

So Many Ways to Practice: Research Methodologies: an unstable cartography of embodied pedagogics for embedding interdisciplinary arts/design practices

Pedagogic practice participates in enacting another layer, another method, in teaching research methodologies of arts/design-based courses at higher education institutions. How does teaching affect and put into effect (applied) research methodologies in such institutions? Pedagogic practices in the arts/design sector, though vested in interdisciplinary practices, are often limited to explorations within the boundaries of specific discipline conventions; but what happens in the teaching and learning of industry-facing practices? Based on a case study with postgraduate students on the 'Research Process' unit at Ravensbourne, my research explores how the practice of teaching and learning of research methods with an interdisciplinary cohort might elaborate the specificities of individual practices and enhance a broader collective scope for collaboration. The paper therefore asks how different approaches to teaching research methods within arts/design might elicit a responsive pedagogic cartography of practice through the case study's developments, in terms of the singularities of an individual's practices/praxes and multiplicities within a cohorts' practices/praxes, given new technologies of making in contemporary art/design spheres.

To explore how networked collaborators arise through this process my research takes-up an approach through Rosi Braidotti's interpretation of the cartographic as a meta-discursive moment that acknowledges and identifies the stratum by which I am intervening (as researcher) in power structures and hierarchies, and in this case, of the method par excellence; (Braidotti: 2015) and Donna Haraway's theorising of partially locatable knowledges and positionalities for:

'the ability to partially translate knowledges among very different –and power-differentiated– communities [, we] need the power of modern critical theories of how meanings and bodies get made, not in order to deny meanings and bodies, but in order to build meanings and bodies that have a chance for life.' (Haraway, 1988: 580)

This is a question of individual needs and collective and collaborative engagement and enhancements, and concerns a deliberative, discursive, co-adaptive approach which is not inductive or deductive but rather peels from the position of 'adductive' approaches (Gunn: 2015). The research proposes to draw towards a bodily or rather embodied pedagogic practice, which is embedded in a parlance of exchanges that do not perpetually move out from a cohort's view, but as a practice draws back towards the body of the practitioners/practices within a teaching and learning space to develop new approaches to interdisciplinary ways of making and collaborating.

References

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