

## **Undisciplining the canon of educational research: A sound invitation**

The shift towards evidence-based practice by policy makers and research funders is driven by assumptions that research should focus on ‘what works’ in education and social sciences. These desires have resulted in research which privileges a certain kind of knowledge that can be ‘applied’ and where measurable ‘solutions’ can be derived. Such research has tended to rely on methods that enable quantification, comparability and generalisation. However, these practices have been the subject of long-standing debate for promoting methodological hegemony and producing ends-based research aimed at controlling curriculum and limiting educational curiosity. These modes of knowledge production matter even more in present times when intersectional inequalities with/in education have been magnified during the Covid-19 pandemic. Concomitantly, contemporary political policy landscapes in schools research is framed by economics-obsessed, performative discourses of ‘lost learning’ and ‘catching up’ and in higher education by individualisation.

This workshop addresses the question: What other possibilities for research can we imagine which provides a counterpoint to the reductionism of evidence based practice approaches? Our research-creation-event-online foregrounds critical questions about what ‘counts’ as knowledge and how this can inform alternative ways of thinking and doing education research. Our theoretical underpinnings are drawn from process philosophy and arts-based provocations (Manning & Massumi, 2014: 88). We employ these to undiscipline research practices to disrupt and re-imagine ways to entangle with philosophy, research and pedagogy in education. These disruptions draw on a range of critical work in: posthumanist and feminist materialist theory/practice (Taylor & Hughes, 2016), indigenous scholarship (Tuhiwai-Smith, 2012), post-qualitative inquiry (St. Pierre, 2019), queer (Halberstam, 2020), undisciplined qualitative research (Koro-Ljungberg, 2016), and non-representational methodologies (Vannini, 2017).

Undisciplined research opens opportunities for more experimental, creative and curious spaces within which more inclusive, diverse, relational, and affirmative methodological approaches to ‘method’, ‘knowledge’ and ‘ways of knowing’ can flourish (Benozzo et al., 2019; Taylor et al., 2019). A commitment to undisciplining changes the political nature of research to focus on the “materiality of difference...which include and entangle the human and non-human” (Taylor, 2021, p. 26). This workshop, which focuses on sound, considers how creative research practices can provide alternative ways of performing and living method/ology (Koro-Ljungberg, 2016). Undisciplined methodologies open possibilities for radical and multiple ways of knowledge-making. It draws attention to how, as researchers, we need to pay responsible attention (Taylor, 2021) to knowledge as a material practice and its entanglement with/in the power exercised in and for educational policy and praxis.

This workshop is designed to enable participants to engage with a set of both pre-prepared resources and their own (embodied) research experiences. The playful co-production between workshop participants and resources, will open up possibilities for discussion and debate on the potential of research in more undisciplined ways. To prepare for this workshop we ask participants to bring fragments of (sound) data/experience/life they have

collected/generated/encountered with/in their own ‘research’ praxis. These materials might appear as splinters that tug and bother researchers (Benozzo et al, 2013), matter that escape the rigors of method/ological form and formatting: we are thinking of resistant subjects and recalcitrant objects (of study). Through a series of playful engagements, we will also consider how these material encounters haunts, voices/sounds are heard or silenced, muted/mutated in mainstream inquiry. We intend to make a ruckus, to pass notes, to whisper (other) learnings not fit for class, to run in corridors with joy, to sit silently with memories and mo(ve)ments that are in excess of this ‘education’. A padlet and other forms of social media will be used to curate the co-productions in the present. These live curations can help us document the possibilities of undisciplined research and how it might influence our research practicings.

We invite participants to co-create undisciplined inquiry to provoke for ways to open up thinking and doing research differently. These include questioning what data/matter might want (Koro-Ljungberg et al., 2017), inviting an openness to method/ology as immanent praxis (Manning & Massumi, 2014), and paying attention to affirmative ethics (Braidotti, 2013). We encourage workshop participants to consider how they might become more undisciplined in their own research to attend to the unruly possibilities and potentialities of education subjects and (land)scapes. We feel this is important as an attention to undisciplining mainstream method/ology highlights the relationality between the macro (e.g. policy) and how it influences and materialises the micro (research and pedagogy).

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