

1. Record Nr.	UNINA9910887881003321
Autore	Naicker Inbanathan
Titolo	Arts-Based Educational Research Narratives of Academic Identities : Perspectives from Higher Education // edited by Inbanathan Naicker, Daisy Pillay, Kathleen Pithouse-Morgan, Lungile Masinga, Theresa Chisanga, Anita Hiralaal
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2024
ISBN	9789819764228 981976422X
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (133 pages)
Collana	SpringerBriefs in Arts-Based Educational Research, , 2524-7514
Altri autori (Persone)	PillayDaisy Pithouse-MorganKathleen MasingaLungile ChisangaTheresa HiralaalAnita
Disciplina	700.71
Soggetti	Art - Study and teaching Education, Higher Education - Research Educational sociology Creativity and Arts Education Higher Education Educational Research Research Methods in Education Sociology of Education Ensenyament de l'art Educació superior Investigació educativa Sociologia de l'educació Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1 Composing arts-based educational research narratives and academic

identities in higher education research -- Part 1: Trajectories of Arts-Based Educational Research Narratives and Academic Identities in Higher Education in Canada, the United States of America, and South Africa -- 2 (Re)tracing our steps in arts-based educational research: A case for travelling practices -- 3 Reclaiming my artistic core: Living signature arts-based educational self-study research -- 4 Reimagining academic identities in higher education: A polyvocal poetic bricolage -- Part 2: Exemplars of Arts-Based Educational Research Narratives and Academic Identities in Higher Education -- 5 Practising freedom: Using visual art to reveal and cross boundaries as (dis)embodied academics -- 6 Making meaning of academic identities through metaphor -- 7 Learning from collage-inspired dialogues about our leadership for learning identities as nonformal academic leaders -- 8 Researching mentoring as a creative space for reimagining academic identities through letter writing: A collaborative self-study -- 9 Exploring the influences on our academic self-concept through creative nonfiction -- 10 Academics (un)anonymous: Enacting our academic identities through dramatic knowing.

Sommario/riassunto

This book delves into the complexities of being and becoming an academic in higher education. Inspired by the arts, the book introduces new voices and insights to scholarly discussions about what constitutes data and analysis in higher education research. It demonstrates ABER's ability to shape and critique academic identity narratives in response to pressing problems and dilemmas in higher education. The book includes exemplars from studies conducted primarily in South African contexts and led by South African researchers. It explores diverse modes, including collage, digital artwork, letter writing, metaphor, creative nonfiction, and theatre-making. Contributions from expert scholars in Canada and the USA supplement this research and show how it has been enriched by critical transcontinental conversations. The authors offer new perspectives on the entwined and complex relationship between the ABER, narratives, and identities.
