetic inquiry*
Sarah Cousins  University of Bedfordshire
**Arts-Based Mapping as Qualitative Methodology**
Elsa Lenz Kothe  University of British Columbia, Canada

**Wednesday 24 July (11.30-12.30)**  Room 4.04
**Putting the concepts market and affect to work in an empirical study of Bourdieusian social class in two differently organized Danish public schools**
Rikke Brown  Aarhus University, Denmark

**A Space for Memory**
Karen Charman  Deakin University, Australia

**Rituals with the "other": Ethnic Dynamics in Czech Inclusive Classroom**
Jana Obrovská  Masaryk University, Czech Republic

**Wednesday 24 July (11.30-12.30)**  Room 4.05
**From 'stuff' to potentiality: adventures in complexity and epistemology**
Sarah Chave University of Exeter

'Complexity thinking' about research design.
Lindsay Hetherington  University of Exeter

**Affective conflicts in the visual "Wunderkammer".**
Dorthe Staunæs  Aarhus University, Denmark

**Thursday 25 July (11.30-12.30)**  Room 4.04
**Young offenders or at social risk: a comparative research, in a European perspective, about social and educational strategies and actions**
Elisabetta Colla  University of Rome “Tor Vergata”, Italy

**Exploring and Connecting Lines of Flight in a Self-Study Community**
Jacqueline Dauplaise with co-presenter: Kathryn Strom. Montclair State University, USA
[Additionally we plan to connect via Skype with the remainder of the group: Rabab Abi-Hanna, Charity Dacey and Linda Abrams]

**Troubling the concept: an exploration of the social context and affective consequences of students’ experiences of critical thinking in higher education**
Emily Danvers  University of Sussex

**Thursday 25 July (11.30-12.30)**  Room 4.05
**Homogeneous spaces and consensual narratives: a Foucauldian analysis of a self-help group of parents with ADHD children**
Alessandra Frigerio  University of Milan Bicocca, Italy
Danish Parents with Small Children Meeting the Contradictory Demands of Modern Working Life - The Bumblebee Flies Anyway?
Stine Jacobsen  Aarhus University, Denmark

Becoming-teachers: Negotiating Practice in the First Year of Teaching
Kathryn Strom Montclair State University, USA

Thursday 25 July (11.30-12.30) Room 4.06
Psy-managerial architecture and interior – shaping bodies shaping organizations
Malou Juelskjaer  Aarhus University, Denmark

Team was the answer, but what was the question? Trying to make sense of the discourses concerning the introduction of teams in the VET-sector.
Ida Juul  Aarhus University, Denmark

How to establish an epistemological perspective in the psychiatric domain: A Lacanian analysis of DSM's discourse over time
Katia Romelli University of Milano-Bicocca, Italy

Thursday 25 July (4.00-5.00) Room 4.04
Future Literacies: Post-structural considerations on learning to read with "multicultural" children and new technologies
Päivi Jokinen  University of Oulu, Finland

A phenomenographic study on the learning and teaching of Chinese characters in non-Chinese speaking preschoolers
Emmy NG  Hong Kong Institute of Education

Putting affective theory to work in analysing motivation as a school organization principle.
Kia Wied  Aarhus University, Denmark

Thursday 25 July (4.00-5.00) Room 4.05
A 'Moshography' of the Role and Significance the Moshpit Plays in the Lives of Female Metal Fans in the Leeds Extreme Metal Music Scene
Gabby Riches  Leeds Metropolitan University

Re-presentations, Reality, and Fictions: Is Misrepresentation Possible in Dance Performance based on Social Science Data?
Elizabeth Sharp Durham University, UK/Texas Tech University, USA
Abstracts

**Mads Bank**
Department of Psychology, University of Copenhagen

**How (can) our empirical material affect the researchers/theories?**
The project “User driven standards in social work” explores how professionals and young people (users) in a municipal treatment institution organize their (post-modern) practices and life(s) by using, developing and modifying culturally and organisationally mediated standards. The material presented in the session focuses on how users and social workers in co-operation are performing an event, a gala premiere with videos displaying the users preferred identities. The event invites and recruits relatives and professionals into new affective relational becomings and ways of being-relationally-attuned, and this opens for new forms of subjectivity. But how can we describe and understand how we as researchers are affected by this material? And how does this material come to matter in the development of theory? This are some of the questions that I look forward to discuss on the basis on the empirical material.

**Rachel Berman**
School of Childhood Studies, Ryerson University, Toronto, Ontario, Canada

**Reflexivity in Feminist Research Partnerships**
I am the editor of a book on feminist research partnerships to be published this fall by *Inanna Education and Publications Inc*. One of the chapters is a re-print of an article I co-authored with a colleague entitled “A Critical Reflection on the Use of Translators/Interpreters in a Qualitative Cross-Language Research Project.” In this piece, we identify key issues raised in the critique of the traditional positivist model for using interpreters, and reflect on lessons that emerged from a project on the acquisition of English language proficiency by Urdu, Punjabi, Mandarin, and Cantonese immigrant women in Toronto, Canada. While feminist and community-based research principles were implicit in our project, the lack of their full articulation contributed to some of the issues we discuss. This reflection is undertaken with the intent of moving toward greater inclusivity and away from oppressive research practices in future cross-language research. Equitable practices are also noted.

**Adrienne Boulton-Funke**
University of British Columbia (Vancouver, BC, Canada)

**Deleuze, Film, and Intuition in Visual Art Teachers’ Becoming**
This presentation examines recent and on-going doctoral research that explored the unrealized potentialities for film and intuition in *becoming* secondary Visual Art teacher and how research might provoke new possibilities for understanding the performance of teacher within a community of inquirers. Drawing on Deleuze (1988) and Grosz’s (2004) work with Bergson’s methodology of intuition, intuition will be explored as a movement of knowledge, as thought in non-recognition. These understandings will be explored through research that explored the *encounter* (O’Sullivan, 2006), memory and affect during participant Visual Art teacher candidates’ return to their K-12 structured educational spaces. Further it will examine the potential for the use of film and the research process itself, as creating opportunities for the
disruption to and re-imagination of teacher candidates’ understandings of the performance of teaching.

Rikke Brown
Department of Education (DPU), Aarhus University
**Putting the concepts market and affect to work in an empirical study of Bourdieusian social class in two differently organized Danish public schools**

In my Ph.D. research I explore how two schools, which are organized in new and in a Danish context controversial ways, work to shape and reshape pupils’ desires to learn. The two new ways of organizing a school can be seen as possible ways of acting or positioning a public school in Denmark today in what I will call an “overcontrolled market”. This term is inspired by English sociologist Margaret Archer’s analysis of State Educational Systems and also political philosopher Michael Hardt’s concept of “affective labor”. I am particularly interested in social class and class inequalities and how these work in education with new forms of management of educational institutions with more choices, more market. I want to try if my focus on the work of the schools with the pupils’ affects can help me develop new ways of understanding social class in school today.

Maria Calore
University of “Roma3”
**Teens and young offenders. Resources and constraints of political and social interventions**

The research aims to analyze, in the light of the current global crisis, and in particular the welfare, social policy, the structural aspects of the services and working methods which are carried out at different levels of intervention taking charge of the adolescent who breaks the rules. These are people between 14 and 25 years entering the circuit penalty for having committed a crime when they were minors. The interest is focused on the variables involved so that the event remains a fact penalty "occasional" in the adolescent’s life and does not represent the beginning of a process of stabilization of deviant behavior that leads to the structuring of the personality delinquent. It intends to analyze the dedicated services, methodologies and strategies with which to respond to the needs of deviant adolescents. It intends to analyze a local, Rome, and operating model: the "loading" joint adolescent deviant from the social services.

Karen Charman
Deakin University, Australia
**A Space for Memory**

The reconstitution of self and place through public representation is the premise of a recent project Sunshine Memory Space, a space, designed to evoke memories of de-industrialised Sunshine. Initially conceived as an approach to facilitate the remembering of the past and the collection of memories the space exceeded these terms. What emerged was not just reflection on the past but an iteration of the future. This research theorises the Memory Space as a form of spatial awareness of place that is a way of acknowledging and honouring. As such this
spatial awareness serves as a counter narrative to one that collapses erasure of the past as a necessary part of progress.

Sarah Chave  
University of Exeter  
From ‘stuff’ to potentiality: adventures in complexity and epistemology  
Many people today realise that our lives have become dominated by ‘stuff.’ The activist anthropologist Graeber suggests that this phenomenon stems from a world view and language based on the Parmenidian approach prevalent in Western culture in which we see the world as constructed from static objects and ideal forms, and even relationships and feelings are thus reduced to objects. He suggests that both science and philosophy are now recognising a more Heraclitean view of the world in which everything is in flux and change, and where new forms and structures are emerging: a world of potentiality.

My research explores whether these insights can help us develop an epistemology which opens a space for exploring and valuing emergence and potentiality. If so, it further asks how such an epistemology can be expressed in our education curricula.

Elisabetta Colla  
University of Rome “Tor Vergata”  
Young offenders or at social risk: a comparative research, in a European perspective, about social and educational strategies and actions  
From several years, particularly concerning young people in situation of risk or already in contact with penal circuit, have been adopted, in different European countries, laws, interventions and international agreement aimed at specific educational contexts where it is important to ensure equal opportunities to provide answers to the needs and rights of adolescents or young adults. The adolescence, as a period of transition to adulthood, where, at times, certain acts are lawless and behavior occur characterized by a willingness to take risks, can involve the entry into deviant circuits. Therefore, the legal protection of minors implies specific, educational responses from the society and justice, capable of activating growth and accountability processes to young to overcome the deviant behavior from a social perspective recuperative and re-socializing. It is possible to do this, e.g., implementing accountability and rehabilitative potential (with educational talk, socialization, school and work, mediation with the victim, self-narration). The main question of the research is: what in this field works or doesn’t work? And why? Are the current politics and educational interventions ‘strong’ enough? The present research try to explore these topics in a European comparative perspective.

Sarah Cousins  
University of Bedfordshire  
Landscapes of Love in Early Childhood Education and Care: a narrative and poetic inquiry
This research is about 'love' in the context of Early Childhood Education and Care (ECEC). It presents the narratives of five practitioners in a range of London settings. Through a recursive, multi-layered, interpretive process, including re-telling, mapping and re-presenting the stories in prose and verse, the author foregrounds the uniquely personal features of each of the practitioners' approaches. With reference to Bourdieu's notion of 'habitus' and 'corporeal knowledge' the research proposes that each of the five practitioners develops their own 'landscape of love' within their nursery or childminding context, and that this is built up, albeit unknowingly, with reference to their own experience of love. In other words, the practitioners develop loving practices with specific foci in relation to their experiences of being loved, or not being loved. The author argues that such a slow, responsive, 'spiral-patterned methodology' allows deep personal insights to emerge. The recommendation is that ECEC training programmes support practitioners to develop a reflexive, self-aware stance in relation to 'love', acknowledging their particular contributions and building on strengths within teams.

Tamara Cumming  
School of Teacher Education, Charles Sturt University  
Mind the gap – playing with transgressive data  
I am currently using rhizoanalytic approaches in my doctoral work, which is concerned with early childhood educators and practice assemblages (in Australian circumstances). My interest is in ways educators negotiate practice assemblages, and how these movements (negotiations) relate to subjectification, and territorialisation, de and re-territorialisations (Deleuze and Guattari, 1987), of early childhood practice assemblages.

In my presentation, I would like to talk about the ways I have been playing with ‘transgressive data’ (St.Pierre, 2011) such as gaps, gestures, silences and passwords in my data, and how I have been making ‘sense’ with these transgressive data. I am asking ‘how do they work? what might they produce?’ and ‘what could we learn about educators and their movements in practice assemblages by ‘reading’ transgressive data?’

Emily Danvers  
Centre for Higher Education and Equity Research, University of Sussex  
Troubling the concept: an exploration of the social context and affective consequences of students’ experiences of critical thinking in higher education  
This doctoral research troubles the concept of critical thinking within a shifting higher education landscape of increased participation, globalisation and marketisation. It aims to socially contextualise normative understandings of what it means to be a critical student and explore how criticality is conceptualised, enacted and regulated in the 21st century academy. It will employ multiple qualitative methods with two cohorts of first-year students at the University of Sussex and use theories of power and difference from feminist and critical realist frameworks to shape the data analysis: Archer’s (2000) concept of the internal conversation will inform discussion of how critical thinking can be theorised as both a personal and social act and Ahmed’s (2010) work on the affective tensions of occupying a counter-hegemonic space will explore the extent to which critical thinking can be understood as an emotional and embodied experience, as well as an intellectual and pedagogical one.
Exploring and Connecting Lines of Flight in a Self-Study Community

In a previous collaboration, a group of doctoral students embarked on a self-study, inspired by Maxine Greene’s words, “I am who I am not yet.” Five members of our original group found ourselves curious about how the transformation process occurred during that first year together. Like Butler (1995), we wondered “[h]ow is it that we became available to a transformation of who we are, a contestation which compels us to rethink ourselves, a reconfiguration of our place and our ground?” (p. 131). Therefore, the purpose of the present study was to explore the process of our growth by identifying the “lines of flight” that allowed our transformation to take place. We recognized lines of flight as opportunities to break away from our individual static identities and to collectively become a unique “assemblage” that produced new ways of thinking and looking at the world.

Homogeneous spaces and consensual narratives: a Foucauldian analysis of a self-help group of parents with ADHD children

The proliferation of mutual aid groups in the healthcare system makes a critical analysis of the self-help movement relevant to the mental health field (Burti et al., 2005), as they shape members’ subjectivity (Gergen & Gergen, 1997) and are an indicator of the broader phenomenon of health consumerism (Oliffe et al., 2011). The study analyzes the interactional dynamics of a self-help group of parents of children with a diagnosis of ADHD. The theoretical approach integrates a foucauldian-inspired discourse analysis (Willig, 2000) with positioning theory (Harré, 2005). The self-help group homogenizes the “inside space” of the group and produce a shared and consensual narrative that promotes a specific “version” of the reality of ADHD in order to absolve parents of guilt. The interactions taking place within the parents’ group are infused with social and political conflicts about ADHD, produce certain subjectivities, and reproduce dominant themes in the contemporary mental health field.

Producing and maintaining professional identities in early childhood

This presentation presents research from my doctoral thesis. The study is an inquiry into current workforce reforms in the field of early childhood education and care. One major reform is the qualification requirements that call for university four-year degree-qualified teachers to be employed in child care. The thesis employs a particular method of discourse analysis, to examine policy documents and the talk of preservice teachers. The thesis proposes ironic categories that hold seemingly opposing ideas together in tension, where both ways of seeing are necessary and both are true. For instance, early childhood professionals are both heroes and victims. This study offers new ways of thinking about how policy and pre-service teacher education work to produce early childhood teachers’ professional identities.
Lindsay Hetherington
University of Exeter

*‘Complexity thinking’ about research design.*
Complexity theory has been taken up in educational research and social science, but relatively little has been written relating ideas from complexity to empirical educational research methodology. In this poster presentation, I explore ‘complexity thinking’ as an epistemological approach to research in education and argue, using examples from a recent complexity-informed research project, that complexity offers an alternative approach to the concept of ‘method’ in educational research.

Stine Jacobsen
Aarhus University Campus Copenhagen.

**Danish Parents with Small Children Meeting the Contradictory Demands of Modern Working Life – The Bumblebee Flies Anyway?**
This paper presents a qualitative field study of working Danish parents with small children. These parents are thrown into a working life with fluent boundaries between family life, employee life and citizen life. Research shows that parents often find themselves in a field of tension between the three life spheres, which provide conflicting frameworks in terms of how parents can manage their different obligations – e.g. there are limitations on how many days they can take off from work when their children are sick, while the duration of the child’s illness, and the access to day care services challenge them with regards to how they can provide care for their child. My theoretical approach is becoming ontological – inspired by deleuzian readings of empirical fields as streams of events and choices becoming one thing on their way to becoming something else (folds). The overall aim of the study is thereby to affirm problematizations and deconstructions of categorical ways of analyzing working parents with small children focusing on the transformation of what becomes when contradicting events collide? Which readings do these collisions produce in terms of working life quality, performativity and gender?

Päivi Jokinen
Faculty of Education, University of Oulu, Finland

**Future Literacies: Post-structural considerations on learning to read with “multicultural” children and new technologies**
The aim of the study is to discuss how literacy practices could be further developed to meet the postmodern era of the globalized world where transnational mobility and communications media have fundamentally challenged the very notion of ‘literacies’.

Considering literacies as material-discursive, attention in analysis is paid not only to the embodied children, but also to the non-human, the old and new technologies. Literacies are explored using Deleuze’s notion of ‘assemblages’ - different forms of matter (from sunny weather and quilted trousers to pencils and Google Translator) and language (social and cultural, written and spoken, online and offline, heteroglot from top to bottom) gathered into a single context. The research material has emerged in a participatory ethnographic field study
in the context of education preparing for basic education, targeted at children “with immigrant background”. Diffractive analysis is applied in thinking together with data and theory.

**Malou Juelskjaer**  
University of Aarhus, Denmark

**Psy-managerial architecture and interior – shaping bodies shaping organizations**
With this presentation I will show how interior design and furniture are entangled in psy-management processes of mobilising affectivity within education. Research shows that differentiated learning spaces and interior design in schools open up affective landscapes and new bodily interactions, and that management focuses on furnishing as a technology for cultivating human potential and learning. As a result of governmental demands on inclusion, municipals and schools look to architecture and interior design for solutions. *Inclusion-ready design* (i.e. special chairs, desks, pillows, partitions, lightning) enters the landscape of learning in school to make room for bodies previously considered unfit for school. Designs translate affective economies and (may) help produce learning-able bodies (calm and desiring learning). The preliminary observations suggest that psy-management pedagogies, as they are entangled with interior and architecture, have un/intended effects in shaping bodies, affects and subjectivities.

**Ida Juul**  
University of Aarhus, Denmark

**Team was the answer, but what was the question? Trying to make sense of the discourses concerning the introduction of teams in the VET-sector.**
The concept of team was introduced in the Danish Vocational Education and Training sector (VET) in the late 1990s. The concept of team is a product of an international management trend which can be understood both in the light of “The New Spirit of Capitalism” (Boltanski & Chiapello 2005) and of “New Public Management” (Hood 1991). The introduction of team among VET-teachers is however also a product of both a change in the general educational discourse and a specific discourse related to the VET-sector.  
In my presentation I will show how these different discourses both interrelated and conflicted during the period 1998 to 2007 and how the meaning of the concept ended up by falling into disrepute as an anti-bureaucracy discourse became dominant. I will also discuss the problems I experienced using a discourse analytic method on my data.

**Elsa Lenz Kothe**  
The University of British Columbia, Vancouver

**Arts-Based Mapping as Qualitative Methodology**
Through bringing together scholarship around poststructural approaches to and critiques of qualitative methodology (Jackson & Mazzei, 2012; Lather, 2007; St. Pierre, 1997, 2000); scholarship on mapping from an artistic and geographical perspective (Crampton, 2009; O’Rourke, 2013; Rogoff, 2000; Wood, 1993, 2010); and the work of installation artist Deb Sokolow, I consider the methodological potential of arts-based mapping to understand relational networks in participatory, community-based art and museum education. This
research stems from a nagging curiosity about how artistic mapping in particular, and mapping in general, can be used methodologically. Specifically, I explore several aspects of mapping, including: the narrative capacity of mapping; mapping as a representation that always fails; mapping as an interpretation of networks between people, objects, places, spaces, organizations, and ideas; the capacity of mappings to expand or contract almost infinitely; what is left out when mapping; and variations within the repetitions during the process of mapping.

Celina McEwen  
The Education For Practice Institute, Charles Sturt University (Australia)  
**The role of workplace learning in the first year for non-traditional students**  
This research project focuses on workplace learning (WPL) as a strategy that enables students to persist with their university education. WPL is widely accepted as a valuable component of professional education in universities. WPL refers to the learning and teaching components of curricula that occur in real world contexts of professional practice (including off-campus practicums, on campus synchronous and asynchronous access to real world workplaces, excursions, and university clinics, studios and farms). The aim of this research project is to help us better understand the ways in which WPL experiences in the first year affect the higher education experience of non-traditional university students (e.g. first generation, low socio-economic, regional and/or rural backgrounds). It is also anticipated to help us explore the effect students’ experiences and perceptions of WPL in their first year of an undergraduate course have on committing to the chosen course and developing their sense of professional identity.

Emmy NG  
The Hong Kong Institute of Education  
**A phenomenographic study on the learning and teaching of Chinese characters in non-Chinese speaking preschoolers**  
In Hong Kong, children are expected to read and write Chinese character before they reach their formal schooling. The 4 to 6 years preschoolers, non-Chinese speaking (NCS) and native Chinese speaking preschools are given similar Chinese writing exercises in the preschools. Nevertheless, the NCS children have limited opportunities to use Chinese writing after their school time. According to some of the scholars’ reports, the NCS students who enter a mainstream primary school (Chinese medium instruction), their levels of literacy in Chinese tends to remain at a low level, and they are unable to keep up with local Chinese classmates. The NCS students have difficulties in learning Chinese literacy inside their classrooms. I try to study their learning problems with the phenomenography approach.

Jana Obrovská  
Masaryk University  
**Rituals with the “other”: Ethnic Dynamics in Czech Inclusive Classroom**  
In the year 2007 the European Court of Human Rights stated that Czech Republic discriminated the group of minority Roma pupils by categorizing them as mentally
handicapped and putting them to special vocational schools with restricted curriculum. The educational gap between Roma and majority children became big issue. However there are still few mainstream (non-segregated) public schools integrating Roma children in mixed classrooms.

The aim of my project is to explain the ways pupils interact with each other and teachers and how these interactions influence the production and reproduction of minority ethnic identities. I grasp this research problem mainly from the perspective of symbolic interactionism. I especially use Erving Goffman conceptual instruments as I focus on the interaction orders in classroom culture and the pupil competences in impression management, management of spoiled identity and rituals of demeanor and deference.

The most convenient method for long term study of classroom interactions is ethnography which enables to combine different data collecting techniques. Some of them are part of standard ethnographic methodological apparatus (non-participant observation, in-depth interviews) and others are innovative used to gain more complex picture of children desires (task- centered activities, socio-games) which are formed also outside the school walls, e.g. in sub-culturally constituted crews and cliques.

Gabby Riches
Leeds Metropolitan University, UK
A ‘Moshography’ of the Role and Significance the Moshpit Plays in the Lives of Female Metal Fans in the Leeds Extreme Metal Music Scene
My doctoral ethnographic research examines how gender, identity, space, and resistance are embodied through moshpit practices within the Leeds metal scene. The research has three main concentrations that aim to illustrate the multidimensionality of gender practices within the metal scene: How local metal music histories and geographies have impacted the level of women’s involvement; the ways in which female metal fans negotiate and assert their presence within a predominantly masculine space; and how women come to know and understand metal music and its subcultural leisure practices through corporeal experiences. By using a performative, embodied ethnography, a ‘moshography’, I highlight the pleasures and paradoxes that are associated with underground, subcultural participation and how this may broaden our understandings of how leisure, gender, and space intersect in meaningful and, often, contradictory ways. Couched in a poststructuralist framework, theories such as gender performativity (Butler, 1990) and non-representational theory (Thrift, 2007) inform the research.

Ann Rippon
University of Bristol
Arts-based approaches to research in management and organisation.
I use textiles as part of my research work, both as a method and a product. I work with quilts, book arts and doll making. In this short presentation I will display the work and answer questions and, I hope stimulate a discussion. My work looks at identity, gender, and organisational narrative. I have worked on issues such as excess, talent management, and
place and space in organisation. I have made pieces about M&S, Starbucks, Body Shop International, Laura Ashley, Nike and Southwest Airlines. My blog www.annjrrippin.wordpress.com gives a good indication of my work. My current projects are an ongoing body of work on Walter Benjamin, and a long-term study of the role of Laura Ashley plc in the creation and maintenance of women’s identities.

Katia Romelli
University Of Milano-Bicocca (Italy)
How to establish an epistemological perspective in the psychiatric domain: A Lacanian analysis of DSM’s discourse over time
Measurements and production of “hard facts” are at the core of the biomedical paradigm dominating in psychiatry and clinical psychology. The hegemony of this perspective, which aims at constructing a universal knowledge, has consequences in cultural, economic and political fields, as well as in the social practices. Taking a critical psychological framework, we integrate the Gramsci’s concept of cultural hegemony with discourse analysis theory in order to study the discourse of the Diagnostic and Statistical Manual of Mental Disorders (DSM), published by the American Psychiatric Association (APA). For this reason, we use the lacanian discourse theory to analyse construction and legitimisation of the APA authority as an instrument to establish a specific epistemological perspective about normal and abnormal in society. In our view, this diagnostic classification system, grounded on evidence based model and epidemiological surveys, is the paradigmatic example of this approach to the psychological distress. Analysis highlights that the legitimisation of authority is accomplished via two discourses: the discourse of master and the discourse of university. The master’s discourse constructs order and control, creating apparent connections between particular signifiers, around which the knowledge can be stabilised and organised. Leaning on this discourse, in DSM-I and DSM-II, the APA aims to set up dominance in the psychiatric domain. In the meantime, it draws dichotomies between inclusion/exclusion and friend/enemy. The university’s discourse claims authority by virtue of expertise. This kind of power discourse can serve as a sophisticated way to legitimate the reigning master signifiers, through the elaboration of a “disinterested knowledge”. This discourse hides its performative dimension, presenting what effectively amounts to a political decision based on power as a simple insight into the factual state of things. Indeed, in DSM-III and DSM-IV, through the university’s discourse, the APA presents itself as “neutral” actor and the DSM’s knowledge as systematic and universal.

Sofie Ørsted Sauzet
Aarhus University, Department of Education & University College Capital, Denmark
What do articles do to their research object? An analytical-review of research literature on pre-licensure interprofessionalism education, seen through agential-realism.
How do research objects materialize as phenomena through entangled research practices in the literature? Through an analytical-review of Anglophone research-literature on pre-licensure interprofessional education in University Colleges and Universities, an analysis of research practices that produce interprofessionalism as a research object is enacted. The theoretical
framework for the analytical-review is that of Karen Barad’s Agential Realism. The practices through which interprofessionalism materializes as research object, is explored through this new-materialist reading of the literature, which renders analysis of intra-active material-discursive entanglements possible. From this Agential Realist analytical-review interprofessionalism emerges as phenomenon through the discursive-material practices of the literature entangled with the analysis at hand.

Chryssa Sgouridou,
Graduate School of Education, University of Exeter (Poster presentation)

Host(p)itality on the threshold of the posthuman: the hostile philanthropy of invitation
This vignette discusses the paradoxical and rather problematic nature of hospitality in the light of posthuman or else monstrous manifestations. Drawing on Derrida’s concept of hospitality (a neologism derived from hospitality and hostility), it puts his theorisation to work in order to problematise humanitarian hospitality, in response to a public performance of conditional and conditioning sovereign hospitality of invitation - rather than visitation - that recently took place in Greece. Citizens, constructed as bare life in need, i.e. as merely human rather than political beings, were cordially invited to a hospitable encounter with monstrosity; an inevitably and fundamentally political encounter. With a generous invitation to comply, they were filtered through at the border of alterity and entered the defended terrain of the human. The episode explores the posthumanity of (un)conditional hospitality in the face of the uninvited, absolute arrivant, the wholly other.

Elizabeth Sharp
Durham University/Texas Tech University

Re-presentations, Reality, and Fictions: Is Misrepresentation Possible in Dance Performance based on Social Science Data?
I draw on a dance/social science collaborative to discuss broader issues of re-presentation and reality. The project involved a re-analysis of my qualitative datasets on single women, weddings, and new wives. I consider layers of re-presentations, including audience reactions, the choreographer’s approach to the data, and my (a social scientist) analysis of the data. We used content analysis to examine the audience data, kinesthetic analysis for the choreographer’s approach to the data, and constructivist grounded theory for the social scientist’s analysis. How do the understandings fit together and depart from one another? Which re-presentation gets privileged and how? In the presentation, I will showcase one of the dances and discuss the ways in which my social science analysis and the dance representations both converged and clashed. Thinking about data as a troubling anchor in my collaboration with the choreographers, I will expose the challenges and rewards of engaging in a transdisciplinary project. This project was featured on Durham University and London School of Economics websites: http://medicalhumanities.wordpress.com/2013/05/22/ordinary-wars-transition-weddings-wives-choreography-and-research/ http://blogs.lse.ac.uk/impactofsocialsciences/2013/05/30/live-dance-performance-as-a-means-to-re-analyze-and-re-present-social-science/.
Dorthe Staunæs  
Department of Education, Aarhus University, Campus Emdrup, Aarhus University  
**Affective conflicts in the visual “Wunderkammer”**.  
Digital video cameras, smartphones, internet and IPADS are increasingly used as visual research methods and often combined with interviews. The paper critically interrogate how such research apparatus (Barad 2007) on the one hand privilege a visual sense and, on the other hand how the visual may turn into a multisensory knowledge situation in which tense situations, un/expected and perhaps conflicting senses and un/comfortable affects are evoked. The point of departure is an analysis of a research apparatus invented and used in the research project *Schooling identities*. 60 pupil review conversations with 13-15 years old pupils were videotaped. In 20 follow-up interviews the videos were played at an old television and used as memory triggers and initiators of reflection upon the experience of the pupil review conversation. Such loops of reflection upon reflection made possible through watching oneself in action may be described as a ‘baroque method’ and may analytically be scrutinized as affective ‘wunderkammers’ (MacLure 2006) in which different realities are juxtaposed. The paper interrogate the affective intensification of this ‘wunderkammer’ and the particularity of it when a tele-vision is part of the apparatus.

Kathryn Strom  
Montclair State University  
**Becoming-teachers: Negotiating Practice in the First Year of Teaching**  
This study is grounded in theories of social justice in education and rhizomatics, using concepts of rhizome theory and methodological crystallization of multiple postmodern analytic and reporting methods to investigate the construction and negotiation of practice of three graduates of a social-justice focused hybrid urban teacher preparation program (an urban teacher residency). Specifically, the study seeks to explore the movement of the first year teachers’ social-justice focused preservice learning with them into their new settings. I suggest that conceptualizing classrooms as *teaching-assemblages*; the work of the teacher as *becoming-teacher*; and the enactment of social justice practice as *teaching-differently* can help us think differently and more complexly about the day-to-day molecular work of the teacher. I also suggest that postmodern methodologies focused on processes, rather than static constructs like teacher beliefs or identity, can help inform thinking about preparing and supporting new teachers to enact socially just practices in urban contexts.

Anne Wessels  
Ontario Institute for Studies in Education University of Toronto, Canada  
**Devising a Diverse Edge City: Place-based theatre with youth living in suburban Toronto.**  
The North American suburb is in flux and faces documented rates of increasing poverty. How these social changes are negotiated in schools is the focus of this ethnographic study that makes use of drama methodologically. I suggest that the student-created performances of school and social rituals generate a youth perspective that challenges outdated myths of the ‘suburban/urban’ divide. Drawing on data gathered over a ten month period, observing and participating in all aspects of a grade ten drama class in a suburban Toronto secondary school,
I analyse individual interviews and student-generated short performance/video sequences. What begins to emerge is a picture of unsafe social relations riddled with tensions and fear associated with issues of sameness and difference. By considering the same data more performatively, asking not what the data means but what it might do, I analyse the extent to which these youth ‘place-based’ performances offer new possibilities for vital inhabitations of the spaces of the suburban school.

Kia Wied
Institut for Uddannelse og Pædagogik (DPU) – Aarhus Universitet

Putting affective theory to work in analysing motivation as a school organization principle
Currently, there is a struggle with the lack of motivation among pupils within the Danish school. This paper explores analytical and theoretical paths for investigating how educational professionals attempt to meet this challenge with different pupil centered activities. More specifically, the paper focus on how and with what analytical potential these activities can be analysed as an affective management practices focusing on cultivating particular kinds of affectivity (atmospheres, feelings, energies, senses, and states of mind). The starting point will be a presentation of preliminary observations sketching out examples of practises aiming at mobilizing pupil motivation. On this basis the paper will explore how these activities can be conceptualized as affective work. This lead to a discussion of how I – in my future analytical process - can escape representation and engage in a process of mapping data and opening for a field of emergence, that is not for the purpose of facilitating a linear movement from data to theory?
Workshops: Schedule and Abstracts

Tuesday 23 July (11.30-12.30)

Working with Massumi
Angelo Benozzo University of Valle d’Aosta

Working with Foucault  Liz Jones ESRI, MMU

Tuesday 23 July (4.00-5.00)

Working with Butler
Sarah Dyke ESRI, MMU

Working with Audre Lord
Suryia Nayak University of Salford

Working with feminist post-structuralist theory/theories
Jayne Osgood London Metropolitan University

Wednesday 24 July (11.30-12.30)

Working with Barad  (Numbers restricted to 12, by sign-up sheet on the day)
Hillevi Lenz Taguchi Stockholm University

The Subject and Language in the "Posts."  Elizabeth St Pierre  University of Georgia

Working with ethnography and the affective turn Geoff Bright ESRI, MMU

Thursday 25 July (11.30-12.30)

Working with Critical Race Theory
Lorna Roberts ESRI, MMU

Working with Bourdieu
David James Cardiff University

Thursday 25 July (4-5pm)

Working with objects
Alison Jones University of Auckland

Working with Deleuze (Authors Panel)
Jessica Ringrose  Institute of Education, University of London
(with Sarah Dyke, Alecia Jackson, Lisa Mazzei, Maggie MacLure)
Abstracts

Putting Massumi to work: Data (as) Movement
Angelo Benozzo, University of Valle d’Aosta, Italy

Using mainly Massumi to conceptualize movement-data and moving data, and the images of the splinter and of data as a wave, this presentation explores the unexpected time and spaces which may reconfigure our relationship with data. I report a series of dis/honest conversations in which a gay man and a straight man develop a discursive interpretation of data over time. The data is from interviews about the experience of gay men coming out at work; the gay/straight dialogue is informed by the participants’ respective positioning. By way of some examples, I illustrate how the “data” of coming out (or perhaps of coming out-data-coming out) change in the course of our dis/honest conversations, in the in-between spaces between the “coming out”, and other things and presences. My focus will be on the multiple variations, dis/connections, relationships, unexpected occurrences, and alliances which emerged from text that might be called data.

Educational ethnography after the affective turn.
Geoff Bright, ESRI, MMU

Basically, this session will put affect theory to work in expanding the possibilities of ethnographic work in education settings. A discussion will be developed prompted by the author's own recent ethnographic study of young people in a de-industrialised UK coal mining community (see Bright 2012, for example) and will address the core question of whether ethnography is a capacious enough methodological space in which to productively respond to the affective turn (Clough, 2007) in social theory. Recent important work in sociology of education (Reay, 2005; Skeggs and Loveday, 2012; Taylor, 2012) geography (Mitchell, 2005; McDowell, 2008; Anderson, 2009); and critical psychology (Walkerdine and Jimenez, 2012; Wetherell, 2012) has called for a method that can adequately apprehend the spatialised circulation and transmission of affect (Brennan, 2004) as it relates to experiences of class, gender and race, particularly in relation to experiences of education. In response to that call, Geoff will consider what educational ethnographies of “spatialities of affect” (Thrift 2008) or "structures of feeling" (Williams 1975, 1977) might look like. Specifically, two alternative ambitions will be considered for educational ethnography after the affective turn: first, that it should seek to describe the lived, psychosocial economies of affective practice (Wetherell, 2012); secondly, that – abandoning any pretence of realist representation – it might, rather, work a "ficto-critical" ethnographic poetics that roams "'from one texted genre to another – romantic, realist, historical, fantastic, sociological, surreal" (Stewart, 1996, 210) in an attempt to register "atmospheric attunements" to "ordinary affects" (Stewart, 2007 and 2010 respectively)
Working with Objects
Alison Jones, University of Auckland

This workshop, led by Alison Jones, is an opportunity for participants to talk with others about how objects appear in their work, and what methods those objects require. Alison’s focus is archival objects, but there are a number of sites where research objects are to be found, and different ways that objects demand or shun attention in the field of education.

Insisting on Audre Lorde
Dr. Suryia Nayak, Senior Lecturer in Social Work, University of Salford, School of Nursing, Midwifery and Social Work, s.nayak@salford.ac.uk.

This workshop insists on the importance and relevance of Audre Lorde’s scholarship. My starting point is that ‘[t]he shadow obscuring this complex Black women’s intellectual tradition is neither accidental nor benign’ (Hill Collins, 2000:3). This workshop picks up on the idea of the impossibility of hospitality (Derrida, 2000) and the ‘critic as host’ (Hillis Miller, 1979) to frame a critical analysis of the occupation and location of Black feminist praxis. This workshop re-reads Spivak’s (1988) question, ‘Can the Subaltern Speak?’ in terms of, ‘Can the Black feminist theory of Lorde speak?’ The question of what is read and utilised and what is not, particularly when the ‘what is not’ refers to Black feminist scholarship in general, and to the work of Lorde in particular, opens up a range of issues at the heart of all scholarship (regardless of whether your interest is Black feminist theory or not!). In response to Lorde’s (1979) challenging claim that, ‘The Master’s Tools Will Never Dismantle the Master’s House’ this workshop asks what and where are the tools we can use as scholars to make a difference in this house of oppression?
Provocations, Improvisations: Encounters Between Art and Qualitative Research
At the 3rd Summer Institute in Qualitative Research, Manchester Metropolitan University, 22 – 26 July 2013

Provocations, improvisations: encounters between art and qualitative research will take place on Wednesday 24th July 2013 (1.30 – 6.00pm). It will be a series of collaborative events involving artists, musicians, researchers, and art theorists, organised by Rachel Holmes (MMU), Geoff Bright (MMU) and Kelly Clark/Keefe (Appalachian State University). The event has been organised so that some collaborations will run throughout the day and conference delegates can choose to experience these as and when they feel the inspiration. Other events will form part of an afternoon of provocations, improvisations. The event is part of the Summer Institute in Qualitative Research, hosted by the Education and Social Research Institute (ESRI) at Manchester Metropolitan University. For further details visit www.esri.mmu.ac.uk/siqr/.

Provocation. To eat is to grow is to die is to love: Art through the mouth of the fairy tale.

Carol Mavor studied painting and film with the critic-painter Manny Farber; learned about cinema from the filmmaker Jean Pierre Gorin; saw beyond 'objecthood' under the tutelage of performance greats like Allan Kaprow and Eleanor Antin. Performing within her sculpted, painted, carved, wallpapered, furnished scenes, she told stories of childhoods, real and imaginary. One performance was entitled 'Alice Malice'. 'Alice Malice' was the seed of her lifelong interest in Lewis Carroll. Thereafter, the relationship between writing and art-making was forever knitted for her.

Provocation. Watching Arrivances

Watching Arrivances is a momentary productive intensity; an arts-induced event that happened as I traveled the sensorial and conceptual territory of writings in feminist post-constructivist qualitative research methodologies. An experimentation in visual and poetic form, this provocation attempts to put to work the idea of social scientific practices and their productions as somatography; a methodology grounded in an intense attunement to the deep noticing and noting of material-discursive subjectivity (Barad, 2007; Hojgaard & Søndergaard, 2011) and to the poeisis, or creativity of emergences or becomings. Kelly Clark/Keefe is Assistant Professor of Leadership and Educational Studies at Appalachian State University.
Provocation. Digital Child

For children the animation of life is in part supplied by mediating encounters. The encounter matters out life. Pathways are opened for investigation, provocation of thought, action, and momentum. In the digital animation of matter, the proliferation of materialized forms direct thoughts just as thought is instrumental in creating form. Halberstam (2011) argues that animated life in film offers a place that revolutionary activity can occur, as a representation of alternatives to mainstream behavioural structures. In this presentation I explore examples of digital life as made for the digivolution (gender-humanization by edutainment) of children, asking how alternative becomings emerge through the kinedramatic digital animation. Felicity Colman is a Reader in Screen Media, Manchester Metropolitan University.

Provocation. Improv/Lab with Dividual machine

Dividual machine is a momentary collective of sonic improvisers using a variety of instruments – bass, percussion, wind, voice, whistles (and a few surprises in pockets and up sleeves). In this session, Dividual Machine will work live with the idea of the ritournelle, or ‘refrain’, from Section 11 of Deleuze and Guattari’s: A thousand plateaus. The performance will include a response from Sarah Dyke, inciting a laboratory / conversation about ‘improvisation’ in research and ‘research’ in improvisation, which will, hopefully “begin to bud ‘lines of drift’ with different loops, knots, speeds, movements, gestures, and sonorities” (Deleuze and Guattari: A thousand plateaus, 344).

Provocation. Petrification

Bryony Bond is currently the Curator for Temporary Collections at the Whitworth Art Gallery. She worked on the Alchemy research project with Manchester Museum.

Ilana Halperin is a Glasgow-based artist. Increasingly interconnected events of a political, historical and everyday nature are progressively drawn together in her work. One object in the Manchester Museum, a plaque made from a petrifying well in France, inspired Ilana to make a whole new body of work.

Provocation. The Dreaming of the Bones

‘The Dreaming of The Bones’ is a collaboration of ideas brought together under the roof of a ‘4D Pop Up’. Rebecca Patterson is a Senior Lecturer in Drama Education at MMU’s Faculty of Education and Cathie Cross is founder and Director of 4D creative. The work will respond to the theme of ‘Putting Theory to Work’ by exploring the relationship between drama in education, interactive technologies and the imagination.