



Tracing the Connections

9th Annual Teacher Researcher Conference

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University of Sussex

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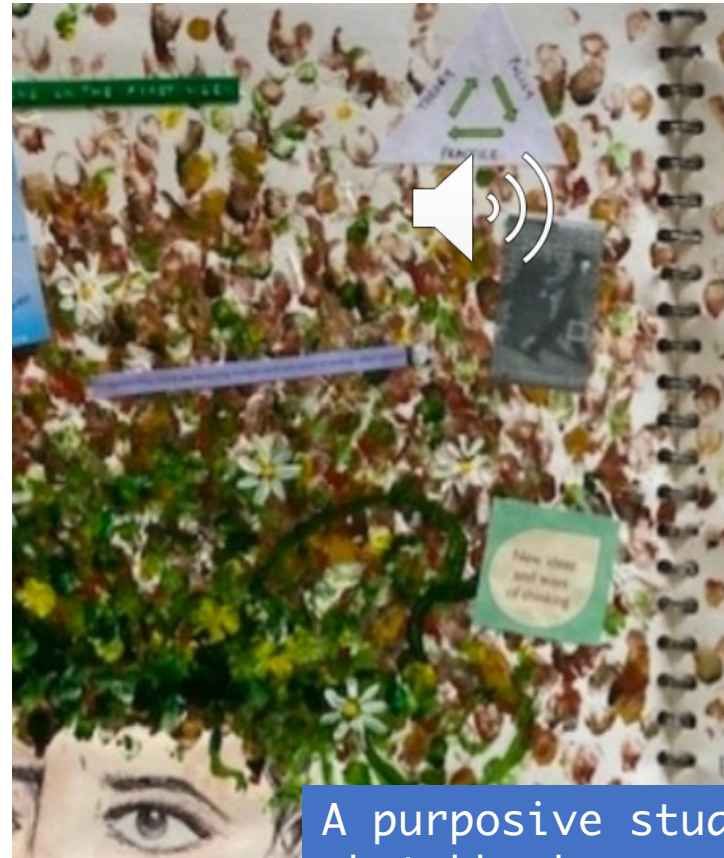
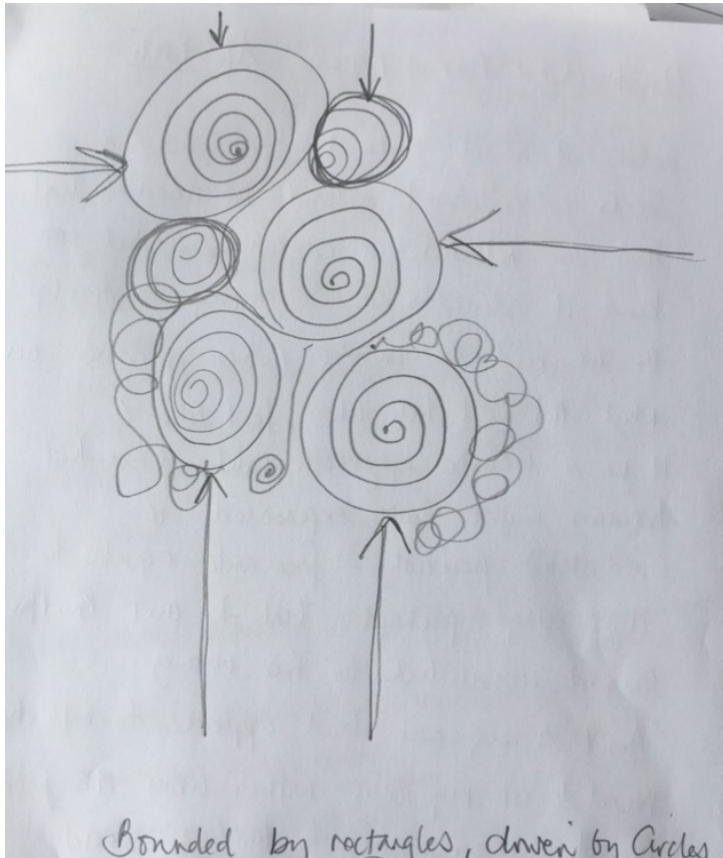
Rationale

Conceptual Incubation

Teacher identity

Education ethos

- “Je suis le cahier” – self as SB user
- Emerging themes from previous research
- Gap in existing research about the use of visual methods for reflection & critical thinking in ITE
- Moral imperative to develop deep reflective practitioners
- Driven by feminist principles of research:
- Empowerment, voice privileging, community building



A purposive study into the use and value of reflective sketchbooks on a primary PGCE course



Context

Primary PGCE course where I am a lecturer

Leading research- intensive university
on the south coast

Between 70 & 90 primary trainees each year

Keeping a reflective sketchbook
Is one of the course requirements

Provides evidence of developing subject
and pedagogical knowledge – TS 3

- Small group of trainees invited to join research group
- purposive sample
 - known interest in using visual methods
 - women invited, as research situated within feminist research principles

2 opted in

2 invited due to evidence of visual methods
in online files

Small community of like-minded learners

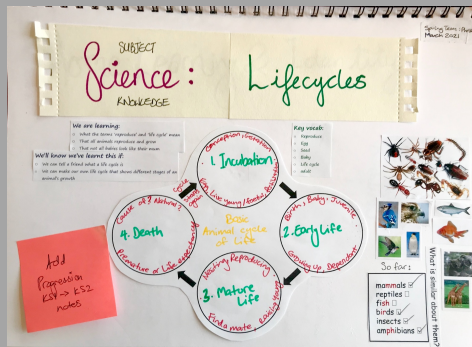
Research Questions



Sketchbook as artefact – what part do physical sketchbooks play in ‘enabling Primary PGCE trainees to be ‘reflexive architects’ of praxis’?

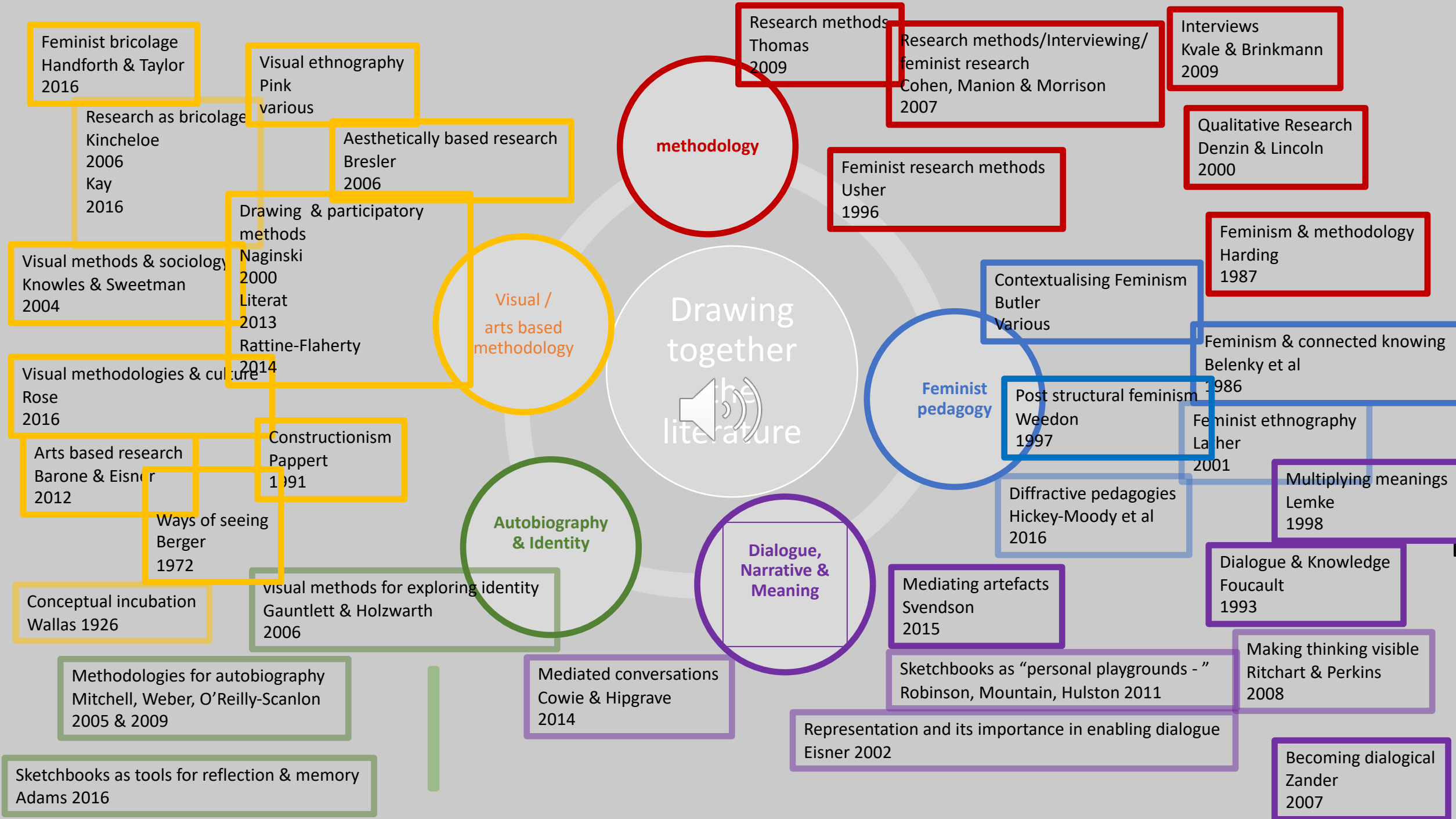


How does the use of visual approaches support learning & reflection?



How might the sketchbooks underpin the telling of personal narratives and the development of teacher identity?







emancipatory

participatory

Research design & methodology

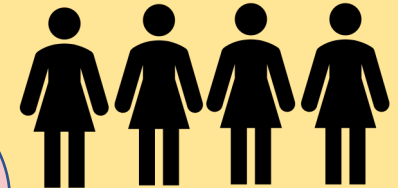
Research influenced by feminist pedagogic principles:
Knowledge, Power, Discourse

- Interpretivist
- Insider Researcher
- Bricoleur researcher

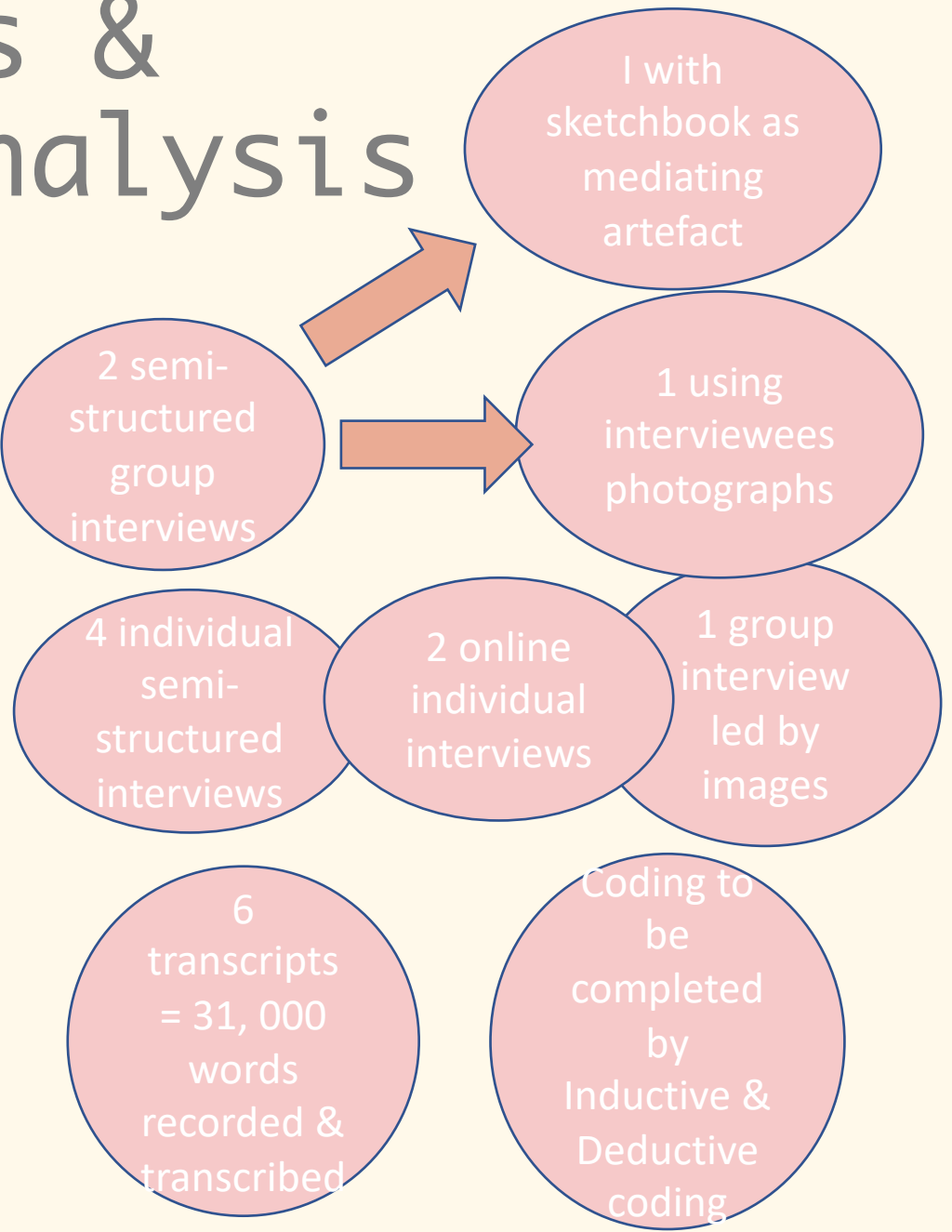
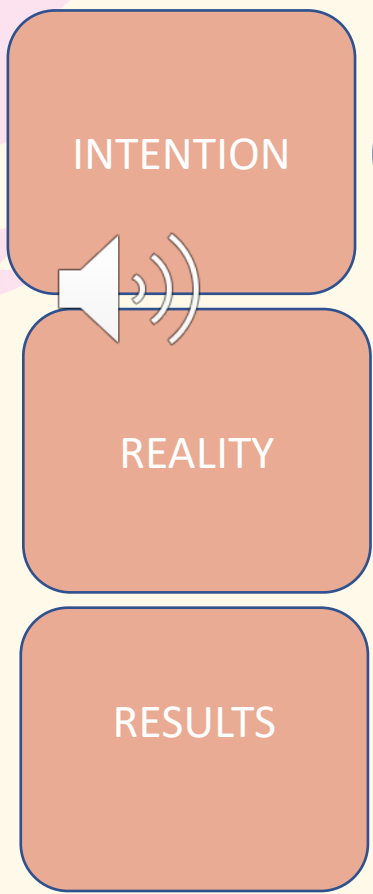
Small-scale purposive study

Qualitative methods

Ethical approval gained & applied throughout



Methods & Data Analysis



Research influenced by feminist pedagogic principles:
Knowledge, Power, Discourse

Early Impressions: memorable statements on using sketchbooks

I can look at the 360, the aerial view again of my learning, it has been so incredible

every page is a landing spot of something

being able to think that it's not a blank canvas helped me to be like, actually this is just like a note book that can be messy and it might be very worn and old, but that's fine

it's allowed me to give both physical and mental space to my learning

it's given me permission to follow what I always knew was my learning style

I've got this relationship with this book

It has made me feel like this is where I'm meant to be...

Everyone's been faced by a huge block of text and gone, 'oh my goodness, what! how am I ever going to take all that in?' Just seeing something attractive brings you down a bit then you're more, well, you know I'm more receptive to taking in information.

so often I think if someone else looked at it they might not understand necessarily what it is – but I understand!

it has removed the right and wrong anxiety that has characterised and plagued all of my previous educational experiences

Early Impressions: memorable statements on using sketchbooks

this for me is a way of doing something creative... that's guided you know.... because its reflecting on my teaching practice or reflecting on something I've read but it is still like slightly creative... I think... for me, it's creative

it is definitely a good place to reflect

Then this idea, I don't have to think about it, I don't have to take those extra 10 minutes and sit there and do nothing and think that I don't have ideas – there's a SB full of them!

at least with the SB you can put those theories next to each other and visually express them to see where they overlap , how they interact with each other as well as the progress that you're making and where you might be able to grow using those theories



in a way the process of taking my notes and putting them in a visual is me organising them in my head so that I understand them, I remember them so that in itself has been helpful

I might find another reflection and and be able to reflect on that and either be inspired by something or realise that something was a misconception and I now know that's not true

I can construct a page - if I ever get a question about a theorist I can bring the memory of the image up in my mind and that will be ok

Conclusions, limitations
& next steps



A small selection

- Berger, J. 1972 *Ways of Seeing*
- Butler, J (2011) *Gender Trouble: Feminism & the subversion of identity*
Taylor & Francis
- Bresler, L. (2006) *Toward Connectedness: Aesthetically based research*
Studies in art education Vol. 48
- Cowie, R. & Hipkin, B. (2014) *Mediated Conversations: A Participatory Method*
for Generating Rich Qualitative Data Sage Research Methods
- Denzin, N. & Lincoln, Y. (2000) *Handbook of qualitative research* Sage
Publications
- Handforth, R. & Taylor, C. (2017) *Doing academic writing differently: a*
feminist bricolage
- Harding, S. (1987) *Feminism & Methodology: social science issues* Bloomington
- Kincheloe, J. (2001) *Describing the Bricolage Describing a new rigor in*
qualitative research Sage Publications
- Knowles, C. & Sweetman, P. *Picturing the Social Landscape: Visual Methods*
and the Sociological Landscape Routledge
- Kvale, S. & Brinkmann, S. (2009) *InterViews: Learning the craft of*
Qualitative Research Interviewing Sage Publications
- Rose, G. (2016) *Visual Methodologies: an introduction to researching with*
visual materials Sage
- Pink, S. (2007) *Doing visual ethnography, images, media and representation*
in research Sage