



5th Summer Institute in Qualitative Research: Putting Theory to Work

Monday 10th – Friday 14th July 2017

Education and Social Research Institute

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



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Welcome to the 5th International Summer Institute!

We are delighted to welcome you to this, our fifth 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 we know from experience that it will be tiring! But it is also interactive, sociable, and full of occasions for mutual support. So we are 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!

Rachel Holmes
Summer Institute Curator

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 session, with conversations being stimulated by the 'provocations' provided by the keynote speakers. In those same groups, you will also take part in making sessions that with fold and fabricate the concepts and issues raised in each day's keynote discussions, to ask: *what happens when we think theoretical concepts in intra-action with materials and art-based propositions?*

A strand of workshops, 'Putting theory to work', runs throughout the week, where researchers describe the influence of a key thinker, concept or theory 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.

Contact: siqr@mmu.ac.uk
Education and Social Research Institute
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Organising Committee

Rachel Holmes

(Director 2017)

Rachel Holmes is Professor of Cultural Studies of Childhood in the Education and Social Research Institute (ESRI) at Manchester Met. She leads the Children and Childhood Research Group and the Childhood and Youth Research Network across the faculties of Education and Arts and Humanities. The research projects she has been involved with include young children and behaviour, babies in prison, young children in art galleries and museums and more recently, two-year-olds in education settings.



Maggie MacLure

(Founder of SIQR)

Maggie MacLure is Professor of Education in the Education and Social Research Institute (ESRI) at Manchester Met. She leads the Theory and Methodology Research Group and is co-convenor of ESRI's new Biosocial Laboratory for Research on Learning and Behaviour. Her most recent research projects have centred on early childhood education, and the issue of 'behaviour' in school. Maggie's book, *Discourse in Educational and Social Research*, won the Critics' Choice Award from the American Educational Studies Association.



Christina MacRae

(SIQR17 'The Fold' sessions organiser)

Christina currently works as a Research Fellow at the Education and Social Research Institute, Manchester Metropolitan University. She has a background as both as an early years teacher and researcher. She has experience of arts-based and ethnographic research projects into early years practice in schools and museums. Christina has recently worked as a teacher in a Children's Centre in inner city Bradford. Her doctoral work explored the way that space is produced in an early years classroom, drawing on non-representational theories to think about the embodied and material processes at play.



Abi Hackett

(Virtual SIQR17)

Abigail Hackett is a Research Fellow in the Education and Social Research Institute at Manchester Metropolitan University. Her research is interested in role of place and movement in young children's literacy practices. She works mostly with children under three years, and their families in community settings. Abi began her career in museums and her work continues to inform museum-learning practice for early years audiences.



Laura Trafi-Prats

(SIQR17 'The Fold' sessions organiser)

Laura Trafi-Prats is Senior Lecturer at the School of Childhood, Youth and Education Studies at Manchester Metropolitan University. She is also member of the Children and Childhood Research Group at Manchester Met's Education and Social Research Institute. Her research connects the fields of visual arts, childhood, post-structuralist and new materialist theory. It has been published in journals like *Studies in Art Education*, *Qualitative Inquiry*, *Journal of Curriculum and Pedagogy* and *Cultural Studies* <-> *Critical Methodologies*.



David Rousell

(SIQR17 Exhibition)

David is Research Fellow in the recently established Centre for Biosocial Research on Learning and Behaviour at Manchester Metropolitan University. He is currently working with a team of interdisciplinary researchers and practitioners in the development of experimental research initiatives spanning the arts, humanities, and sciences. David's recent research and artistic practice has focused on creating multi-sensory and immersive cartographies of learning environments that are responsive to the changing material conditions of contemporary life. David has exhibited his artwork in galleries, museums, and public spaces around the world, and his research has been published in a range of international academic journals.



Elaine Sheehan

(SIQR17 Administrator)

Elaine supports the administration of all Postgraduate Research Degree student processes in the Faculty of Education including the admissions process. She provides support and advice to supervisory teams and students throughout the duration of their studies. Elaine also supports the organisation of conferences such as the annual Education and Social Research Institute Student Conference and the Summer Institute in Qualitative Research.



Keynote Speakers

Transcendental Fragility

Clare Colebrook

PennState
College of the Liberal Arts



Abstract

There have been many claims within theory for a new mode of fragility: Agamben describes a humanity increasingly exposed to what was once a marginal condition of bare life, while Judith Butler has drawn her attention to the precarious nature of existence. Saskia Sassen describes a global phenomenon of expulsion, and a new industry focused upon disaster, catastrophe and existential risk has experienced an efflorescence in the twenty-first century. At the same time, and bound up with this fragility, there is an evident avowedly human virility, ranging from U.S president Donald Trump's program of winning, greatness and robust deal making, to widespread nationalist and supremacist resurgence. Rather than see these two tendencies as in tension it is better to see 'humanity' (even, and especially, in its humanitarian mode) as bound up with a relation to an always-outsourced fragility.

Provocations for discussions groups

To what extent is the canon of high theory relevant today, and to what extent does this same canon explain away (rather than explain) Western chauvinism?

Is 'the human' a viable, pernicious or avoidable concept?

Pre-conference reading

'Humanist Posthumanism, Becoming-Woman and the Powers of the 'Faux'' and 'The Time of Planetary Memory'

Bio

Claire Colebrook is Edwin Erle Sparks Professor of English, Philosophy and Women's and Gender Studies at Penn State University. She has written books and articles on literary theory, literary history, contemporary European philosophy, poetics, visual culture, queer theory and feminist theory. She recently published *Twilight of the Anthropocene Idols* with Tom Cohen and J. Hillis Miller.

What was sociology?

Des Fitzgerald

Cardiff University



Abstract

In a famous paper published in 2007, Mike Savage and Roger Burrows diagnosed an 'empirical crisis' for sociology – by which they meant a collapse in sociology's empirical jurisdiction in the wake of new digital methods for getting hold of social life, and the ongoing threat to the discipline's future viability posed by the private companies that controlled those methods. That paper, much cited and discussed, precipitated a broader conversation, about what qualitative methods were actually then going to look like within the mobile, fluid and contingent social world of the early twenty first century. In this paper, I offer a re-reading of some of this literature. In particular, and drawing on some of the surprisingly vitalistic, existential, and biological imagery in which it is embedded, I show that what imagines itself a conversation about the politics of method is also, at least in part, conversation about the politics of *life*. I take that politics of life as an invitation to thread this debate though some of my own work on how social and biological agencies come to inhabit one another – and I argue that such works might yet offer a less conventional empirical and conceptual registers for understanding (and living in) the empirical crisis in which sociologists currently find themselves.

Provocations for discussions groups

Is there truly still a place for qualitative methods within the digital and biological transformations of the present?

Should the methods and approaches of the social sciences remain demurely separated from the methods and approaches of the biological sciences?

Pre-conference reading

Fitzgerald, D. and Callard, F. (2014). 'Social Science and Neuroscience beyond Interdisciplinarity: Experimental Entanglements'. *Theory, Culture & Society*, Vol. 32(1) 3-32.

Bio

Des Fitzgerald is sociologist and STS scholar at Cardiff University. His interests are broadly in the psychological and brain sciences, although he also maintains a (reluctant) side-interest in thinking about the politics and pragmatics of collaboration between the social and biological sciences. He is the author of *Tracing Autism: Uncertain, Ambiguity and the Affective Labor of Neuroscience* (University of Washington Press, 2017) and the co-author (with Felicity Callard) of *Rethinking Interdisciplinarity across the Social Sciences and Neurosciences* (Palgrave, 2015). With Nikolas Rose, he is currently writing a book called *The Urban Brain*.

Arts Practice as Method, Urban Spaces and Intra-Active Faiths

Anna Hickey-Moody
University of Sydney



Abstract

This presentation examines the research design for an arts based (Barone & Eisner 2011; McNiff 1998) interfaith research project that is intended to build relationships between children from different faiths and to increase research participants' understandings of faiths other than their own.

The project is funded as an Australian Research Council Future Fellowship called *Early Start Arts to Counter Radicalization* and has a mixed method approach that brings arts based workshop groups for children together with focus groups for parents. Early findings demonstrate the utility of art for developing a sense of belonging and self worth in children and clearly show ways in which art facilitates comment on complex social issues even from primary school age.

The nature of such socially engaged arts based research means it must be developed or, at the least refined, through engagement with community and social context. As such, consideration of the urban environment that shapes the lives of the young research participants and their families forms part of the discussion undertaken. Arts practice materializes the social in new ways, as a methodological transformation of affect theory, focusing on, activating and transforming emotional responses (Tomkins 1992 4: 7).

The project is the first childhood and interfaith (Bunge 2006) project to operate from a framework that brings theories of affect (Tomkins 1992; Colman 2005; Murphie & Bertelsen 2010; Hickey-Moody 2009, 2012, 2013) to consider the creation of new forms of interethnic, interracial community and national belonging through art.

This framework focuses on non-verbal, aesthetic and culturally coded forms of information exchange. Art making workshops maximize the potential for non verbal of communication and allow for the observation of how interfaith young people relate to each other through body language, iconography, colours and gestures. The arts workshops generate innovative data sets that include images created by children, videos and photographs of interfaith children working together.

These data sources offer invaluable insight into the embodied politics of art making and the interpersonal relationships that art making practices entail. Focus groups with the families of young participants, offer adult perspectives on public perceptions of minority faiths and also show the ways faith has sustained families thorough moves across the world and often across war torn lives.

Through a new materialist lens, I will show that the art work created by this project is an intra-active idea of faith and becoming-together of different beliefs, effected through aesthetic practices.

Provocations for discussions groups

What is the significance of a new materialist lens for how we understand the process of art making?

How might Barad's work in *Meeting The Universe Halfway* help us understand what happens when people think together, or share ideas about faith?

Pre-conference reading:

Hickey-Moody, A, (2016). 'A Femifesta for Posthuman Art Education: Visions and Becomings'. In C.A. Taylor et al. (eds.). *Posthuman Research Practices in Education*. Hampshire: Palgrave MacMillan, pp 258 – 266.

Bio

Anna Hickey-Moody is Professor of Media and Communications and Australian Research Council Future Fellow at RMIT University, Melbourne. Anna trained in performance studies and social anthropology at the University of Adelaide. She worked in Dance Theatre until 2004. Since then, her work with socially engaged art as a research method has received attention from across the world. She ran The Centre for the Arts and Learning at Goldsmiths, University of London from 2013 until 2016, establishing their practice based PhD in Arts and Learning. During this time Anna also co-founded the Goldsmiths Disability Research Centre with Rob Imrie. Anna works with arts based methods to develop stories about marginalised young people that challenge stereotypical forms of representation. Often public discourses about minority youth re-inscribe disadvantage or prejudice. Anna's research builds relationships between young people from disadvantaged backgrounds and produces new ways of representing them.

Mobilising Run-a-way Methodologies for Life Support

Jên Angharad Free-lance Artist

Gabrielle Iverson Manchester Metropolitan University

Emma Renold Cardiff University

Abstract

Following on from the workshop, "Reaching into the not-yet: a body workshop to feel the threshold of thought's movement", we provide the backdrop to how we are developing our pARTicipatory run-a-way methodology. Inspired by Erin Manning's (2016, p.47) foregrounding of art not as object, but as 'the way' to 'feeling-forth potential futures', we share the process of how we moved between physical activities, arts based workshops and film-making. Young people in a post-industrial Welsh valleys town where we have been working for four years, sent an appeal into the twittersphere. Having worked with the youth centre on the films *Light Moves* and *Graphic Moves* (www.productivemargins.co.uk), we were eager to respond to the eight girls and one boy, who told us they wished to take their bodies to the edge, to feel something more than loss and rage: the loss of industry and the rage of rising unemployment; the feeling of losing their way, a way they described as twisted and complex; and the anticipated loss of the youth centre that had become and is their life support.

Crafting our methodology (Hickey-Moody 2016), a practice that has been on-going for a number of years (Iverson and Renold, 2016, 2013a and b; Renold and Iverson, 2015, 2014, Renold 2017), we wanted get beyond notions of reparation or ameliorative strategies that try to somehow 'fix' or re-route the young people and change them into non-aggressive, conformist citizens, rendered compliant in the face of what they see and feel everyday. Instead we took what manifested at times as depressive hostility and diffracted it through a new-materialist feminist political frame, sparked from their own struggle to articulate intense inter-personal oppressive gendered and sexual practices. We perform elements from our run-a-way methodology and suggest how physical movement, body-forming and dartafacts (objects crafted from and carrying experience) ran-a-way into a film called "Life-Support". We end by screening the short film, as an affective threshold informed by the highs and lows of lives, lived on the edge.

Provocations for discussions groups

How does place (this place, wherever you are while reading this) call you into being?

What proto possibilities cannot be called out in this places (for you?)

Is 'the human' a viable, pernicious or avoidable concept?

Pre-conference reading

Iverson, G. & Renold, E. (2013). 'Subjectivity, affect and place: Thinking with Deleuze and Guattari's Body without Organs to explore a young girl's becomings in a post-industrial locale'. *Subjectivity*, 6, 369 – 390.

Bio

Gabrielle Iverson

Gabrielle Iverson is Professor of Education and Community, Manchester Metropolitan University. She is co-editor of *Material Feminisms and Education*, (with Carol Taylor) *Knowledge and Identity: concepts and applications in Bernstein's sociology of knowledge*, (with Brain Davis and John Fitz) and author of *Rethinking Single-sex teaching: Gender, school subjects and learning*, (with Patricia Murphy). Her research is undertaken in a number of ex industrial communities developing creative methodologies for participation, learning and political activism. Current research projects are leading the BERA Commission on *Poverty and Policy Advocacy* <https://www.bera.ac.uk/project/bera-research-commissions/poverty-and-policy-advocacy> and as Co-Investigator on *Productive Margins: Regulating for Engagement Project*, where she explores co-production to understand barriers to bottom up community mobilisations (www.productivemargins.ac.uk). She was co-editor of the *Journal Gender and Education (2012-2016)* and a previous chair of the *Gender and Education Association*.



Emma Renold

Emma Renold is Professor of Childhood Studies at the School of Social Sciences, Cardiff University. She is the author of 'Girls, Boys and Junior Sexualities' (2005), *Children, Sexuality and Sexualisation* (with Ringrose and Egan, 2015) and the co-editor of the "Routledge Critical Studies in Gender and Sexuality in Education". Inspired by feminist/queer materialist posthumanist theory, her research investigates how gender and sexuality come to matter in children and young people's everyday lives across diverse sites, spaces and locales. Recent projects (see www.productivemargins.ac.uk) explore the affordances of co-productive, creative and affective methodologies to engage social and political change with young people on gendered and sexual violence (see www.agenda.wales). Emma is currently chairing the Welsh Government's expert panel on the future of sex and relationships education in Wales, and working on a book project with Professor Jessica Ringrose, *Gender, Activism and #FeministGirl* (Routledge 2018).



Jên Angharad

Jên Angharad trained in Dance Theatre and Advanced Performance at the Laban Centre for Movement & Dance, London. Her career began in performance before building a portfolio of work independently as a bilingual choreographer, workshop facilitator and movement director in education, community, theatre and television. She has enjoyed a varied career working with dance organisations as a director, project manager and producer of national dance and arts programmes. She is a member of the Future Matters Collective in Cardiff and collaborates with Cardiff University colleagues and artists on research projects as movement facilitator, choreographer and performer.



Gendered trouble in the interdisciplinary bakery and the possibility of rethinking “a shift from paideia to humanitas”

Hillevi Lenz Taguchi Stockholm University
Lena Aronsson Stockholm University

Abstract

Our aim is to lay out a cartography map (Deleuze & Guattari 1987) of some of the various encounters the two of us have performed and experienced in two very different interdisciplinary educational neuroscience projects. When following a feminist epistemological line of thinking in this tracing-and-mapping exercise (Lenz Taguchi, 2016), the figuration of a *gendered trouble in the interdisciplinary bakery* emerges and takes shape on this constructed map. This alludes to Callard and Fitzgerald's (2015) *layer cake* metaphor, as one version of interdisciplinary research, which corresponds well to the first of our two projects. This trouble also extends to the second project, where it was played out in a different way. Whereas the first project required a disciplinary separation in parts of its enactment, reflecting the layers of the cake, the second project was enacted as a transdisciplinary mixture: a multi-ingredient and interactive *cake mix*. Its goal was not simply collaboration to achieve reciprocal aims, but rather to put to work collaborative productions of inventive forms of knowing. Hence, being positioned and constituted as an involved and active *co-producer of knowing* as preschool practitioner in the second project, differs extensively from being a participant in the first project.

With ambitions of willfully enacting *asignifying ruptures* (Deleuze & Guattari, 1987) on the constructed map of encounters, we, just like Des Fitzgerald, have actively questioned the possibility of epistemological reciprocity in interdisciplinary research, involving educational practices and the neurosciences. We have ruptured these lines of reciprocity to instead acknowledge the self-differentiating process produced in the encounters between disciplines, researchers and practitioners. Moreover, we suggest a necessary *doubled movement* in the production of interdisciplinary educational research which corresponds to our rethinking of what Colebrook (2017), with reference to Heidegger, talks of as “a shift from paideia to humanitas”.

Provocations for discussions groups

1. As researcher: Given that you were offered the opportunity to collaborate with another (or several) other research disciplines around an issue that you are most concerned about: In terms of epistemology, methodological consequences and research practices that you favor in your own work, what is negotiable and what is not? And/or: under what specific circumstances might something be negotiable, or instead completely impossible to negotiate around?

As practitioner: What kinds of issues that require interdisciplinary research are you eager for researchers to do in your kind of practices? And what kind of research practices would you be interested in participating in to know more about the issues that you find crucial to know more about?

2. As practitioner: In what ways would you like to be participative and collaborate with researchers in a research project, in terms of both the process itself and possible outcomes and/or consequences of the research?

As researcher: In what ways would you like to negotiate and perhaps make possible new/other ways of participation and collaboration in relation to the practitioners and other actors/agents that are concerned by and/or dependent on the issues that your research involves?

Pre-conference reading

Lenz Taguchi, H. (2016). *'Deleuzo-Guattarian Rhizomatics: Mapping the Desiring Forces and Connections between Educational Practices and the Neurosciences'*. In C.A. Taylor and C.Hughes (2016). *Posthuman Research Practices in Education*. Hampshire: Palgrave MacMillan, pp 37-57.

Bio

Hillevi Lenz Taguchi

PhD in Education, Professor of Child and Youth Studies and director of research studies in Early Childhood Education, Department of Child and Youth Studies, Stockholm University,

Sweden. Experience of trans- and interdisciplinary research specifically focusing feminist theories and continental philosophy in her studies of higher education, teacher education and early childhood practices. She is much involved with the theoretical development and transgressive methodologies as part of the Posthumanist, New Materialist and Post Qualitative turns. Since 2015 she is project-leader of a large interdisciplinary educational neuroscience project with participating researchers from education (pedagogy and didactics), psychology, cognitive neuroscience and linguistics, involving 30 preschool-units and more than 400 children, 97 staff-members and 14 researchers and assistants.

Lena Aronsson

PhD student in Early Childhood Education, Department of Child and Youth Studies, Stockholm University, Sweden. The dissertation project aims to explore how Educational Neuroscience might be enacted in Swedish preschool practices, in terms of epistemological encounters between neuroscientific research about young children's learning and language acquisition and early childhood literacy theories and practices. Together with preschool practitioners in three preschools, during nine months' fieldwork, Aronsson has put to play a practise of cartography mapping and collaborative encounters. Furthermore, Aronsson is a seasoned preschool teacher with long experience of bilingual children and second language learning, as well as teacher-educator. Currently she teaches in continuing education courses for preschool managers, focusing on educational leadership.



Is Racism an Agent? Putting Posthumanism To Work in the Struggle Against Institutionalized Racism

Jerry Rosiek

University of Oregon



Abstract

Weary with well-rehearsed debates between naïve empiricists and social constructivists, social science scholars have begun turning to new materialist and post-humanist philosophy for alternative ontologies of the social. These relatively nascent philosophical movements have introduced a variety of provocative concepts into our conversations about research methodology. Perhaps the most challenging and promising of these is *agential realism* – the idea that agency is a characteristic of human and non-human phenomena. According to this view, inquiry is not simply a process of humans describing a world of passive objects and mechanical processes. Instead, inquiry is the co-creation of a relation within which we are established as agential beings intra-acting with other agential (but not necessarily human) beings. The question many of us at this conference have been wrestling with is how does this agent ontology translate into a research practice. In this paper I offer that institutionalized racism is a phenomena that we can productively engage as an agent. Racism is resilient. It adapts to our analytic and political interventions. It moves around them like water, at times co-opting the rhetoric of anti-racist resistance and the subjectivities of researchers who seek to analyze its operation. Drawing on new materialism, as well as contemporary indigenous philosophy, anti-Blackness theory, and pragmatic semiotics, I illustrate how approaching racism as an agent can help us think ambitiously and more precisely about the methodological implications of agent ontologies.

Provocations for discussions groups

Ontological entanglement, according to Barad, involves both the inquirer and the inquired being constituted through the process of inquiry. One of the risks involved in applying new materialist philosophies to social research is that we end up treating non-human agents, intra-actions, assemblages, and entanglements as just one more object of study to be described. This ends up becoming something like phenomenological description with a different vocabulary. The traditional spectator subject of the researcher and all the politics associated with that subjectivity remains unaltered. Can we name specific ways we as inquirers are constituted differently as subjects and/or agents through new materialist inquiries? How might we imagine ourselves and our world being ontologically transformed by our inquiries? What is gained in terms of practical political efficacy through using an agentially realist approach to our research?

Pre-conference reading

“Critical Race Theory, Agential Realism, and the Evidence of Experience: A Methodological and Theoretical Preface” by Jerry Rosiek. Excerpted from *Resegregation as Curriculum: The Meaning of the New Segregation in U.S. Schools* (Routledge) by Jerry Rosiek & Kathy Kinslow.

Bio

Jerry Rosiek is a professor at the University of Oregon in the Department of Education Studies and is affiliated faculty in the Department of Philosophy. He teaches courses on the cultural foundations of educational practice and qualitative research methodology. His research looks at the way teachers think about the mediating effects of race, culture, class, gender, sexuality and social context on student learning. His theoretical scholarship explores the way pragmatic philosophy, feminist materialism, indigenous philosophy, and critical race theory provide promising ways to think outside of necessary, but increasingly wearisome foundationalism vs. anti-foundationalism debates in the social sciences. His writing has appeared in major journals including *Harvard Educational Review*, *Education Theory*, *Educational Researcher*, *Qualitative Inquiry*, *Curriculum Inquiry*, *Educational Psychologist*, & the *Journal of Teacher Education*. His recent book with co-author Kathy Kinslow is entitled *Resegregation as Curriculum: the Meaning of the New Segregation in US Schools* won the Outstanding Book of the Year award from the American Association for Teaching and Curriculum.

Epistemology in a Speculative Key

Iris van der Tuin
Universiteit Utrecht



Abstract

Susanne K. Langer (USA, 1895-1985), Hélène Metzger (France, 1889-1944), and Eva Louise Young (UK, 1861-1939) are three almost forgotten female philosophers who wrote in time(s) of war and whose work is not easy to classify. Working “through the bracketing of the sedimented categories and schema by which we reflect on and ‘deaden’ [life and death-in-life]” (Jones 2010: 4), each of them is in their own way a vitalist, a materialist. In this contribution, I will focus on Langer’s, Metzger’s, and Young’s excessive, destroyed, or not existing citation practices and the lack of archives of their work. I will argue that, and how, these situations require digital methods of research. These digital methods do not however exclude material labor or lead empirically to long lost facts about the philosophies, or about the lives, of Langer, Metzger, and Young. Instead, the research methods invite for speculation about relations of influence and power that reveal, in the words of the contemporary ‘cartographer of meaning,’ Maria Popova of *Brain Pickings*, what is “really a record of my becoming who I am.” What can we say about the records of becoming Langer, Metzger, or Young?

Provocations for discussions groups

This is what Maria Popova has said about her thinking and about her website *Brain Pickings* in an episode of Krista Tippett’s podcast *On Being*: “I get around on bikes, so I commute. And whatever I listen to, that feeds in. That’s part of the reading.” How do you experience relations of influence on your thinking and your work? Are these relations necessarily traceable? Are they always human?

How would you visualize relations of influence on your thinking and work?

Pre-conference reading

Van der Tuin, Iris (2016). ‘Bergson before Bergsonism: Traversing “Bergson’s Failing” in Susanne K. Langer’s Philosophy of Art’. *Journal of French and Francophone Philosophy* 24.2: 176-202. <http://jffp.pitt.edu/ojs/index.php/jffp/article/view/776/738>

Bio

Iris van der Tuin is associate professor in, and program director of, Liberal Arts and Sciences at Utrecht University (The Netherlands). Trained as a feminist epistemologist, she is specialized in gender studies and new materialisms (especially pertaining to humanities scholarship that traverses ‘the two cultures’). She co-authored *New Materialism: Interviews & Cartographies* (Open Humanities Press, 2012) with Rick Dolphijn, wrote *Generational Feminism: New Materialist Introduction to a Generative Approach* (Lexington Books, 2015), and edited *Nature for Macmillan Interdisciplinary Handbooks: Gender* (Macmillan Reference USA, 2016). Iris currently chairs the COST Action *New Materialism: Networking European Scholarship on ‘How Matter comes to Matter’* (2014-18).

Seeing the inside: doing biosocial research in education

Deborah Youdell
University of Birmingham



Abstract

This paper examines the methodological and political implications of biosocial research in education. It engages with divisions between naturalistic and experimental methods and longstanding social science anxieties over science’s truth claims. It explores the implications of distinctions between the human conceived of as rational and unitary, as amalgam of biological functions, as socially constituted subject, or as multi-species holobiont. It considers the limits for application to the ‘universal’ of knowledge and methods developed to investigate the ‘abnormal’. And with an eye to technology, it engages with debates over the explanatory force of fMRI and the hopes and fantasies exposed by CGI footage of the sub-molecular body. The chapter sets out the possibilities for research offered by working through an assemblage of trans-domain methods and conceptual frames spanning nutritional supplementation, pedagogic intervention, the science of blood and breath samples, electroencephalography (EEG), and ethnographic observation of everyday life.

Provocations for discussions groups

Should social sciences move from critique to engage productively with biosciences?

Can biological and social sciences really collaborate on trans-domain empirical research?

Pre-conference reading

Youdell, D. (2017). Bioscience and the sociology of education: the case for biosocial education. *British Journal of Sociology of Education*, 1-14. doi:10.1080/01425692.2016.1272406

Bio

Deborah Youdell’s work in the Sociology of Education has been concerned with the relationship between policy, practice and inequalities, exploring how inequalities are connected to subjectivities, everyday practices, pedagogy, institutional processes and policy. This research has spanned issues of race, ethnicity, gender, sexuality, religion, social class, ability and disability and has been underpinned by engagements with post-structural thinking about power, the subject, space, and the political. In her most recent work she has turned to the encounter between the social and the biological in education, bringing emerging knowledge in the new biological sciences together with sociological accounts of schooling to generate new insights into the learner and learning. Deborah is currently working with Martin R. Lindley on a new book for Routledge to be titled *Biosocial Education*.

Divination: mobilising sense and nonsense for research after method

Maggie MacLure

Manchester Metropolitan University



Abstract

The problem with method is that it wants to contain difference within the iron “fettters” of representation (Deleuze, 1994: 174). This logic is everywhere evident in conventional qualitative method: in its devices for reducing uncertainty and extracting meaning from events; in the priority given to language, and in the deep methodic aversion to materiality and the body. Animated by Deleuze’s (2004) *Logic of Sense*, I look for post-representational practices that are attuned to the material-discursive entanglement of words and worlds, and demand immersive engagement in the ramifications of events rather than interpretive dominion over them. I consider the potential of divination, interest and experimentation as alternatives to, or mutations of, analysis, interpretation and critique, and explore techniques that might mobilise sense/events in research encounters.

Provocations for discussions groups

How can we make language ‘stutter’ to release sense, without lapsing into empty textual play?

What’s left of criticality after critique?

Pre-conference reading

MacLure, M. (2013) Researching without representation? Language and materiality in post-qualitative methodology. (Special Issue: Post-Qualitative Research) *International Journal of Qualitative Studies in Education* 26(6) pp 658-667

Bio

Maggie MacLure is Professor of Education in the Education and Social Research Institute (ESRI) at Manchester Met. She leads the Theory and Methodology Research Group and is co-convenor of ESRI’s new Biosocial Laboratory for Research on Learning and Behaviour. 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 fold: Putting thinking in motion through material encounters

This series of four making sessions asks: *what happens when we think theoretical concepts discussed in the Institute's keynote lectures in intra-action with materials and art-based propositions?*

Delegates will be invited to work in their discussion groups and to perform art-based experiments with the currents of thought and ideas that have emerged in the day's sessions. The idea is to use the space of an A-3 page to play (iteratively, dynamically, materially, topologically) with discourse as a pedagogical practice of re-visiting, re-living, re-enacting to "unfold some of the multiplicities and differentiations of the event" (Taguchi, 2010), and to experiment with different ways of making knowledge matter.

Each of the sessions will respond to an arts-based proposition that provides a conceptual and aesthetic provocation for thinking through making:

Session 1:

Playing with discourse as a painterly mark

Session 2:

Texturising your concepts into landscapes

Session 3:

Diagramming the vitality of the event

Session 4:

Folding and cutting the surface of encounter

Session 5:

Stringing up a fluid montage

These art-based propositions are designed to condition and modulate the unfolding of each session as a process of collective experimentation, while inviting the contingencies of risk, failure, accident, and mess that are inherent to processes of making and remaking.

A wide range of artistic materials will be provided, and delegates will also be invited to bring their own materials, session notes, and found objects into the sessions in order to effect unlikely disruptions and interventions into the event's unfolding.

The last session will consist of an exhibition where all the artefacts created during the sessions will be installed in the conference foyer. This will be a moment to share how the agential practices with materials and art-based propositions have (re)configured the thinking with the theoretical arguments and ideas presented during the Institute; how they have suggested potential paths for further inquiry; or, how they have pointed towards "sympoetic" practices traversing philosophy, social research, art, and activism (Haraway, 2016).

'unfold some of the multiplicities and differentiations of the event'

(Taguchi, 2010)



SIQR17 Exhibition

Lures for Feeling: Selected works from the *States and Territories* project (2014-2016) David Rousell

This exhibition brings together a series of photographic and video works that have been selected from material produced over the course of the *States and Territories* project.

Over the last three years, the *States and Territories* project has collectively re-imagined the learning environments of a regional university campus through a series of environmental art installations, locative media interfaces, and participatory fieldwork involving students and academics working in the arts, humanities, and sciences.

The exhibition draws on Whitehead's (1978) theory of prehension to work with visual research data as 'lures for feeling'. In thinking data as a series of propositional lures, analysis shifts from a linear representation of time and causality towards the 'event-time' of play, performativity, and ethico-aesthetic experimentation (Massumi, 2011).

This enables the research data to effect a time slip, such that objects and images begin to resonate with the virtual elements of memory (pastness) and potential (futurity). Videos and photographs produced over a period of several years thread vectors of previous spaces and times into an incipient unfolding of the present.

Rather than being passive or inert, each image is *actively happening* with every moment as a living archive of its own experience: 'a renewal, a novelty, a fresh creation' (Shaviri 2009, p. 18).

We could say that the image *prehends* its surrounding environment through the data that accretes on its manifold surfaces. The image therefore contributes its own aesthetic force to the making of the research event through prehension, such that the protagonist of the encounter is neither the image, the researcher, the artist, the participants, the audience, nor the data, but the subjective character of the occasion as a vector of feeling (how the data is relationally *felt*).

This is one of the surprising implications of the 'vector-character' of prehension: it means that data which are relatively distant in space and time (such as the moon outside your window, or a childhood moment captured in a photograph) can be felt here, in this very moment, simply by prehending them. This opens up the immanent potentiality of the image by *feeling the data* as the lure for a novel form of togetherness, regardless of spatial or temporal proximity.

'a renewal,
a novelty,
a fresh
creation'
(Shaviri 2009)



Programme Outline

Monday 10 July

Time	Venue	Activity
11:00	Atrium	Registration, Exhibition Atrium, Business School Tea and coffee
12:45	Lecture Theatre (G.35)	Welcome to the Summer Institute Rachel Holmes, <i>Manchester Metropolitan University</i>
13:00	Lecture Theatre (G.35)	Plenary Keynote 1 Clare Colebrook Professor, <i>Pennsylvania State University</i> "Transcendental Fragility"
13:45	Lecture Theatre (G.35)	Plenary Keynote 2 Deborah Youdell Professor, <i>University of Birmingham</i> "Seeing the inside: doing biosocial research in education"
14:30		Follow-up discussions in small groups (breakout rooms)
15:30		Tea and coffee break
16:00		The fold: Putting thinking in motion through material encounters (breakout rooms)
17:30	The School of Art, 4th Floor	Wine Reception Northern Chamber Orchestra Soloists (see details on page 17)
19:00		End of day

Tuesday 11 July

Time	Venue	Activity
09:00		Tea/Coffee/Juices and pastries
09:30	Lecture Theatre (G.35)	Plenary Keynote 3 Jerry Rosiek <i>University of Oregon</i> "Is Racism an agent? Putting Posthumanism To Work in the Struggle Against Institutionalized Racism"
10:15	Lecture Theatre (G.35)	Plenary Keynote 4 Iris van Tuin <i>Utrecht University</i> "Epistemology in a Speculative Key"
11:30		Follow-up discussions in small groups (breakout rooms)
12:30		Lunch
13:30		Workshops: Putting theory to work (breakout rooms) (See session schedule pp 23-27 for details)
	4.05a	<i>Reaching into the not-yet: a body workshop to feel the threshold of thought's movement</i> Emma Renold, Jên Angharad, Gabrielle Ivinson
	4.05b	<i>Indigenous Philosophy and Posthumanism: A Conversation About Shared Themes and Productive Methodological Divergences</i> Jerry Rosiek
	4.06a	<i>Looking for Lines: Weaving as a research method</i> Kate O'Brien
	4.06b	<i>In a nutshell: deconstructive talking, diffractive readings and/or cartography mapping to think and act differently</i> Hillevi Lenz-Taguchi
	4.07a	<i>Sound-Affects in Walking and Composing</i> David Shannon
	4.07b	<i>Post-Qualitative Research in Education: Utilising creative methodologies and how they matter: thinking with "Re/Active Documentary and the Intra-view"</i> Melissa Wolfe

Tuesday 11 July (continued)

Time	Venue	Activity
15:00		Tea and coffee break
15:30		The fold: Putting thinking in motion through material encounters (breakout rooms)
17:15	Atrium	'Onto-epistemological hoodoo': A live art performance by Alchemy/schmalchemy Geoff Bright, Gill Whiteley and Walt Shaw
18:00		End of day – Please refer to social events calendar (page 28)

Wednesday 12 July

Time	Venue	Activity
09:00		Tea/Coffee/Juices and pastries
09:30	Lecture Theatre (G.35)	Plenary Keynote 5 Anna Hickey-Moody <i>University of Sydney</i> "Arts Practice as Method, Urban Spaces and Intra-Active Faiths"
10:15	Lecture Theatre (G.35)	Plenary Keynote 6 Gabrielle Ivinson, <i>Manchester Metropolitan University</i> Emma Renold, <i>Cardiff University</i> Jên Angharad <i>Free-lance Artist</i> "Mobilising Run-a-way Methodologies for Life Support"
11:30	Lecture Theatre (G.35)	Follow-up discussions in small groups (breakout rooms)
12:30		Lunch (Hot Fork Buffet)
13:30		Delegate-led Sessions (see session schedule p 18 for abstracts and rooms)
15:00		Tea and coffee break
15:30		The fold: Putting thinking in motion through material encounters (breakout rooms)
17:00	Lecture Theatre (G.35)	BERA Commission 'Poverty and Policy Advocacy' Exploring arts for political activism with young people (led by Gabrielle Ivinson, Manchester Metropolitan University) This British Education Research Association (BERA) Commission on Poverty and Policy Advocacy brought together leading academics from across the four jurisdictions of the UK already engaged in work on poverty, education and schooling. The aim of this Commission has been to build a network of research-active practitioners and publics across the UK and internationally to engage in knowledge building about poverty and multiple deprivation as these find expression in education and schooling. In preparation for the final event, a Community Forum in Manchester, we ran a series of workshops in three secondary schools (year 9, students aged 13-14), and one primary school (year 6, children aged 9-10 years) in three areas of Manchester in low SES catchment areas yet with divergent ethnic mixes. In the session we will discuss how to used arts-based methods to elicit views from young people in ways that avoided pathologising them as 'poor'. A section of young peoples' art works and poems will be presented.
18:30		End of day – Please refer to social events calendar (page 28)

Thursday 13 July

Time	Venue	Activity
09:00		Tea/Coffee/Juices and pastries
09:30	Lecture Theatre (G.35)	Plenary Keynote 7 Des Fitzgerald <i>Cardiff University</i> "What was sociology?"
10:15	Lecture Theatre (G.35)	Plenary Keynote 8 Hillevi Lenz Taguchi and Lena Aronsson <i>Stockholm University</i> "A gendered epistemological warfare in the interdisciplinary bakery and the possibility of "a shift from paideia to humanitas""
11:30		Follow-up discussions in small groups (breakout rooms)
12:30		Lunch
13:30		Workshops: Putting theory to work (breakout rooms) (See session schedule pp 23-27 for details)
	4.04a	<i>Information Experience Design</i> Dylan Yamada-Rice
	4.05a	<i>Bad Collaboration: a how-to guide</i> Des Fitzgerald
	4.05b	<i>Fourth Wave Funniness</i> Natalie Diddams
	4.06a	<i>Unsoundwalk #2</i> Michael Gallagher and Mark Wright
	4.06b	<i>Stories You Never Knew You Had</i> Anna Hickey-Moody
	4.07a	<i>How can we approach the development of family programme in art museums in collaboration with artists?</i> Katy MaCall and Tony Hall
	4.07b	<i>Intervening with an intervention from within – a posthumanist experiment</i> Linnea Bodén
	4.44	<i>Interrupting "High Theory" and Infiltrating Mainstream Thinking with Deleuze & Guattari</i> Katie Strom
15:00		Tea and coffee break
15:30		The fold: Putting thinking in motion through material encounters (breakout rooms)
17:00		End of day – Please refer to social events calendar (page 28)

Friday 14 July

Time	Venue	Activity
09:00		Tea/Coffee/Juices and pastries
09:30	Lecture Theatre (G.35)	Plenary Keynote 9 Maggie MacLure <i>Manchester Metropolitan University</i> "Divination: mobilising sense and nonsense for research after method"
10:15		Follow-up discussions in small groups (breakout rooms)
11:15	Atrium	The Fold: Installations
12:00	Lecture Theatre (G.35)	Closing plenary Followed by review and evaluation of the Summer Institute 2017
12:30		Close

Northern Chamber Orchestra Soloists

Playing on the roof terrace of Manchester Met's Benzie Building on Monday 10th July 5.30 – 7pm will be the NCO Soloists. Formed in the late 1960s and based in Brooks Building in Manchester Met, the NCO is now one of the country's top, professional chamber orchestras, with its concerts and recordings warmly received by critics.

During this current season, the orchestra has performed with leading soloists such as Chloë Hanslip, Stephen Osborne, Adam Walker and Matthew Trusler.

The NCO is the orchestra in residence at Buxton Festival, where its versatility and dynamic yet reliable playing has helped make such a success of many recent opera productions, and for which it has received outstanding reviews from national press and media. The orchestra also has over thirty critically acclaimed recordings to its name including a series of Mozart and Haydn symphonies on the Naxos label.

A big part of the NCO's work is outreach work, the focus of which has traditionally been education work. As of this July we are starting a new project called Mind Music which will see us going into care homes to give informal concerts and workshops with a music therapist and a small ensemble of our musicians. The aim of these workshops will be to give therapeutic benefit, entertainment and explore research possibilities into the effects of music with dementia patients.

A feature of every NCO season is the regular appearance of our principal players NCO Soloists. This evening, Nicholas Ward, the orchestra's Artistic Director, is here with our other string principals playing some well-known gems from the string quartet repertoire.

For more information visit www.ncorch.co.uk



Delegate-led Sessions: Schedule

Wednesday 12 July (13:00–15:00)

Delegate-led Session 1	Room 4.04a
What is the Public Pedagogies Institute (PPI)? Karen Charman (Victoria University)	
A Matter of the Public Mary Dixon (on behalf of herself and Dr. Robin Bellingham) (Deakin University)	
Objects in the Public Sphere Karen Charman (Victoria University)	
Carving cosmologies in the interest of publicness Jayson Cooper (Victoria University)	
The erosion of the public: From Romper Stomper to Woof-Woof Matthew Thomas (Deakin University)	
Delegate-led Session 2	Room 4.05a
Temporality and Diffraction: Visual possibilities Matthew Krehl Edward Thomas (Deakin University, Melbourne, Australia)	
Constructing Beginning Teaching Practice: A Diffractive reading Katie Strom (California State University East Bay) & Tammy Mills (University of Maine)	
Materialities of Weather/Climate in Early Childhood Education and its Implication/Relevance for Sustainability Pedagogy Kassahun Weldemariam (University of Gothenburg, Sweden)	
Delegate-led Session 3	Room 4.06a
Education research as performance: re-imagining and re-presenting doctoral work in Education Alex Kendall, Amanda French, Geoff Hill & colleagues (Birmingham City University)	
Teaching in the School of Music and Performing Arts – the emergence of a new profession? Gry Sagmo Aglen (Inland Norway University of Applied Sciences)	
Disrupting boundaries in education and research Suzanne Smythe, Kelleen Toohey (Simon Fraser University)	
Delegate-led Session 4	Room 4.06b
Addressing eating disorders and body disaffection in schools: moving beyond body image towards critical body pedagogies Niamh Ni Shuilleabhain (University of Bath)	
Go Deeper. Go Darker: Designing Endarkened, Feminist, Interpretivist Inquiries into Epistemologies and Ontologies that Excavate the Marginalized Literate Lives of Black Girls and Women Jeanine Staples (The Pennsylvania State University)	
Experiences of Registered Intermediaries of working in the Criminal Justice System Amuda Agneswaran (Manchester Metropolitan University)	
Delegate-led Session 5	Room 4.07a
Disposable bodies Helen Bowstead (Plymouth University)	
Earthworm disturbances in/through Early Years Teacher assemblages: a reconfiguration of methodology and methods Nikki Fairchild (University of Chichester)	
Understanding leadership by disturbing the boundaries of the ecological system; a post human encounter Geraldine Harris (The Communities for Children Facilitating Partner & Griffith University Knowledge Partnership)	
Delegate-led Session 6	Room 4.07b
Children as agents in a research apparatus – A methodological experiment Linnea Bodén (Stockholm University, Sweden)	
What else can arts-based methods do in working with children around sensitive topics: Qualitative systematic review Marian Tumanyan (University of Oulu)	
Analysing cooking as a performance through the lens of practice theory Kaisa Torkkeli (University of Helsinki)	

Delegate-led Sessions: Abstracts

Delegate-led Session 1



Researching the Public

Introductory presentation

'What is the Public Pedagogies Institute (PPI)?'

Dr. Karen Charman (Victoria University), founder and president of PPI. <http://www.publicpedagogies.org/>

The 'Pop Up School' Footscray project

Dr. Mary Dixon (on behalf of herself and Dr. Robin Bellingham): 'A Matter of the Public' Deakin University

Dr. Karen Charman: 'Objects in the Public Sphere' Victoria University

Dr. Jayson Cooper: Carving cosmologies in the interest of publicness Victoria University

Dr. Matthew Thomas: "The erosion of the public: From Romper Stomper to Woof-Woof" Deakin University

This delegate-led symposium will address the necessity and the rich potential of research, learning and teaching outside of formal institutions. PPI has created a non-institutional voluntary structure for working in the public space. The diverse membership of PPI including council workers, academics, artist's provokes generative, cross-sectorial and cross-disciplinary conversations.

The Institute's major project is the 'Pop Up School'. Conceptually the 'Pop Up School' takes a defined geographical area working to bring to the fore what might be considered current valued knowledge—spatially and temporally. This knowledge resides in and is determined by communities and is in a constant state of creation/recreation. In the first iteration of the 'Pop Up School' the geographical focus was Footscray. Footscray is a post-industrial inner urban suburb of Melbourne, Australia.

Delegate-led Session 2

Temporality and Diffraction: Visual possibilities

Matthew Krehl, Edward Thomas

(Deakin University, Melbourne, Australia)

In this presentation, I propose the generative possibilities of using time as a methodology understood diffractively (Bozalek & Zembylas, 2017) to examine the temporal (Lingard & Thompson, 2017; McLeod, 2017), political and iconological (Mitchell, 2015) spectacle of visual culture. I stitch together the intersections of temporality and iconology as a potential means to illuminate the lives of teachers and students who understand their worlds visually, against the backdrop of iconic visual events. Specifically, I focus on iconic visual events captured on film such as the first moon landing, 9/11 and the war on terrorism, 21st century natural disasters, the rise of Trump. In doing so, I put this temporal methodological design to work as a means to interrogate the complexities of teachers' and students' lives and possibilities in a post-truth (Tesch, 1992) era.

Constructing Beginning Teaching Practice: A Diffractive reading

Katie Strom (California State University East Bay) & **Tammy Mills** (University of Maine)

Although some researchers in teacher education are moving toward a more complex paradigm of teaching and learning (e.g., Cochran-Smith et al, 2014; Strom, 2015; Mills, forthcoming) most empirical work in the field continues to rely on perspectives informed by rational humanism (Strom & Martin, forthcoming) and often focuses on single, person-centered concepts, such as teacher identity (Cochran-Smith & Villegas, 2016). In this paper, we present an experimentation with reading data through multiple theoretical lenses (Mazzei & Youngblood Jackson, 2012) to produce a diffractive, multi-textured account of how Bruce, a first-year physics teacher, constructed his instructional practices over his first several months in the classroom. Specifically, we "plug in" sociocultural perspectives of teaching/learning, as well as concepts from rhizomatics (Deleuze & Guattari, 1987) and new materialisms (e.g., Coole & Frost, 2010), examining how different readings were produced by intra-actions between the researchers, observation apparatus(es), and phenomena/data (Barad, 2007).

Materialities of Weather/Climate in Early Childhood Education and its Implication/Relevance for Sustainability Pedagogy

Kassahun Weldemariam

(University of Gothenburg, Sweden)

Weather is one of the most common subject in preschool setting. What is the weather like today is one of the most frequently asked question by children and teachers. Children often ask: "do we need rain pants, snow suits, gloves today?" In preschool settings, weather is often a concept that is referred with linguistic signifiers such as sunny, windy, cloudy, rainy...etc., and it is often discussed inside the classroom. At times, teachers and children check on the weather/

temperature on devices such as cellphone and iPad. Apart from this conventional way of understanding weather, this study explores the materiality of weather and what it might imply for early childhood environmental pedagogy in the contemporary world facing climatic change? How does dealing with the materiality of weather and children's encounter with it helps to understand the phenomena in a different way? How can this be demonstrated empirically and opens up alternative pedagogical possibilities in early childhood education? Is it possible to extrapolate children's everyday encounter with weather to the bigger climate challenge?

Delegate-led Session 3

Education research as performance: re-imagining and re-presenting doctoral work in Education

Alex Kendall, Amanda French, Geoff Hill & colleagues
(Birmingham City University)

The origins of this presentation lie in our frustrations with the orthodoxies that dominate the practices of doctoral education and the discipline of **E**ducation **R**esearch. We share our efforts to rise to Maclure's challenge to be 'ruinous' and "make a difference to the mundane practices of research, and the kind of knowledge that it produces". As a community of students and supervisors we re-imagine doctoral education – too often a site for the (re)production of **E**ducation **R**esearch – as a *ruined* space where we might practice (being and doing) education research differently. In this presentation we explore how we are working to develop an environment that encourages all its members to creatively re-imagine the processes, practices and dissemination of research. We invite you to join us as we sing, craft and play (gobble, gurgle and spill our guts?) towards un-making, re-making, becoming, un-becoming, doing and un-doing of our doctoral research community.

Teaching in the School of Music and Performing Arts – the emergence of a new profession?

Gry Sagmo Aglen
(Inland Norway University of Applied Sciences)

The theme for the Ph.D.-project is professional practice, and it concerns music teacher training programs, which can say to qualify their students to teach in the municipal Schools of Music and Performing Arts (SMPA). The inquiry has a hermeneutic social constructionist approach, and professional theory and knowledge theory will constitute the theoretical framework. The project will examine how the understanding of the SMPA teacher as a profession, which is prominent in music teacher training programs in Norway. The aim of the project is to strengthen the scientific knowledge of professional practice about the SMPA profession, by developing new knowledge and an awareness of what characterizes the SMPA profession. Drawing on Shulman's theories of professions, national guidelines of programs of higher music education and the national curriculum of the SMPA, this paper will focus on the question of what might characterise the emerging profession of music teacher within SMPA.

Disrupting boundaries in education and research

Suzanne Smythe, Kelleen Toohey
(Simon Fraser University)

We will present excerpts from an in press book¹, written by educational researchers with various disciplinary backgrounds (mathematics, language and literacy, and early childhood, education), showing how new materialist theories, research and writing practices involved intra-action with one another, and our research sites. Braidotti (2013) insists that to come to terms with climate change, gender violence, racism and xenophobia, we need to be able to make links among these and other phenomena; to learn to think in new ways. In this presentation, we discuss the new ways we have come to understand our collaboration and to imagine new lines of flight for posthuman and vital material educational practices.

Delegate-led Session 4

Addressing eating disorders and body disaffection in schools: moving beyond body image towards critical body pedagogies

Niamh Ni Shuilleabhain (University of Bath)

My research involves taking a new approach to tackling eating disorders and body disaffection in schools. Current body image initiatives are typically more psychologically informed short term interventions that focus on teaching the individual strategies to control their personal thoughts about their bodies. Unfortunately such an approach leaves the systems that perpetuate such bodily pressures unchallenged and overestimate the individual agency of a young person in an environment that simultaneously draws on fear, morality and disgust to advocate for a sizeist definition of health.

My project will focus on offering a more socio-critical approach to health in schools. Through participatory research, involving the students and teachers, we will be co-creating initiatives to change the way young people learn about their bodies and health. These initiatives hope to move away from the fat stigma and weight myths present in the obesity discourse and the overly visual focus of body image interventions.

Go Deeper. Go Darker: Designing Endarkened, Feminist, Interpretivist Inquiries into Epistemologies and Ontologies that Excavate the Marginalized Literate Lives of Black Girls and Women

Jeanine Staples
(The Pennsylvania State University)

Gendered, racial microaggressions are the "subtle and everyday verbal, behavioral, and environmental expressions of oppression based on the intersection of one's race and gender" (Lewis and Neville, 2015, p. 289). Such aggressions are various, plentiful, and deeply traumatizing to those who are subject to them, this includes members of schools and society who occupy sociocultural margins. These aggressions

¹(Smythe, S. Hill, C., MacDonald, M., Dagenais, D., Sinclair, N. & Toohey, K. (in press). *Disrupting boundaries in education and research*. Cambridge: Cambridge University Press

are also simultaneously nearly imperceptible to those who are *not* subject to them, being traced, philosophically and systemically, to White supremacist patriarchal ideologies and enactments that render people who occupy centralities exempt from these intersectional aggressions. The resulting tensions of hyper-awareness and unawareness result in myriad breaches in communications and stunt meaningful conceptualizations of policy and practice that can govern exterior life (informing social justice) and conceptualizations of frameworks and methodologies that can govern interior life (informing emotional justice). These resulting tensions and breaches are significant and require exploration because gendered, racial microaggressions are at the root of complex forms of anxiety, depression, low self-esteem, deleterious confidences, and objectification in relation to narcissistic abuse. Black girls and women are particularly susceptible to these microaggressions, yet, their forms and functions are not deeply acknowledged, let alone understood (Essed, 1991; Sue, Capodilupo, et al., 2007). In this 15-minute paper the author will share the theoretical and conceptual interpretivist frames that led to epistemological and ontological breakthroughs in relation to uncovering these t/Terror narratives and the methods for well-being that mediated or countered their effects. S/he generates movement toward a theoretical frame to grasp the lived experiences of marginalized Black girls and women in schools and society. S/he also clarifies methods through which individuals and groups who are centralized can acknowledge and prevent gendered, racial microaggressions in those spaces, pushing forward the work of social and emotional justice.

Experiences of Registered Intermediaries of working in the Criminal Justice System

Amuda Agneswaran

(Manchester Metropolitan University)

The UK Youth Justice and Criminal Evidence Act (1999) introduced Special Measures to enable vulnerable witnesses to receive support whilst providing testimony. One of them is the use of a Registered intermediary (RI) to facilitate communication. The study used Interpretative Phenomenological Analysis (IPA) to analyse the data. Commonly used in Health Psychology, this is one of the few studies that uses IPA in Forensic Psychology. Semi-structured interviews were conducted with 13 RIs to gain insight into their experiences. IPA highlighted the importance of the scheme in changing lives of adult vulnerable witnesses by giving them a voice and equal access to justice. The results also illustrated the need for training for police, lawyers, and RIs on understanding each other's roles and working together to improve the scheme and thereby enhancing the experience for the vulnerable witnesses.

Delegate-led Session 5

Disposable bodies

Helen Bowstead

(Plymouth University)

One large black plastic work glove
One dense mat of oak pollen
One unblemished dead rat
One white plastic bottle cap
One smooth stick of wood

(Bennett, 2012:4)

Like Bennett, I have become fascinated by the entanglings of matter I encounter on my walk to work. The dead gull. The Starbucks cup. The burger carton dancing in the wind. The rubber glove unsettles me. The curled finger calls to something dark and dangerous. Beckoning towards a world where desperate people pay their way into Europe with body parts ...

Working with Bennett and Massumi, this paper/presentation/performance will use words, images and music to explore the methodological affordances of 'Thing Power' and the 'Politics of Affect'. For, as Brian Massumi (2015: 14) writes: "We are our situations, we are our moving through them. We are our participation – not some abstract entity that is somehow outside looking at it all".

Earthworm disturbances in/through Early Years Teacher assemblages: a reconfiguration of methodology and methods

Nikki Fairchild

(University of Chichester)

The Early Years are processual moments of spacetime-matterings where material encounters, connections and intra-actions (Barad, 2007) are revealed; my research demonstrates what is produced in some of these more-than-human relations. In this paper I employ the figuration of the earthworm as a means to aerate, disturb and disrupt methodology and methods. Drawing on Barad (2014) and Haraway (2016) I argue the earthworm can act as a metaphor for more than representation, the (re)turn of the soil of traditional qualitative research practices. Earthworm disturbances are put to work with Posthuman theorising to activate a reimagining of Early Years Teacher relations-in-the-world. My methodological proposition is the material-ethno-carto-graphy, an anarchival relay (SenseLab, 2016) which allows me to consider ways in which human and non-human relations enmesh. Methods become technicities (Manning, 2016) and by reconfiguring methods-as-affinity-groups more humanist centred methods used in my doctoral inquiry generated explorations of productions between human and non-human entanglements.

Understanding leadership by disturbing the boundaries of the ecological system; a post human encounter

Geraldine Harris (The Communities for Children Facilitating Partner & Griffith University Knowledge Partnership)

Fatigue currently engulfs leadership of integrated place-based early childhood services, exhausted by having to swim against the neo-liberal climate of competitive funding, enforced evidence-based practices and outcomes-focused performativity of children (Riddle, Black & Trimmer, 2015). The temptation is to maintain the status quo and keep 'the child' safely centred in the paternal gaze of a nested ecological system, predictably outcomed, and easily locatable, under the '*resolutely anthropocentric...gaze of developmental theory*' (Taylor, 2013).

Over the past 12 years, leaders from the Logan Communities for Children have simultaneously embraced and contested the Ecological Model (Bronfenbrenner, 1979). Using a post-human lens (Braidotti, 2013; Ingold, 2011; Massumi, 2002;) on research data has shifted the research gaze from an Anthropocentric to an *Anthropocenic* perspective. Results have disturbed the boundaries of the ecological system, raising awareness of the patiently waiting 'virtualities' (Massumi, 2002) residing within the system and revealing the possibility of otherness.

Delegate-led Session 6

Children as agents in a research apparatus – A methodological experiment

Linnea Bodén
(Stockholm University, Sweden)

As part of the project *Enhancing preschool children's attention, language and communication skills* – a project that uses intervention methodologies to evaluate educational approaches in Swedish preschools – this paper addresses the potentials of inviting the participating children to intervene with/in the intervention. During the pre- and post-tests of the intervention, ERP-scans are performed among the children, measuring the electrical activity of the brain. The paper unfolds the methodologies, practices and events enacted among children, researchers and technological devices when six of the participating children build an alternative lab: ERP-hats made of gauze bandage, tinsel and glitter, electrodes made of pipe cleaners and tape, and so on. The aim of the paper is thus to explore what emerges when children of the tests are invited to test the premises of the intervention itself: from reacting to the research apparatus, to acting the apparatus. And from wearing the hat, to daring the hat.

What else can arts-based methods do in working with children around sensitive topics: Qualitative systematic review

Marian Tumanyan
(University of Oulu)

The aim of this study is to review the literature about the usage of arts-based research methodologies to work with school children on sensitive issues, and explore the affordances of those methods and further possibilities to utilize them. Arts-based methods have been used as a form of psychological therapy for a long time, and more recently also by critical social scientists in situations where verbal methods are not informative and where the issues are too difficult to be articulated through words. Furthermore, they have been used for making invisible children and acts visible, for developing emotional literacy, and for communicating and transforming oppressive sexual cultures in safe ways. Arts-based methods might also help in dismantling the risk producing system, strengthening emotional and mental wellbeing of children through arts as well as slowing down and opening up research practices and bringing more-than-human nature of activism into the research arena.

Analysing cooking as a performance through the lens of practice theory

Kaisa Torkkeli
(University of Helsinki)

The objective of the research is to expose how practice of cooking is performed in families with children. The data consist of dinner cooking videos recorded by wearable camera and foodwork diaries from 4-5 families. Data will be collected for 4-6 days to gain a continuous understanding of everyday foodwork. The theoretical approach is based on practice theory that was developed recently for the purpose of empirical research in the field of sociological consumption and food studies. A practice theoretical analysis frame is based on an auto-ethnographical exploration in which the video method is developed as well. The understanding of the work related to everyday cooking is crucial if the public recommendations of eating at home are tried to incorporate into families' busy lives. The research offers also tools for home economics to be developed as a teaching subject and improve its scientific basis.

Putting Theory to Work: Workshop Schedule

Tuesday 11 July (13.30–15.00)

Room 4.05a

Reaching into the not-yet: a body workshop to feel the threshold of thought's movement

Emma Renold, Jên Angharad, Gabrielle Iverson

In this workshop we draw on a speculative project co-composed with 10 young people living in an ex-industrial town who asked us to explore with them (www.productivemargins.co.uk) the possibility of reaching into the not-yet as they articulated their desire to push their bodies to the limit and feel what else their bodies could do, be and become. Inspired by the work of Erin Manning (2009, 2013, 2016), and the artefacts made by the young people, we share our pARTicipatory 'runaway' methodologies.

The first section will be led by choreographer, Jên Angharad, as we invite participants to move and feel, and so to edge towards thought's movement. In a second section we share some of our workshops devised with young people as they took their bodies to the edge.

We share our 'runaway methodology' as we transition from movement into body forms through drawing and silk painting.

The workshop enables us to share the methods we used to attune to the young people's concerns and how these morphed into a haunting film called *Life Support*, created with the film-maker Heloise Godfrey Talbot and the musician and composer Rowan Talbot.

Room 4.06a

Indigenous Philosophy and Posthumanism: A Conversation About Shared Themes and Productive Methodological Divergences

Jerry Rosiek

Posthumanist scholarship offers that it is neither adequate to think of our research being conducted on stable objects passively awaiting accurate representation, nor as if those objects are "social constructions" whose boundaries are determined entirely by human activity. Instead, this literature offers that it is more accurate to think of the objects of our studies as active non-human agents that by their nature cannot be adequately captured by a single methodological practice. "Post-humanism" refers to a moment when we quit thinking of humans as the only, or even primary, ontological agents in the world. Posthumanism is often presented as a new philosophical development. This is, to some extent, accurate. Within certain disciplinary boundaries interest in non-human agency it is a relatively new idea. However, it is not new in a global sense. Many North American, South American, Australian, and African Indigenous traditions of thought have long employed conceptions of non-human agency as a component of their ontological and ethical theorizing.

This workshop will facilitate a conversation about the convergences and divergences between Indigenous philosophy and posthumanist philosophy of science. The focus will be on the similarities and differences in the development of the idea of non-human agency and its application to inquiry and other social practices. The conversation will be located against the backdrop of a history of Eurocentric settler colonialism and patriarchal cultural forms. It will presume that it is politically problematic for western scholars to embrace agential realism as a novel idea, while ignoring or paying only marginal attention to already existing non-western conceptualizations of non-human agency. Doing so risks reproducing the ongoing processes of colonialist erasure of the substance and sophistication of Indigenous cultures and thought. It also risks missing important insights that could emerge from a robust interchange between these literatures.

The facilitator is primarily familiar with this dialogue in the North-American context. (It is expected that participants will bring examples from other regional contexts.) In the workshop we will review some notable examples of North American Indigenous studies literature that develop the concept of non-human agency. This will include, but not be limited to land having agency, objects having agency, animals having agency, and stories having agency. We will look at a few examples of scholarship that explores these shared themes. Specific attention will be given to the relative emphases on enactment of performativity, co-constitution of human and non-human agents, and ethical reciprocity with non-human agents. No authoritative synthesis or conclusion will be offered. Instead, the workshop will function as a provocation to more frequent and responsible listening across these different traditions of thought and praxis. Participants will be provided with a selected bibliography of both literatures and will be encouraged to offer their own citations and examples to fellow participants.

Tuesday 11 July (13.30–15.00) – continued

Room 4.06b

Looking for Lines: Weaving as a research method Kate O'Brien

This workshop will examine anthropologist Tim Ingold's recent investigation into the history of lines and explore his interest in theoretical work that "goes along with, and continually answers to, the fluxes and flows of the materials with which we work." Beginning with a short introduction to the vocabulary of making with line, we will specifically examine the structuring processes and metaphorical power of weaving. Participants will craft simple looms and learn several techniques for understanding weaving as a form for material conversation, reflection and response. The weavings and discussions that result will offer participants the chance to channel their conference experiences through the repetitive and inventive acts of looking for line and structuring surface.

Room 4.07a

In a nutshell: deconstructive talking, diffractive readings and/or cartography mapping to think and act differently

Hillevi Lenz Taguchi Stockholm University

I make an intro for 30 min and hand out "in a nutshell" the three possible practices and in pairs or 3-4 people preferably knowing each other and working with similar things, chose a problem to work on in their respective practices with students in schools, higher ed, in service training, collaborations with practitioners or in research. They make a tentative plan of what to put to work and what might happen during such a session. After working in smaller groups for 30 min we come together to give each other examples of ideas of what do work on with either deconstructive talking (around some kind of "text"), diffractive readings of multiple "texts" or cartography mapping using multiple "texts" – or using overlapping strategies.

The idea is to show how these kinds of methodologies have changed with the "fashion" of various theories, but are virtually "the same" or at least epistemologically similar, and that they can be used in any way that suits the problem best. It is always the problem that is at the center.

Room 4.07b

Sound-Affects in Walking and Composing David Shannon

This workshop will explore the different frequencies of sound-affect encountered through actions of walking and sonic research-creation in Manchester.

We will work from an understanding of Affect as the trans-personal, pre-representational sensation found in Deleuze's reading of Spinoza, and apply a format for the walk that I have previously explored in my Strata-Walks with the Walking Lab.

During our walk we will pay specific attention to Gallagher's (2016) understanding of sound-affect as a conceptual 'filter' with – continuing his metaphor – four 'pass frequencies': Sound at its base, purely vibrational, layer; instability and difference unfolding in the repetition of a sound; the deployment of sound in power to regulate bodies and spaces; and the propagation of sounds across spaces.

The workshop will conclude with a shared body-percussion and vocal composition inspired by the findings of our walk, a piece of more-than-representational research-creation that may generate a new collection of sound affects for discussion.

Room 4.44

Post-Qualitative Research in Education: Utilising creative methodologies and how they matter: thinking with "Re/Active Documentary (Wolfe, 2016) and the Intra-view (Kuntz, 2012)"

Melissa Wolfe

Melissa's *re/active documentary* methodology builds on Bill Nichols' (1994, 2001, 2011) framing of performative documentary by attempting to explicitly focus on aesthetic affective responses, in *non-linguistic relationality*, as an entry point to making consequential meaning in relation with the world. Melissa pragmatically investigates the importance of questioning what filmic (and all other) research methods actually do and how the methods need to be explicitly accounted for in the outcome claims. Melissa asks what research data, as (new or reiterated) knowledge, is produced as a result of the methods undertaken, and she considers slippery accounts of ways reality may become documented as truth data. All research methods are of consequence to findings of the research undertaken. The methods used are part of the apparatus of observation that is 'the ontological entanglement of objects and agencies of observation' (Barad, 2007, p. 309) that create data sets as 'truth'. As the apparatus changes so does the 'truth'. Barad's apparatus is always part of the observation and in this way 'things' can never be independent or pre-determined but only exist through the measurement that is the research. According to Barad phenomena, not things, as intra-action of object and measuring apparatus, co-constitute meaning as reality making. Thus, it follows that researchers are accountable for data produced, they interfere *with* the world, and *make reality*. Barad and Haraway demand researchers pay attention to the material making ethics of response-ability. In this workshop we will examine 'the intra-view' in both written and filmic modes.

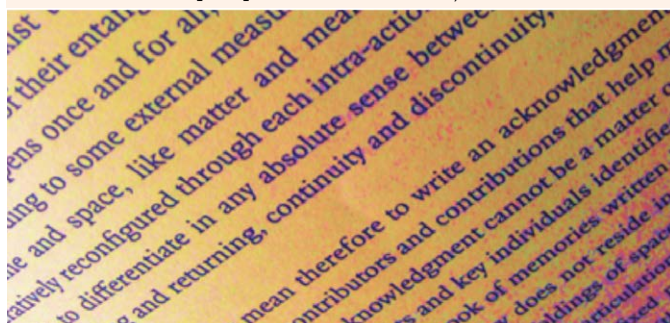
Tuesday 11 July (17.15–18.00)

Atrium

'Onto-epistemological hoodoo': A live art performance by Alchemy/schmalchemy

Geoff Bright, Gill Whiteley and Walt Shaw

This *bespoke* alchemy/schmalchemy manifestation will put a single page of Karen Barad's *Meeting the Universe Halfway* to work as a visual score, mini cut-up libretto, and incantatory spell with which to initiate a sonic/visual/live art improv assemblage of regular Schmalchemists Geoff Bright, Gill Whiteley and Walt Shaw and nine volunteer SIQR confederates. The performance will work respectfully, chaotically and ineptly with some of the tools, practices, and apparatus of Hoodoo Conjure (and with some transformational paraphernalia of our own).



Thursday 13 July (13.30–15.00)

Room 4.04a

Information Experience Design

Dylan Yamada-Rice Royal College of Art

This workshop will rethink the approaches to understanding research data using ideas from Information Experience Design (IED). IED is an approach to research that is “about transforming information into experiences through the pathways of Sound Design, Moving Image Design, and Experimental Design, encompassing data visualisation and narrative, installations and exhibitions, research and investigative design.” (<https://www.rca.ac.uk/schools/school-of-communication/ied/>). The workshop will start by providing an overview of IED in relation to my position as both a social scientist, artist, Senior Tutor and Lead for the Experimental Design Pathway. This will show how work in this field takes from the spectrum of fine art, machine learning and design, as well as social sciences, to understand data and create experiences that represent it in experimental ways. Following this there will be a practical workshop that will allow participants to try three simple methods, and discuss how these may or may not work with their own research agendas, these will include analysing video data by drawing, model-making and projection/photography.

Room 4.05a

Bad Collaboration: a how-to guide

Des Fitzgerald Cardiff University

In this workshop, we share, discuss, and think through experiences of bad interdisciplinary collaboration. We are often told that collaborating across disciplines is a good thing, that there are structures and guides available for doing it well, that it is generally a good experience, and so on. But when you collaborate across disciplines, especially when your expertise in qualitative methods, you often find that collaboration is not so great – that the guides are not so useful, the experience is pretty grim, and, really, you wished you'd never gotten into it in the first place. This workshop is about making those experiences visible, and talking through them. But it's also about resisting the urge to make them good. Refusing the image of the bad collaborator who needs to be fixed, we will instead collate our experiences to create a different kind of document, The Bad Collaborator's Handbook: a Qualitative Researcher's Guide to Getting it Wrong and Doing it Anyway.

Room 4.05b

Fourth Wave Funniness

Natalie Diddams Manchester Metropolitan University

This workshop will discuss how women-led comedy is functioning in the contemporary moment as a way of understanding and disrupting gender norms, building solidarity and empowering women within the Fourth Wave feminist movement. Natalie's research uses the philosophical concept of Affect to explore how comedy can facilitate the passage from one experiential state of body to another, and how far this is capable of affecting a real change in gender roles.

Thursday 13 July (13.30–15.00) – continued

Room 4.06a

Unsoundwalk #2

Michael Gallagher and Mark Wright (Manchester Met)

The *unsoundwalk* is a collective experiment in precarity and support through methods of resonance, extension, performance and imaginary listening: emphasizing non-verbal communication amongst the entanglements of bodies, spaces and extra-human things.

Walking a pre-planned route whilst enacting a variety of critical and imaginative prompts, participants will perform a listening in and out of the human and nonhuman, mechanical and organic, architecture and environment.

Related theories would include:

Christof Migone: Sonic Somatic: Performances of the Unsound Body

Donna Haraway: Staying with the Trouble (sympoiesis/ making-with)

Salomé Voegelín: Sonic Possible Worlds

Room 4.06b

Stories You Never Knew You Had

Anna Hickey-Moody

This making session employs movement as a means of accessing new information about ourselves and research participants. The methods taught are offered as a means of building relationships with research participants and generating aesthetic and sensory data sources. You are asked to read two chapters in preparation for the workshop and to come along wearing comfortable clothes that you can move in (not jeans and not skirts). Please bring a full water bottle, a journal, a pen/pencil and a mobile device to record movements. Before the workshop you are asked to develop a research question you would like to respond to and email it to Anna, who will recommend additional reading where possible. The workshop will offer you tools to answer or respond to the question through practice as research. This will involve building short movement pieces and analyzing the information generated through the movement work. Visual methods will be used as a score to begin moving, so come prepared to experiment visually and physically.

The workshop puts these pieces of theory to work and participants are encouraged to read them before coming along:

Joy, J. (2014) 'Introduction' from *The Choreographic* by Jenn Joy, MIT Press.

Hickey-Moody, A. (2002) 'Ethical Affects' (Chapter 5) *Unimaginable Bodies: Intellectual Disability, Performance and Becomings*. Sense Publishers, Netherlands. <https://www.sensepublishers.com/catalogs/bookseries/transgressions-cultural-studies-and-education/unimaginable-bodies/>
Deligny, F. *Maps and Wonderlines* buyonline, URL: www.idealbooks.nl [scanned sections will be available at the workshop].

Room 4.07a

How can we approach the development of family programme in art museums in collaboration with artists?

Katy McCall and Tony Hall

In this workshop, Family Learning Manager Katy McCall (Manchester Art Gallery) and artist Tony Hall will share their approach to developing workshops for families in a cultural institution.

Katy will give an overview of research projects she has been involved with at Manchester Art Gallery and in her previous role at Tate Liverpool. These include the recent 'My Primary School is at the Museum' project with Kings College London.

Tony Hall creates kinetic artworks; sculptures and installations, often using sonic, mechanical, fluidic, electronic or biological elements. He is also a founding member of artist collective Owl Project [www.owlproject.com]

He has developed a number of workshops, which demonstrate and inform the processes and research methods behind his work. Using art as a medium of exploring science and demonstrating scientific concepts workshops are designed to be accessible, encourage creativity through practical experiments, and adapt the observational skills & methods used in art as a route to increasing engagement in science and visa versa

In 2010 Tony worked with psychologist Lizzi Lewis [BEAM Lab] who introduced him to the 'Rubber hand experiment'. This shows it is possible to convince participants that a rubber hand is their own by placing it in front of them while stroking it in the same way as their hidden real hand. In a new variant, 'the clay hand experiment' for the Manchester Science Festival 2011 he worked with participant made clay hands, modifying and manipulating the hands in real time.

This workshop will have a practical element where participants will have the opportunity to take part in one of Tony's experiments.

Room 4.07b

Intervening with an intervention from within – a posthumanist experiment

Linnea Bodén (Stockholm University)

By engaging in posthumanist theorizing, this workshop aims at exploring methodologies to work together with young children as active research agents. The workshop will offer a glimpse into an ongoing research project that enacts experimental methodologies together with preschool children, as part of an interdisciplinary intervention project. In the workshop, the participants will be invited to continue a discussion on how posthumanist theorizing might be put to work to produce new becomings and agencies of children, researchers, materialities, and of the scientific research apparatus itself. How might we, by placing the children and their point of view in the foreground, produce research apparatuses that challenge some of the taken for granted notions of an intervention project, and intervene with the intervention from within?

Thursday 13 July (13.30–15.00) – continued

Room 4.44

**Interrupting “High Theory” and Infiltrating
Mainstream Thinking with Deleuze & Guattari**
 Katie Strom

Deleuze and Guattari offer a radically different way of understanding the world that moves from reductionist, ordered dualities to proliferating, ever-shifting multiples – a perspective which is promising for creating more complex, textured, multi-faceted understandings of educational social activity like teaching. However, the ideas and the language in which these ideas are presented are often difficult or impossible for those not well-versed in Deleuze and Guattari (and other posthuman/materialist thinkers) to access. As a result, many of these ideas have remained on the margins of “practice-oriented” fields like teacher education and have not been welcomed in mainstream publication outlets or other such spaces of dissemination. In this session, the facilitator argues that by offering concepts strategically and “translating” them through thick description, stories, and explicit connections to practice, we can simultaneously disrupt the historical exclusivity of “high theory” while infiltrating mainstream thought in education fields--thus creating mutative lines of flight of Deleuzoguattarian thinking. Participants will be invited to engage with particular concepts from the collaborations of Deleuze and Guattari (*assemblage*, *rhizomatic lines*, and *becoming*), explore examples of how they have been introduced productively into mainstream academic spaces, and dialogue about how these concepts might be put to work to think, teach, and research differently in their own settings.

Social Events

Tuesday 11 July

****Manchester; the radical outlook**

Manchester, a cauldron, a shock city, a firmament of political power, a spawning ground for chartists, communists, suffragettes, Jacobites, Fenians, socialists, capitalists and philanthropists (walk with John Alker)

An email will be circulated to delegates with details of how to sign up for this.

We will meet in the Atrium at 5.45 and make our way to meet John Alker at the Midland Hotel for 6pm.

Wednesday 12 July

****Manchester International Festival 2017**

A number of great events are running over the SIQR week. Please see events schedule here to book your place:

http://mif.co.uk/mif17-events/?_sfm_show_start_date=13072017+13072017

****Matt and Phreds**

In the Northern Quarter, Manchester. 9:00pm – 12:00am / Free entry. Enjoy a drink and a delicious pizza whilst listening to Jazz. On Wednesday 'Three Step Manoeuvre' will be playing, they are a new organ trio of young musicians specialising in hard-grooving funk music. They came together through a shared love of artists such as funk pioneers like James Brown and The Meters, jazz legends such as Jimmy Smith and John Scofield, and modern groups including Lettuce and Soulive.

<http://www.mattandphreds.com/diary/three-step-manoeuvre-0>

Thursday 13 July

****Manchester International Festival 2017**

A number of great events are running over the SIQR week. Please see events schedule here to book your place:

http://mif.co.uk/mif17-events/?_sfm_show_start_date=13072017+13072017

****The Whitworth Art Gallery**

Oxford Road, Manchester 6.00 pm – 9.00pm. You can visit The Whitworth for Thursday late night opening of the gallery. Current exhibitions include:

Cornelia Parker – Verso

Cornelia Parker has always been attracted to the backs and undersides of things. While the front presents a conscious and recognisable face to the world, the back is often disorganised, unconscious and ultimately perhaps more honest. For Verso Cornelia Parker has photographed the backs of hand sewn button cards that are part of the Manchester Galleries' collection. She has turned these small everyday cards over and has found abstract drawings in the haphazard cotton threads.

Lucienne Day – A Sense of Growth

Best-known for her textiles, Lucienne Day (1917 – 2010) is recognised as a virtuoso pattern designer and colourist. Lucienne Day was an enthusiastic gardener and plant forms inspired many of her textile designs.

John Akomfrah – Vertigo Sea

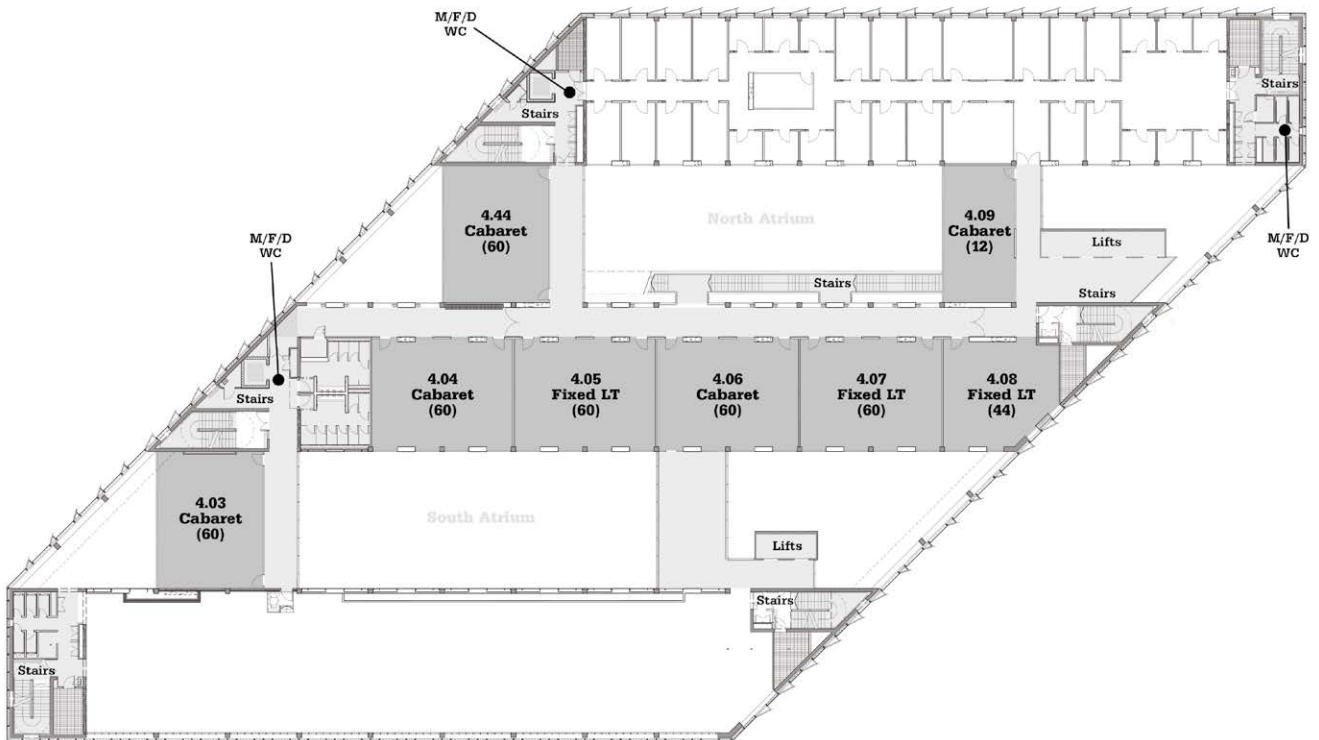
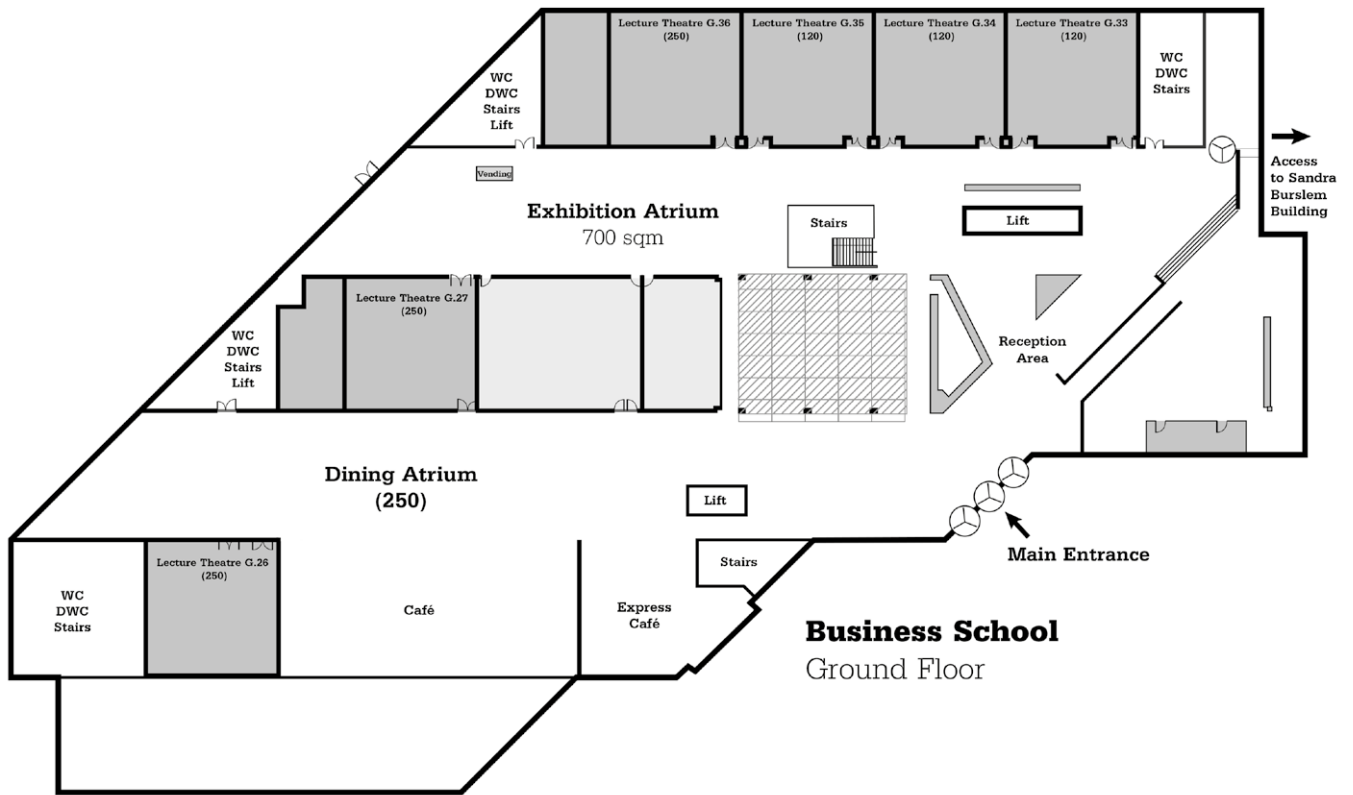
Vertigo Sea, a three-screen film, first seen at the 56th Venice Biennale as part of Okwui Enwezor's All the World's Futures exhibition, is a sensual, poetic and cohesive meditation on man's relationship with the sea and exploration of its role in the history of slavery, migration, and conflict.

Sooni Taraporevala – Home in the City, Bombay 1976-Mumbai 2016

Photographer, screenwriter, filmmaker Sooni Taraporevala will present a series of black and white photographs depicting life in Bombay/Mumbai from 1976 to the present day. Capturing the city in which she grew up, Taraporevala's images, cutting across class and community lines, are an insider's affectionate view.

<http://www.whitworth.manchester.ac.uk>

Plan of Business School



Business School Level 4

Summer Institute in Qualitative Research 2010-15

Plenary Keynotes

SIQR10

Deborah Britzman York University, Canada
On matters of Soft theory and affected belief: a psychoanalytic approach to the defense of theory

Linda Tuhiwai Smith University of Waikato, New Zealand
Decolonizing research in new spaces with new possibilities?

Harry Torrance Manchester Metropolitan University
Mixed methods research: what is the role of qualitative methods?

Lisa Mazzei Gonzaga University, USA
Plugging one text into another: thinking with theory in qualitative research

Helen Colley Manchester Metropolitan University
Time-space and ethics: thinking through Marx

Kate McCoy State University of New York (New Paltz)
Heroin's Monstrous Beauties: mark(et)ing affect and abject

Keri Facer Manchester Metropolitan University
Democracy, education and reclaiming narratives of the future

Bill Green Charles Sturt University, Australia
Research, practice, emergence; or, emergent methodologies in educational research

Maggie MacLure Manchester Metropolitan University
Classification or wonder? Coding as an analytic practice in qualitative research

SIQR11

Patti Lather Ohio State University, US
The State of Qualitative Inquiry: Methodology 2-1

Stephen Ball Institute of Education, University of London
Challenges of Policy Analysis in Hard Times

Neil Mercer University of Cambridge
Analysing Classroom Dialogue: Theory and Method

Nick Lee Warwick University
Researching Childhood, Growth and Change: Bio-politics, Affect and Attractors

Erica Burman Manchester Metropolitan University
Washing Dirty Linen in Public: Performing Gender, Generation and Class in Neoliberal Times

Lorna Roberts Manchester Metropolitan University
Critical Race Theory: What is CRT and what has it done for me?

Ian Parker Manchester Metropolitan University
Psychoanalytic Theory

Maggie MacLure, Liz Jones, Rachel Holmes
Manchester Metropolitan University
Encounters with Art Theory

Bridget Somekh Manchester Metropolitan University
Localization or Globalization? The Dynamics of Action Research

Maggie MacLure Manchester Metropolitan University
The Offence of Theory

SIOR13

Elizabeth St. Pierre University of Georgia
Post Qualitative Research: The Critique and the Coming After

Jessica Ringrose Institute of Education,
University of London
*Schizo-Feminism: Deleuzo-Guattarian Mapping
Methodologies for Qualitative Educational Research*

Alecia Y Jackson Appalachian State University
Rhizovocality Revisited

David James Cardiff University
*Recognising Misrecognition for Bourdieu and Fraser,
and Why it Matters*

Te Kawehau Hoskins University of Auckland
and **Alison Jones** University of Auckland
*Object Lessons: Vital Materiality and Indigenous-Settler
Engagement*

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

Lisa Mazzei University of Oregon
Posthuman Enactments of Vibrant Data

Maggie MacLure Manchester Metropolitan University
*The First Secret of the Stammerer': Researching
without Representation?*

SIOR15

Patricia Clough Queens College and
The Graduate Center CUNY
Ecstatic Corona: From Ethnography to Art Documentation

Diane Reay University of Cambridge
*Bridging Sociology and Psychoanalysis in Qualitative
Analysis: Mixing Bourdieu and Psychoanalytical
Approaches*

Patti Lather Ohio State University
Against Proper Objects: Toward the Diversely Qualitative

Elizabeth de Freitas Adelphi University
Number sense, calculating matter, and immanence

Stephanie Springgay University of Toronto
Propositions of Activation for Research in Education

Ken Gale Plymouth University and
Jonathan Wyatt University of Edinburgh
*Working at the Wonder: Collaborative Writing as
Method of Inquiry*

Yvette Solomon Manchester Metropolitan University
*Storying the self in forbidden spaces: using Holland and
Bakhtin to explore identity and agency*

Maggie MacLure Manchester Metropolitan University
*Prodigious performances, posthuman subjectivities:
viral videos of young children imitating adult performers*

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