FIRST YEAR COHORT TRAINING

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24 Jan 2023
What kind of researcher are you?

Blue = qual

Red = quant

Yellow = something else
THE WISH LIST

• Appreciate your peers in the SCDTP and the learning and support you can give each other
• Develop a supportive culture within the cohort
• Explore the limitations and potential of different practices, positions and contexts
• Understand and manage researching in the context of multiple uncertainties
THE PROGRAMME

10.30 Welcome and visualising the journey
11.30 Researching in times of uncertainty
12.00 Photographic exhibition
12.30 Lunch
13.30 Photographic presentations
14.00 Group supervision
14.30 Creating training mosaics
15.15 Evaluation and planning
THE VEHICLE

Thinking visually
COVID BOLDER is to EMBRACE REMOTE METHODS

LEAP-MS (online resource/online consultations)

FEAST (How now to reach people & neuro conditions in care homes/LTC facilities?)

COVID ARRIVES & BLOCKS RESEARCH PROCESS & ACCESS TO PEOPLE & COMPLEX NEEDS

SERNORE

SEVERE COVID ARRIVES & BLOCKS RESEARCH PROCESS & ACCESS TO PEOPLE & COMPLEX NEEDS

REMOTE METHODS

WASHING THROUGH/CARRYING RESEARCH FORWARD

PROJECT IDEAS & PROCESSES ALL CONTRIBUTING TO RESEARCH FLOW

DEAD IN THE WATER
UTILITY OF VISUAL METAPHOR
Enables us to

- enhance understanding of one ‘kind of thing in terms of another’ (Lakoff & Johnson 1980, 5)
- generate and analyse data (elicited and found metaphor)
- be playful (Nind & Vinha 2016)

Using metaphor
can be verbal, written, visual or multisensory as in Brown’s (2019) participants constructing identity boxes
e.g. Rathmayr’s (1991) types of social researchers: hunters, generals, ornithologists, detectives and hikers
RESEARCHING IN UNCERTAIN TIMES

https://www.youtube.com/watch?v=XT8HZt2nRyQ
Fitzgibbon (2022, p.31) writes of crisis:

Whether personal, local, or global, crisis disrupts our understanding of how to respond. Our tools no longer fit the task. Our research may not fit either. New urgencies distort and undo earlier purpose and influences. We find just moments after assessing a situation that we must reassess. And then reassess again. How then should we proceed? Which influences should we accept or resist? Which tools are no longer ‘fit for purpose’ and for how long should we set them aside?
The crisis – or as Koppe (2022, p.46) sees it ‘point change, or series of events, that disrupt the social world, introducing a period of uncertainty’ – calls everything into question, including the immediate issue of what should we do. Crises demand urgent response and rushed decisions based on incomplete knowledge, they also demand learning for the future. Crises ripple out so that the original crisis prompts other crises and, for researchers as for others, personal and professional crises demand swift thinking, reflection and multiple decisions on questions without single answers. Crises ‘tend to crack open an uncertain future, exposing us to emotionally laden transitionality’ (Green et al., 2022, p. 83).
<table>
<thead>
<tr>
<th>Uncertainty Components</th>
<th>Adaptive Methodology</th>
<th>Social World Characteristics</th>
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</thead>
<tbody>
<tr>
<td>indeterminacy and ignorance</td>
<td>need to be flexible</td>
<td>interruption</td>
</tr>
<tr>
<td>risk, ambiguity</td>
<td>adaptive methodology</td>
<td>the social world as ‘becoming’</td>
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<tr>
<td>disruption</td>
<td>iterative approach</td>
<td>hopeful expectation</td>
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<td>feeling insecure</td>
<td>feeling agile</td>
<td>feeling responsive and creative</td>
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Other training in the mix
Alternative timeline view
HOMEWORK!

Before we next meet, try drawing or photographing or somehow visually charting the progress of your PhD journey.