


Post Philosophies and the Doing of Inquiry: Webinars and WEBing Sessions Become a Special Issue(s)

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Abstract

In this guest co-editors' introduction to the special issue(s) titled "Post Philosophies and the Doing of Inquiry," the authors share the backstory to the webinar series, information about the webinars and how to locate the recordings, and how WEBing sessions with our (former) students came from the webinar series. A list of articles and article titles for the special issue(s) are also included.

Keywords

webinar series, post qualitative inquiry, poststructural, posthumanist, higher education

Our partnership began because of a long-time relationship between our universities, the University of Missouri System, USA and the University of the Western Cape, Cape Town, South Africa. Our universities began a collaboration in 1986. In 2016, Viv reached out to Candace and inquired whether we wanted to connect and discuss a possible collaborative project. We submitted a proposal and were funded to create a course for several higher education institutions in Cape Town on multimodally pedagogies and post qualitative inquiry. Since then, we've continued to write, think, and present on overlapping interests related to pedagogies and the doing of inquiry inspired by post philosophies (e.g., Bozalek et al., 2020, 2021; Kuby & Christ, 2020).

The articles in this special issue(s) come from a second collaborative project, with funding support by our universities, on the topic of post philosophies and the doing of inquiry. After co-teaching a course together mainly in-person in Cape Town in July–August 2017, we wanted to facilitate a space open to a greater range of people, specifically newer scholars and/or doctoral students—our own students as well as people we didn't know yet—to create a learning community in an online space. We were interested in collaborating across our university contexts because we saw the need to bring together a group of scholars who had an interest in post philosophies and how these were impacting how inquiry is done in higher education institutions across the world. We were particularly interested in hearing from a range of international scholars who had experience with post philosophies and the doing of inquiry, as well as those who had previously written about post philosophies and what this meant for doing research.

For us, we often search for lectures and talks on the internet when reading a book or article by a scholar, as hearing someone talk about their work offers a different way of knowing. Some find hearing someone talk more accessible than reading dense articles (or at least like to pair a lecture alongside a dense reading). We hoped the webinar series would offer this talking, thinking space.

As participants, we had in mind our own graduate students and those colleagues we knew who we thought might be able to benefit from a more conversational approach to these sometimes difficult philosophical concepts and how they affect the field of post qualitative inquiry in higher education. Informed by these concerns, the webinar idea emerged. Little did we know at the time we submitted our proposal for the webinar series that the world would soon enter into a global pandemic. Many of us found ourselves in lockdowns and working from home. An online webinar format was a space for scholars, globally, to listen and dialogue with a range of thinkers-writers on post philosophies and the doing of inquiry.

Between the two of us, we had contacts with most of the scholars who we approached to take part in the series. We decided to take primary responsibility for engaging the

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scholars who were familiar to us by guiding them through a set of four questions that we had prepared for the webinar series. The questions were as follows:

1. How does your philosophical approach influence your ways of doing inquiry?
2. What does this philosophical approach make thinkable or possible for inquiry (so, how does your approach relate to more traditional practices such as literature reviews, data collection, and analysis)?
3. What are your perspectives on methodology(ies) and/or methods? How do you envision that in your approaches to doing inquiry?
4. What mechanisms could be put in place at universities to help supervisors and/or committees support students doing post-philosophy-inspired ways of inquiring?

The invited guest speakers each discussed the philosophical approaches which underpin their practice(s) and what this makes possible for them to do when they inquire, as well as their perspectives on methodologies and their ideas for assisting supervisors/advisors and students to engage in these kinds of research. We also invited panelists to suggest several readings for webinar attendees to read prior to the webinar, although this was not a requirement for attendance. Some of the invited speakers brought one or more graduate students they had worked with and some scholars were interviewed together (e.g., Lisa Mazzei and Alecia Jackson as well as Liz de Freitas and Nathalie Sinclair).

The Post Philosophies and the Doing of Inquiry webinar series kicked off in August 2020 and was held on the third Thursday of every month until September 2021, with a total of 14 sessions. Each session was recorded through the Zoom platform and made available on YouTube for those who missed the session or who wanted to revisit what had happened. The research assistant Erin Price, a PhD graduate student at the University of Missouri, prepared transcriptions for the sessions which served as the basis for the articles in this special issue(s). The sessions were as followed (some included their students, see titles of articles below for additional names):

- August 20, 2020 • Iris van der Tuin
- September 17, 2020 • Elizabeth St. Pierre
- October 15, 2020 • Stephanie Springgay
- November 19, 2020 • Alecia Jackson & Lisa Mazzei
- December 17, 2020 • Kakali Bhattacharya
- January 21, 2021 • Erin Manning
- February 18, 2021 • Ezekiel Dixon-Román
- March 18, 2021 • Aaron Kuntz

April 15, 2021 • Kathrin Thiele

May 20, 2021 • Elizabeth de Freitas & Nathalie Sinclair

June 17, 2021 • Fikile Nxumalo & Eve Tuck

July 15, 2021 • Sarah E. Truman

August 26, 2021 • David Ben Shannon

September 16, 2021 • Maggie MacLure

The weblinks for the webinar series website and YouTube channel are at the end of this introduction article.

This Zoom platform and format allowed the one to two international guests and hosts (ourselves) to have video and audio capabilities for a discussion. We used the chat box function for those in attendance to connect throughout the session and the Q/A icon to help us moderate inquiries posed to the panelists. People shared with us that these monthly webinars (and the recordings on YouTube) were a welcome space during the pandemic to feel connected, to learn from speakers as professional conferences were on hold, and to feel a sense of community. Others said they assigned the recorded webinars and accompanying suggested readings by authors to students they advise and/or in courses they teach. We are grateful many received the webinars in this way during such a difficult time in the world. We did not anticipate this.

Within a few months of the webinar series beginning, we were approached by the journal *Qualitative Inquiry* about whether we would be interested in doing a double special issue on the webinar sessions. We were delighted to accept this invitation and also suggested that our graduate students be given the opportunity to respond to one or more of the webinar series sessions in relation to their own work. We wanted to have a written artifact from each webinar session by the invited panelists and we also wanted several pieces in the special issue(s) that demonstrated what the webinars produced for student-scholars. Our partnership since 2016 has focused on pedagogies in higher education, and we are committed to supporting student-scholars in navigating the publishing world and finding spaces to invite our academic community into conversation with their thinking-writing.

WEbing the Webinars: Sessions With Our (Former) Students

In addition to hosting the monthly webinars, we also wanted to support our own students (former and current) in “debriefing” sessions or a time to discuss in depth each webinar, the suggested readings, and any questions that were lingering. Thus, two Thursdays after each webinar, we hosted an online space for our students. We met for 1½ hr via the Zoom meeting platform. We engaged in a range of activities when we met. Often we spent time drawing, creating, thinking, and writing in a shared Google Drawing canvas. We

entered quotes, questions, images, and made connections between each other's doodlings. We often wrote, in the same online document, for about 10 min on what a webinar produced for us. Then we'd each read aloud our wonderings and thinkings to one another. We all wrote in different colors to distinguish our contributions within the group's collective writing. We also tried a "speed dating" format in break-out rooms on Zoom around a concept and/or topic from the webinars.

During the third debriefing session, on Jackson and Mazzei's webinar, we collectively played with the concept and word "webs," as spiders and webbing came up on the webinar (connected to Deleuze and Guattari's writing on spiders). Several of us mentioned other (philosophical) books we've read about spiders and webs. We realized we were a part of WEBing with each other about WEBinars in our collective online drawings, writings, and discussions, and thus our sessions became known as WEBing sessions. We invited our students to consider submitting single or co-author pieces for consideration in the special issue(s) with the focus on what the webinars (and WEBing sessions) produced for them.

As you'll notice below, some took up this invitation to create solo-authored manuscripts that wove together aspects of their PhD program work and dissertations alongside or intersecting with the webinar series. Others chose to partner up with someone they had never met in person and for many just acquainted with each other because of the WEBing sessions. Writing across the globe, literally, they chose playful and creative formats to attempt to represent and articulate what the webinars and WEBing sessions produced for them, inviting readers to consider the same question: What are the webinars and concepts producing for you? The writing (partnerships) unfolded as follows for those who chose to participate in an article for the special issue(s): Amber Ward; Francois Jonker; Nike Romano; Siddique Motala, Khaled Aboalez, and Marco Adonis; Veronica Mitchell, Susan Gredley and Lieve Carette; Adrienne van Eeden-Wharton and Erin Price; and Denise Newfield and Oona Fontanella-Nothom.

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In the special issue(s) you'll find the following articles by panelists and our (former) students who chose to take up our invitation to submit an article. To maintain fidelity to the spirit of dialogue that unfolded in the webinars, some contributors chose to represent their work through an edited transcription of their original presentations; others thought it best to reframe their ideas in an essay format. Thus, the collection of articles looks and feels different based on the direction the author(s) chose to go in representing what unfolded in the webinar session dialogue. For our students' response pieces, some also chose a dialogue format to mirror our WEBing dialogues about the webinars and others chose various creative formats in an attempt to "capture" and bring to life the playful, thinking, creating, and writing

of our WEBing sessions. We've clustered the articles in such a way that pairs a few of the panelists with a student response piece who was inspired by their webinars. The final student response piece (Mitchell, Gredley, & Carette) speaks across the webinar series as a whole.

Landing Sites, Cities, and Non-Places: Collaborating Across the Conference Circuit

By Elizabeth de Freitas and Nathalie Sinclair

Poststructuralism and Post Qualitative Inquiry: What Can and Must Be Thought

By Elizabeth Adams St. Pierre

Chasing Charms as Concept

By Amber Ward

On Generative and Generational Interlinkages and Intersections: Humanities in Culture, Humanities and Art

By Iris van der Tuin and Amy Pecal

Post Philosophies and the Doing of Inquiry Session 6: A Conversation Between Erin Manning, Halbe Kuipers, Mayra Morales and Diego Gil

By Erin Manning, Halbe Kuipers, Mayra Morales and Diego Gil

Touching Text: Feeling My Way Through Research-Creation

By Nike Romano

Ethical Engagement & Relational Materialism: A Dialogue

By Aaron M. Kuntz and Michelle Wooten

Undisciplined: Research-Creation and What It May Offer (Traditional) Qualitative Research Methods

By Sarah E. Truman

Writing-With a Parasite Dis/Colouring One's Skin: Towards Inquiries of Change

By Francois Jonker

Homecoming with Culturally Situated Philosophies of Being in Qualitative Inquiry

By Kakali Bhattacharya

Diffraction Boundaries: Toward Post-Philosophies of Quantification and the Black Radical Tradition

By Ezekiel Dixon-Román, Arlene Fernandez, Julian Quiros, and Nicole Sansone

Creating Openings for Co-Theorizing

By Fikile Nxumalo and Eve Tuck

The Subjectification of Black Engineering Educators: A Posthumanist Cartography

By Siddique Motala, Khaled M. Abo-Al-Ez, and Marco Adonis

Theory-Practicing in Critical Times: Viv Bozalek in Conversation with Kathrin Thiele, Deirdre M. Donoghue and Pinar Türer

By Kathrin Thiele, Deirdre M. Donoghue and Pinar Türer

Inquiry as Unthought: The Emergence of Thinking Otherwise

By Lisa A. Mazzei and Alecia Y. Jackson

Spiderly Sympoiesis: Tensegral Tentacularity and Speculative Clews

By Erin Kindlund Price and Adrienne van Eeden-Wharton

'Trajectories Matter': Research-Creation and Critical Disability Studies as Method(ology) in an In-School Research-Creation Project

By David Ben Shannon

Ambulant Methods and Rebel Becomings: Reanimating Language in Post-Qualitative Inquiry

By Maggie MacLure

Pursuing The Post Philosophical New: Taking Our Thoughts for a Walk

By Oona Fontanella-Nothom and Denise Newfield

Participatory Relationships Matter: Doctoral Students Traversing the Academy

By Veronica Mitchell, Susan Gredley, and Lieve Carette

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Links to Connect with Webinar Resources

Post Philosophies and the Doing of Inquiry Website:
<https://education.missouri.edu/learning-teaching-curriculum/webinars/>

Click on the tab for 2020–2021 webinars for information on speakers and suggested readings.

Post Philosophies and the Doing of Inquiry YouTube Channel:

https://www.youtube.com/channel/UC4P_GUK6QV2Wp_OAWEpw87Q

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Author Biographies

Candace R. Kuby, PhD is Associate Provost of Faculty Success and a Professor of Learning, Teaching and Curriculum at the University of Missouri. Dr. Kuby's research interests center on the relational nature of pedagogies in two ways: 1) the coming-to-be of literacies when young children work with artistic and digital tools, and 2) approaches to and pedagogies of qualitative inquiry when thinking with poststructural and posthumanist philosophies.

Vivienne Bozalek is Emerita Professor in the Department of Women's and Gender Studies at the University of the Western Cape and Honorary Professor in the Centre for Higher Education, Research, Teaching and Learning at Rhodes University.