

Innovative and Creative Methodologies in Educational Research

Guest lecture series for Shanxi University, China;

Convened by Dr Yuwei Xu, University of Nottingham, UK

This guest lecture series introduces a range of innovative and creative methodologies that can be applied to educational research. Bringing together a team of international scholars, the guest lectures aim to support students to:

- Explore different methodological approaches to educational research;
- Critically reflect on the methodological opportunities and challenges when using different methods;
- Consider ethical issues and be able to apply them in their own research contexts;
- Decolonize and rethink educational research methodologies, moving beyond a Western-centric paradigm.

The guest lectures will take place online via Zoom.

Join Zoom Meeting

<https://zoom.us/j/95207065667>

Meeting ID: 952 0706 5667

Programme schedule:

Date	Time (China)	Time (UK)	Lecture	Guest lecturers
03/11/2023	16-18 pm	8-10 am	The Why, What, & How of Research with Young Children	Dr Yuwei Xu, University of Nottingham, UK
10/11/2023	16-18 pm	8-10 am	Lessons from a research project: asking how we can do research more responsibly	Dr Kerry Dixon, University of Nottingham, UK
17/11/2023	16-18 pm	8-10 am	Reimagining Qualitative Research Through the Arts	Professor Kathleen Pithouse-Morgan, University of Nottingham, UK; Professors Daisy Pillay & Inbanathan Naicker, University of KwaZulu-Natal, South Africa
24/11/2023	16-18 pm	8-10 am	Using Systematic Review and Meta-analysis to gain research evidence: An Introduction	Dr Jie Gao, University College London, UK
01/12/2023	16-18 pm	8-10 am	Exploring New Paradigms and Subject Ontologies Through Post-Qualitative Research	Dr Peter Woods, University of Nottingham, UK
08/12/2023	16-18 pm	8-10 am	Decolonizing research methodologies in educational research	Professor Juliet Thondhlana, University of Nottingham, UK

Descriptions:

03/11/2023 The Why, What, & How of Research with Young Children

This lecture starts by reflecting on the importance of children's perspectives in understanding education and the broader social world. The theoretical underpinnings of children's rights and children as co-constructors of knowledge are discussed. It then moves on to explore effective and ethical conducts of methodologies that involve young children as co-researchers. Students will try out some innovative activities and methods used in research with young children, critically reflecting on the experiences and possible challenges. A particular focus of this lecture is to consider methodologies and ethics of doing research with young children in contextually-sensitive ways and beyond Western-centric principles.

10/11/2023 Lessons from a research project: asking how we can do research more responsibly

In a context of growing inequalities and global turbulence, it is not only important to do research that brings to the fore issues of social justice, but we need to be asking questions about how we conduct research and the social justice implications that arise because of the decisions we make. In this lecture I ask how we can do research differently when we conduct research across international sites. How can we be more response-able when we work with research participants? I reflect a project that researched children's play with technology. One research site was in the global north and the other was in the global south. I bring a southern perspective to the research design, research data and lessons we learned as researchers. A southern perspective acknowledges the complex conditions under which people live as a result of colonial inequalities but also the ways in which creativity and resilience are an embodied part of communities. This perspective helps me to disrupt ways of knowing that are entrenched in research designs particularly taken for granted issues around planning projects. I consider the ways in which research instruments used across two sites are assumed to be neutral but often place children and families in deficit. I also discuss issues of transcription and translation and the ways creative and playful acts of expression can be missed.

17/11/2023 Reimagining Qualitative Research Through the Arts

"Reimagining Qualitative Research Through the Arts," offers an overview of arts-based research, a dynamic and interdisciplinary approach that infuses the creative expressions of various art forms into qualitative inquiry. We invite you to join us on a journey through the central purposes of arts-based research, discover its diverse forms, delve into the intersection of theory and arts-based research, explore methods for ensuring quality and trustworthiness, and encounter compelling examples of arts-based master's studies from South Africa.

24/11/2023 Using Systematic Review and Meta-analysis to gain research evidence: An Introduction

This lecture focuses on the introduction of systematic review and meta-analysis as useful research methods to gain research-informed evidence based on existing empirical studies. During this lecture, the students will learn about the research contexts in which systematic review and meta-analysis can be conducted. We will introduce the methodological procedure of systematic review and meta-analysis. We will discuss the strengths and limitations of the methods. Through this lecture, the students will be able to critically read and understand systematic reviews and meta-analysis studies, as well as to carry out their own systematic reviews to explore the research topics of their interest.

01/12/2023 Exploring New Paradigms and Subject Ontologies Through Post-Qualitative Research

In line with emergent (and newly recognized) scholarship challenging the ongoing legacy of Enlightenment worldviews, this lecture provides an opportunity to explore the kinds of scholarship made possible by post-qualitative research. In particular, we will draw on post-structuralist and post-humanist approaches to education research to reimagine foundational elements of the discipline including learning/the learner, teaching/the teacher, and curriculum/knowledge. To do so, we will

begin by exploring our own positions and positionalities as learners and reexamining learning experiences through a variety of more-than-human lenses. We will then bring those newly rearticulated worldviews into a research context by imagining ways of theorizing and documenting learning beyond the replication of existing knowledge paradigms and humanist views of the world.

08/12/2023 **Decolonizing research methodologies: towards transforming educational research**

In the context of growing global calls for transforming the academy and more specifically research, decolonising research methodologies has become a subject of much debate and practice particularly in Southern contexts with implications for the dominance and privilege of Northern epistemologies. In this lecture I will explore some of the debates and consider the rationales and approaches to decolonising research methodologies including the critical interconnection of diverse paradigms such as indigenous, feminist, and antiracist approaches to research required to challenge Eurocentric/Western methodologies in ways that generate a 'liberation epistemology'. While acknowledging the potential of decolonisation of research methodologies, we will also interrogate the concepts and processes noting how the decolonising methodologies movement may risk reinforcing the imbalances it seeks to combat.

Speakers' bios:

Dr Yuwei Xu is an Associate Professor in Early Childhood Education at the University of Nottingham, UK. His research interests include gender and men's participation in early childhood education, child agency, 0-3 curriculum, child-centred pedagogy, parenting and family relationships, play-based pedagogy, and teacher professional development. Yuwei is co-editor-in-chief for *Children & Society* and *Pedagogy, Culture and Society* journals, associate editor for *Teachers and Teaching: Theory and Practice*, and editorial board member for *British Educational Research Journal* and *Early Years*. He is also a council member for the British Educational Research Association, and an executive committee member for Gender and Education Association and The Education and Development Forum (UKFIET).



Dr Kerryn Dixon is an Associate Professor at the University of Nottingham, UK. She has an honorary appointment at the University of Queensland, Australia. Her teaching and research are in the field of language and literacy studies where she specializes in early literacy and critical literacy. At the heart of her work is an interest in the ways in which histories of regulation, power, oppression, and resistance shape literacy and schooling. Her work has a strong social justice orientation and she believes that we need to acknowledge the multiple ways children's navigate and make meaning of the complex terrain of their childhoods. Her most recent publication, *Shifting Narratives and Multilingual Pedagogies* makes a case for multilingual pedagogies. She is currently working on a project on postdigital play and considering the implications of a southern perspective for global education research.



Professor Kathleen Pithouse-Morgan is a professor in the School of Education at the University of Nottingham, UK and an honorary professor at the University of KwaZulu-Natal, South Africa. Her research on professional learning assists teachers in seeing themselves as inspired, creative learners who lead context-appropriate change. She incorporates self-study, poetic inquiry, memory-work, autoethnography, and narrative inquiry into her work. She promotes and studies collaborative creativity in research and education using arts-inspired methods.



Professor Daisy Pillay is a professor in the School of Education, University of KwaZulu-Natal, South Africa. Her scholarship is in teacher identity and teachers' lives within the broader field of teacher development studies. Her scholarship in arts-based research, autoethnography and narrative inquiry has opened up rich pathways for transdisciplinary work and transglobal connections to experiment with aesthetic-ethic entanglements of self and its moral imperative.



Dr Inbanathan Naicker is an associate professor in Educational Leadership and Management at the University of KwaZulu-Natal and a National Research Foundation-rated researcher in South Africa. His research interests include leadership development, leadership and context, leadership identities, and self-reflexive methodologies in educational leadership research. Through international collaborations, he is building scholarship on arts-based methods in educational research.



Dr Jie Gao is a Lecturer in Education at IOE, UCL's Faculty of Education and Society. She obtained PhD in Psychology of Education from University of Cambridge. Her research interests include parenting, children's voice, agency, play, well-being, motivation theories and teacher professional development. She is particularly interested in innovative research methods, such as participatory research with young children and Q methodology. She has published in a number of academic journals, including British Education Research Journal, BMC Psychology, BMC Health Service Research, Brain Stimulation, International Journal of Science and Mathematics Education, Early Years, Children & Society and Frontiers in Psychology.



Dr. Peter J. Woods is an Assistant Professor in Learning Sciences at the University of Nottingham. Through his research, he critically investigates, first, what and how people learn through creative production and, second, how cultural contexts and culturally situated technologies both enable and restrict that learning. Through this work, he employs a wide range of methodologies (ethnographic research, object studies, text analysis, design-based research, and arts-based research in particular) to investigate various educational contexts that range from informal arts communities to formal mathematics classrooms. Recent publications can be found in Teachers College Record, the British Journal of Educational Technology, Curriculum Inquiry, and Mind, Culture, and Activity. He is also an active experimental musician, having performed consistently across North America and the UK for nearly two decades.



Professor Juliet Thondhlana is UNESCO Chairholder in International Education and Development and Coordinator of the Association of African Universities Europe Regional Office at the University of Nottingham. She has experience teaching, researching and publishing in internationalisation of higher education including internationalization and decolonisation of research, curriculum, pedagogy; doctoral training; and policy development. She is lead guest editor of a Journal of the British academy Issue "Repositioning of Africa in knowledge production: shaking off historical stigmas" which addresses decolonisation issues. (Journal of the British Academy, 9(s1)). She is also lead editor of the ground-breaking Bloomsbury Handbook of the Internationalisation of Higher Education in the Global South which engages with related decolonisation issues more broadly.

