



SANDBOXING WORKSHOP



UNIVERSITY
of DERBY

Creative Research Methods Symposium
University of Derby – 2nd July 2018
Dawn Mannay
mannaydi@cardiff.ac.uk
[@dawnmannay](https://twitter.com/dawnmannay)



OUTLINE

Foundations of sandboxing

Use in contemporary studies

Sandboxing activity

Your reflections

Some reflections from my studies

Q&A

THE WORLD TECHNIQUE

Sand therapy - NOT Freudian or Jungian

Lowenfeld (1939) – ‘world technique’

Do not attempt to interpret the symbolism of the world but rather wait for the meanings to be identified by the child, ‘in recognition of the multiplicity of meanings the world may contain’

Figures in the sand tray become a primary vehicle for intra-personal and inter-personal communication, where ‘each figure holds unique and personal meaning for individuals’

Lowenfeld, M. 1939. The World Pictures of Children. *British Journal of Medical Psychology* 18: 65–101.

THE STUDIES

Drew on the world technique to develop sandboxing

Participants created three-dimensional scenes, pictures or abstract designs in a tray filled with sand and a range of miniature, realistic and fantasy, figures; and everyday objects to reflect their experiences

Mature students, care experienced children, new mothers

Elicitation interviews – auteur theory

Engage participants at the level of affect

Mannay, D. et al. 2017. Negotiating closed doors and constraining deadlines: the potential of visual ethnography to effectually explore private and public spaces of motherhood and parenting. *Journal of Contemporary Ethnography*
<http://journals.sagepub.com/doi/10.1177/0891241617744858>

Mannay, D., Staples, E. and Edwards, V. 2017. Visual methodologies, sand and psychoanalysis: employing creative participatory techniques to explore the educational experiences of mature students and children in care. *Visual Studies* 32(4), pp. 345-358.
<https://www.tandfonline.com/doi/full/10.1080/1472586X.2017.1363636>

SANDBOXING ACTIVITY

Please create a sand scene that reflects a transition in your life, for example the first few months in university, in a new job or becoming a parent

Discuss your sand scene with a partner



REFLECTIONS

Feeding back on your experiences of sandboxing



ISOLATION IN THE ACADEMY

They were all the same and were friends and I was just this sort of strange entity in the lecture theatre

You feel quite isolated



WORK LIFE BALANCE

I partially buried her because she's like in quick sand, because there's too much for one person to do

I had to somehow be a magician to keep everyone happy



NO ENTRY

‘Do not enter’ is there, obscuring the way, because I don’t know the way

Menacing man is, that I always feel like somebody is going to find out that I shouldn’t be here. And kick me out



ASPIRATION AND ALTRUISM

‘because there’s some little wars which are going on and people are trying to fight for their country to keep it... I want to help them and keep them going’

‘help everyone... if there was an earthquake’, alternatively, if they joined the fire brigade they could ‘save some people and actually be a hero’



MOTHERHOOD

Lion

Handcuffs

Complete



PSYCHOANALYTICALLY INFORMED

Should we take psychoanalysis outside of the clinical situation of the 'consulting room'? (Frosh 2010)

Should we be engaging with a psychoanalytically informed technique in the absence of a trained therapist?

Important to explore the boundaries sensitive topics (Dickson-Swift 2006)

Similarities with other visual methodologies and in-depth qualitative inquiry

INTERIOR EXPERIENCE

For Lowenfeld (1950), the action of making worlds can in itself begin the process of amelioration in the disturbances and discomforts

Interior experience persists throughout the life course and is of profound importance but has so far been insufficiently studied

It is this aspect of the interior life that the 'world technique' can elicit

Lowenfeld, M. 1950. The Nature and Use of the Lowenfeld World Technique in Work with Children and Adults. *The Journal of Psychology* 30 (2): 325–331.



PRACTICALITIES

Individual activity

Group activity

Collaborative activity

Auteur theory and elicitation

Costs and transportation

Mosaic approach – use with other techniques

REFLEXIVITY, ANONYMITY AND DISSEMINATION

Time to think through the mundane – yet important – aspects of everyday life

No link between the object – person – meaning

Possibilities for dissemination and impact -

<http://www.exchangewales.org/laceproject>

SUMMARY - ADAPTING THE WORLD TECHNIQUE

Lowenfeld (1950, p. 325) writes, 'I am anxious that my whole research and therapeutic method, of which this equipment is part, should not be misunderstood or distorted when part of the equipment is borrowed and adapted for a different purpose'

Hope that Lowenfeld would see this development as respectful to her original work; and see its potential as a tool of qualitative inquiry; to extend the parameters of visual methods, to fight familiarity, to engage with subjective worlds of participants, and ultimately to contribute to informed policy initiatives

THANKS FOR SANDBOXING & LISTENING - Q&A

