



WORKSHOP ABSTRACT

Re-Search?! Critical reflections on the cocreation of knowledge in participatory research projects

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Abstract: The current debates on innovative and transformative solutions for a sustainable and liveable future have recently triggered a new trend towards the co-creation of knowledge. Corresponding references can be found, for example, in the literature on agroecology, medicine and health or migration, as well as in the curricula of study programs such as the postgraduate program "International Cooperation for Sustainable Development" at the Seminar for Rural Development (SLE) in Berlin. Co-creation of knowledge refers to collaboration in inter- and transdisciplinary teams as well as cooperation with all kinds of stakeholders, from local communities to renowned specialists. The approach recommends the use of participatory research methods and the provision of public access to research results. The ideal of this research approach is not new in social and cultural anthropology - at least since the Writing Culture debate of the 1980s, there have been calls for greater reflection on one's own research process and the active involvement of research assistants and other "accompanying persons". In practice, however, the ideal still reaches its limits both within and outside the discipline. Difficulties arise, for example, in the agenda setting and funding of corresponding projects, in the search for a common language and common goals (in terms of outcomes and outputs) or in the "granting" of expertise and (co-)authorship. This workshop invites participants to reflect together on their own experiences with the possibilities and shortcomings of the co-creation of knowledge approach, to collect best practices (methods, procedures and contents) and to develop recommendations for future anthropological teaching and research.

SESSION SCHEDULE

Tuesday, September 24, 2024 | Slot 4 | Room 2

Veronika Lajos, Blanka Barabás, Noémi Fazakas and Csanád Bodó: The co-creation of knowledge: designing and playing The Forbidden Csángó Island tabletop game

Tuesday, September 24, 2024 | Slot 5 | Room 2

Mirjam Walther: Towards a Pluriverse of Knowledges: Double Translation in Arts-Based Action Research as Decolonial Tool

Tina Walther: Voices in Dis/Harmony: Assessing the co-creative element in a research project on natural resource conflicts in rural Chad and Cameroon

SESSION PAPERS

The co-creation of knowledge: designing and playing The Forbidden Csángó Island tabletop game

Veronika Lajos, Blanka Barabás, Noémi Fazakas and Csanád Bodó

The participatory study of language addresses the unequal dynamics between “researchers” and “the researched”. In this effort, university-based researchers aim to create more accessible ways of knowledge production, involving other participants in generating novel forms of representation relevant to them. Our presentation discusses the design process and playing sessions of a tabletop game developed in the context of a participatory research project carried out among the Moldavian Csángós, a multilingual minority group living in North-East Romania. Local language experts from the Moldavian village of Lészpéd and university-based participants co-developed the game as a playful and innovative form of expression, aligning with the “call for more embodied and sensory approaches to research” (Brown 2022, 204). The game aims to familiarize players with the language practices of Lészpéd, particularly with local greetings. Participants actively engage in saving the Hungarian language, with the game designed in such a way that rescuing the island requires multilingual language practices. Game sessions also included discussions on the dilemmas surrounding these language practices, offering a platform to express ideologies and emotions related to language endangerment and revitalization. We argue that while innovative multimodal representations of language on the margins can facilitate knowledge production, they alone cannot subvert language endangerment rhetorics. The active participation of local language experts throughout the research process is essential to impact well-established discourses.

References:

Brown, N. 2022. “Scope and Continuum of Participatory Research.” *International Journal of Research & Method in Education* 45 (2): 200–211.

Towards a Pluriverse of Knowledges: Double Translation in Arts-Based Action Research as Decolonial Tool

Miriam Werther

Acknowledging the persistence of a modern/colonial world-system (Wallerstein, 1974) determined by multiple crisis demands the decolonization of Western knowledge production while moving towards a pluriverse of knowledges. Introducing pluriversality as a radical

decolonial alternative raises the question of how such co-existing ‘worlds’ and their interrelations can possibly be imagined (Harding, 2018). The present study follows an action

research approach, drawing in arts-based methodologies – collaging and visual mapping – to examine aspects of double translation within the Zapatista movement – epistemic humility, pluriversality, knowing how to listen, reworking. Therefore, an action research

design, as a workshop concept offered to students of higher education in Karlsruhe, is being developed. Its implementation and the analysis of the participants' follow-up written reflections show its potential as possible tool to be further evolved. Thus, this bachelor thesis signifies the kick-off to a new action research cycle.

Voices in Dis/Harmony: Assessing the co-creative element in a research project on natural resource conflicts in rural Chad and Cameroon

Tina Walther

For some years now, interdisciplinary research into the management of land use conflicts and the design of participatory land use planning has emphasized the potential of games. Proponents of such approaches assume that the direct emotional and cognitive experience in the game situation - in contrast to a simple conversation or discussion - contributes to a deeper understanding of the underlying problems and their complex dynamics. Dealing with problems or conflicts in a playful way also makes it possible to try out different options for action and their consequences without these leading to real consequences (Redpath et al. 2018; Schrier 2018). At the same time, the potential of playful methods should not be overestimated: A game is always a simplification of reality, and options for action that work well in a game are not automatically transferable to the real world (Redpath et al., 2018). Based on experience in a research project on integrative land use planning in the transboundary national park complex Séna Oura - Bouba Ndjidda (BSB Yamoussa) in Chad and Cameroon in 2022, this presentation critically assesses the application of playful research methods as well as their impact in practice. In addition to a brief introduction to the research project itself and the psychology of play, a discussion on the ambiguity of the concept of participation in contemporary strategies for the international management of protected areas provides the broader context of the presentation.