

Learning research methods by developing research projects

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SUBJECTIVITIES VISUALITIES AND
CONTEMPORARY LEARNING ENVIRONMENTS

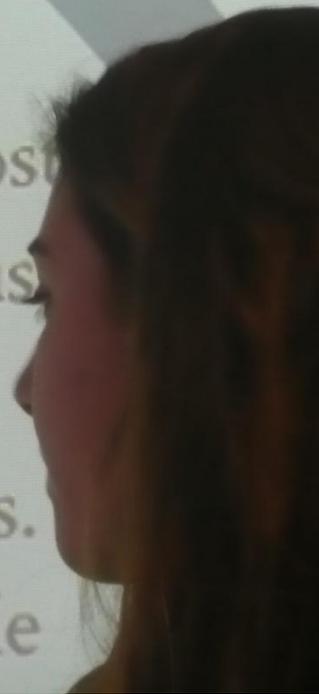
Last events

Building a research group since 1994

The *problem* is not the methods, but the political, ethical, ontological and epistemological perspective

L'etnografia

investigar l'etnografia i vam definir la nostra
com a la investigació de certs col·lectius
els alumnes i els professors d'escoles i
des de la nostra perspectiva d'alumnes.
em estudiar l'aprenentatge dins i fora de



Methods can be used from a rather positivist, objectivist, reductionist and status quo research perspective (Mode 1 knowledge production –Gibbons, Limoges, Nowotny, Schwartzman, Scott & Trow, 1994);



Moshekwa Lanka, 2009

To a more constructionist,
subjectivist, complex, participatory
and inclusive (Nind, 2014) one
(Mode 2 knowledge production).



SONIA LOPEZ MONTERO
PABLO MARIN REYES
SERGIO MARTÍNEZ
ANGEL MORÓN CAZORLA
MASSIEL PASCUAL DE LA
CRUZ
ERICA RODRÍGUEZ

Positionality

- Positionality is vital because it forces us to acknowledge our own power, privilege, and biases just as we denounce the power structures that surround our subjects. A concern for positionality is a reflexive ethnography; it is a turning back on ourselves. When we turn back on ourselves, we examine our intentions, our methods, and our possible effects. We are accountable for our research paradigms, our authority, and our moral responsibility relative to representation and interpretation. (Madison, 2012, p. 16)

**Constructionist approach: “the social bases of knowledge and the symbolic origins of reality” (Ema-López & Sandoval-Moya, 2003, 7-8).
Moving into the post-qualitative debate.**



Jo Spence, Studio Voltaire, 2012

**The hermeneutic phenomenology, as foundation
of the notion of experience (van Manen, 1990)
The narrative of experience (Clandinin & Connelly,
2000)**

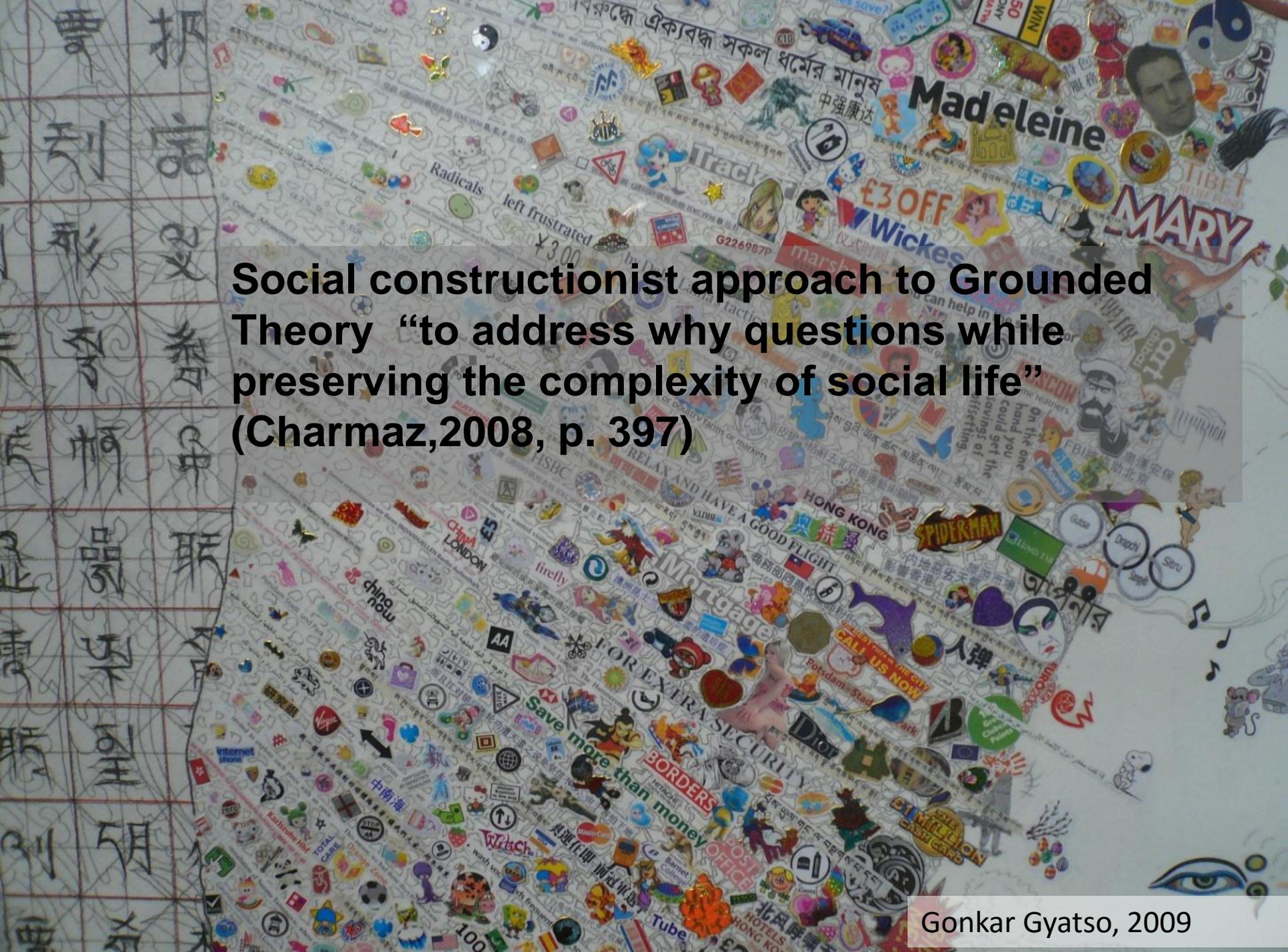


Cindy Sherman, Biennale de Venecia, 2011

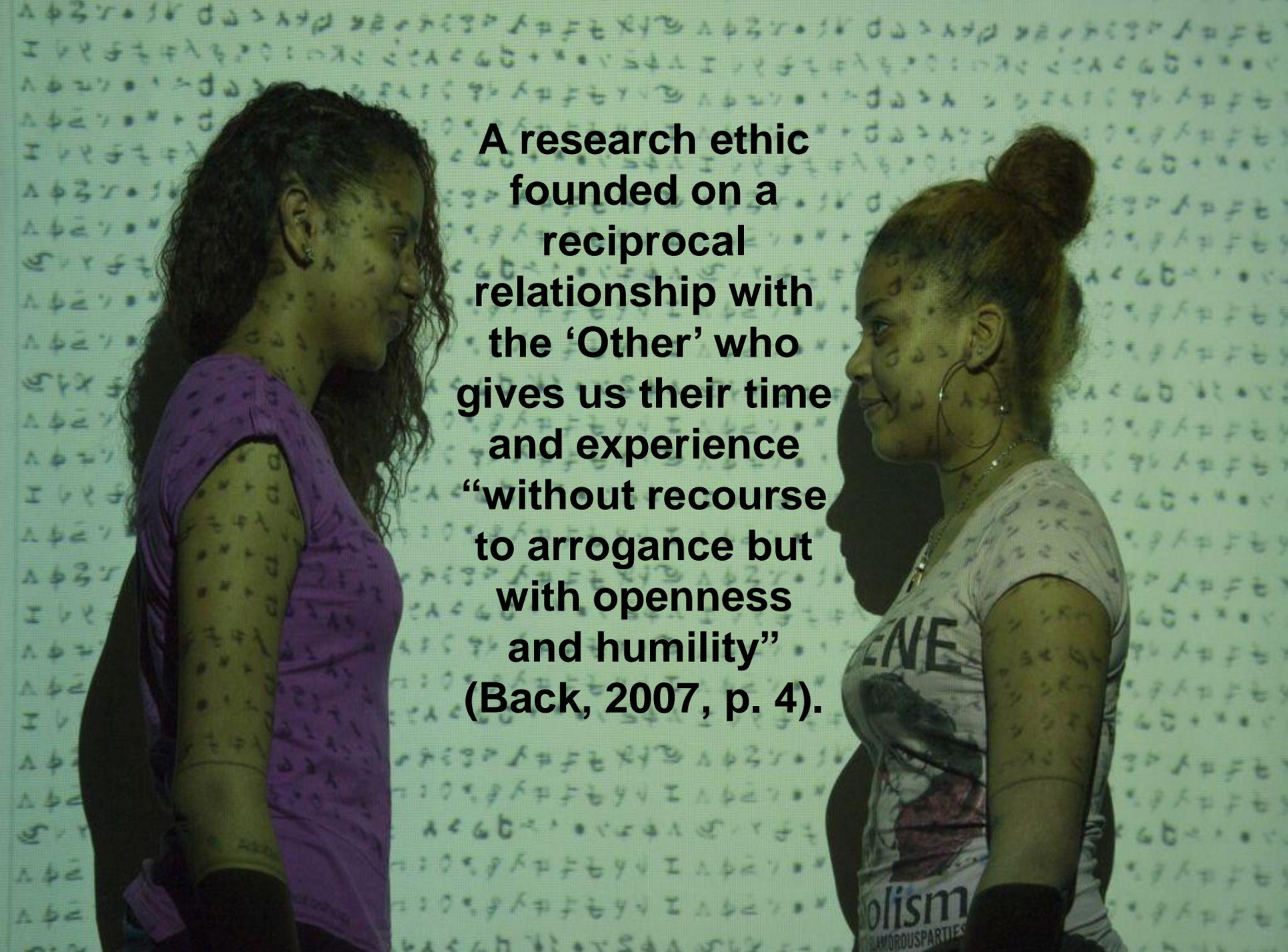
Narrative research methods as ways of catching and giving account of these experiences (Conle, 2000; Clandinin, 2007).



Francesc Torres & Mercedes Álvarez. 25% (2013)

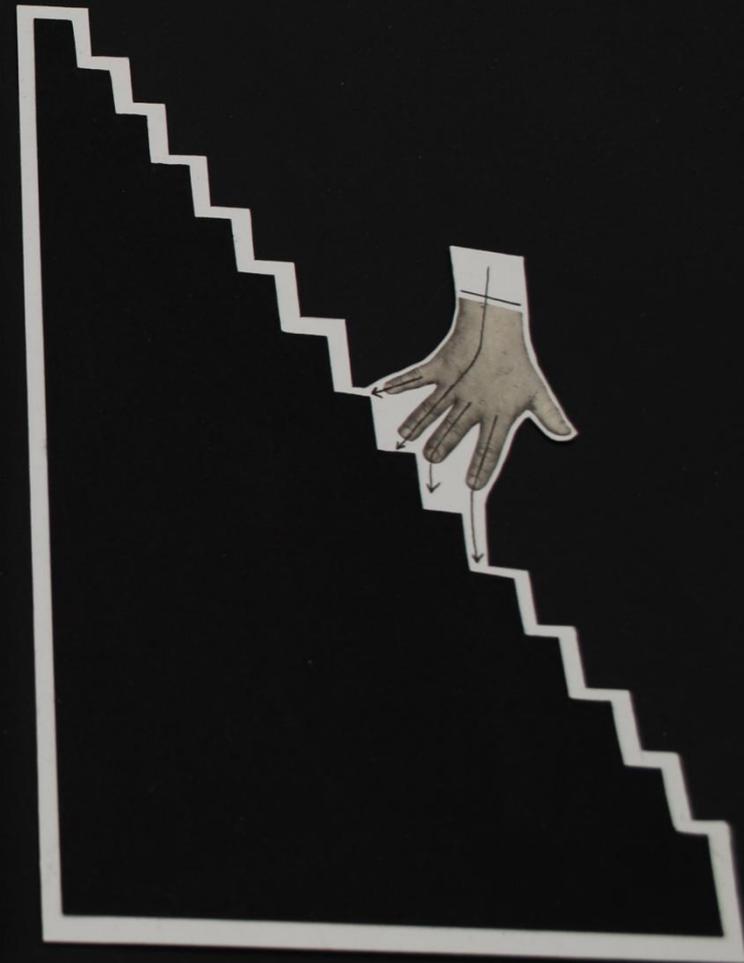


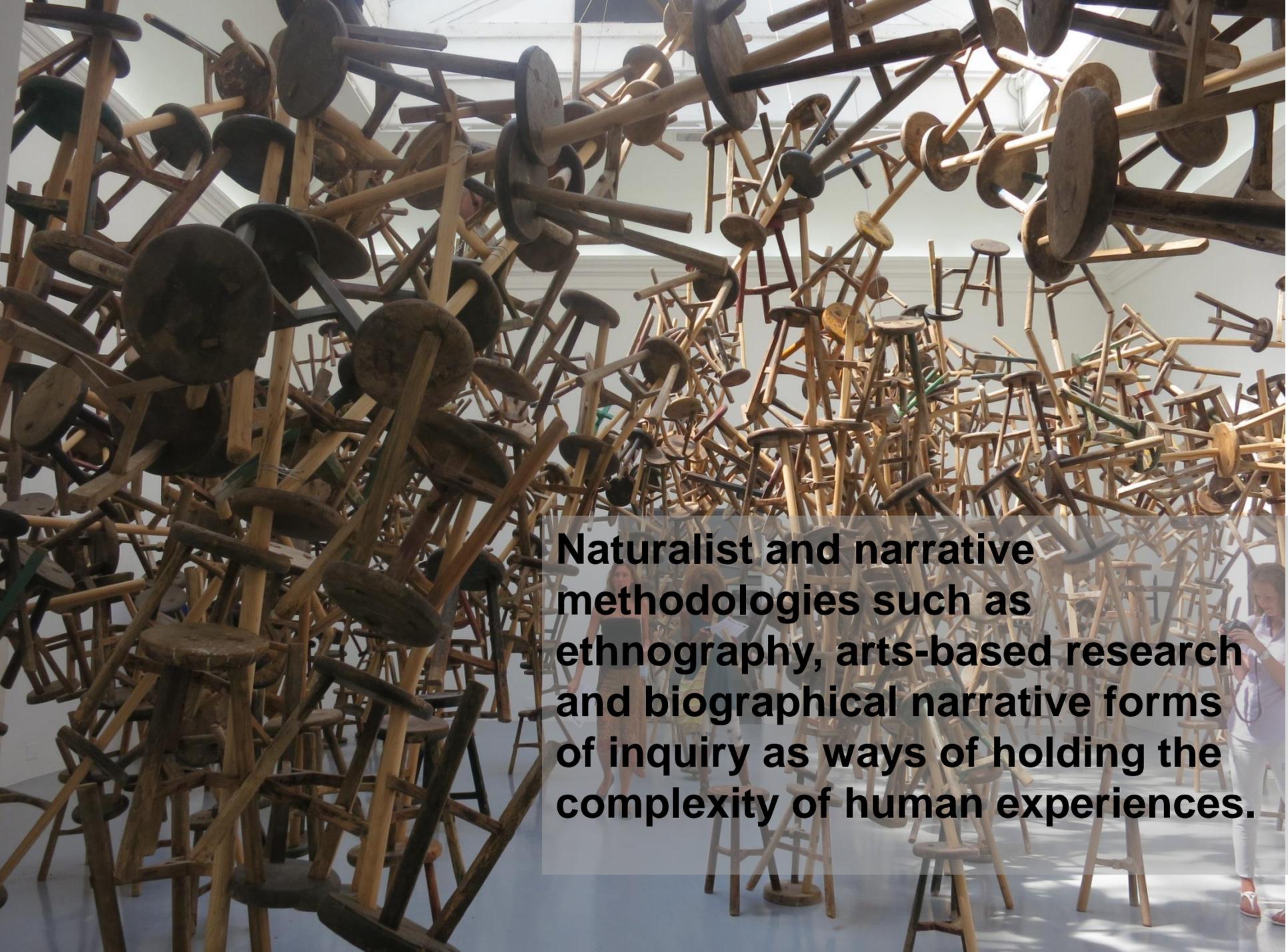
Social constructionist approach to Grounded Theory “to address why questions while preserving the complexity of social life” (Charmaz, 2008, p. 397)

The image features two women in profile, facing each other. The woman on the left has long, dark, curly hair and is wearing a purple t-shirt. The woman on the right has her hair pulled up in a bun, is wearing large hoop earrings, and a white t-shirt with the word 'EVE' and 'olism' visible. The background is a light-colored wall with a repeating pattern of various symbols and characters in a darker color. The text is centered between the two women.

**A research ethic
founded on a
reciprocal
relationship with
the ‘Other’ who
gives us their time
and experience
“without recourse
to arrogance but
with openness
and humility”
(Back, 2007, p. 4).**

Participatory research as “a research process which involves those being researched in the decision-making and conduct of the research” (Bourke, 2009, p. 458)





Naturalist and narrative methodologies such as ethnography, arts-based research and biographical narrative forms of inquiry as ways of holding the complexity of human experiences.



Non-totalitarian narrative strategies (Conle, 2000) that enable reflecting on the different sources and references collected through different research methods to configure the narrative accounts (Kincheloe & Berry, 2004).

accès
fort Saint-Jean
terrasse
restaurant



300

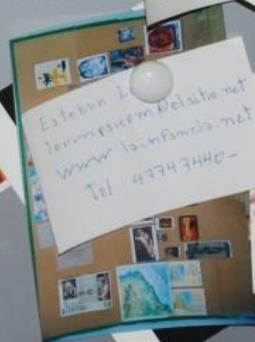


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Researching to (academically) succeed vs. researching to understand and transform.

The phenomena are highly contextualised and shaped by a combination of human actions and discourses

We do not ask people to share stories that we are unable (or unwilling) to share.



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How we learn about research methods, while implementing research



- What does mean to understand the research project as a continuing formation;
- Aspects relating to the learning of research methods in group;
- Tensions and inputs derived from developing and using innovative research methods.

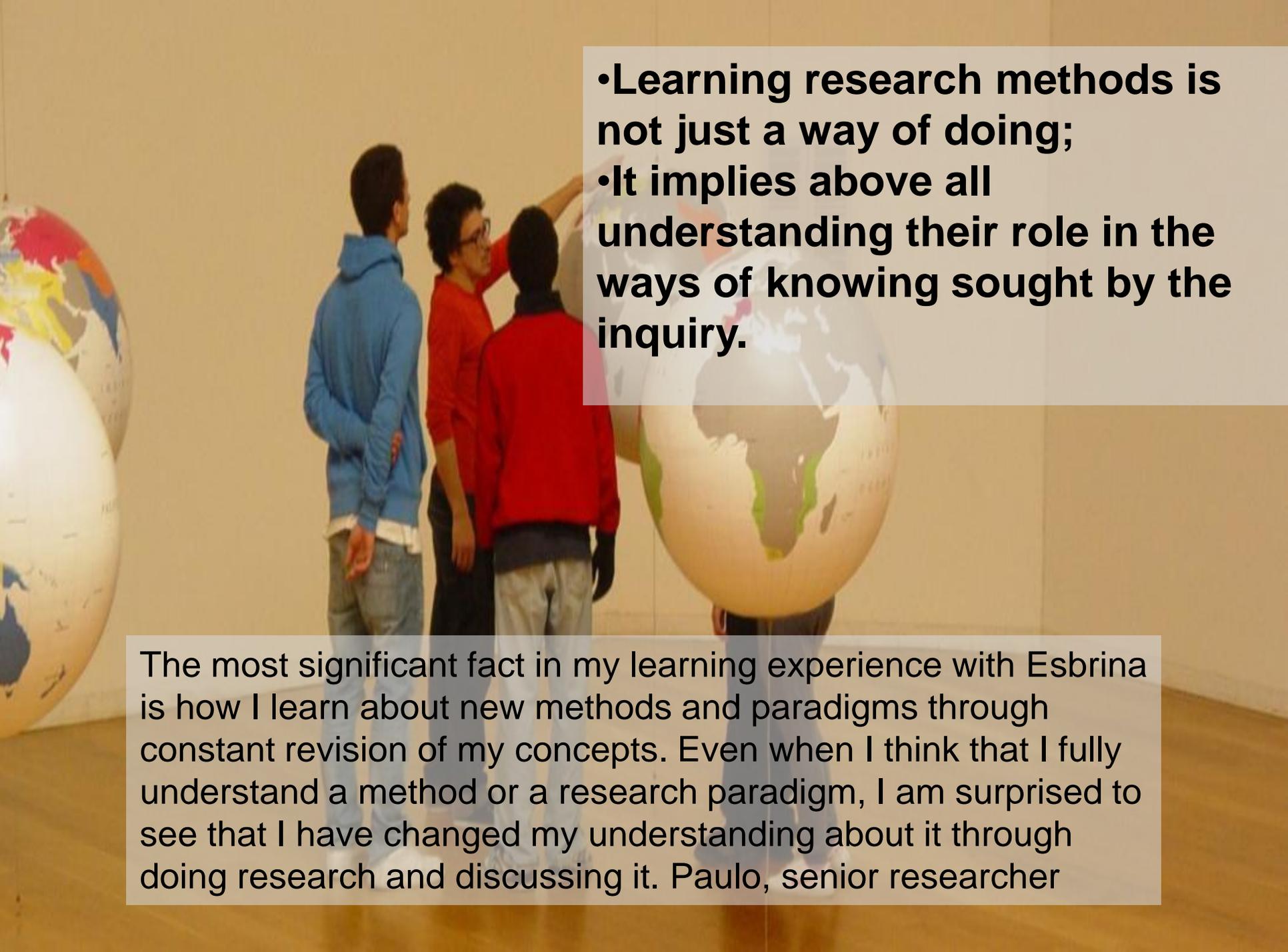
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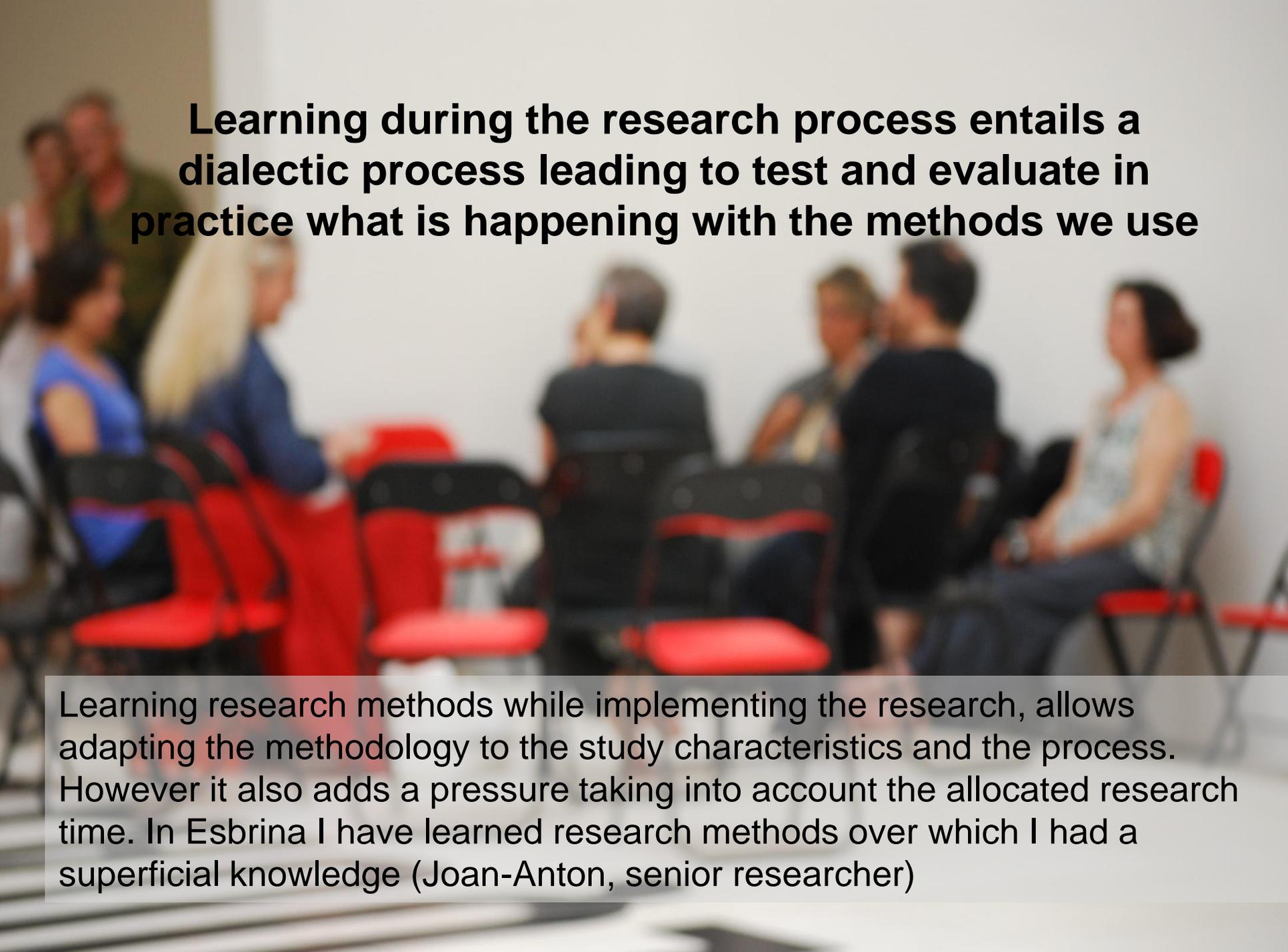
2010-2013: Identidoc - The construction of the professional identity of infant and primary school teachers during the initial professional development and the first years at work (MIMECO-EDU2010-20852-C02-01/02).



2012-2015: “Living and learning with new literacies in and outside school: contributions for reducing school drop-out, exclusion and abandonment among youth” (Spanish Ministry of Science and Innovation. EDU2011-24122

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- A photograph of three people in a museum or gallery. They are standing in front of a large, illuminated globe. The person on the left is wearing a blue hoodie and jeans. The person in the middle is wearing a red shirt and glasses, and is pointing at the globe. The person on the right is wearing a red jacket and light-colored pants. The globe is the central focus, showing continents in various colors. The background is a plain, light-colored wall.
- Learning research methods is not just a way of doing;
 - It implies above all understanding their role in the ways of knowing sought by the inquiry.

The most significant fact in my learning experience with Esbrina is how I learn about new methods and paradigms through constant revision of my concepts. Even when I think that I fully understand a method or a research paradigm, I am surprised to see that I have changed my understanding about it through doing research and discussing it. Paulo, senior researcher



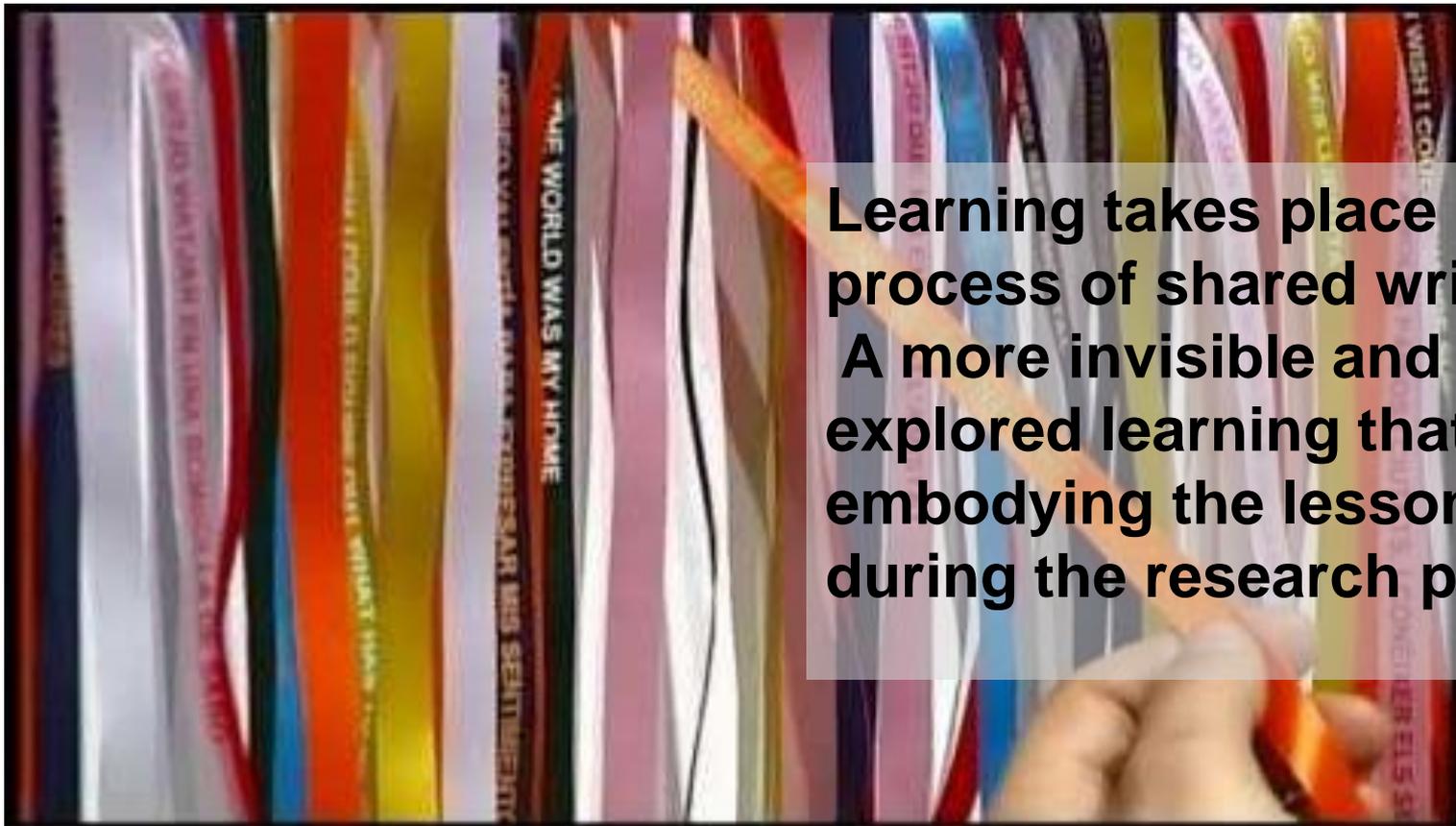
Learning during the research process entails a dialectic process leading to test and evaluate in practice what is happening with the methods we use

Learning research methods while implementing the research, allows adapting the methodology to the study characteristics and the process. However it also adds a pressure taking into account the allocated research time. In Esbrina I have learned research methods over which I had a superficial knowledge (Joan-Anton, senior researcher)

- **Learning methods is not a unidirectional and solitary issue.**
- **It takes place in the life of the group and is linked to projects.**
- **We allocate spaces in which the notion of learning is relational in a double sense: between people and with the research projects' axes.**



From learning research methods in group I value the exchange of ideas, sharing feelings, to assert myself sometimes with the help of other and also disagree a lot. I don't know if we learn in groups. I know that I learn things working in the group (Judith, junior researcher).



Learning takes place in the process of shared writing. A more invisible and less explored learning that allows embodying the lessons learned during the research process.

Writing papers with more experienced members has been key; also organizing events and attending to international conferences, workshops and symposia; and finally the feedback to our text given by the PR. (Raquel, junior researcher)



Maintains an active tension between the *known* and the *unknown*.

Learning research methods while the project is carried out is a very important part of learning by doing. It also has a downside. Not knowing quite clear what are you going to do a priori, before starting the research (Judith, junior researcher).



Assume risky research positions.

Because we do not define the phenomenon to study before exploring it; do not impose predefined categories of analysis on the evidences.

Roman Týc. *Traffic luces*

The main risks are related to the subjective nature of our methods. Sometimes we may end up with highly heterogeneous results due to the particular way each of us understands the methods, which takes us to a lot of reflection, and unifying efforts (Paulo, senior researcher).



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Thank you!!