

Workshop sessions A.M., 11.30-13.00

Arts-based research

Time lines in autobiographical migration research: Lessons from an Afghan case study	Emerging narratives through collage	A past/a present: Workshop using arts-based methods to tell, then show
Marieke van Houte, IMI, University of Oxford	Sarah Anderson, Scottish Centre for Crime and Justice Research	Caroline Ellis-Hill, Bournemouth University & members of the ARTS in Research (AiR) Collaborative
This paper explores the added value and challenges of the timeline as a participatory technique in autobiographical migration research, reflecting on a case study of Afghan return migrants. Asking participants to draw a timeline representing the course of their lives complemented their life histories as it visually showed significant periods or turning-points in their lives. Drawing the timeline also enabled participants to reflect on their own lives. Last, the timeline released the pressure from verbal interviewing.	This paper discusses adaptation of traditional biographical narrative methods to incorporate participant-created magazine collages, to explore the journeys of people who are desisting from offending or recovering from trauma. It will explore the theoretical basis for the approach and reflections from a small feasibility study; in particular the deconstruction of entrenched narratives (told and retold to multiple professionals in the course of rehabilitation and treatment) and its transformative potential.	We will describe in brief our two-day encounter with an arts-led interviewing technique. You are then invited to contribute to our on-going experiment. Look through that box in the wardrobe with bits and pieces that you are unable to throw away because they represent you and your past. Bring one or two of them along to share with a stranger. By doing this, we learn what it feels like to reveal one's often most private self to an unfamiliar person.

Research using technology

Seeing the question, showing the answer: Visual online interviews	Quantitative analysis of visual data as evidence	Technology for participatory qualitative analysis: Using Quirkos with respondents
Janet Salmons, Vision2Lead	Dr Clare Rose, The Royal School of Needlework	Dr Daniel Turner, Quirkos
Must interview questions be posed with words? Must participants' answers be conveyed with words? Or can complex, abstract, or personally-important concepts be communicated visually? The Typology of Online Visual Methods offers a conceptual framework for considering not only the ICTs to use, but also for aligning the objective of the visual interaction with the purpose of the study. This session will explore ways to use rich online communications to enhance interviews.	An innovative method of analysing and quantifying data presented in images, developed for a PhD using 4000 images. This method provides information that can verify, or challenge, textual sources. It is particularly useful for investigating the behaviour of subaltern individuals who leave few written records. For example, photographs of children entering an orphanage revealed not neglect but care from their families, contradicting the claims made by the institution.	This talk will give an overview of using a new, easy to use qualitative software package with respondents to facilitate participatory analysis, and discuss the merits and challenges in engaging respondents in analysis. It draws on a research project looking at the impact of the Scottish independence referendum, in which participants attended a workshop where they contributed to the analysis of their own interview transcripts.

Workshop sessions A.M., 11.30-13.00

Mixed methods

What do university people know about people with a learning difficulty?	Creative practice in research examining disabled young people’s narratives of embodiment	Childhood perceptions of community: A participatory and arts-based approach
Dr Shirley Durell, University of Coventry	Janice McLaughlin, Newcastle University	Claudia Rocca, Carleton University
Many learning disabled people are still regularly excluded from being actively involved in research, and research agendas and processes have been questioned by learning disabled people and academics. These discussions have influenced the ways in which research is undertaken by and with learning disabled people. This paper offers new insights into the development of inclusive research principles that give learning disabled people a say in the production of knowledge.	This presentation examines a research process to explore the embodied identities of 17 disabled young people as they moved towards adulthood and their lifelong experiences of medical intervention and social othering. The research involved narrative interviews, photography and artefact making. The presentation will discuss both findings that emerged through using these techniques and some of the issues generated for us in bringing them into our research practice.	Guided by the UN Convention on the Rights of the Child, we used an arts-based, participatory research approach to obtain insights from preschool children about the physical and social spaces they inhabit. Our presentation will discuss the different methodologies that we used to seek participation from younger children (age 3) versus older children (age 5), and from children in Italy and Canada. We will discuss how research conducted in the context of a preschool differs from that done in an elementary school.

Transformative Research Frameworks

Image-making in the frame: the moral complexities of communicating children’s visual research	Hearing [our] voices: Participatory research and creative dissemination in mental health	Communicating research: lessons from advertising, journalism and creative arts
Helen Lomax, University of Northampton	Barbara Schneider, University of Calgary, Canada	Vivien Moffat, IRISS
There has been a rapid increase in the use of participatory visual methods for working with ‘seldom heard’ groups. Such methods, it is argued, enable participants to work with researchers using methods of their choosing, offering richer understandings of their lives. However, there are challenges. The paper considers the social and moral complexities of undertaking visual research with children and the possibilities and limitations of visual data as a means of representing and disseminating experience.	This presentation describes a ten-year participatory action research project that involved a group of people with a diagnosis of schizophrenia in carrying out research on two topics of great interest and importance to them, communication with medical professionals and housing. We focus on the creative dissemination strategies used, including readers’ theatre presentations by group members, a website, a documentary film, a graphic novel, and a travelling exhibit based on the graphic novel.	IRISS is a third sector organisation promoting positive outcomes for users of Scotland’s social services, stimulating change through research, creativity and innovation. To make evidence accessible, inform practice and influence behaviour we borrow communication techniques from advertising, visual arts, storytelling and journalism. As research use is a social process, we must move away from exclusive reliance on ‘information-telling’ and create opportunities for dialogue and interaction.

Workshop sessions P.M., 14.15-15.45

Arts-based research

‘Talking through drawing’: Childrens’ experiences of visiting a loved one in prison	The transformative potential of critical improvisational research methods	Poetry as a research tool
Rebecca Foster, University of Glasgow	Dr Sara Ramshaw, University of Exeter Law School & Dr Paul Stapleton, Queen's University Belfast	Maggie Laidlaw, University of Edinburgh
My doctoral research explores the visiting experiences of family members visiting a loved one in prison, through field-work at a Visitors’ Centre at a Scottish Prison. I involved children in my research through a drawing activity: I asked them to draw the Visitors’ Centre and the visit room in the prison, and talk me through each space. In this presentation, I will reflect on my experiences of using drawing and talking as a method, and will discuss the emerging findings.	Our research engages with improvisation as a social practice that transcends disciplinary boundaries and promotes new approaches to understanding creative decision-making, critical dialogue, risk-taking, and collaboration. We focus on methods developed in a project exploring the role of improvisation in Northern Irish child protection law. This brings together judges, lawyers, social workers and policy makers, along with international musicians.	Poetry provides a space to represent data that pays attention to multiple meaning, identity work and subjugated perspectives, and in this instance, of women who have experienced sexual street harassment. It offers not only an alternative way of presenting information rather, it can help the researcher find hidden significance and ‘act on’ emerging data, re-vitalise the research, and make the findings public in a way that allows the audience to access the data differently.

Research using technology

Participatory videos as a creative research method: the case of the Chiquitano peoples of Bolivia	The role of visual methods in supporting the participation of children in research	Games as an unobtrusive research tool in socio-legal research
Iokiñe Rodriguez, University of East Anglia & Mirna Liz Inturias, Universidad NUR, Bolivia	Dr Samantha Child, Bath Spa University	Dr Joanna Barwick, School of Law, University of Leicester
We examine the contribution of participatory videos (PVs) in helping to bring to light current tensions in participatory forest management in the Indigenous Territory of Lomerio, Bolivia. PVs are a powerful tool helping indigenous peoples tell their own stories about forest management, but can also create opportunities for making public claims about issues that need to be resolved within the community and with outsiders in order to ensure a just, equitable and sustainable management of forest.	Children with special educational needs are often excluded from research or adopt marginalised roles. This PhD study investigated how visual methods (social concept maps, participatory film making and video stimulated recall) could support greater collaboration between seven boys and the researcher in two schools. The presentation will grapple with the challenges and dilemmas of doing so, such as the impact of different stakeholders, ethical regulations and technical and aesthetic considerations.	The ‘gamification’ of research is an innovative feature of the ESRC-funded project, Law in Children’s Lives. Rather than adopting a conventional interview design, a specially-designed tablet game, Adventures with Lex, is being used for data collection. Children play the game individually in the classroom; some also take it home to play with parents. The reasons for the use of games as research tools will be explored; as well as a discussion of the processes involved in developing the game.

Workshop sessions P.M., 14.15-15.45

Mixed methods		
Mixed methods, multiple identities: Pre-teen girls and fashionable dress	Acting to end abuse: Using creative methods to engage young people	The ethno/graphic comic: Towards a culturally resonant science of representation
Julie L. Blanchard, University for the Creative Arts	Kay Standing & Janette Porter, Liverpool John Moores University	Dr Stephen R. O'Sullivan, University College Cork & prof Robert V. Kozinets, York University
I will discuss the use of mixed methods to create a rich nuanced account of girls' embodied, multi-sensory experiences of fashion and their articulation of identity through clothes. Focus groups offer a collective understanding of fashion, whereas girls' photographs of their clothes and interviews about these photographs enable a focussed personal perspective, together allowing the studying of the materiality of clothes and their use in constructing aged, gendered, classed identities.	The presentation shares our experiences from the 3 year 'Acting to end Abuse' relationships project which works with young people aged 13-16 in schools to promote healthy and abuse-free relationships based on equality and respect. The project uses theatre, drama and the arts to explore young people's understandings of intimacy and healthy relationships, to identify early warning signs of abuse and to empower young people to recognise and challenge abusive behaviour.	We advance an argument for a culturally resonant science of representation. We interrogate the fascination with textual narratives and explore the potential for new creative representations using textual-visual conjunctions in alternative graphic forms. This potential is illustrated through introduction of the ethno/graphic comic book. This extended methodological encounter holds potential for further developments of an enriched, enlivened, and renewed, science of representation.

Transformative Research Frameworks		
Shoulder to shoulder: Using mobile methods to explore the everyday lives of young men	Participatory biographies: Walking, sensing, belonging	Collaborative arts-based research for social justice
Dr Alastair Roy, University of Central Lancashire	Maggie O'Neill, Durham University	Victoria Foster, Edge Hill University
This paper presents findings from a participatory research project conducted with The Men's Room, an arts and social care agency which uses creativity to engage and support highly marginalised young men. Seven walking tour interviews were conducted as part of the research which explored young men's routes into the agency and their wider lives. The paper identifies the benefits of mobile methods as well as exploring the ways in which they can also reproduce traditional research dynamics.	There is a long tradition of walking in ethnographic and anthropological research, but not in biographical sociology. Drawing on participatory research conducted with women asylum seekers and Fulbright scholar and film maker Janice Haaken I will share a walk, images and a short film 'searching for asylum' and suggest that through the visual representations of the walks we can get in touch with 'storied lives' in sensory and corporeal ways that foster understanding and critical reflection.	This paper argues that collaborative arts-based research can provide new perspectives on the everyday and on lived experience of inequality or stigma. It explores a number of ways in which the arts can be employed in research with marginalised groups to produce knowledge about their lives – knowledge that engages the imagination and the emotions, with the potential to reveal some of the contradictions in neoliberal society. It can thus contribute to creating important counter-narratives.