

Stories of research mobilities/immobilities: towards a sociomaterial analysis [abstract only]

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Stories of research mobilities/immobilities: towards a sociomaterial analysis

In this paper, I consider what a sociomaterial sensibility does to an analysis of teachers' encounters with literacy research, working with data generated from teacher interviews, focus groups and lifelogging to explore teachers' experiences with research and evidence in their everyday lives. This study is one strand of the innovative Research Mobilities in Primary Literacy Research project, exploring the ways that research travels to and between teachers, tracing connections and blockages. Through the project, we analyse the literacy topics, methodologies and social actors that appear in the data, noting those that gain traction and those that are absent.

Teachers were invited to co-produce data to illustrate their encounters with literacy research, using an adapted form of lifelogging to record these. Their logs were used to prompt reflection on these encounters in focus groups and interviews. The approach to analysis is iterative and exploratory, with two main strands: narrative analysis, focussing on individual teachers' experiences of research encounters and on tracing research movements; and thematic analysis. In this paper the focus is on narrative analysis, on the development of a method of analysing and storying teachers' experiences that is 'slow and uncertain' (Law 2004, p10), that recognises multiplicity and fluidity, attempting to 'create gaps and holes that raise questions about the aspects of experience that are missed' (Burnett & Merchant 2020 p80).

Extracts from stories of teachers' encounters with literacy research, together with visual representations or mappings of research movements, provide rich insights into common themes, influences and variation in teachers' encounters. The mappings, focused on relationality, provide alternative representations of teachers' stories in tune with our sociomaterial approach. I reflect on the limitations and affordances of the approach to analysis and storying considering how the stories might speak to a range of stakeholders and the varied – and possibly contradictory - work that stories might do in the process.

Dr Gill Adams is a Reader in Education at Sheffield Institute of Education, Sheffield Hallam University. Her research focusses on teacher professional learning, mathematics education and doctoral researchers' experience. She is Co-I on an ESRC-funded study 'Research Mobilities in Primary Literacy Education', working with teachers to explore their research encounters. Recent projects include leading a mathematics education policy review, evaluations of teacher professional learning and narrative studies of experiences of learning on the professional doctorate. Gill has extensive experience in curriculum and development projects working in partnership with teachers.