PUBLIC PEER REVIEW: WHAT HAPPENS WHEN YOU ASK YOUNG PEOPLE TO BECOME THE CRITICS?

Dawn Mannay
Cardiff University
mannaydi@cardiff.ac.uk
THIRD ANNUAL SOUTHWEST QUALITATIVE RESEARCH SYMPOSIUM
University of Bath
OUTLINE

Academic products
Academic conventions
Beyond text
New voices
New critiques
Multimodal messages
OUR CHANGING LAND
Traditionally ‘referees and editor have judged the work submitted to them for publication’ (Becker 2007, p.287)

Difficult to move beyond the dry, flat prose that forms a ‘linguistic armour’ in much academic writing (Lerum 2001)

Much academic dissemination is positioned as passive and designed to accrue the most significant benefits to the researcher, rather than engendering wider value (Groundwater-Smith et al. 2015)
‘there is no best way to tell a story about society… instead of ideal ways to do it the world gives us possibilities among which we chose’ (Becker 2007 p. 285)

‘beyond text’ approach to dissemination (Beebeejaun et al 2014)

imaginative ways of reporting can communicate research findings to a wider public and different forms reach different audiences (Silver 2016)

important to consider how researchers can mediate ‘vigorous research through a creative format to increase impact’ (Mannay 2013, p.134)

Who should tell the story? How should it be told? Can it be heard?
PHOTOGRAPHY, FILM AND MUSIC

University of Wales Press
Ministry of Life, Ian Homer, Nathan Bond
Asked young people their views?
Is this right?
What’s missing?
What messages do you have?
WALES, WELSHNESS, LANGUAGE AND IDENTITY

https://www.youtube.com/watch?v=LET5lx17os
EDUCATION, LABOUR MARKETS AND GENDER IN WALES

https://www.youtube.com/watch?v=A93uWd6FAjc
WELSH PUBLIC LIFE, SOCIAL POLICY, CLASS AND INEQUALITY

https://www.youtube.com/watch?v=KOrPYVXq32I
CONCLUDING REMARKS

Moving beyond the academic article
Exploring unconventional critiques
Engaging differential form of authentic voice
Political, personal and practice based audiencing
Impact and engagement funding opportunities
Thank you for listening!
REFERENCES


