

# COURSE PLAN – Visual and Multi-sensory Methods

Credits:	5 ECTS
Work load:	About 200 work hours
Level:	PhD
Semester:	Fall 2017
Campus of Instruction:	Notodden
Language of instruction:	English
Entrance requirements:	MA, MS, MFA or equivalent
Course coordinator:	Professor Lars Frers, University College of Southeast Norway

## \* Academic content in course

An increased focus on the visual, material and embodied has been of crucial importance for much of the innovative work done in the humanities and social sciences since the turn of the century. This PhD course will give training in how to do research that takes the role of the visual and the senses seriously. Building on cutting edge research in method and methodology, the students will gain an overview of recent developments in visual and multi-sensory methods. In that context, students will be given opportunity to focus on a particular sense or range of senses and individually or collaboratively employ methods relevant to working with these senses using equipment such as video/action cams, sound equipment and GPS trackers. We will also address ethical issues, technical challenges and possible ways of representing sensory data in different publication channels.

## \* Learning outcome

### Knowledge

Upon completion of the course, the student:

- has in-depth knowledge about recent developments in methodology and epistemology
- has an understanding of the challenges connected to the gap between sensory data and textual representations
- has in-depth knowledge about relevant ethical questions concerning both the interaction between researcher and research participants and the use and representation of research data
- has a critical understanding of the role of visual and multi-sensory methods and the ways these can be combined with other methodological approaches to generate innovative research

### Skills

Upon completion of the course, the student:

- can place different methodological approaches in the context of recent transdisciplinary developments such as the spatial, material and affective turn, in relation to questions of mobility and embodiment, and arts-based research and aesthetics
- can evaluate practical aspects related to the use of different methods and their combination in the context of completing a doctoral dissertation
- can explore and strengthen the role of different research participants in the research process with respect to issues of diversity and hierarchy (related to age/childhood, ethnicity, gender, sensory handicaps, etc.)

- can actively make use of ethical guidelines and complete necessary applications processes
- can analyse and contextualise visual and multi-sensory data according to relevant (inter)disciplinary and methodological frameworks

## Competencies

Upon completing the course, the student:

- can employ different technologies to collect visual and multi-sensory data, with an awareness of issues of data storage and anonymization
- can place and critically evaluate other sense-oriented research and communicate this to other academics in and beyond their own disciplines
- can critically reflect on the role of embodiment and the senses in research and academia and contribute to methodological and theoretical development
- can maintain and contribute to the development of high ethical standards that take issues specific to visual and multi-sensory methods into account

### \* Learning activities

The course will be based on the active involvement of all participants, including teachers, guest lecturers and students. Rigorous reading of relevant literature, practical explorations of different methods as well as individual and/or group based presentations of different approaches are mandatory parts of this course. Individual students take main responsibility for developing their research skills and general competencies. This implies a high degree of preparation before the course meets, and active involvement during the course, including response to and collaboration with the course's participants. The course will combine lectures with group work and practical explorations of different methods.

### \* Participation/Compulsory work requirements

Obligatory activities will include at least one practical exploration of a method that will be presented to the rest of the course in a digital / performative format. This and other obligatory activities will be further specified in the course syllabus.

### \* Forms of assessment

Participants will produce an essay/a multimedial work combining text and sensory data. The essay must comply to formal standards of research articles. The essay/multimedial work will be assessed as passed / not passed. It must be passed for the course to be acknowledged. A passed essay/multimedial work corresponds to a grade of B or better on the Norwegian higher education character scale. The essay will be examined by an internal and an external examiner.

### \* Literature

## Required:

Balomenou, N., & Garrod, B. (2015). A review of participant-generated image methods in the social sciences. *Journal of Mixed Methods Research*. doi:10.1177/1558689815581561

- Bøe, M., Hognestad, K., & Waniganayake, M. (2016). Qualitative shadowing as a research methodology for exploring early childhood leadership in practice. *Educational Management Administration & Leadership*, online first. doi:10.1177/1741143216636116
- Daza, S., & Gershon, W. S. (2015). Beyond ocular inquiry : Sound, silence, and sonification. *Qualitative Inquiry*, 21(7), 639-644. doi:10.1177/1077800414566692
- Degen, M. (2008). *Sensing cities : Regenerating public life in Barcelona and Manchester*. London: Routledge. (only parts of the book, as specified in the curriculum)
- Dennis, S. F. J., Gaulocher, S., Carpiano, R. M., & Brown, D. (2009). Participatory photo mapping (PPM) : Exploring an integrated method for health and place research with young people. *Health & Place*, 15(2), 466-473. doi:10.1016/j.healthplace.2008.08.004
- DeSilvey, C. (2006). Observed decay : Telling stories with mutable things. *Journal of Material Culture*, 11(3), 318-338. doi:10.1177/1359183506068808
- Dicks, B. (2014). Action, experience, communication : Three methodological paradigms for researching multimodal and multisensory settings. *Qualitative Research*, 14(6), 656-674. doi:10.1177/1468794113501687
- Dittmer, J. (2010). Comic book visualities : A methodological manifesto on geography, montage and narration. *Transactions of the Institute of British Geographers*, 35(2), 222-236. doi:10.1111/j.1475-5661.2009.00376.x
- Evans, J., & Jones, P. (2011). The walking interview : Methodology, mobility and place. *Applied Geography*, 31(2), 849-858. doi:10.1016/j.apgeog.2010.09.005
- Frers, L. (2009). Video research in the open : Encounters involving the researcher-camera. In U. Tikvah Kissmann (Ed.), *Video interaction analysis : Methods and methodology* (pp. 155-177). Frankfurt am Main: Peter Lang.
- Frers, L., & Meier, L. (2007). Working with the visual. In L. Frers & L. Meier (Eds.), *Encountering urban places : Visual and material performances in the city* (pp. 171-181). Aldershot: Ashgate.
- Hawkins, H. (2015). Creative geographic methods : Knowing, representing, intervening. On composing place and page. *Cultural Geographies*, 22(2), 247-268. doi:10.1177/1474474015569995
- Heath, C., & Hindmarsh, J. (2002). Analysing interaction : Video, ethnography and situated conduct. In T. May (Ed.), *Qualitative research in action* (pp. 99-121). London: SAGE.
- Kolb, B. (2008). Involving, sharing, analysing : Potential of the participatory photo interview. *Forum: Qualitative Social Research*, 9(3). Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs0803127>
- Konecki, K. T. (2008). Touching and gesture exchange as an element of emotional bond construction : Application of visual sociology in the research on interaction between humans and animals. *Forum Qualitative Social Research*, 9(3). doi:0114-fqs0803337

- Laurier, E. (2014). The graphic transcript : Poaching comic book grammar for inscribing the visual, spatial and temporal aspects of action. *Geography Compass*, 8(4), 235-248. doi:10.1111/gec3.12123
- lisahunter, & emerald, E. (2015). Sensory narratives : Capturing embodiment in narratives of movement, sport, leisure and health. *Sport, Education and Society*, 21(1), 28-46. doi:10.1080/13573322.2015.1065244
- Macpherson, H., Fox, A., Street, S., Cull, J., Jenner, T., Lake, D., . . . Hart, S. (2016). Listening space : Lessons from artists with and without learning disabilities. *Environment and Planning D: Society and Space*, 34(2), 371-389. doi:10.1177/0263775815613093
- Mondada, L. (2009). Video recording as the reflexive preservation and configuration of phenomenal features for analysis. In H. Knoblauch, B. Schnettler, J. Raab, & H.-G. Soeffner (Eds.), *Video analysis : methodology and methods : qualitative audiovisual data analysis in sociology* (2 ed., pp. 51-67). Frankfurt am Main: Peter Lang.
- Moore-Cherry, N., Crossa, V., & O'Donnell, G. (2015). Investigating urban transformations : GIS, map-elicitation and the role of the state in regeneration. *Urban Studies*, 52(12), 2134-2150. doi:10.1177/0042098014545520
- Orr, N., & Phoenix, C. (2015). Photographing physical activity : Using visual methods to 'grasp at' the sensual experiences of the ageing body. *Qualitative Research*, 15(4), 454-472. doi:10.1177/1468794114543401
- Paterson, M., & Dodge, M. (2012). *Touching space, placing touch*. Farnham: Ashgate. (only parts of the book, as specified in the curriculum)
- Pink, S. (2015). Going forward through the world : Thinking theoretically about first person perspective digital ethnography. *Integrative Psychological and Behavioral Science*, 49(2), 239-252. doi:10.1007/s12124-014-9292-0
- Pink, S., Leder Mackley, K., & Moroşanu, R. (2015). Researching in atmospheres : Video and the 'feel' of the mundane. *Visual Communication*, 14(3), 351-369. doi:10.1177/1470357215579580
- Rose, G. (2007). *Visual methodologies : An introduction to the interpretation of visual materials* (2 ed.). London: SAGE (only parts of the book, as specified in the curriculum)
- Tracy, S. J. (2010). Qualitative quality : Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
- Vannini, P., & Stewart, L. M. (2017). The GoPro gaze. *cultural geographies*, 24(1), 149-155. doi:10.1177/1474474016647369
- Veal, C. (2016). A choreographic notebook : Methodological developments in qualitative geographical research. *Cultural Geographies*, 23(2), 221-245. doi:10.1177/1474474015571944

## Recommended:

- Ayaß, R. (2015). Doing data : The status of transcripts in Conversation Analysis. *Discourse Studies*, 17(5), 505-528. doi:10.1177/1461445615590717
- Bartlett, R. (2015). Visualising dementia activism : Using the arts to communicate research findings. *Qualitative Research*, 15(6), 755-768. doi:10.1177/1468794114567493
- Cowan, K. (2013). Multimodal transcription of video : Examining interaction in Early Years classrooms. *Classroom Discourse*, 5(1), 6-21. doi:10.1080/19463014.2013.859846
- DeSilvey, C. (2012). Making sense of transcience : An anticipatory history. *Cultural Geographies*, 19(1), 31-54. doi:10.1177/1474474010397599
- Fargas-Malet, M., McSherry, D., Larkin, E., & Robinson, C. (2010). Research with children : Methodological issues and innovative techniques. *Journal of Early Childhood Research*, 8(2), 175-192.
- Hoel, A. S., & Carusi, A. (2017). Merleau-Ponty and the measuring body. *Theory, Culture & Society*, online first. doi:10.1177/0263276416688542
- Hopsch, L., & Cronquist, U. (2017). Walking architecture : From disembodied to embodied design practice. *Environmental & Architectural Phenomenology*, 28(1), 7-9.
- Goldman, R., Pea, R., Barron, B., & Derry, S. J. (Eds.). (2007). *Video research in the learning sciences*. Mahwah/NJ: Lawrence Erlbaum Associates.
- Guell, C., & Ogilvie, D. (2015). Picturing commuting : Photovoice and seeking well-being in everyday travel. *Qualitative Research*, 15(2), 201-218. doi:10.1177/1468794112468472
- Jensen, O. B., Sheller, M., & Wind, S. (2015). Together and apart : Affective ambiances and negotiation in families' everyday life and mobility. *Mobilities*, 10(3), 363-382. doi:10.1080/17450101.2013.868158
- Laurier, E. (2014). Dissolving the dog : The home made video. *Cultural Geographies*. doi:10.1177/1474474014530960
- Peräkylä, A. (2011). Validity in research on naturally occurring social interaction. In D. Silverman (Ed.), *Qualitative research : Issues of theory, method, and practice* (3 ed., pp. 365-382). Los Angeles: Sage.
- Rosenberg, M. (2015). Health geography II : 'Dividing' health geography. *Progress in Human Geography*. doi:10.1177/0309132515581094
- Spinney, J. (2015). Close encounters? Mobile methods, (post)phenomenology and affect. *Cultural Geographies*, 22(2), 231-246. doi:10.1177/1474474014558988
- Thomson, P. (2008). *Doing visual research with children and young people*. London: Routledge.
- Vannini, P. (2015). Non-representational ethnography : New ways of animating lifeworlds. *Cultural Geographies*, 22(2), 317-327. doi:10.1177/1474474014555657

# Part of study

This is an elective course offered by the PhD programme in Culture Studies suitable for students in all PhD programmes at USN and international PhD students.