

Being Fieldworkers in the Classroom - two researchers and cameras in the same classroom

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Abstract

As researchers, we enter classrooms and are present in classrooms in many ways. During the qualitative studies in the Danish KiDM-project¹ we had access to classrooms as research teams with two or three researchers involved. We gained experiences that are not only very different from each other, we also noticed and had the chance to observe and sample data of multiple types of our own *kind of different being* in the room as researchers.

The researcher's being, positioning, relating and interacting with other participants as well as the other participants positioning of the researcher therefore have our interest in this study. We compare types of fieldnotes among the researchers present in the same situations, we compare researchers and participants' placements in the room, their routes of moving, ways of filming and recording etc.

The theories to help us drawing a picture of researchers' presence are positioning theory, phenomenological and ethnographic mapping and social semiotics. These approaches, as different as they are, give opportunities to study and describe the researcher perspective from the inside, a first-person perspective (observed through fieldnotes), and from the outside, a third person perspective (from video and sound recordings).

With this work in progress we aim at developing a tool or template workable between us as researchers to recognize and negotiate purposes and means to be explicit and methodological transparent before, during and after classroom visits and fieldwork in general.

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¹ KiDM (Quality in Danish and Mathematics-project (Elf & Hansen (eds.) 2017 and Hansen et al. (eds.) (forthcoming). <https://arkiv.emu.dk/modul/kvalitet-i-dansk-og-matematik-kidm-forundersogelse>

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