

# Beyond Cognitive Knowing: Creativity in Teaching & Research

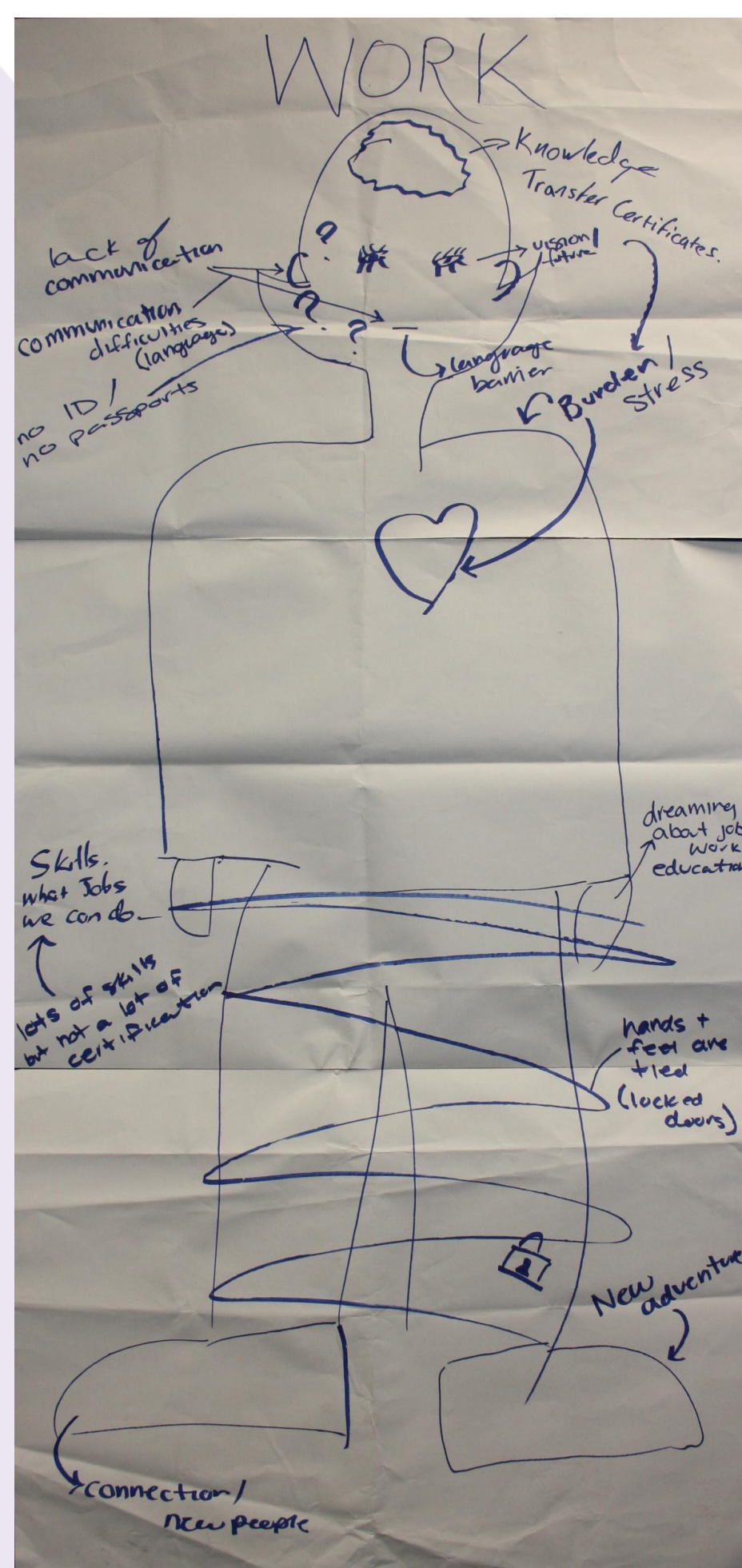
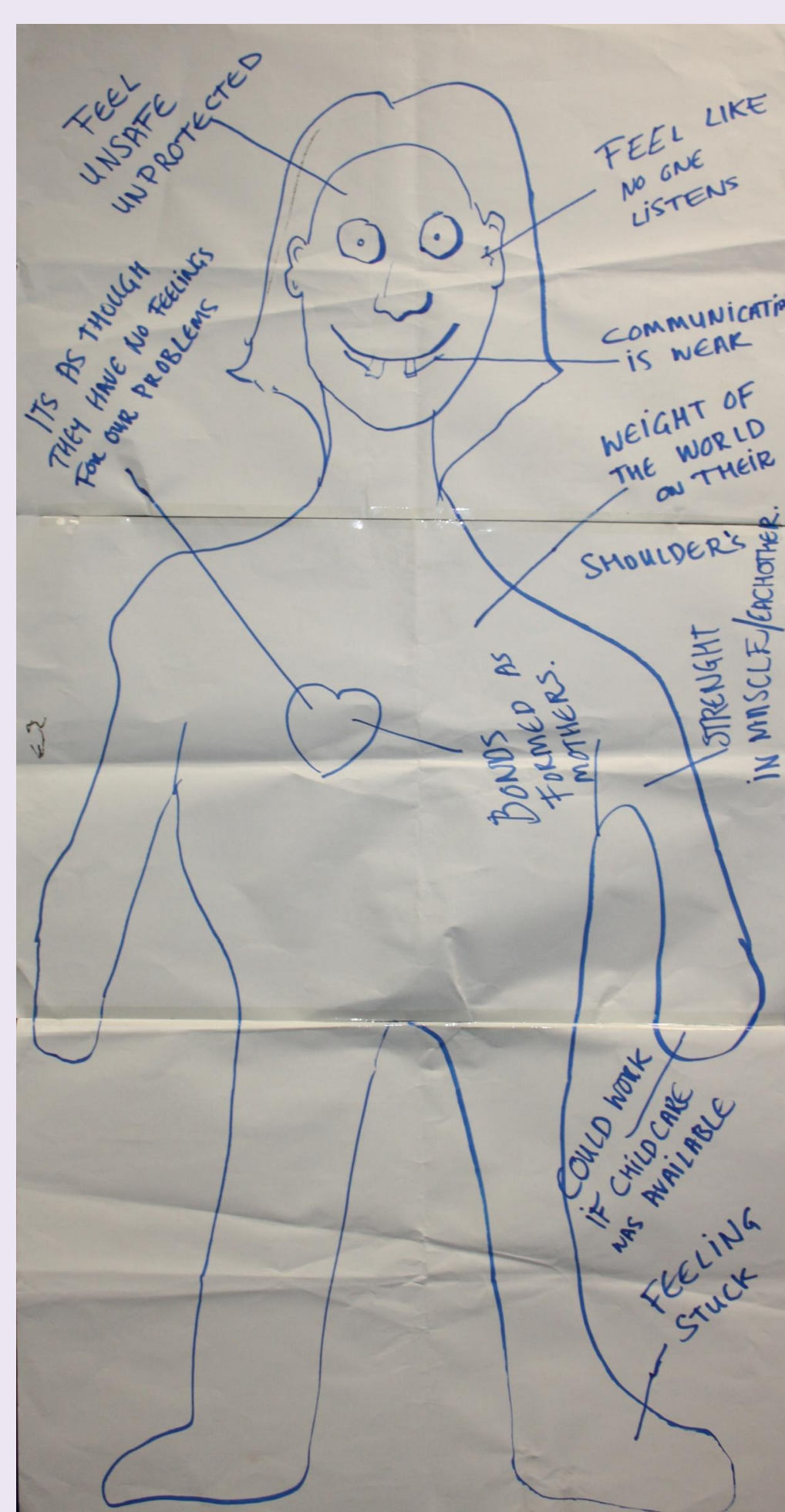
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## WHAT DID WE DO?

As psychologists, how can we get in touch with knowledge that is not yet known, the 'pre-known', so to speak? Fals-Borda (2001) argued for research he termed '*mythos-logos*', combining magical, symbolic thinking with logical reasoning for the purposes of knowing.

We make this journey through our bodies. The senses (seeing, hearing) are attuned externally while simultaneously accessing internal experiences, referred to as 'embodied subjectivity' (Brown et al., 2011).

My research and teaching includes photovoice, photographic elicitation, applied improvisation, image and forum theatre, body mapping, video, drawings and poetry across multiple rich collaborations. These creative methods facilitate a turn to imagination which then drives possibilities for intra-psychological, interpersonal or collective change.



Body mapping with women seeking asylum, with Cork Migrant Centre, See Veale, Robinson, Tint (2020)

Creative methods are most powerfully used when as a teacher or researcher, you are interested to understand both the 'I' and 'we' of experience, people's individual experience and how this relates to collective experience, the emotional climate or public discourses; Of interest is the spaces within the self and between self and other(s).

## WHY IS IT IMPORTANT?

1. Student teaching feedback:  
"Completely changed by view on research methods".
2. **Research, advocacy** and **activism** become linked
3. Experientially is **energising, engaging, vital and alive.**
4. People live in different bodies, positioned differently. **This matters.**

### 'BEING A GIRL'

Being a girl is easy? but bearing the pain is hard, hard and hard.

When you open your eyes you see the world and when you have pushed out the maggot you hear names *Arach* (bad), *Anywar* (Abused), *Akwero* (Rejected) are the praises given to girls.

Who think you are young, who?

Poem composed by young mother returned from Lord's Resistance Army Rebel Group, Northern Uganda, (Veale, Worthen, McKay, 2017)

Brown, S.D., Cromby, J., Harper, D.J. et al. (2011). Researching 'experience': Embodiment, methodology, process. *Theory & Psychology*, 21(4), 493-515  
Fals-Borda, O (2001) Participatory (action) research in social theory. In P. Reason & H. Bradbury (Eds). *Handbook of Action Research*. (pp 27-37). London: Sage  
Veale, A., Robinson, S. & Tint, B. (2020). Applied improvisation and visual methodologies with Asylum Seeking Women in Direct Provision. In O'Riordan, J. & Fitzgibbon, M. (Eds). *Direct Provision: Asylum, The Academy & Activism*. NY: Peter Lang.  
Veale, A., Worthen, M. and McKay, S. (2017) Reweaving relating in social reintegration with war-affected young mothers and their children in Liberia, Sierra Leone and northern Uganda. Denov, M. & Akesson, B. (Eds). *Children Affected by Armed Conflict: Theory, Method and Practice*. NY: Columbia Press.

SCAN FOR MORE INFO

