

Title: Poetic Transcription with a Twist: fresh insights into academic life?

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Session Learning Outcomes

1. Reflect on their experience of engaging with the method of poetic transcription with a twist;
2. Discuss how findings from research using poetic transcription with a twist offer fresh insights into the experiences of early career academics;
3. Consider how poetic transcription with a twist might have potential in their own practice or institutional context.

Session Outline

Poetic transcription with a twist is as an innovative approach which offers the potential to gain fresh insights into academic life. Devised by the presenter (Smart, 2014), it derives from a recognised research method known as poetic transcription (Glesne, 1997; Jones, 2010) or alternatively, found poetry (Prendergast, 2006). In contrast to either poetic transcription or found poetry, both of which privilege the researcher's interpretation and conversion of data into poetic form, *poetic transcription with a twist* situates in a group process. Mutual trust and respect are essential within the collaborative endeavour. The session will invite participants into the process so they experience it from the inside and then reflect with their workshop colleagues on its possibilities.

The session then overviews findings from a study which used *poetic transcription with a twist* with a small group of early career academics (ECA). The presenter will explore with the participants how the method has illuminated challenges and joy in the practice of the ECAs, offering insight into their experiences of the liminal state (La Shure, 2010) and addressing in small part what Sutherland and Taylor (2011, p.185) acknowledge as a dearth of understanding in respect of ECAs development of "identity, agency and community". The findings suggest that despite the disruption of the liminal state and the anxiety, confusion and sense of incompetence that can ensue, as Bosetti et al (2008) suggest, some individuals can flourish in the 'betwixt and between' state (La Shure, 2010).

Finally the session will facilitate contemplation in respect of the participants' own practice or institutional contexts. Discussion will be invited as to the potential of *poetic transcription with a twist* therein, noting the presenter's caution that the method is being promoted neither as a panacea nor a prescription, but rather as a possibility which may offer fresh insights into learning, teaching and professional development.

Session Activities and Approximate Timings

Mins	Activity
10	Outlining the structure for the workshop and its requirements
20	Experiencing the process of poetic transcription with a twist
20	So what? – An exploration of the experience
20	Overviewing the study and its findings so far
15	What now? – Group discussion on the potential of poetic transcription with a twist in their own practice/ institutional context
5	Concluding thoughts

References

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