

COMBER newsflash...

**Professors Daisy Pillay and Kathleen Pithouse-Morgan presented:
*Looking inward and outward as researchers and educators: Opening up to
methodological inventiveness in educational research*
22-23 January 2019**

Professors Daisy Pillay and Kathleen Pithouse-Morgan from the University of Kwazulu-Natal held a two-day workshop at the NWU Potchefstroom Campus. The focus was to engage in creative modes of researching that push the boundaries of what counts as new knowing within educational research and offer hands-on experiences of methodological inventiveness that can contribute to generative ways of knowing, with wider implications for educational and social change; by making use of creative and participatory methods to look inward and outward as researchers and educators and to find imaginative ways to communicate insights.

The workshop, which was opened up to all Education staff, capacitated participants from all three campuses and entities in participatory, arts-based methods of data generation and analysis to encourage a more community-based approach to research. The positive evaluations are evidence of the quality of learning during the two days and the intentions of participants to introduce new strategies into their teaching and research.

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**Professore Daisy Pillay en Kathleen Pithouse-Morgan het aangebied:  
*Kyk na binne en na buite as navorsers en opvoeders: Opening tot metodologiese  
vindingrykheid in opvoedkundige navorsing*  
22-23 Januarie 2019**

Professore Daisy Pillay en Kathleen Pithouse-Morgan van die Universiteit van KwaZulu-Natal het 'n tweedaagse werkswinkel op die NWU-Potchefstroomkampus gehou. Die fokus was om kreatiewe navorsingswyses te betrek wat die grense van wat as nuwe kennis van opvoedkundige navorsing beskou, aan die hand lê en praktiese ervarings van metodologiese vindingrykheid bied wat kan bydra tot generatiewe maniere om te weet, met wye implikasies vir opvoedkundige en sosiale verandering. Deur gebruik te maak van kreatiewe en deelnemende metodes om binne en buite as navorsers en opvoeders te kyk en verbeeldingryke maniere te vind om insigte te kommunikeer.

Die werkswinkel, wat vir alle onderwyspersoneel oopgemaak is, het deelnemers van al drie kampusse en entiteite in deelnemende, kunsgebaseerde metodes van data-opwekking en -analise gekapasiteer om 'n meer gemeenskapsgebaseerde navorsingsbenadering te bevorder. Die positiewe evaluering is bewys van die kwaliteit van leer gedurende die twee dae en die voorneme van deelnemers om nuwe strategieë in hul onderrig en navorsing in te stel.

