

A Posthuman and New-Materialistic Perspective – Multisensory Interviews with Arts and Craft Teachers in Woodworking Practices in Eight Norwegian Primary Schools

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Abstract

In this presentation the methodological challenges and possibilities offered by multisensory interviews with Norwegian arts and crafts teachers in their wood working practices in eight primary schools are investigated from the perspectives of post-humanism and new materialism (by two researchers). Researcher 1 has visited eight different schools in three counties with vast distances, conducting rich, but time-consuming multisensory interviews with eight different teachers in their different woodworking spaces. In active dialogue with post-humanism and new materialism the researchers articulate how the children's wooden artefacts-in-process, woodworking spaces, the bodyminded researcher, and the structures making up practice architectures for woodwork in Norwegian primary school have real, meaning-producing agency in the processes where the teachers' practice theories concerning their teaching knowledge during the multisensory interviews emerge differently as entanglements

of different performative agents. This presentation serves as a critique of the dominant form of mainly verbal interviews in educational research and feeds into an embodied, new-materialistic and ecological view on learning, meaning-making, communication and researcher-understanding.

Keywords

Woodwork practices, Arts and crafts teaching, Multisensory interviews, New materialism, Embodied learning.