

Workshop: Generating Affect Through Experiments in Early Childhood Research

October 25th 2016, 10.00.-16.00.

Hedmark University College, Campus Hamar, Room 112 - Biohus 3

This day-long workshop is intended to provide an introduction to working with affective methodologies framed by new materialist and post-humanist theories in early childhood contexts. You will be required to undertake some pre-reading and to come prepared to talk about your early childhood practice and research interests. Please send your name to camilla.andersen@hihm.no if you want to participate.

We would ask that you read:

St. Pierre, E. A. (2004). Deleuzian concepts for education: The subject undone. *Educational Philosophy and Theory*, 36(3), 283-296.

Davies, B. (2015). *Listening to children: Being and becoming*. London: Routledge.
(70 pages)

The day will provide opportunities for discussion, debate and experimentation. We would like you to come along with some written observations from your practice and an artefact: material object, photograph, song, or any other item that relates in some way to your observational notes. We will work with these notes and materials in diffractive multi-sensorial experiments throughout the course of the day in an attempt to put theories to work.

Questions that will frame the day include:

What gets lost/what are the affordances of moving beyond textual accounts of the world to include affect, body, matter?

How can we enact affective methodologies and engage in new materialist experimentation?

How can we work with early childhood contexts as posthumanist opportunities (i.e. viewing the child, environment, time/space/place/matter as entangled, messy and haptic)?

When working with flattened ontologies (i.e. non-hierarchical worldviews where human-centricism challenged) how can we ensure our research is still practically useful to pedagogy and policy?

How can we still pursue political imperatives that are associated with grand narratives (class, race, gender inequities)?

How can we ensure that generating affect through experimentation retains a concern with social justice?

How can we approach ethics in post-humanist research? How can we exercise but our ethical response-ability (Barad)?

There will be opportunities to explore and discuss some examples of generative methodologies in early childhood research and then we will have an opportunity to put theory into practice by working with the observational notes and artefacts.

The workshop is held by **Jayne Osgood** (Middlesex University, London), **Ann Merete Otterstad** (Høgskolen i Oslo og Akershus) and **Camilla Eline Andersen** (Høgskolen i Hedmark)