

Visual Methodology before Visual Methods

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#LLEDconf2015



“Methodology”?

Methodology. Strategy or plan of action that provides a rationale for the choice of methods. Research design (Crotty, 1998, p. 7).

Methodology. Generalizable, rational form of activities that are embedded in historical practice (Novikov & Novikov, 2013, p. 8).

Methodology-against-interpretivism. A disruption of traditional qualitative research that seeks to think *with* data rather

than force data analysis to speak only through mechanistic, discretely defined codes (Jackson & Mazzei, 2012, p. viii).

Methodology. Utilized to break down the false boundary between theory and practice (Coleman & Ringrose, 2013, p. 2).

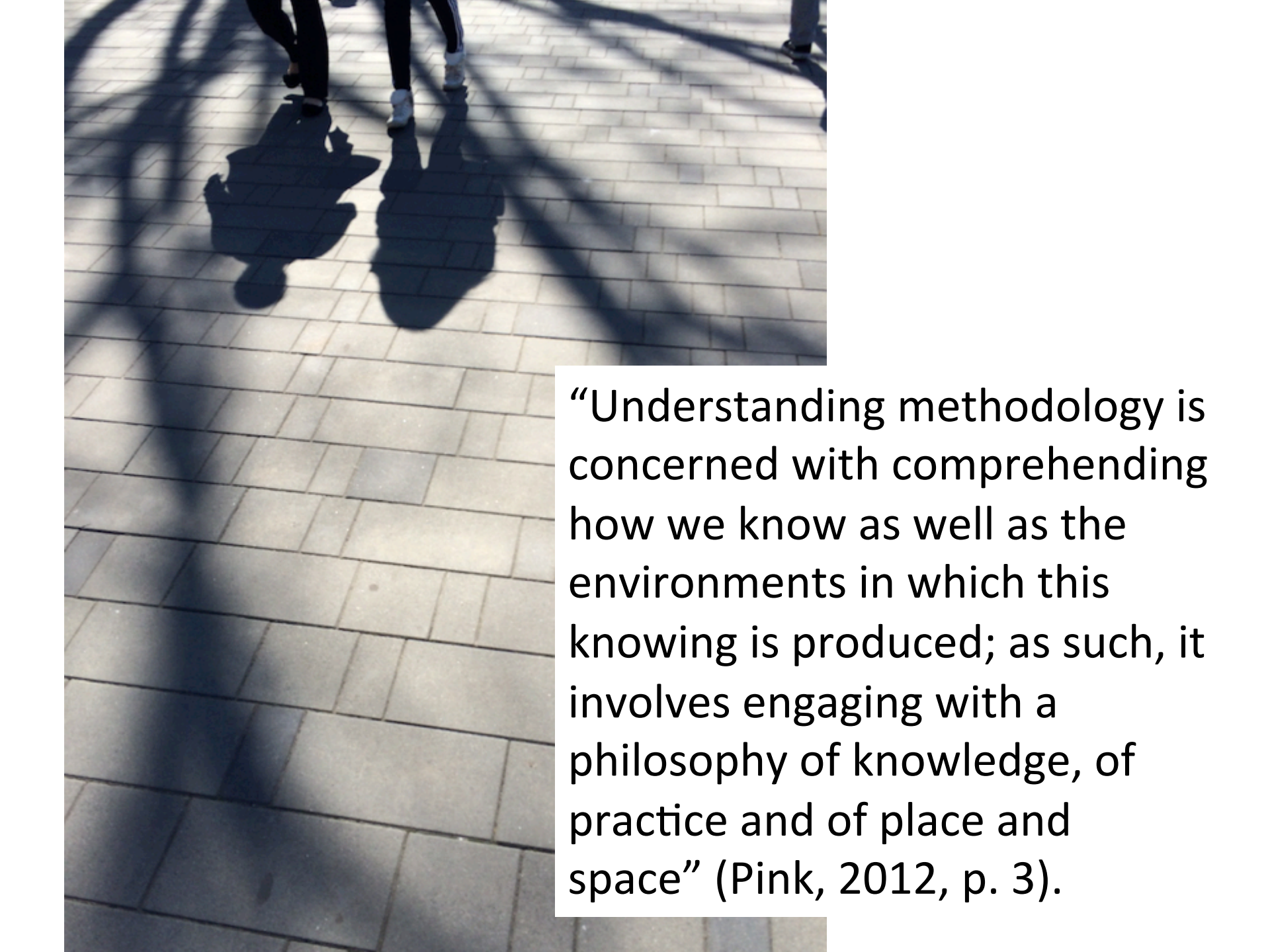
Methodology. The assumption that researchers conceptualize research in a certain way (Creswell, 2007, p. 248).

Koro-Ljungberg, 2016, p. 79

Koro-Ljungberg, M. (2016). *Reconceptualizing qualitative research: Methodologies without methodology*. Thousand Oaks, CA: Sage.

Visual methods “seem to be reinvented over and over again without gaining much methodological depth and often without consideration of long-existing classics in the field” (Pauwells, 2011, p. 3).



A photograph of a paved walkway with shadows of people walking, overlaid with a text box. The image shows a high-angle view of a paved surface made of rectangular stones. Long, dark shadows of people are cast across the pavement, indicating bright sunlight. The shadows are elongated and cast towards the bottom left. A white text box is positioned on the right side of the image, containing a quote.

“Understanding methodology is concerned with comprehending how we know as well as the environments in which this knowing is produced; as such, it involves engaging with a philosophy of knowledge, of practice and of place and space” (Pink, 2012, p. 3).

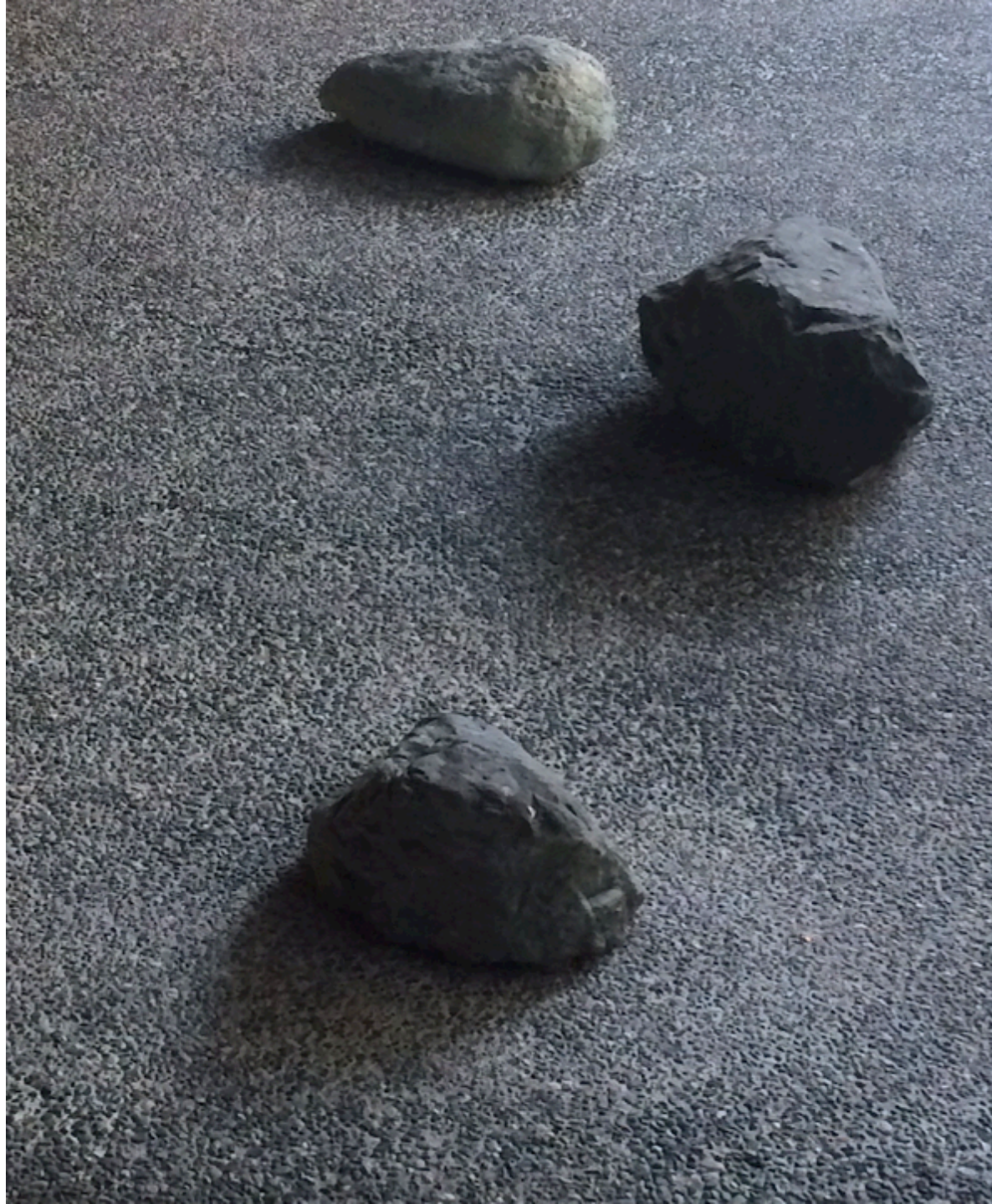
Critical visual methodology

- Takes images seriously
- Thinks about the social conditions and effects of visual objects
- Considers your own way of looking at images

Rose, G. (2001). *Visual methodologies: An introduction to researching with visual materials*. Thousand Oaks, CA: Sage.









THIS DOESN'T
LOOK AS COOL
IN REAL LIFE.

CARO



Frames of Inquiry, Goals, and Influences for Policy Studies

<i>Frame of inquiry</i>	<i>Primary goal</i>	<i>Methodological influences</i>	<i>Visual Method</i>
Interpretive	Understand	Textual analysis Qualitative analysis Content analysis Comparative analysis	Semiotic analysis Photo elicitation Cultural inventory Content analysis Visual ethnography Repeat photography
Critical	Emancipate	Critical Discourse Analysis Feminist critical policy analysis Feminist genealogy Institutional ethnography Critical race theory Policy reform	Photo-voice Collaborative arts practice Critical content analysis Documentary photography Repeat photography
Post-structural	Destabilize	Policy archaeology Post-structural document analysis Policy genealogy Policy discourse analysis Policy sociology	Juxtaposition Repeat photography Visual narrative Visual discourse analysis

Adapted from Allan, E. J. (2008). *Policy discourses, gender, and education: Constructing women's status*. New York: Routledge. (p. 40)

Imag(in)ing the University: Visual Sociology and Higher Education

Amy Scott Metcalfe

The field of higher education has long been examined sociologically (Clark, 1973; Gumpert, 2007). However, the use of images as sources of data for sociological analysis has not been a strong area of focus for higher education studies, even though the use of visual research methods is increasing in the social sciences as part of a set of innovative qualitative methodologies (Banks, 2007; Harper, 2005; Knowles & Cole, 2007; Prosser, 1998; Rose, 2007; Spencer, 2010; Stanczak, 2007; van Leeuwen & Jewitt, 2001). In higher education studies, we have few examples of research that utilize these new methods, such as employing photo elicitation in qualitative interviews, visual ethnography, photo-voice, content analysis of visual data, visual discourse analysis, or critical media studies. In short, the collection and analysis of visual data has not yet been comprehensively addressed in relation to higher education research.

To some degree, this lack is due to the freshness of the approach within qualitative research circles in education and because visual research is often undertaken from a post-positivist paradigm. Mainstream higher education research exemplifies a tendency toward positivist methods and presumptions, particularly in North America, where Tight (2007) found that 62% of

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ICONIC IMAGERY AND THE SAGA OF THE GREAT TREK



Figure 1. Students in the framework of the Science Building, 1922. Reproduced with permission of the UBC Archives, L1/1315.

The image shows male and female students assembled in the architectural framework of what would become the Science Building (and later renamed the Chemistry Building). To draw from Rose (2007), we can analyze this image through the modalities related to the site of the image, production, and the audience, as considered both before and leading up to the date it was taken on October 28, 1922. Table 1 displays a summary of the visual analysis, following Rose.

First, as described in the narrative above, the photograph (the site of the image) was commissioned as an intentional image for a particular audience, with a particular technology of reproduction in mind (newspapers). The dullness of the screened journalistic technology of the day was made more interesting (i.e., persuasive) by the compositional effects of the photo's graphic nature and narrative potential.

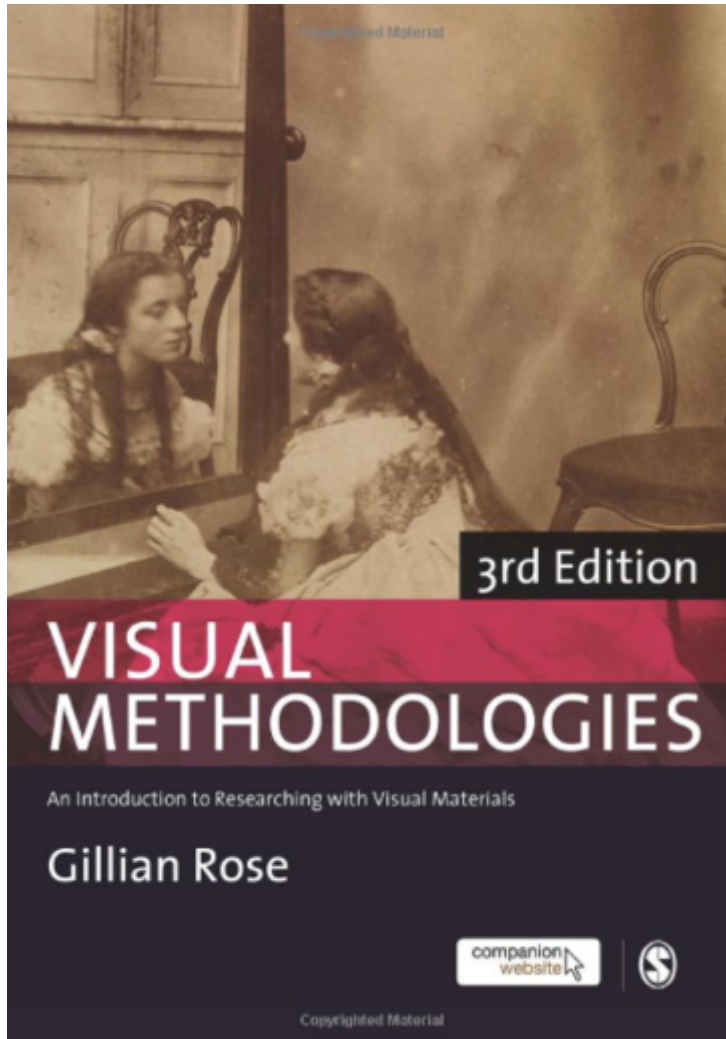
To make this more evident, consider what it is not. A photograph of students standing in an empty field would not have been as convincing as their appearance in this half-finished shell of a classroom building. In other words, the students were asking that the government complete what it started, which is a much easier argument to make in tough fiscal times than to ask for a university from scratch. From a social perspective, we might say that the need

Metcalfe, A. S. (2012). Imag (in) ing the university: Visual sociology and higher education. *The Review of Higher Education*, 35(4), 517-534.

MODALITIES OF VISUAL ANALYSIS

Sites of Visual Analysis

	<i>Site of the Image</i>	<i>Site of Production</i>	<i>Site of the Audience</i>
Technological	Professional photograph for reproduction in newspapers	Time of day, orientation toward sunlight, aspect ratio for reproduction	Reproduced in provincial newspapers (black and white)
Compositional	Narrative potential, graphic quality, portrait of student with bullhorn of students	Choice of the south side of the building to maximize the density	Students face the audience and “embody” the building
Social	Students “claim” their space in higher education	Official view taken by professional photographer (legitimacy)	General public and students involved in a visual dialogue as witnesses and participants



“Digital cultural production is changeable; it materializes in different forms; and it is massive, not only because of its mutability and multimediality but also because digital technologies have enabled a huge extension in the numbers of people who can create, share, modify and critique digital cultural works”

(Rose, 2015, p. 12)

Rose, G. (2015). Rethinking the geographies of cultural ‘objects’ through digital technologies Interface, network and friction. *Progress in Human Geography*, 0309132515580493.



Amy Scott Metcalfe @amymetc · 1m
Seen [@UBC](#) today





UBC C + C Planning @ubc_candcp · May 15

Take a break while exploring **#UBC** this summer on a swing. Now on Main Mall.
ow.ly/MSkGY



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Amy Scott Metcalfe @amymetc • Jan 7

What does place mean to a campus? amymetc.tumblr.com





Amy Scott Metcalfe @amymetc · Oct 1

@ubcaplaceofmind solidarity for the Hong Kong umbrella student protest from UBC





a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



UBC Centennial

UBC 100

ABOUT

CENTENNIAL INITIATIVES

SUBMIT YOUR PIN



UBC 100

Dear UBC community members,

The launch of the university's Centennial, combined with the official opening of the Robert H. Lee Alumni Centre, will take place on September 30, 2015 – 100 years to the day since we welcomed our first class of 379 students. The official close of the Centennial will be Alumni Weekend on May 28, 2016.

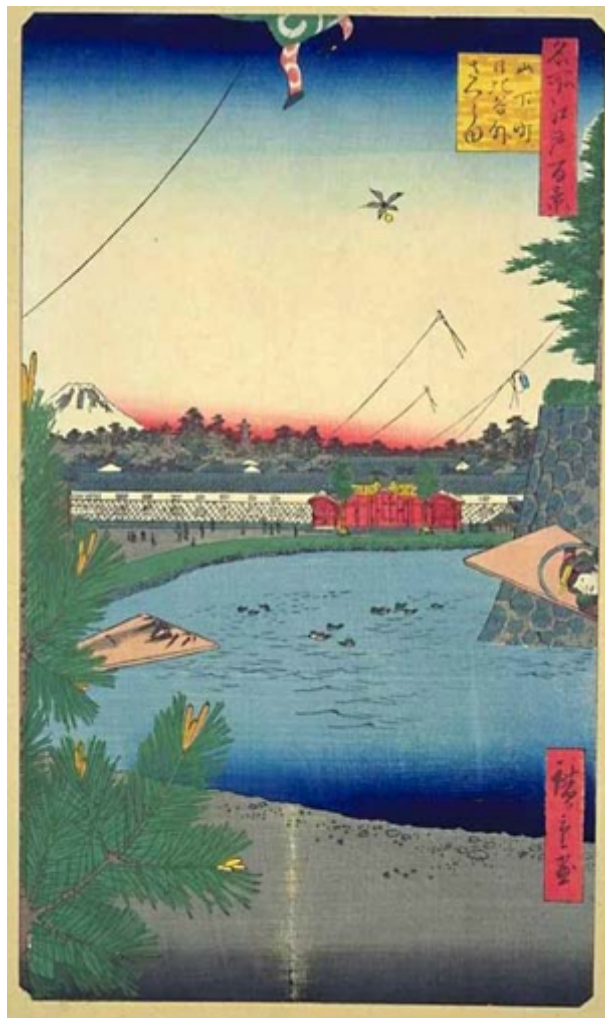
This Centennial is about our UBC communities: our 300,000 alumni, our 59,000 students, and our 15,000 staff and faculty. But it is also about our neighbours in Vancouver and the Okanagan, and about our partners and friends in BC and across the globe.

The response to the call for Centennial initiatives was overwhelming. Preparations are underway from alumni, students, faculty and staff on our campuses and in our communities. Initiatives range from a Centennial speaker series to workshops, performances, narratives and websites covering everything from Aboriginal narratives to research, to performance art and to visioning the future.

As we complete our first century of achievement and phenomenal growth, we can look forward with excitement to the century ahead and particularly to this Centennial year!

Professor Arvind Gupta
President and Vice-Chancellor

CENTENNIAL PROGRAMMING STARTS IN SEPTEMBER 2015



UBC

ubcplaceofmind
4 months ago · ♀ Martha Piper Plaza
🌞 in January! #UBC

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i sent my official documents for my application today! So exciting. What a beautiful campus. 🥰

uploma

👍

UBC

ubcglobalounge

We love this campus!!

juliamorimm

@luizamonteirocm @manucrastoo @vitorcpsoares #mila

minnieyang0131

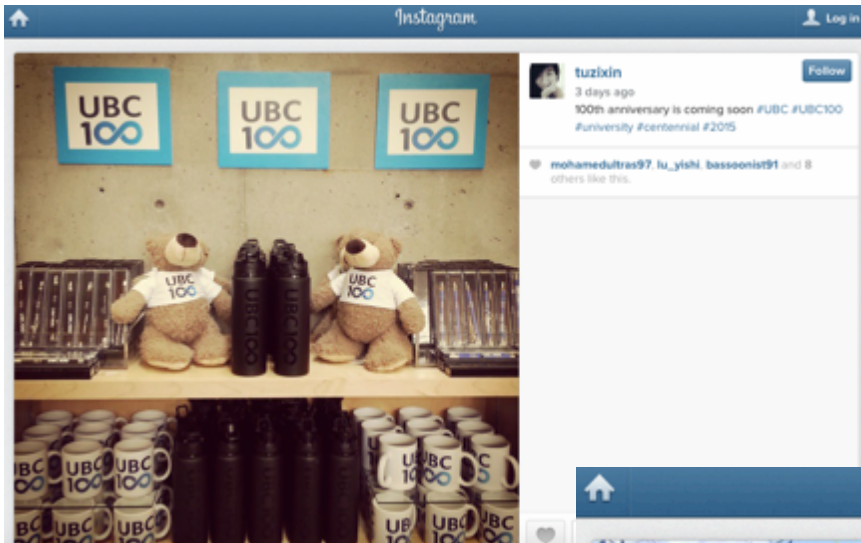
@bethyueyu we took selfies here! 🥰

andreaamatzi

@santiolmedo11 #takemeback

♥

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Find UBC on





Ponderosa Commons, January 2015

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