Summer Institute in Qualitative Research: 
Putting Theory to Work 

Monday 18th – Friday 22nd July 2011 

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

Programme 

Blue skiles from ESRI Hall
Special Events

Curiosity and Classification.
Objects as Incitements to Theory

The Summer Institute will be accompanied by a special exhibition organised by the International Centre for Arts and Cultures of Childhood (ICACC)

This special exhibition brings art and qualitative inquiry together in an engagement with objects. Assembled in eight cabinets, each collection of objects will invite delegates to think about such things as materiality, memory, identity, history, loss and wonder, especially as these relate to childhood. One cabinet will open itself to interactions with Summer Institute delegates over the course of the week.

Online Video Panel Discussion
Wednesday 20th July, 9 – 11 am

The Summer Institute is collaborating with the Research Institute for Professional Practice, Learning and Education (RIPPLE), Charles Sturt University, Australia to make Deborah Britzman’s keynote Presentation available to RIPPLE members, followed by an online video panel discussion involving respondents at the two sites.

‘What is the use of theory? A psychoanalytic discussion on tolerating the mind’.
Deborah Britzman, York University, Canada.

Respondents, CSU: Ben Bradley, Jennifer Sumsion
Respondents, Summer Institute: Erica Burman, Lisa Mazzei

Research Institute for Professional Practice, Learning and Education
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Summer Institute in Qualitative Research: Putting Theory to Work

Monday 18th – Friday 22nd July 2011

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

Programme

All sessions will be held in the Geoffrey Manton Building, Rosamond Street West, Off Oxford Road, Manchester, M15 6LL

Monday 18 July

9.30   Registration, Geoffrey Manton Building (open 9.30 – 11.00 am)

11.00 Welcome to the Summer Institute
Maggie MacLure, Manchester Metropolitan University
Lecture Theatre 2

12.00 Lunch, Ground Floor Atrium

1.00  **Plenary Keynote 1**
Linda Tuhiwai Smith, University of Waikato, New Zealand
'Decolonizing research in new spaces with new possibilities'?
Lecture Theatre 2

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

3.00 Tea and coffee break

3.30  **Plenary Keynote 2**
Helen Colley, Manchester Metropolitan University
'Time, space and ethics: thinking through Marx'
Lecture Theatre 2

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

5.30 - Wine Reception, Ground Floor Atrium
6.30
Tuesday 19 July

9.00  **Plenary Keynote 3**  
Lisa Mazzei, Gonzaga University, USA  
'Plugging one text into another: thinking with theory in qualitative research'  
Lecture Theatre 2

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

11.00 Tea and coffee break

11.30 Parallel sessions  (breakout rooms)

- Putting Bourdieu to Work. Helen Colley, MMU  
  Lecture Theatre 4

  Lecture Theatre 6

- Putting Butler to Work. Sarah Dyke, MMU  
  Lecture Theatre 7

Delegate-led sessions  
(See session schedule at the end of this programme for details)

12.30 Lunch, Ground Floor Atrium

1.30  **Plenary Keynote 4**  
Harry Torrance, Manchester Metropolitan University  
'Mixed methods research: what is the role of qualitative methods?'  
Lecture Theatre 2

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

3.30 Tea and coffee break

4.00 Parallel sessions (breakout rooms)

- Putting Lyotard to Work. Mandy Morgan, Massey University, Aotearoa/New Zealand  
  Lecture Theatre 4

- Putting Deleuze & Guattari to Work. Christina MacRae, MMU  
  Lecture Theatre 6

Delegate-led sessions  
(See session schedule at the end of this programme for details)

5.00 End of day
Wednesday 20 July

9.00  **Plenary Keynote 5**  
Deborah Britzman, York University, Canada  
‘What is the use of theory? A psychoanalytic discussion on tolerating the mind’.  
(Video Link-up with the RIPPLE Research Centre, Charles Sturt University, Australia)  
Lecture Theatre 2

10.00  Online video panel discussion: Summer Institute and RIPPLE Research Centre, CSU  
Respondents: CSU: Jennifer Sumsion, Ben Bradley  
Respondents, Manchester: Erica Burman, MMU; Lisa Mazzei, Gonzaga University

11.00  Tea and coffee break

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

12.30  Lunch, Ground Floor Atrium

1.30  **Plenary Keynote 6**  
Maggie MacLure, Manchester Metropolitan University  
'Classification or wonder? Coding as an analytic practice in qualitative research'.  
Lecture Theatre 2

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

3.30  Tea and coffee break

4.00  **‘Curiosity and Classification’: engaging with the exhibition**  
A chance to explore and discuss the works on display in the Atrium

5.00  End of day
Thursday 21 July

9.00  **Plenary Keynote 7**
Keri Facer, Manchester Metropolitan University
'Democracy, education and reclaiming narratives of the future'
Lecture Theatre 2

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

11.00 Tea and coffee break

11.30 Parallel sessions  (breakout rooms)

Putting Foucault to Work. Liz Jones, MMU
Lecture Theatre 4

Putting Deleuze to Work. Kate McCoy, State University of New York at New Paltz
Lecture Theatre 6

Delegate-led sessions
(See session schedule at the end of this programme for details)

12.30 Lunch, Ground Floor Atrium

1.30 **Plenary Keynote 8**
Bill Green, Charles Sturt University, Australia
'Research, practice, emergence; or, emergent methodologies in educational research'
Lecture Theatre 2

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

3.30 Tea and coffee break

4.00 Parallel sessions  (breakout rooms)

Putting Badiou to Work. Tony Brown, MMU
Lecture Theatre 4

Putting Derrida to Work. Lisa Mazzei, Gonzaga University, USA
Lecture Theatre 6

Delegate-led sessions
(See session schedule at the end of this programme for details)

5.00 End of day
Friday 22 July

9.00  **Plenary Keynote 9**  
Kate McCoy, State University of New York (New Paltz)  
'Heroin's monstrous beauties: mark(et)ing affect and abject’  
Lecture Theatre 2

10.00  Follow-up discussion in small groups

11.00  Tea and coffee break

11.30  **Closing plenary**  
Maggie MacLure, Manchester Metropolitan University  
‘The wonder of method?’

Followed by review and evaluation of the Summer Institute 2011

Lecture Theatre 2

1.00  Close
KEYNOTE PRESENTATIONS

Deborah Britzman

What is the use of theory? A psychoanalytic discussion on tolerating the mind

From the inception of psychoanalytic theory, Freud claimed that psychoanalysis was unbelievable but that was no reason to abandon the work. The tension is that one cannot really "see," empirically prove, or measure the value and affects of theory. But few discussions consider the learning of theory as the means for understanding. Yet in both the psychoanalytic clinic and the clinic of the university, the place of theory and its conflict with experience and identity provokes a great deal of resistance, conflicts of loyalty, and learning anxiety. This presentation resides in these matters to ask, what do we learn about thinking in emotional life through the psychoanalytic study of the often quoted conflict between theory and practice. I ask why theory may need a defense.

Deborah Britzman is Distinguished Research Professor at York University in Toronto and is a practicing psychoanalyst. Britzman writes in the area of psychoanalysis and education. Her recent books include: Freud and Education (2011); The Very thought of Education: Psychoanalysis and the Impossible Profession (2009) and Novel Education: Psychoanalytic Studies of learning and not learning (2007). Britzman’s current project concerns a psychoanalytic study of the emotional world of teaching and the question of mental health.

Helen Colley

Time, space and ethics: thinking through Marx

The first decade of the 21st century has brought neither ‘the end of history’, nor the creation of greater social justice. Instead, it has continued to produce sharp increases in social and economic inequalities, major crises in the capitalist system, and war across the globe. At home, the Con-Dem coalition government has embarked on a severe ‘austerity’ drive, warning that ‘life as we know it’ will change beyond recognition. It is no wonder that many activists and scholars around the world are returning to Marx’s original thought to understand these developments and potential responses to them. One immediate concern in times of austerity is the impact of drastic funding cutbacks on the ethics of practice in education and other human service work, creating tensions that are all too often lived as intolerable stresses by practitioners. This keynote lecture discusses Marxist understandings of time, perhaps best known in David Harvey’s work on time-space. In contrast to dominant philosophical notions of time as an external backdrop to human action, these ideas help us to see that time is *generated by human practice* rather than just a context for it. Moreover, time is generated in different registers which – under capitalism – inevitably compete, and are therefore deeply connected with ethics. Until now, Marxist theory on time has largely been applied in the male-dominated space of commodity production. However, it has great potential relevance in the predominantly female space of social reproduction work, such as education and other human services. Weaving together the threads of time, space and ethics, then, how can we understand possibilities of opening up time-spaces of resistance?

Helen Colley is Professor of Lifelong Learning at ESRI, and Visiting Professor of Adult Education at the Ontario Institute for Studies in Education in Toronto, where she has collaborated on a new book of Marxist-feminist theory, *Educating from Marx: Race, Gender and Learning*, edited by Sara Carpenter and Shahrzad Mojab (pub. Palgrave Macmillan). Her central research interests are concerned with the influence of class and gender in learning and work, and her theoretical interest in time – driven by these same concerns – has
developed over recent years. Having long researched the learning and practices of emotional labour, on which she has published widely, Helen’s current work draws on an ESRC-funded study of career guidance to explore ‘ethics work’ by practitioners in a severely under-resourced service.

Keri Facer

Democracy, Education and Reclaiming Narratives of the Future

Ideas of the future proliferate in educational discourse. They permeate discussions between teachers and students, between policy makers and practitioners. They are used to call for change and to stake claims to authority. In this talk I’ll explore the different approaches that researchers in the educational futures arena have taken to try to build more democratic and participatory approaches to ‘researching the future’, and ask whether these are adequate for our contemporary political conditions.

Keri Facer is Professor in the Education and Social Research Institute, Manchester Metropolitan University, where she specializes in digital cultures, social justice and educational change. She acts as adviser and collaborator with a diverse range of organisations from digital arts festivals to government agencies. Her latest book Learning Futures describes the critical uncertainties surrounding socio-technical change over the coming century and the questions these raise about education’s role in equipping societies and individuals for the future. Keri was Research Director of Futurelab from 2002-2008 and led the strategic educational foresight project ‘Beyond Current Horizons’ for the DCSF from 2007-2009.

Bill Green

Research, practice, emergence; or, emergent methodologies in educational research

Seeking to better understand research as a form of practice in itself, this paper draws on recent theoretical developments and debates especially in what is called practice theory and philosophy to explore the challenge of the emergent, specifically with reference to educational research. Directly referenced more often than not to both policy and pedagogy, educational research is increasingly constrained in various respects, and arguably needs to find other ways of being justified and valued. By working here with the twin motifs of practice and emergence, I want to provide possible ways of affirming research as a creative enterprise, in the context of working through different theoretical perspectives and resources in scholarly work.

Bill Green is Professor of Education in the Faculty of Education and Strategic Research Professor in the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University, NSW, Australia. His research interests range across literacy studies and curriculum inquiry, with a particular focus on English teaching and curriculum history, doctoral research education, and education for rural-regional sustainability.
Kate McCoy

Heroin’s monstrous beauties: mark(et)ing affect and abject

Qualitative data gathered in the course of several studies of heroin use and access to healthcare for people who use drugs have been used to document addicted subjection, traumatizing stigma, and fatal neglect in efforts to effect policy change. These accounts fall short, as do most efforts to document damage expecting reparations and amelioration. This paper considers such failures by thinking through the affective turn in critical theory, sketching a series of encounters with what Brian Massumi has called “generic figures of affective capture”—the emergent opiate addicts of the nineteenth century (the white male celebrity addict, the “Chinaman,” and the middle-class housewife), the junkie girl of 1950s pulp fiction, and the monstrous beauties of the 1990s heroin chic phenomenon. These figures are theorized as markers of affect and abjection, markers that complicate as well as feed the market logic of the rise of the neoliberal state.

Kate McCoy is Assistant Professor of Educational Foundations and affiliated faculty in Women’s Studies at State University of New York at New Paltz. Her academic work explores the intersections of feminist, critical, and poststructural approaches to the production and legitimation of knowledge through research and popular culture. She has published in the field of qualitative research methodology in Educational Researcher and The International Journal of Qualitative Studies in Education (QSE), recently co-editing a special issue of QSE with Lisa Mazzei entitled “Thinking with Deleuze in Qualitative Research.” Dr. McCoy was a grant-funded qualitative researcher for 10 years at John Jay College of Criminal Justice, the New York Academy of Medicine, and Albert Einstein College of Medicine on studies of illicit drug use and access to health care for people who use drugs.

Maggie MacLure

Classification or wonder? Coding as an analytic practice in qualitative research

I develop a critique of coding as an analytic practice in qualitative research. The critique is influenced by the work of Deleuze, in that it prioritises movement, becoming, difference, heterogeneity and that which exceeds ‘capture’ by language. Coding, by contrast, works for stasis, structure, resemblance and representation. However I do not conclude that coding should be abandoned as an analytic practice. I argue that there is languorous pleasure and something resolute in the slow intensity of coding – an ethical refusal to take the easy exit to quick judgement, free-floating empathy, or illusions of data speaking for itself. More importantly, I argue that the slow work of coding allows something other, singular, quick and ineffable to irrupt into the space of analysis. Call it wonder.

Maggie MacLure is Professor of Education in the Education and Social Research Institute at MMU, and leader of ESRI’s Theory and Methodology research group. She has a particular interest in poststructural approaches to qualitative research, and is currently involved in a programme of research in early childhood. She is the founder and Director of the Summer Institute in Qualitative Research, and a former member of the Executive Council of the British Educational Research Association. Her book, Discourse in Educational and Social Research, received a Critic’s Choice award from the American Educational Studies Association.
Lisa Mazzei

Plugging one text into another: thinking with theory in qualitative research

The idea of “plugging in” comes from my work with Alecia Jackson. We borrow the phrase and what it implies from Deleuze and Guattari in a “plugging in” of theory into data into theory. In thinking with theory, one is confronted with multiple texts - or literary machines: interview data, tomes of theory, things previously written, traces of data, reviewer comments, and so on ad infinitum. And so the move to engage "plugging in" is presented as a process rather than a concept, something that can be put to work, for as Rosi Braidotti urges in this time of change, "the challenge lies in thinking about processes, rather than concepts." Plugging in to produce something new is a constant, continuous process of making and unmaking. This session will focus on a description of how we have engaged the process of “plugging in” multiple theories into the same data set moving away from traditional interpretation into realms of post-humanist “data analysis.”

Lisa A. Mazzei (PhD, The Ohio State University) is Associate Professor in the Doctoral Program in Leadership Studies at Gonzaga University, USA and Visiting Research Fellow at the Education and Social Research Institute at Manchester Metropolitan University, United Kingdom. Much of her methodological project has centred around a consideration of the problem of voice in qualitative inquiry and the ways in which voice is constituted, constrained, fictionalized, or multiplied, all in attempts to offer an authentic essence or voice that is present, stable and self-reflective. In this vein she is the author of Inhabited Silence in Qualitative Research; Putting Poststructural Theory to Work, published by Peter Lang, (2007) and is co-editor with Alecia Jackson of Voice in Qualitative Inquiry: Challenging Conventional, Interpretive, and Critical Conceptions in Qualitative Research, published by Routledge, (2009). She is co-author of the forthcoming book, also with Alecia Jackson, Thinking with Theory in Qualitative Research to be published this autumn by Routledge.

Harry Torrance

Mixed methods research: what is the role of qualitative methods?

Over the last ten years or so, the ‘field’ of ‘Mixed Methods Research’ (MMR) has increasingly been exerting itself as something separate, novel and significant, and claiming paradigmatic status. Yet mixing methods in social research has a long and in many respects unremarkable history. Mixing methods was simply regarded as the proper way to do good research. Moreover current articulations of mixed methods tend to relegate qualitative approaches to an ancillary and/or subsidiary role – briefly illustrating general findings which have been generated (more securely, it is implied) by other methods. Why is MMR now being articulated as a novel development and what scope might there be for a more significant engagement with the insights and values that permeate qualitative approaches?

Harry Torrance is Professor of Education and Director of the Education and Social Research Institute, Manchester Metropolitan University, UK. He was formerly Professor of Education at the University of Sussex. His research interests include the interrelation of assessment, teaching, and learning; the role of assessment in educational reform and policy development; social research methodology and the development of applied research; and the relationship between research and policy, research governance, and research management. He is editor of the four-volume Sage Handbook of Qualitative Research Methods in Education (Sage 2010); a member of the international advisory board of the Handbook of Qualitative Research (Denzin and Lincoln, 4th edition, forthcoming); a former editor of the British Educational Research Journal; and an Academician of the Academy of Social Science.
Linda Tuhiwai Smith

Decolonizing research in new spaces with new possibilities

My conversation turns around a set of questions we could ask about ‘decolonizing research’, for example; why decolonise? What possibilities yet to be imagined might arise from a decolonising approach? Is decolonisation simply a 20th century concern? What theories and methodologies have indigenous peoples brought to the table? Are new and transformative theories and methodologies emerging that address the issues of colonial and imperial knowledge construction? I do not claim to be able to answer the questions with ‘right’ answers, but the questions are core to a decolonising approach and are worth asking.

Linda Tuhiwai Smith is Professor of Education and Māori Development, Pro-Vice Chancellor Māori and Dean of the School of Māori and Pacific Development at the University of Waikato in New Zealand. She is a member of New Zealand’s Health Research Council, Chair of the Māori Health Research Committee, President of the New Zealand Association for Research in Education and has recently been appointed as a member of the Marsden Fund Council and Convener of the Social Sciences Assessment Panel. She has worked in the field of Māori education and health for many years as an educator and researcher and is well known for her work in Kaupapa Māori research. Professor Smith has published widely in journals and books. Her book Decolonising Methodologies Research and Indigenous Peoples has been an international best seller in the indigenous world since its publication in 1998. Professor Smith was a founding Joint Director of New Zealand’s Māori Centre of Research Excellence from 2002-2007 and a Professor of Education at the University of Auckland. She is well known internationally as a public speaker. Professor Smith is from two tribes or iwi in New Zealand, Ngāti Awa and Ngāti Porou.
DELEGATE-LED SESSIONS: ABSTRACTS

George Aranda
Deakin University

Video-recording student- and teacher- interactions. Communication beyond words.

Video recording and the tagging of classroom interactions allows us to examine communication beyond the words spoken. It offers us the ability to examine teacher- and student-interactions in real time, in a data-rich, multi-modal manner which allows representations of learning via speech, gesture, intonation and attention.

It allows us to examine gestural representations of student learning and group dynamics and is especially important when discourse surrounding a topic is new and undeveloped. Students may be unable to express or understand each others’ nascent notions, but by analysing their use of gestures in combination with speech (e.g. “this bit goes like that”) allows us greater insight into their understanding and communication of these ideas.

It is also critical to examine the teachers’ response to what is occurring and how their attempts to clarify or extend student learning are taken up and applied to the current task.

Final reflection by teachers and students of the videos produced will also allow them to highlight difficulties or insights into learning that may have occurred.

Katherine Boydell
The University of Toronto and The Hospital for Sick Children

Embodied inquiry in research-based dance

A partnership between scientists (researcher and investigative team) and artists (choreographer, musician, and dancers) was formed to co-create a dance performance based on qualitative research on help-seeking for youth experiencing first episode psychosis. Participant observation field notes and audiotaped transcripts of meetings between choreographer and social scientist, and between creative and research teams over a six-month period were used to analyze the collective interchange and document how research and artistic teams define (and redefine) their situation through interaction. This study draws upon Todres’ work (2007) on embodied inquiry that attends to the relationship between language and the experiencing body. Embodiment is viewed as an insightful and multifaceted way of conceptualizing the body, movement, and force as embodied rhythms of how possible it is to understand individuals from varied perspectives in nuanced contexts. Embodied inquiry focuses on the relationship between language and the experiencing body; allowing an individual’s lived experience to come to the forefront.

Linda Cadier
University of Southampton

Exploring translocality: negotiating space through the language practices of migrant communities in the health sector

In the context of the City of Southampton, I will present my ongoing qualitative research into the negotiation of access to health services through the language practices of transnational migrant communities. This work is set in the theoretical context of
globalization (Fairclough 2006; Stern and Deardoff 2009) and its recognized phenomenon of transnationalism and translocality (Vertovec 2009). Transnational activities become embedded in urban city environments (Sassen 2007) and situated translocal language practices can be viewed as crosscutting to all migrant place and space-making activities (Pennycook 2010).

The main principle of my methodology is linguistic ethnography (Rampton, 2006). The data will illustrate how Southampton Universities Hospitals Trust (SUHT), and in particular their maternity services that have one of the highest call outs for languages, is responding to super-diversity. Data presented will be from language policy and planning documents, observations of maternity information sessions, and interviews with health care gatekeepers, midwives, patients and community contacts.

Karen Charman  
Deakin University

**Education for a new museuology**

My research is situated around learning and teaching in public spaces—specifically museums. Teaching to and in contemporary museum spaces, involves historically situating museums and specifically foregrounding their function as educative but also as a public space. As an educator engaged with museums I understand where this form of representation has come from and why museums have undergone a gradual change in focus—gesturing toward a democratic space. I want the students to understand this historical significance and subsequent shift and the importance of contributing to such a space. Further, to understand that forms of representation are not static and can change over time means the students begin to see the museum space as a negotiated form. My research draws on Elizabeth Ellsworth’s work on sensations of learning and extends her ideas to consider migration of student identity.

John Cripps Clark  
Deakin University

**Investigating boundary crossing between university and the workplace using a qualitative case study of teacher professional experience**

The session will propose a dialogue between research on pre-service science teachers’ experience of their professional experience and our emerging sociocultural understanding of boundary crossing between institutions. There are important methodological and theoretical problems in investigating transfer between contexts; in particular the interaction between the development that occurs in each context. Professional experience represents a fertile domain in which to pursue this inquiry. This session will draw on ideas from sociocultural activity theory (Cole & Gajdamashko, 2009), institutional theory (Nonaka, Toyama, & Byosiere, 2001; Rowan & Miskel, 1999), expansive learning (Engeström & Sannino, 2010) and hopes to investigate relationships with Bernstein’s analysis of institutional influence on identity (Bernstein, 1999).

Sarah Dyke  
Manchester Metropolitan University

**Reading anorexia in different time-spaces: prevention and Pro ana**

Based on her PhD thesis, Sarah will draw on Butler, Grosz and Probyn to explore the issues of time-space and embodiment in both ‘real’ and ‘virtual’ accounts.
Paul Fean  
Centre for International Education, University of Sussex

**Participatory action research with Sudanese teachers: a postcolonial analysis**

This paper is based on my doctoral inquiry which responds to the overarching question: What knowledge can I generate about teaching, its development and my researcher practice through collaborative action research with Sudanese youth and adult education teachers?

I begin by briefly outlining the context of adult education in Khartoum, my ethical and methodological objectives and the design of this study. I then draw on examples from the participants’ action research to show how the study facilitated a shift in the teachers’ epistemological positions towards ‘authoritative uncertainty’, in which partial, contextualised and contingent knowledge was recognised as legitimate, leading to re-construction of their knowledge to develop their practice.

To conclude, I take a position of ‘authoritative uncertainty’ in the reflexive analysis of the study, as the action research process and outcomes are re-viewed using postcolonial and feminist theories to unpick the situated complexities of cross-cultural practitioner research and its representation.

Zoe Lim  
University of Nottingham

**Transcending disciplinary boundaries: how does qualitative enquiry help?**

Increasingly complicated educational questions may need research input from more than a single discipline. Cross-disciplinary research enquiry however faces challenge of fusing different research paradigms and ‘culture’. This paper will would present an example, by using results from my currently on-going PhD project, to show how qualitative enquiries could facilitate in such effort. My research explores the issues of the purpose of education for pharmacists in a resource poor setting. The education perspective requires thinking about skill development, competency and teaching/learning methods. The health perspective on the other hand emphasises on issues like professional roles, staff retention and cost-effectiveness of having a full professional cadre. Integration of both perspectives generated new concepts that are pharmacy education specific. In summary, the explorative nature of qualitative research allows researchers to break down pre-formulated hypotheses and rebuild new conceptual frameworks using perspectives from multiple disciplines.

Michael Lynch  
University of Edinburgh

**Target language use in Modern Language classrooms: perception and change among newly qualified teachers in Scotland**

Strong claims have been made for the benefits of teachers’ use of the target language in foreign language teaching. Other enquiries advocate a mixture of using the learner’s first and second language. Why is it, then, that it is so hard to find evidence of the use of the target language in many Modern Languages classrooms? It is not due to a lack of emphasis on target language at the Initial Teacher Education (ITE) stage. As this issue is an important aspect of my role as a teacher educator, I have chosen to investigate the perceptions of student teachers vis-à-vis use of the target language in class and how these perceptions
might change as they embark on their first post as newly qualified teachers (NQTs) in Modern Language departments in schools.

**Ling Meng**  
University of Edinburgh

**Teachers’ lives: a life history narrative inquiry into Chinese College English teachers’ professional development in the context of Chinese culture**

This research discusses and studies Chinese College English teachers’ professional development stories. The main aim of the study is reveal in the context of Chinese culture how teachers, at different stages of their careers, construct, maintain and develop their professional identities. The study explores, in particular, how far China’s educational changes over the past sixty years (1949-2009) had impacted on three groups of Chinese College English teachers’ professional identities. To fully understand their professional development, a life history narrative was adopted. An early analysis of the project will be presented. It will focus on the process of professional identity construction by present insights from the data. It will draw on narrative analysis, corpus based tools and methodologies as well as some comparison and thematization. Extensive quotes from the informants’ own voices will also be used to illustrate diverse and sometimes conflicting factors which influenced the development of teacher identity along with the informants’ professional teaching journeys.

**Mandy Morgan**  
Massey University

**Waitakere conversations: meaningful use of findings in qualitative evaluations**

In 2005 we began collaborating with stakeholders of the Waitakere Family Violence Court (WFVC) in West Auckland to conduct a programme of evaluation research so that they could find out what was working, and what wasn’t working, in their coordinated community response to intimate violence in their district. In this presentation I discuss the ways in which we made decisions about research methodology taking account of the relationships we were establishing with stakeholders, their commitment to collaboration, and our understanding of their needs. In particular, I focus on the practice implications of qualitative components of the research programme: how we went about engaging with fourth generation evaluation principles, privileging differences and diversity, and our processes of accountability.

**Julianne Moss**  
Deakin University

**Theory and reading theoretical work in Australian research training**

This paper points to some research examples produced over the past decade of those who dare. How do we invite the beginning researchers into the theories of difference which can conceptualise methods which can undo and redo questions of ethics, identity, culture and change? Through the assemblage of some life history fragments and examples of recent research texts I aim to illustrate how both my and the research practices of those who dare evolved and changed over the period of the RHD thesis. I amplify how qualitative research practices can change over time in response to the materiality of late twentieth and twenty first century knowledge production. In conclusion, I consider how exposure through visual methods is useful, but highlight how ongoing methodological and theoretical challenges
remain for researchers who advocate for liberatory methods and aim to work close up with research participants. Finally, I offer a snap shot of a course which took a fresh take for those aspiring to read theory in education prior to reading research.

Timothy Murphy
Leeds Metropolitan University

Direction Experiential Learning and emerging educational professionals – a praxis approach: a case study involving Level 6 Education Studies students

In the course of this paper, I will be reporting on the preliminary findings from an on-going research project that is attempting to explore the potential of Directed Experiential Learning (DEL) on level 6 BA Education Studies Students, the intent of which is to introduce the students to a ‘problem-posing’ mode of inquiry, inviting them to become active, enquiring and critically reflective lifelong learners, particularly with respect to their intended field of professional engagement which for the majority of them will be in the broad field of education, both formal and informal.

Ursula Nolan
University College Dublin

How was class today? Classroom interaction and student achievement

Recent Research in an Irish context reveals that in areas of difficult economic circumstances “one in six young people leave school without reaching Leaving Certificate Level” ESRI (2009). Howe can we inform our understanding of this statistic? What insights can be gained from studies of the specialized communication of classroom interaction? How will they explain pupil differential access to educational ‘enhancement, inclusion, participation’ Bernstein (2000)? How do biographies, history, cultural resources, institutional discourses shape perception, assumptions, aspirations, choices of classroom participants?

These are some of the questions framing my research. My study examines patterns of pedagogic practices at the micro level of the classroom, in a second level school where student achievement mirrors the ESRI (2009) statistic. The methodology privileges classroom participant knowledge in relation to their experience of education. Preliminary findings depict the classroom as an arena of competing agendas and continuing negotiation of identities and struggle for control.

Rebecca Patterson
Manchester Metropolitan University

Dreaming of the bones

At the CARN conference in 2011, I presented a practical workshop designed to explore human interaction and reaction, by offering a stimulus that wasn’t there; an imagined ‘object’. A stimulus designed to provoke a shared mental schema. Despite the intangible nature of such a framework, participants did not display the anticipated reticence associated with methodologies predicated on deviation from the familiar. As a result it has been my intention to consider more analytically the idea of the imagination. More specifically, the genealogy of its transition from childhood, within which education features as determinant in its construction (or restriction). Consequently such considerations inevitably lead to questions regarding the educational conception of ‘imagination’, a faculty that is often
perceived as exclusively the domain of the small child, the eccentric artist or the drug addled poet. From adolescence to adulthood the imagination is increasingly stifled by the rigours of material life. To what extent, then, does current pedagogical practice conform to and influence this process?

Jo Raphael
Deakin University

Nested methodologies: a set of three qualitative research methodologies for researching teaching for diversity in higher education.

This presentation describes the nested relationship of three qualitative research methodologies that fit one inside the other and work together to inform research questions that are articulated as a shared research vision: teachers and people with disabilities working together in drama to foster enhanced understanding of teaching for diversity. The researcher along with participants including student teachers, teacher educators and people with disabilities (who are members of a community-based theatre company) share an interest in how teachers may be prepared for teaching students with special educational needs in inclusive classrooms.

The primary and overarching frame of the research is reflection on practice. The second research frame is participatory action research methodology that opens a communicative space in which all those involved in the teaching and learning practice have a right to speak and act in transforming things for the better. The third research frame is that of arts-based research, where drama as both pedagogy and research methodology is engaged as a mode of inquiry as student teachers and teacher educators participate in a drama workshop led by people with disabilities.

Shrawan K Sharma
Gurukul Kangri University

Literary theory in a classroom situation

There is a debate regarding the use of theory in a classroom situation. Some scholars think that there is no need of theoretical tools. They hold that these tools hamper aesthetic experience because the reader is lost in a mechanical enquiry. But there are other scholars who do not accept this logic. They hold that this objection has a logic but for one who is not a trained reader. For a trained reader this objection has no value because for him such an enquiry is not a mechanical task but an assimilative character of technical and philosophical aspects which help understanding and relishing a literary text in a classroom situation. The present attempt aims at making an argument why literary theory is indispensable and how it works in a classroom situation to understand and relish a text in a better way.

Kathy Swinkels
Deakin University

Researching a community of practice in an Early Years environment.

My doctoral research explores the opportunities for preschoolers to engage in mathematically-rich conversations and interactions in early childhood environments, and to investigate the utilization of these opportunities by the educators, and within the children’s
own peer groups. I will be researching this topic through a socio-cultural lens, interwoven with Lave and Wenger’s theory of Situated Learning, specifically the ‘Communities of Practice’ model. The strength of this theoretical framework is that it offers an opportunity to explore how the children and educator construct knowledge as they interact.

Recent changes within the Australian early childhood education profession have seen a push towards more reflective practice with educators encouraged to construct new knowledge through partnerships with professionals, families and the children; in effect a ‘community of practice’ approach. I believe the children are also engaged in their own ‘community of practice’ with the educator and children taking the roles of master and apprentice.

Agnes Turner
University of Klagenfurt

An understanding of the transference of teachers’ emotional school history and its impact on the psycho-dynamics within the classroom.

Experiences during childhood and at school differ significantly, yet are the basis of our formative years. Considering the emotional effects of our experience in school, I wish to discuss the biographical aspect, particularly the schooling and learning experiences of teachers and the influence their memories and feelings (whether conscious or subconscious) play on the interaction with their pupils within a classroom environment. Based on psychoanalytic theories, (cf. Freud, Klein, Bion), the early relationships are vital for us in later life. Through transference, early emotional experiences, for example, the interaction between teacher and students in your own biography can provoke you to reminisce about feelings during a current teaching situation. If these feelings are misinterpreted, or perhaps ignored, it is likely to have a negative influence on psycho dynamics within the classroom, and consequently on the overall performance of the pupils. This research is based on biographical research, theories and methods, such as the narrative interviews and psychoanalytic observational studies (Tavistock model, London), and to support this, I would present first deliverables of the research, and discuss the analytical methods involved.

Ellen Van Reuler
University of Manchester

Putting theories of public policy to practice in histories of health policies

In my current research, I explore the ways in which history can inform policy debates. Focussing on the cases of cancer policy and palliative care policy in England and the Netherlands, I investigate various ways to make sense of history for health care policy. Examples of these approaches are searching for analogies between issues currently under debate and past developments and using the combination of public policy theories and historical accounts to increase our understanding of both. It is about this latter approach that I would like to speak during the Summer Institute in Qualitative Research. Based on the cases I have investigated, I will show how public policy concepts and theories can provide a heuristic device to enrich historical accounts and how historical work can shed a new light on public policy theories.
Tony Wall
University of Chester

**Commodification in the University-Accreditation of Commercial Training: A Psychoanalytic Study**

Working with employers and business more generally has become an important area for universities - Government funding has followed this type of activity for some time. A particular form which has grown exponentially within the last 5 years has been the accreditation of training. This is where a university awards credits for the learning associated with training courses delivered by commercial organisations. In order for this to happen, academics have to conceptualise training activity in terms of academic content, and re-package it as such. Yet little has been reported about the academic’s role in this recasting of commercial training as activity that can be accredited. This poster offers a story about an academic's professional struggles of working in this space - and takes a psychoanalytic perspective within a reflective study. The story demonstrates how the ‘identity’ of the academic is depicted problematically - being caught between a desire to be a ‘client-oriented academic’ but also governed by a drive to be a guardian of quality assurance - and that this conflict is mediated by commodification of the training experience (and himself). This creates a situation where the academic becomes a custodian of a regulative apparatus that simultaneously polices his own practice. As a reflective moment, this poster shares ongoing attempts to recover his previously assumed agency, towards asserting a new conception of his role and approach.

Zoe Williamson
University of Edinburgh

**Creating and conceptualising Third Spaces as a way to understand teacher as researchers**

This poster and discussion draws on research that explored what it is like to be a teacher doing action research as part of practice. I suggest that these teachers are ‘boundary dwellers’ (Maclure,1996), who are living in an in-between space of teacher/researcher; they are simultaneously Self and Other. This hybrid identity of being teacher and researcher requires, I argue, a different way of conceptualising ways of being a teacher. I use Bhabha’s (1994) concept of Third Space as a heuristic to think, question and understand this ‘way of being’. I draw upon Third Space as a liminal space, a space that challenges the boundaries of what it means to be a teacher/researcher. I consider Bhabha’s contention that Third Spaces are not simply a place where two cultures come together (fields of practice and research) to share individual outlooks, but rather they are spaces where we must engage differently; it is about sharing but also, more significantly, it is about (re)negotiating understandings. Through discussion I wish to develop these ideas further in terms of spatial theories from a post-structuralist perspective. In particular giving critical consideration to questions of positioning, issues of enabling and constraining spaces and relationships of mobilities/immobilities in relation to social action.
DELEGATE-LED SESSIONS: SCHEDULE

Tuesday 19th July, 11.30 – 12.30

Agnes Turner  
GM222

Ling Meng  
GM222

Ellen van Reuler  
GM223

Katherine Boydell  
GM223

Tony Wall (Poster session)  
Atrium

Tuesday 19th July, 4.00 – 5.00

George Aranda  
GM222

Shrawan Sharma  
GM222

Jo Raphael  
GM223

Timothy Murphy  
GM223

Karen Charman  
GM224

Ursula Nolan (Poster session)  
Atrium

Thursday 21st July, 11.30-12.30

Michael Lynch  
GM222

John Cripps Clark  
GM222

Kathy Swinkels  
GM223

Rebecca Patterson  
GM223

Thursday 21st July, 4.00 – 5.00

Linda Cadier  
GM222

Mandy Morgan  
GM222

Paul Fean  
GM223

Zoe Lim  
GM223

Julianne Moss  
GM224

Sarah Dyke  
GM224

Zoe Williamson (Poster)  
Atrium