Thinking About Reflexivity in Health Psychology:
Challenging the divide between researcher and researched
Gareth Treharne (Department of Psychology, University of Otago, Aotearoa / New Zealand)
Massey University Health Psychology Research Day 7th Dec 2012

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1. Pet-cha kucha – Author / Microsoft (featuring PowerPoint timer function)
This next section is my pet-cha kucha.
In the spirit of critical research I won’t be sticking to the rules.
Some images appear for less than the allotted 20 seconds.
I’ve sometimes squeezed more than one picture into one point.

2. A view of what? – Author
What are we looking at here? It’s not obvious to you.
You’ll have to wait just over 6 minutes to find out.
This is about closing the gap between the researcher and the researched.
Us and them. Me and you.
I am exploring the two sides of reflexivity.
I’ve timed it leave a little time at the end of each slide to enjoy the view.
Hopefully not famous last words.

3. A view from a bridge – Author
I have a metaphor for research that I’d like to share with you.
My metaphor was inspired by this photo.
I was trying to capture a view.
Just like researchers do in re-producing a view of the world.
But my photo is obscured by a cable.
A blight on the view.

4. A view of a bridge – Author
But the cables were literally holding me up.
As our tour bus sped over the Golden Gate Bridge.
Across and back for no reason other than to take in the view.
The cable inspired me to think about how our methods provide our view from the bridge.
They allow us to view the other – out there.
But we mustn’t forget how we get that view.

My metaphor alludes to a play.
Two one-act plays, in fact.
A beginning and an end.
The story of the life and death of a migrant worker in America.
When we hear stories we react.
We are not objective.
6. Salem harbour – Author
Reflexivity is about interrogating your purpose in the research you do.
As I took this photo of Salem harbour in 2007.
A colleague commented: “Did you even compose that shot?”
Reflexivity needs more than a point-and-click approach.
But it’s still a pretty good photo, ay?

7. Still life – Author (featuring excerpt of *Undoing Gender* by Judith Butler – Routledge)
A still life of my work life.
Judith Butler’s *Undoing Gender* with my scribbles about structuralism.
A hammer to hang my degree certificates in my new office.
How to look like a post-modern psycho.
Time for coffee.

8. A view of a book – Author (ClassicINSTA iPhone app Retro B/W filter)
Winter light on the final page of a novel.
But participants aren’t like a book.
You can’t read them and put them down.
Reflexivity can be seen as a way of reading.
Reading your role in your research.

9. Opens doors – Author
An ironic doorway into the back-garden of someone I don’t know.
A doorway I have passed all my life.
What’s the point in having a doorway to insight if we block it with moralising?
I would’ve stepped back to get a better view.
But there was another wall behind me.

10. Circular world – Author (featuring ball from Narcissus Garden by Yayoi Kusama, Wallace Collection, Pa Homestead, Auckland)
In looking down I see the whole scene with the help of reflection.
A steel ball from Yayoi Kusama’s artwork Narcissus Garden.
Since a young age she has seen polka dots covering everything – a form of psychosis.
Every view is unique.
Even if it is chained down outside a gallery in Auckland.

11. Cat on? – Author (featuring *untitled street art* by anonymous artist)
This cat is like qualitative research without reflexivity.
Just floating with no anchor.
No apparent purpose.
But something happens when the sun comes out...
The cat is walking on the shadow of a railing.
Given more meaning.
Demonstrating the view of the artist.
12. *WHAT ARE YOU LOOKING AT?* – Banksy (attributed street art)
Reflexivity is not just looking at the wall.
Reflexivity is also looking at the camera.
And thinking who’s behind the camera.
But we don’t know what came first.
The question or the camera.
The solution or the problem.

13. *Insert Yourself* – Author / Banksy (Bristol Museum)
Insert yourself here.
But from the other side you only see a hole.
And be careful what you expose.
That’s the thin line of reflexivity.
When it becomes too confessional.

14. *Underground & Overground* – Author
No one in the tube station at 6am.
No one to comment as I compose this photo.
No one to block my view.
... [next]
Another trip.
I am reminded of the borders that hold us.
The borders of countries.
And the borders of being.

15. *Screengrab of notes on therapy* – Author (featuring a screengrab from Apple notes)
But how can we do reflexivity?
Unfortunately there isn’t a pill for reflectile dysfunction.
The only prescription is regular exercise of your writing hand.
And maybe CBT.
Critical behaviour therapy.

16. *Chained flower thrower* – unknown (in the style of Banksy)
Don’t be chained by the shackles of objectivism.
Think about art rather than truth.
Ask questions of yourself as well as others.
Copy a process that inspires you.
Buy yourself flowers.

17. *The infinite regress of reflexivity* – Author / Microsoft & *Self-portraits* – Author
Beware the infinite regress.
Reflecting on reflecting on reflecting.
... [next]
But let a little of yourself into the picture.
... [next]
And don’t forget you’re always moving.
18. **What would a Darwinian say?** – Author / Banksy (Bristol Museum)
And we’re always evolving as critical researchers.
Not forgetting to leave space for humour.
And the inevitable reflection.

19. **Opening fern** (Catlins rainforest, Aotearoa / New Zealand) – Author
Reflexivity helps unfurl the research process.
Critical health psychology needs to make use of reflexivity.
If it’s to be more than just critical of the other.
We need to keep growing.

20. **Tearjerk** – Séraphine Pick (private collection)
So what were we looking at here?
A painting on a wall.
In my old house in Dunedin.
This original talk was dedicated to those who could no longer bear to reflect.
I can now look at the painting without thinking of my friend who killed himself the day I bought the painting.

21. **Updating** – Author / Apple (featuring facebook screengrab and *Three Flappers* by Judith Collard and *Harbour Cone from Hooper’s Inlet* by Jill Perrott, both private collection)
I’ve moved on since then.
So here is an update.
I have my own house now. And more paintings.
A painting of two ladies posing for a picture.
Straight on facebook.
A Dunedin landmark from a different angle.

22. **Foucault** – Author (featuring cover of *History of Sexuality vol. 2* by Michel Foucault–Routledge)
So what’s my advice to you?
Musings of a crazy cat man.
It goes a little faster from now.
Read the original Foucault.
Not in French though.
His journey changed to focus on subjectivity.
And that’s the beauty of research.

23. **Foucault underlined** – Author (featuring excerpt of *History of Sexuality vol. 2* by Michel Foucault–Routledge)
Write your thoughts as you go.
Think about the difference between science and ideology.

24. **Screengrab of note** – Author (featuring a screengrab from Apple notes)
Keep notes.
They don’t have to be too detailed.

25. **Back-up notes** – Author (featuring a screengrab from Apple notes)
Back-up your notes.
Ask me if you ever need to recover a file on your iPhone.

Reflexivity pecha kucha script Massey 2012 - Gareth Treharne
26. Cats pics note – Author (featuring a screengrab from Apple notes)
   Let people know what you’re doing.
   Add me on facebook if you want to meet my cats.

27. Olive’s different view – Author
   Take a different view.
   And get comfortable.

28. Dancing in the dark – Author
   Dance.
   Even if people around you aren’t.

29. On the plane – Author / Microsoft / Hewlett Packard
   Don’t write your talk on the plane.
   People give you funny looks.

30. TV in garden on Clyde Street, Dunedin – Author / Sony
   Watch more TV.
   But also go outside more.

31. Jose – Author
   Go for more walks with good friends.

32. Foot – Author
   Cross the line.
   In style.

33. Rat – Author
   But watch where you tread.

34. Sock – Author
   Laugh at the irony of what people bring to you.
   But thank them genuinely.

35. Fears – Author (featuring a screengrab of facebook)
   Feel the fear and do it anyway.

36. Olive laptop – Author / Hewlett Packard
   Work hard at it.
   It’s exhausting but it’s worth it.

37. Heating vent – Author
   Explore unknown things.
   This is central heating.

38. Olive falling x 3 – Author
   But take care when exploring.
39. Oscar selfish – Author
Remember that people won’t always want to share things with you.
It’s about building trust.
And feeding them.

40. Jose upstairs – Author
Don’t look down on people.

41. Oscar on the deck – Author
Stick your neck out.

42. Polite – Author
Don’t be polite if it makes you blank inside like this greeting card.

43. Comment – Author / Microsoft (featuring a screengrab of Word comment)
Dare people. This is a comment I made on a student’s draft.

44. Why – Author / Google
Ask why.
But don’t be a cliché.

45. Question – HappyPlace.com
Question everything.
Even question that.
And question me.

46. Friend wheel – Author / facebook
Remember that you’re at the centre, but there’s many people around you.

47. Olive and Ralph – Author
And you’re not that different from others.
Even if some are more or less fluffy than you.

48. Ross creek reflection – Author
Use reflections for what they give you.
Sometimes you see more detail in reflection.
Like the detail of the treeline here.

49. View of Dunedin – Author
But take in the view.
It’s not all about you.

50. Where – Author / Google
Think about where you’re going.
Or where you want to be.
And be good – Santa’s coming soon.

51. Welsh flag – Author
Think about where you’re from.
Even when you’re not winning.
52. Dad and Mum – Author / unknown photographer / facebook
Remember your mum and dad.
They cared for you before you were born.
Even if facebook won’t let you tag yourself in photos taken before you were born.

53. How you made them feel – Maya Angelou / facebook
And in the end what matters is what people take away.
So I hope this has made you feel inspired about reflexivity.

54. Acknowledgements
And a final thought.
When you buy an artwork all you own is the physical piece.
The artist retains the copyright just like our participants “own” the data they have shared.

Post-script
Having discussed the issue of data ownership, I now prefer the metaphor of researchers curating the data shared by participants. Looking after it carefully, sharing it in the form intended, but reworking it by framing it in a certain way and exhibiting it with other data in the form of our research outputs.
Thinking About Reflexivity in Health Psychology:

Challenging the divide between researcher and researched

Massey University
Health Psychology
Research Day
7th Dec 2012

Gareth Treharne
Outline

- Reflexivity: Openness
- Teaching about reflexivity using art
- Pet-cha kucha conclusions
- Implications of reflexivity:
  - For health psychology practice
  - For engaging the public

Leleisi‘uao (2012)
Outline

- Reflexivity: Openness
- Teaching about reflexivity using art
- Pet-cha kucha conclusions
- Two divides:
  - Reflexivity versus objectivity
  - The researched and researchers

Leleisi’uao (2012)
Insert Self (Banksy, 2009)

How much of yourself can you insert into your work? Where’s the line?
About Me

- PhD from the University of Birmingham
- Lecturer at the University of Otago
- Three cats
About Me

- PhD from the University of Birmingham
- Lecturer at the University of Otago
- A borrowed dog

Leading a ‘healthy lifestyle’?

How do people with rheumatoid arthritis feel about taking their medications and following advice on leading a healthy lifestyle?

By Dr. Gareth J. Trohman, PhD, senior lecturer in psychology and unpaid dog walker, University of Otago

One thing that people with arthritis often comment is that they have become an expert on the multitude of medications they take, as well as becoming an expert on controlling the various symptoms of their condition. Becoming an ‘expert patient’ is a phrase that has its roots in a contract some extent in some circumstances, although it certainly has its limit – you probably wouldn’t want to hear about treatment options if you’d just broken a limb. But this model of healthcare has its good points for people with arthritis as long as you and your doctors are on the same page.

When I carried out research on this issue with British people with rheumatoid arthritis, I found that two thirds of participants agreed with the statement that “During the consultations with your doctors, it is your process of decision that is most important, and if you’re an autocrat then your doctor will value knowing that you want to have some input into the treatment decision as they go about advising you.”

It is also important to tell your rheumatologist if you stop taking medication because communication is key in this new model of healthcare where people with arthritis come to decisions about treatment together with their doctors as experts together.

Another thing that is linked to your control over your well-being is the fact that people living with heart disease have a lower heart disease death rate than the average person due to these limitations on physical activity. I know this is a bit of a leap to some readers, and it is important to remember that it is an increased chance not a certainty.

You have the power to increase your chance of heart disease, and you doctors will be keen to help you do so.

I have a passion for this issue because my father died of a heart attack when I was 10 years old, so I know about the loss that can be experienced by people with arthritis whose services based on research into your opinions.
About Me

➢ PhD from the University of Birmingham
➢ Lecturer at the University of Otago
➢ Reflexivity = a research interest (in itself)

Leading a “healthy lifestyle”?
How do people with rheumatoid arthritis feel about taking their medications and following advice on leading a ‘healthy lifestyle’?

By Dr. Carole J. Trefft, PhD, senior lecturer in psychology and unpaid dog walker, University of Otago

One thing that people with arthritis often ask is that they have become an expert on the multitude of medications they take, as well as becoming an expert on controlling the various symptoms of their condition. Becoming an “expert patient” is a phrase that has its roots in a contract some extent in some circumstances, although it certainly has a limit – you probably wouldn’t want to hear about treatment options if you’d just broken a limb. But this model of healthcare has its good points for people with arthritis as long as you and your doctors are on the same page.

When I carried out research on this issue with British people with rheumatoid arthritis, I found that two thirds of participants agreed with the statement that “During the consultations with your doctors, it is your process of decision that is most situation, and if you’re an autonomous then your doctor will value knowing that you want to have some input into the treatment decision as they go about advising you.

It is also important to tell your rheumatologist if you stop taking a medication because communication is key in this new model of healthcare where people with arthritis come to decisions about treatment together with their doctors as experts together.

Another thing that is linked to your control over your well-being is the to experience heart disease than the average person due in part to these limitations on physical activity.

I know that this line between rheumatoid arthritis and heart disease might be new to some readers, and it is important to remember that it is an increased chance not a certainty.

You have the power to reduce your chance of heart disease, and your doctors will be keen to help you do so. I have a passion for this issue because my father died of a heart attack when he was 56 years old, so I know about the loss that can be experienced but also empathy that living a healthy lifestyle isn’t as simple as taking a pill, and so this needs to be addressed appropriately for people with arthritis by services based on research into your opinions.
Why is Reflexivity Necessary?

“there is no direct relationship between ‘the world’ and our experience of it which means that our analyses of the data will always be mediated by us, the researcher. Reflexivity is, therefore, a necessary dimension of all research” (Willig & Stainton-Rogers, 2007, p. 6)
Reflexivity’s Purpose & Place

➢ “explicit, self-aware meta-analysis of the research process.” (Finlay, 2002, p. 531)
Reflexivity’s Purpose & Place

- “explicit, self-aware meta-analysis of the research process.” (Finlay, 2002, p. 531)

- Like reliability? Judging quality?

- An ‘audit trail’ of the research?

- A tool for critical research – subjectivity in action

- Often excluded from theses or publications (brief self-revelation statements?)
Epistemological Reflexivity

- Analysing assumptions about knowledge claims

- Key questions (Willig, 2008, p. 10):
  1. “How has the research question defined and limited what can be found?”
  2. “How has the design of the study and the method of analysis ‘constructed’ the data and the findings?”
  3. “How could the research question have been investigated differently?”
Personal Reflexivity

- Analysing your role in knowledge generation

- Starts from:

  “reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research.” (Willig, 2008, p. 10)

- Intertwined with epistemological reflexivity
Being the Researched:

- What might you keep secret from a teacher?
- What might you keep secret from a researcher?
- Would you let your name be published with a quote?

From www.depression.org.nz

STEVE, NZ*
Names and faces have been changed to preserve privacy.
Being the Researched:

- What might you keep secret from a teacher?
- What might you keep secret from a researcher?
- Would you let your name be published with a quote?
- Are you happy reporting your:
  - Ethnicity?
  - Sexuality?
  - Income?
My Income (public record)

Salary PA$

$93,430.00

An issue of privilege and a gap between researcher and researched
My Ethnicity and Sexuality

gender or sexuality. To be “out” is an active and ongoing process of being visible for LGBT-QTFI individuals; to be inclusive of LGBT-QTFI individuals in research requires an active and arduous process of recruitment to challenge the convenience of being non-inclusive. As a psychology-trained, university-employed, English-speaking, White-British/European expatriot, single, male, gay individual, I write from a specific standpoint that is informed by that list of attributes, but which is much more than an incomplete listing of labels can achieve. My methodological biography as a

Treharne (2011) in Gay and Lesbian Issues and Psychology Review
What We Ask of Participants

- Do researchers give as much as we take?
- Are the researched really participating?
- Does using qualitative methods get us closer?
- What do we want to get closer to:
  - Truth?
  - Understanding?
  - Equality?
Teaching About Reflexivity

Street art bench in *Otago Daily Times* (2009, Oct 21st)
Starting Out (2008)

- **My role:**
  - 1st year teaching
  - Teaching qualitative methods

- **My class:**
  - N = 25
  - A full-year health psychology paper
  - Honours, PGDip or 1st year of masters (most aged 21)
  - Mainly quantitative training so far
Art in Health Psychology

- Watching art viewers (Mörnsjö in Willig, 2008)
- Interpreting of depictions of pain and illness (Kugelmann, 2007; Radley, 2002)
- Use of art in community project and healthcare (Murray & Grey, 2008; Radley & Bell, 2011)

- Can visual art be used to learn about:
  - Conceptualisations of health?
  - The process of reflexivity?
Art:

- Is the anti-thesis of objectivity
- Reflects cultural shifts (not universal truths)
- Stimulates creativity
- Is a tool for reflection
- Is ideal for field trips
Art:

- Is the anti-thesis of objectivity
- Reflects cultural shifts
- Stimulates creativity
- Is a tool for reflection
- Is ideal for field trips

Triptychos Post Historicus
Braco Dimitrijevic (2001)
Research Question

- What do students think of learning about reflexivity by interpreting art?
The Field Trip

Dunedin Public Art Gallery
The Template for Taking Notes

- Given five templates and a clipboard
- A structured start point to collecting:
  - Background information about the artworks
  - Seeing links to health and illness
- Find two artworks to compare in essay about:
  - What the art depicts about health and/or illness
  - How art could be used in engagement/dissemination
The Field Trip

- Not compulsory (alternative essay option)
- Midwinter but sunny
- Waiting at the gallery to tell them to start
- Stayed with them to offer advice – intruding?
- Interacted with me as I emulated the process
**PSYC470 Coursework 2008 – Essay 2: Seeing Health in Art**

**Your notes** (please do not write your name or any identifying details on this page)

| Time now: | 10:49 am |
| Location in the gallery: | 1st floor, off stairs |

**Title:** Victory Over Death 2

| Size (approx): | 2 x 6m |
| Artist(s): | Colin McCahon (1919 – 1987 NZ) |

| Date created: | 1970 |
| Place created: | N/A → Given to AN 1978 |

| Date depicted: | N/A |
| Place depicted: | N/A → Death (Canberra) |

How does this timeframe fit with colonisation of Aotearoa / New Zealand?

Māori still suppressed - living better now?

Rough sketch of the artwork → and your notes on it →

The quotes sound biblical in nature but may actually be a poem.

The color scheme is very black and white and it is much larger than I realised.

Hidden "I AM"
Victory Over Death 2 (McCahon, 1970)

Size: 2m x 6m!
Visual Art in Dunedin (Jul 2008)

- Zeitgeist Becomes Form: ‘Fashion’ Photography
Visual Art in Dunedin (Jul 2008)

- Zeitgeist Becomes Form
Visual Art in Dunedin (Jul 2008)

- Hīkoi: Mary McFarlane (2008)

Based on the 1975 protest led by Dame Whina Cooper
The Class Who Became Ppts

- I blindly marked the essays (to a mark scheme)
- Most (20 = 80%) wrote the essay on art
- Non-art essays were hard to mark
- Templates were then handed in anonymously by 12 students
Focus Group Ppts (n=8)

- All written the essay on artworks (templates?)
- All heterosexual women aged 21 or 22
- One declined to indicate cultural origins
- Others identified as European/Pākehā (one as being as European/Pākehā and Māori)
- Seven had gone on to postgrad study
Focus Group Methodology

- Focus groups = interaction (Krueger, 2008)
- Held the year after handing in the essay
- Two groups (lasting 34 and 38 minutes)
- Interviewed by a peer (Zoe McGavock)
- Semi-structured schedule (co-written)
- **Four themes** (using Braun & Clarke, 2006)
Theme 1: Different unusual

- Often the first time these students had done anything interpretive or reflexive:

  “it’s kind of refreshing but it is so different and it wasn’t like any undergrad stuff I’d ever done”
Theme 1: **Different unusual**

- More than a skive:

  “I personally was just like sweet man we get to leave the classroom (laughter and agreement). I mean that sounds like a really um superficial like of it but actually it’s it is probably more more than just that but more so like enjoying getting to do stuff, you know not limited to sort of normal classroom stuff.”
Theme 1: *Different unusual*

- Knowing the template notes would be collected was considered during the field trip:

  “I assumed I would hand it in [the template notes] I was like oh I I’ll fill that out, like you know I’ll think really hard about that question.”
Theme 1: *Different unusual*

- But felt free in note taking:

  "I used it more as a note-taking thing for me rather than notes that someone else would be able to understand (laughs)."
Theme 2: **Getting it**

- Choosing the artworks and taking notes was not easy:

  “Well, cos it was was quite intimidating at the start, like I think we probably had to have the template, because if we didn’t people would just be standing there thinking so now what, like what do I do?”
Theme 2: \textit{Getting it}

- Getting used to writing in an interpretative style was also a learning curve:

\begin{quote}
\textit{“I found it quite hard at the start, like I was just like not used to writing this way”}
\end{quote}

\textit{I, I, I!}
Theme 2: Getting it

During the focus groups, some ppts gained more insight on reflexivity:

“I thought it [writing the essay] was alright but then I’m probably the same, didn’t feel like, there wasn’t, it wasn’t personal to me, like I suppose it was the point wasn’t it, reflexivity, but never mind (laughs).”
Theme 2: **Getting it**

- Learning seemed to be enhanced by the essay counting (10%) towards students’ final grade:

  “I think it’s important being assessed on it to make it stick in your head [...] So, I think it is important just so that you’re actually processing what’s happening, and putting it into your own kind of words and thoughts.”
Theme 3: *Communication*

- Not everything about the project was rosy – often discussed in terms of others’ views:

  “I almost thought it was stupid that people got upset that we’d been asked, cos I heard people that were actually really annoyed that we’d been asked to go to the museum ah to the art gallery and look at art and write an essay about it”
Theme 3: Communication

- Ppts didn’t think selecting the artworks was part of grading:

  **Int:** “did anyone feel like their choices of their artworks might have an influence on how their assignment was assessed? Like some kind of, any pressure about your decision making in terms of the choice of the artworks?”

  **Others:** “No (shaking heads).”
Theme 3: Communication

- A writing style handout was suggested:

  “I reckon like, how we got that handout on tips for scientific writing, so even if there was something like that.”

  “Tips for reflexive writing.”

  “Yeah.”

- Rules for ‘scientific writing’ are often discussed by other lecturers (cf. Ellis, 2004)
Theme 3: Communication

Memory is a tricky thing:

“Yeah I can’t remember if we did or not but maybe it would have been helpful to have like a marking schedule, like what they’re looking for.”

(There was for my essay but not for others.)
Theme 4: *Creating the Divide*

- Qualitative research ridiculed or seen as only hypothesis generating:

  “Heaps of people that, heaps of the other lecturers that I, um, spend time with they always make fun of it and they say that (laughs) it’s not proper research and that it’s more to get a research question.”
Theme 4: *Creating the Divide*

- A lot of ppts felt at home within the quantitative hegemony:

  “my research and stuff is like really quantitative and, the way we write is like very objective”

  “I guess a lot of like my area of psychology, [reflexivity’s] not something you really do”
Theme 4: *Creating the Divide*

- Reflexivity emphasised their routine use of ‘scientific writing’ style:

  “they’re used to getting really good marks doing the same thing over and over again and suddenly you’re trying something new and you’re not getting as good marks.”
Theme 4: Creating the Divide

- Writing in the first person was controversial:

  “It was weird being um being allowed to say ‘I’, (laughs), I was sort of like ooh I’m going to get in trouble (laughter).”

- The APA actually encourages use of ‘I’:

  “[use] we to refer only to yourself and your coauthors (use I if you are the sole author of the paper).” (APA manual, 2010, p. 69)
Thematic Summary

- **Different unusual**: Definitely not the norm

- **Getting it**: A learning curve of critical thinking

- **Communication**: Never perfect (like memory)

- **Creating the divide**: Challenging norms highlights the norm but is essential
Limits

- Focus group methodology was my safety net of ‘real’ data, and limits what could be found:
  - Timing
  - Openness
  - Topic

- A pragmatic study (formative evaluation)

- Difficult to put professional life on display
Engaging Students as Participants

- **Problems:**
  - Power/sensitivity issues with students (blind marking, crisis management)
  - Epistemological tension with colleagues

- **Benefits:**
  - Gaining clarity about what can be considered data
  - Learning about research/criticality via inquiry
Training

- Did this project make a lasting difference to my students’ critical thinking?

- Applicable for training health professionals?
  - Medical students + art (Naghshineh et al., 2008) → observational/diagnostic skills
  - Nursing students + art (Jensen & Curtis, 2008) → self-understanding and cultural awareness
Pet-cha kutcha
A View from the Bridge

Two One Act Plays by

Arthur Miller

Author of Death of a Salesman
One of the problems that emerged when the study of kinship was combined with the study of structured linguistics is that kinship positions...
WHAT ARE YOU LOOKING AT?
Channel 7 is filming its Border Security TV show here today.

Please contact the TV crew if you do not wish to be filmed.
Similarly, we might visit reflexing more during certain stages of a single project as one might not be able to sustain such self-awareness without a full-time therapist.
“What would a Darwinian say?

Remember that evolution happens slowly and only over many generations. For instance, our bodies cannot evolve during our own lifetime, but our childrens’ childrens’ childrens’ childrens’ might be different. Some organisms will go extinct and others will have many descendents. Things that have already evolved, such as wings, fur, and mating calls will probably evolve further. Other things may never evolve, such as fire-breathing, and immortality. Apart from that, who knows?”
If found do not publish.
(3) the systems of power that regulate its practice, (3) the forms within which individuals are able, are obliged, to recognize themselves as subjects of this sexuality. Now, as to the first two points, the work I had undertaken previously—being to do first with medicine and psychiatry, and then with punitive power and disciplinary practices—provided me with the tools I needed. The analysis of discursive practices made it possible to trace the formation of disciplines (savoirs) without escaping the dilemma of science versus ideology. And an analysis of power relations and their technologies ma
Today

Note

25 Aug  10:31 AM
Gah - just deleted my main 2012 file trying to paste this in!! (Yes, it gets two exclamation marks.)
Word has got out that there are cat pictures in my talk tomorrow... Little do they know how many.
Gareth Treharne

List of fears about going away:
1. Will the cats be ok?
2. Will I be able to watch X-Factor?
3. Will I be able to access chocolate?

Like · Comment · about a minute ago near Dunedin ·
INSIDE.

BLANK

POLITE.
Comment [GT45]: Go on, I dare you.
why so serious
why is the sky blue
whyy
why did i get married
why vote for obama
why lyrics
why men cheat
whyville
why we fight
why did the chicken cross the road
QUESTION EVERYTHING

WHY?
Invalid Date

You have specified a date earlier than your birthday.
People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou
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Thanks for viewing

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