

“Trembling moments”

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Abstract: This paper illuminates and investigates what stories are told about kulturskolen when pupils are the storytellers. The method used for making data is collaborative, longterm, performative work with a group of pupils that already were a group in this kulturskole. The story they told became a performance. Since they answered me bodily, we decided to make videos as documentation, to try to grasp more than the spoken and written word.

The total material was created when we met once a week over 3 months and worked with the question “what does the phenomenon kulturskole do to us”. The pupils answered the question through a performance and videos they made on their own, expressing what they felt was important. We made audio- and video material and written reflections.

I (as the main researcher) have then done cuts in the material where I see and feel moments of importance and friction. These cuts are then cut together in new ways, analyzed, and discussed with and through some theoretical terms closely related to post-modern thinking.

This resulted in three important recognitions told by the pupils: togetherness, self-development/characterizing and managing. The stories they tell are about how these three phenomena are developed by them (the pupils) being part of kulturskolen, further how that development helps the pupils in everyday life to develop as persons or “*to find peace and the right way*” as they express in the rap one of them made.

What possibilities and challenges does performative data-making with pupils offer?