

Call for Book Chapters & Visual Submissions

Good Question!

Creative Research Collaborations with Kids

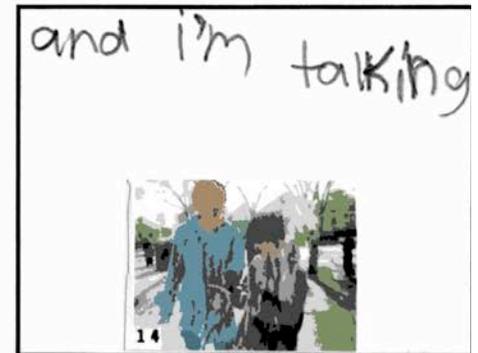
Co-editors:

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Although the body of research involving children as co-researchers is growing, children are rarely given an opportunity to learn the fundamental “structure” of the research process, and the research activities associated with the different aspects of that structure prior to or during their interactions with adult researchers. The role of a ‘researcher’ is a social construct that depends on knowledge of what researchers do, how they do it and why they engage in the activities they do. Without such knowledge or understanding of the process, children cannot be equal partners with the adult researchers in a truly collaborative research process.

Based on the history of both laboratory science and studio art which have apprenticeship traditions as foundations for induction into the creative processes behind their research work, the main theme of this book will be represented through the idea of ‘collaborative apprenticeship’. For the purposes of this volume, we propose ‘collaborative apprenticeship’ to be understood as a purposeful play that recognizes that each participant or researcher comes to the ‘research studio’ and its processes not only as a master of his or her life skills, experience and cultural knowing, but also as an apprentice prepared to learn through active engagement with the contributions of the other research participants.

Like in episodes of social or pretend play, in order for the children to adopt and perform any social role they need to have knowledge, gained through various means, of the actions, rules, responsibilities, behaviors and relationships to others that the role requires of them. Finding playful ways of involving children in learning the “ins and outs” of the research process, as well as learning to play with research tools and means of addressing questions about the world around them is the gap this book will fill in the current literature on involving children in research.



‘Good Question’ will be a three-part volume:

Part One: A Visual Anthology of Exemplars. Submissions to this part may be existing research studies that involve children and that are representative of a variety of visual art forms as research methods; Research studies presented in a form that makes them readable/viewable for children are of special interest as part of this anthology.

Part Two: A Child-Centered Stand-alone Comic-book/Graphic Novel Introduction to Research Methods. Primarily a work by the editors, “research methods – a story-form toolbox for children” will visualises the research steps and methods used in the studies included in part One, and that give children a variety of strategies for exploring their questions about the multiple worlds in which they live. As we will be considering visual collaborators for this part, ff you are a researcher/cartoonist consider submitting a portfolio of visual works for consideration.

Part Three: A Handbook of Readings. Submissions to this part are primarily essays highlighting theory and best practice for adult researchers who intend to involve children in collaborative research projects and who would benefit from the reflections of those who have already gone through the process. We hope to feature the “do’s” and “don’ts” of research with children that are often shared in face-to-face conversations among researchers with different levels of research experience but are almost never part of published research reports. This section will also discuss the ethical and practical considerations in involving children as co-researchers.

As described above, we invite submissions aimed at each part of this publication that are new, unpublished or published exemplary studies that showcase collaborative research with children that have used visual art forms as research methods.

Submissions

Text: 12-15 pages (electronic, Word documents only, using an internally consistent style (preferably APA). Please double-space your chapter, references and endnotes.

Images/Portfolios: For traditionally formatted articles please include print quality images (300 dpi, TIFF files only, colour (CMYK format) or B/W) which should be included at the end of your submission. If your submission involves formatted visuals (like a comic book or photo essay), please feel free to add a PDF of the page layout for additional reference. Portfolios for artists interested in Part 2 can be submitted as visual files or a web address, but should clearly indicate your interest in and qualifications to collaborate with the Editors. All visual material should include permission letters (if applicable), credit and source lines, and captions.

Please include a biography of 50 words. All submissions will be peer-reviewed before acceptance. If accepted, please be prepared to revise your submission and/or have your submission edited/designed as required.

Please send questions and submissions to: memme@uvic.ca or anna.kirova@ualberta.ca

DEADLINE: September 15, 2013

