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in Taboo Spaces -- Chapter 9: Facilitating a “Virtual Space” for Social Change During the COVID-19 Pandemic: Working with High-Risk Population Using an Arts-Informed Method -- Chapter 10: Facilitating Gender-Affirming Participatory Visual Research in Embodied and Online Spaces -- Chapter 11: Researcher Positionality: Reflexivity, Ethnic Identities, and Cultural Lines of Difference in Multicultural Research -- Chapter 12: When I Facilitate, What Do I Make? Revisiting Research Facilitation as Intervention, Opportunity, and Solidarity-Building -- Chapter 13: For Us, with Us: Creative Expressions as Means to Collectively Elevate Minoritized Experiences, Knowledge, and Wisdom -- Chapter 14: Engaging in Collaborative Visual Research Practice with Refugees to Promote Social Inclusion and Enhance Belonging in Non-metropolitan Australia -- Chapter 15: Ethical and Methodological Considerations for Facilitating Community-Based Participatory Visual Research with Queer and Disabled Elders -- Chapter 16: Experiential and Land-Based Learning of Wapana'ki Language, Culture and Art, and Worldviews: Piquing Interest and Accessibility Through Digital Archiving -- Chapter 17: Facilitating Art in Digital Classrooms During COVID-19: Engaging in Inquiry with Jamaican Visual Art Teachers -- Chapter 18: Facilitating Ethical Visual Sociological Research: What Difference Can We Make Together?.

Sommario/riassunto

This edited collection seeks to enrich the dialogue about the expansive possibilities of visual sociological research facilitation. Although facilitating ethical research has long been identified within medical research literatures, there is a dearth of distinct perspectives and voices in academic theorizing when it comes to facilitating ethical research. For example, how can researchers learn and incorporate community created approaches to facilitation into their visual research approaches? Although ethics, positionality, and reflexivity remain important components of visual research, the authors argue that the incremental decisions made in real time by research facilitators within the process of visual research is currently under-theorized. This edited collection seeks to discuss how thinking about facilitation in a more critical and nuanced manner, as well as thinking through the kinds of relations, problems and local changes that happen within a project, can help visual sociological researchers move towards more equitable research practices. Casey Burkholder is an Associate Professor at the University of New Brunswick, Canada interested in critical teacher-education, and participatory visual research. Casey engages in research for social change through participatory visual approaches to local issues with youth and pre-service teachers. Joshua Schwab-Cartas is an Assistant Professor at NSCAD University, Canada. Dr. Schwab-Cartas uses cellphilms (or mobile technologies + film production) as an educational tool to explore Indigenous language revitalization strategies in the Isthmus Zapotec community of his maternal grandfather in Rancho Gubiña, Oaxaca, Mexico. Funké Aladejebi is an Assistant Professor at the University of Toronto focusing on Black Canadian history. Her research and teaching interests focus on oral history, the history of education in Canada, Black Canadian women's history, and transnationalism. .
