Media-Related *Visual Cultures* and Classroom Education, and the *Seeing Glasses* as a Development of *Camera Ethnography*

A Cooperative Research Project (application to the Svenska Vetenskapsrådet in March 2015)
A good teacher promotes self-directed learning. How to get the students’ perspectives into sight?

Research on Practices

Children and Youth Research
How to get the students’ perspectives into sight?

”Corporality in School”

Non-thematic, ”tacit” dimensions of pedagogy

Auricle Installation   Sensitive Threshold   Seeing Glasses
Cooperation LNU: Marianne Björn, Pernilla Granklint-Enochson, Anja Kraus

SONAT
The Relation between Trends on Large-Scale Science Studies and How Teaching and Learning are Constituted in Science Classrooms (since 2013), led by Anders Jakobsson (Malmö University)

DIGIT-M-ED
Global Perspectives on Learning and Development with Digital Video Editing Media: A Qualitative Inquiry in Everyday Lives of Marginalized Young People (since 2012), led by Michalis Kontopodis (University of Roehampton)
**Auricle Installation**

Empirical Questions:
- Identification of the ear plastic
- Habitus towards subjects
- School culture – comparison
- Suffering in school
- Learning strategies

**Sensitive Threshold**

- Intercultural leaning
- German as a second language
- Previous experiences with a school subject

**Seeing Glasses**

- Text reading
- Peer-interaction
- Following rules
The pupils of a 9\textsuperscript{th} grade wear the *Seeing Glasses* during the school lessons in one week. A stationary camera and participating observations document the classroom context.
In our qualitative empirical case studies we will...

1. follow the underexposed claim of *Youth Studies* to give adolescents the possibility to express their social relations, everyday life and individuality by gazes and by film editing.

2. investigate the effects of gazes of kids in school, creating pedagogically desirable relations like learning and positive social relations, or such that are undesirable as harassment and provocation.

3. explore and evaluate *Seeing Glasses* as a research instrument within *Camera Ethnography* in terms of its methodological and research-technical implications.
Global Perspectives on Learning and Development with Digital Video-Editing Media: A Qualitative Inquiry in Everyday Lives of Marginalized Young People

“[...] small-scale research which explored the employment of digital video-editing media by a small number of young people within the age group of 16-21 years from marginalized urban spaces” in different countries.
Ethical Board surveyed the differences in the participating countries regarding the scientific ethics (2012-2014, 1st phase) in terms of:

1. general attitude towards research ethics;
2. the responsibility for the ethical review of research projects;
3. the question what counts as “sensitive” and diverse other ethical aspects of research and publication practices.
In Brazil, India, Russia and Germany, I concentrate on Germany and Greece.
The report was handed in in July 2014.
Some of its results are:

**Regarding: General attitude towards research ethics**
“For the most part the teams adhered to the deontological approach. This implies that researchers generally identify and use universal code(s) in conducting research. The researcher is responsible for adhering to the codes. The Greek team described their context as having certain universal and general guidelines in conducting social science research, yet in practice researchers do not usually follow strict codes and rules.”.
Responsibility for the ethical review of research projects in the various countries

“The analysis of the information reveals that in Germany researchers are primarily responsible for adhering to the universal guidelines; there are university-based committees that review and approve research protocols and school boards/or officials that review school-based research. However, research has often been conducted without ethical review board approvals. There is no monitoring per se in any of the countries; the researchers interpret, apply, and balance the norms in different ways in light of their own values, priorities, exigencies, and experiences in the divergent research contexts where they work.”
Thank you for your attention!