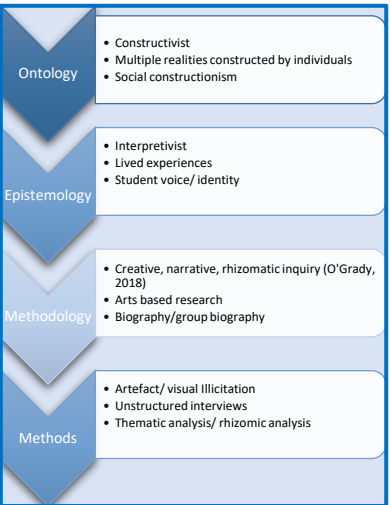
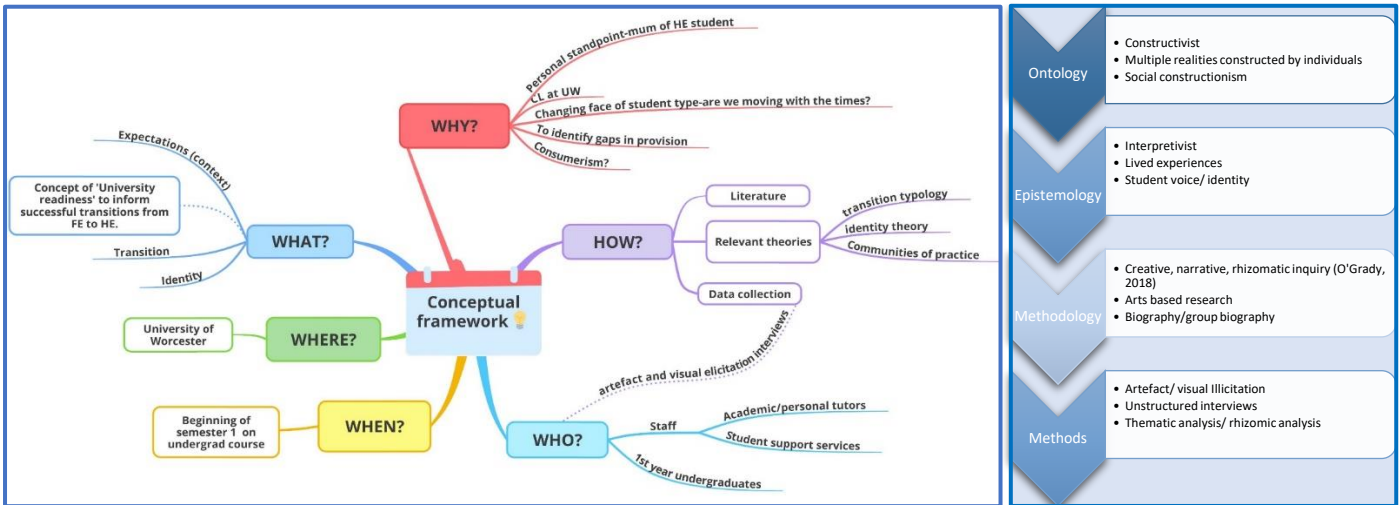




Using creative methods to explore student transitions to Higher Education (HE).



DATA COLLECTION

'Elicitation interviews': participants discuss the creative data they produce with the researcher (Kara *et al.*, 2021).

Encourages them to think about and produce something that represents aspects of life and associated themes: 'actively reflecting'.

Combines creative methods with talk-based approaches to better understand the meanings that participants assign to the materials they produce.

Gives the participants space for thinking, reflexivity and defamiliarisation, seeing their own lives in new ways.

Artefact elicitation: commonly used in therapeutic work where objects or 'third things' (Kara *et al.*, 2021, pp.77-81), are used as a point of reference for patients to focus on.

Enables a more comfortable environment for communication and disclosure (Winnicott, 1968).

Education research introduces objects to generate and extend conversations, creating a more relaxed, less intense atmosphere.

Objects provided by participants can be revealing as they often have an accompanying story to share (Kara *et al.*, 2021).

Pilot data collection process

- Interviewed 2x academic staff and 2x level 4 undergraduate students from IoE.
- Students were asked to bring 5x artefacts that would tell the researcher something about their journey to HE.
- After discussing transition and induction to HE, all participants were asked to draw/write their perception of a 'university-ready' student.
- Finally they were asked to talk about what they had drawn.

Key reflections:

The process highlighted that the staff should bring an artefact or image to support the discussion around effective transition/induction activities. This resulted in a minor change to ethics application and will inform actual data collection in September 2023.

Students chose to use the template for their visual elicitation, whereas the staff drew their image free hand.

Pilot data analysis

- Thematic Analysis, based on the work of Braun and Clarke (2022).
- Phase 1: Familiarisation doodles (Quinn, 2023 and Wood, 2016).
- Phase 2: coding using Nvivo (Bazeley, 2010)

Codes of significance so far: environment, external factors, student experience, course perception (learning activities), emotional responses, perceptions of HE (relationships with staff), student skills (willingness & openness).

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