

Visual documentation as ABR strategy to rethink the students-teacher voices and classroom pedagogical relationships

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We are immersed in an ontological and epistemological debate in which post-positionality (post-humanism, post-ontology, post-qualitative research...) are breaking up all theories about how humans understand reality, knowledge creation and our own condition in a «living material world» (new materialism). St. Pierre's (2014) called this movement as "ontological turn". Upon that, how could ABR practitioners rethink our practices, ways of understanding and inquiry transits? How to embody this "turn" in our ABR process?

During first term of 2015, two classrooms of primary school children (10-11 years old) were involved in the European project "Do it yourself in Education: expanding digital competence to foster student agency and collaborative learning (DIYLab)" (543177-LLP-1-2013-1-ES-KA3MP). The main objective of this project is to promote lifelong and life-wide learning by expanding students' digital competence, agency, and creativity, by putting into practice DIY philosophies (Guzzetti, Elliott, & Welsch, 2010; Lankshear & Knobel, 2010).

The DIYLab project aims to promote student engagement in primary, secondary and higher education by proposing collaborative, meaningful and authentic learning experiences that can be sustainable and expandable after the end of the project. This practice will depend on the use and implementation of different technologies as tools (video editing software, mobile/flexible applications, html5-based services for learning, etc.), focused in one way on documenting students learning processes, and the dissemination and construction of a DIY community (Kafai & Peppler, 2011) which at the same time, the opened online platform, 'DIYHub'.

In the paper, we would want to share how the development of DIYLab and the visual documentation that students carried out of their learning processes allowed them to create their own communities of learners. While some groups of students worked in different activities, a group of "reporters" documented different spaces of the school in order to record themselves talking about their processes of learning and classroom practices. It propitiated a nomadic and non-normative use of school spaces in which students self-regulated their learning, their voices and their relationships, as well as, they transformed the relationship with their teacher and the methodologies of the course.

In this process, we approach to ABR by using visual documentation, generated by both researchers and children, to explore concepts as educational entanglement (Lather & St. Pierre, 2013), post-humanist notion of “voice without organs” (Mazzei, 2013), children as a mind/brain/body (Ellsworth, 2005), the notion of becoming as part of a learning assemblage (Mazzei, 2013) and the role of the corporeal image in education (MacDougall, 2006). Through these relationship we brought the conceptual and methodological frame of ABR into the debates generated around the ‘ontological turn’ and, opened the visual documentation process into new possibilities beyond illustration and description of the learning process.

References

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