

## WS05: CREATIVE WRITING

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Writing is also a way of knowing – a method of discovery and analysis. By writing in different ways, we discover new aspects of our topic and our relationship to it. Form and content are inseparable. (Richardson, 2000, p. 923)

Richardson (2000) argues that in qualitative research writing the report is part of the analyses and interpretation of data, not a separate process. The experience is created in, or together with, the text and there is no difference between writing and fieldwork. This blurring of text and experience has led to new forms of experimental writing. Richardson (2000) elaborates on what such ‘creative analytical practices’ are and lists references to dozens of examples. Hannula (2003) argued that fiction-writing techniques can help both the writer and the reader gain a closer intimacy with the personal experiences that are under investigation.

The aim of this working session is to provide participants a forum where to experiment with and reflect upon different ways of writing.

### ACTIVITIES

The session will take a piece of a qualitative research data as a starting point and then the participants will be writing about that data in multiple ways. The session will be structured into periods of brainstorming, writing, and reflective discussions. We encourage participants to use different styles from poetry to tragedy, to amplify different voices (teacher, students, researcher) and to use a variety of metaphors and narrative structures. The participants are encouraged to bring along their own data.

### References:

- Hannula, M. S. (2003). Fictionalising experiences – experiencing through fiction. *For the learning of Mathematics* 23 (3), 31-37.
- Richardson, L. (2000). Writing: a method of inquiry. In N. Denzin & Y. Lincoln (Eds), *Handbook of Qualitative Research* (pp. 923–948). Thousand Oaks, CA: Sage,