What is a book? Who am I?
Am I a Book?

a notion of containment, a
reflection becoming reflective
becoming a book thing
meaning within artefact object
attachment, history withheld.
languages of the object.

my life in layers built on the child
collections, reflections,
relationships, shadows.
meaning revealing, concealing
echoes half heard.
combination and juxtaposition.
choices, refine, define, distill.
communicate spirit symbol,
word ideas.
design, make build
story containers.
architect.
enclose, disclose.

am I the container?
answer the space.
listen
Rationale

• “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

Conceptual Incubation

Teacher identity

Education ethos

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?
Research design & methodology

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

- emancipatory
- participatory

- Interpretivist
- Insider Researcher
- Bricoleur researcher

- Small-scale purposive study
- Qualitative methods
- Ethical approval gained & applied throughout

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

Methods & Data Analysis

INTENTION

- 2 semi-structured group interviews
- 4 individual semi-structured interviews
- 2 online individual interviews
- 1 group interview led by images
- 6 transcripts = 31,000 words recorded & transcribed

REALITY

- 1 using interviewees photographs
- Coding to be completed by Inductive & Deductive coding

RESULTS

- I with sketchbook as mediating artefact

emancipatory

participatory
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.

It’s allowed me to give both physical and mental space to my learning.

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 notebook that can be messy and it might be very worn and old, but that’s fine.

It’s given me permission to follow what I always knew was my learning style.

I’ve got this relationship with this book.

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’s made me feel like this is where I’m meant to be.

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

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

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

it is definitely a good place to reflect

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
Harding, S. (1987) Feminism & Methodology: social science issues Bloomington
Knowles, C. & Sweetman, P. Picturing the Social Landscape: Visual Methods and the Sociological Landscape Routledge
Pink, S. (2007) Doing visual ethnography, images, media and representation in research Sage