Assets Mapping
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This session will model the salient features of a visual 'mapping' approach developed within a PhD study as a means of surfacing deep understandings of young people's lived experiences within a high poverty context. In doing so, the approach presented synthesizes elements of the ABCD approach (See Kretzmann & McKnight 1993) with the capability approach (See Sen 2001) to enable the development of a mapping process that bends a traditional focus on tangible, geographically-fixed services and structures with a more original focus on capturing and exploring intangible, social relationships and networks.

To begin, attendees will be invited to actively participate in three 'mapping' activities designed to surface rich, contextualised stories around the following key questions:

-What is happening now?

-What is good?

-What could be better?

Following this, attendees will reposition themselves as researchers as they are guided through a thematic analysis of the maps and artefacts created, while pondering the complexities inherent in doing so. The session will close with a whole group reflection upon the utility of visual 'mapping' approaches as a means of engaging traditionally marginalised groups in the research process, as both participants and researchers themselves.

Dr Claire Forbes is a Lecturer in Initial Teacher Education at the University of Manchester. Her PhD study sought to develop a case study of the assets that young people, living and going to school within a high poverty context in the North of England, identify, value and use to achieve valued educational and wider life outcomes. Claire has a particular interest in involving young people in the research process as co-researchers, using visual research methods to open up a dialogue with their peers.