

Post Structural Sig Spaces B202b - 1:30-3pm

1:30-50	Intro, Housekeeping, Intro to day	Alli and Sarah talk	Slides on screen.
	Acknowledge Country		
	Intro to each + Alicia Bio Video (1 min each)	Play video	
	Sarah Background Theory + Alli Play Tank		
	Alicia video- more than the sum of our parts	Play video	
1:50-2pm	Personal research space (Micro)		Playdough, small white card, shapes.
5min	Map players in your research space using the materials		
4 min	Two minutes each- Share out thoughts		
2-2:30	Ideal playground (Intermezzo)		Add string, and big paper.
	Start by adding player from each space.		
	After they are making, use cards to prompt if wanted.		Add the system card
maybe	Do a minute observation		
2:30-2:50:	Hierarchies, Relations, (Macro)		Add the 3d Shapes
2:50-3	Prepare to share		
3:pm	Volunteers share what they made		
	In circle find yourself and relate back		
3:30 end			

1 Arrival/Intro *Alli*

Acknowledge Country

Sarah and I live and work in Melbourne, on the unceded land of the wurundjeri people and the boonwurrung of the kulin nation.

We are here today on the also unceded lands of the Turrbal and Yugara, as the First Peoples of the land where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning."

In the spirit of Tracy Bunda (Bundah) We also acknowledge who we are, and where we come from, as well as relationship to and the lineage we bring with us, and for us that includes the scholars we think with. So we'll briefly introduce ourselves.

•INTRO TO EACH PLAYTANKER

1) *Sarah I am pakeha from Aotearoa New Zealand, now Australian citizen. My PhD research spanned Australian and NZ sites. It is a cartographic inquiry into how pedagogy comes to life by creating the conditions for intense encounters with learning - and how this is implicated in an affirming ethics.*

I bring to the Playtank Braidotti's reworking of Spinoza, Deleuze-Guattari and am interested in doing research with an ethics of joy.

2) *Alli*

We'd also like to introduce our third collaborator, who is in the final throw of submitting her PhD, which is why she is coming to you prerecorded from Melbourne.

Play her video.

3) Alicia (Play video)

•INTRO TO SESSION (*Alli*)

(Alli) •HOUSE KEEPING Highly collaborative and hands on, feel free to come and go if you need some space, and also free to observe and anytime. We would like to take some pictures and videos of the practice, this is just for our reflection and to share with our colleague, if you'd prefer not to be in photographs please make sure you let us know.

A Brief Theoretical Backstory (Sarah)

(Intro Slides)• This is a collaborative inquiry that looks at the different actions that could be taken within the academic research space, to make it more joyful and collaborative, but in ways that are personally relevant and are situated in lived and felt experiences. We are asking you each to look outwards in what Braidotti (2018) describes as an outward facing becoming intimate with the world - with 'becoming intimate with the world' being an ethical practice that necessarily troubles research practices that hold to ideas of human exceptionalism and individualism.

In an interview with Katie Strom in 'Decentering the Researcher in Intimate Scholarship', Rosi Braidotti claims that "We need to experiment with what we are capable of becoming in a variety of modes" ... e.g., What kind of schools? What kind of universities? What kind of research? What kind of researchers?... We need to ask ourselves: "What do we want to become?" (Braidotti, 2018, p. 116). We add, How might we do research otherwise?

Today we have carefully set up the conditions for us to explore what kind of researchers we are capable of becoming, both as a collective and as located in the diverse lived experiences we each bring with us into the play tank.

Welcome to the play tank.

SLIDE Set up Play tank b (Alli) 'Composting research practice with Donna Haraway'

The premise of the play tank is to collectively create and share new versions of what research can do by engaging a process of what Haraway (2016, p. 58) terms "making-with". As she explains, "Nothing makes itself... nothing is really self-organizing" (ibid).

In the process of re_ining research, the thing produced is an open-ended proposition, a conversation, that seeks understanding rather than fixing—since fixing implies a fixed solution to a problem whereas understanding comprises a criticality and reflectiveness that allows for the realm of possibilities to arise.

SLIDE 14 "In the act of figuring lies the capacity of design to be "performative, negotiative, adaptive, situated, and discursive" through the practice of research attributes—"purposive, inquisitive, informed, methodical, and communicable". (Grocott 2013 Designerly Ways of Researching: Re-thinking the Design Process)

Today we are hoping this play tank, with our freedom to play with and explore though materials can enable us to think-make-do research differently and identify opportunities and reorganisations, re-imaginings to effect change in our everyday practices.

Intro activities (Alli + Sarah)

- Going to play with the systems and relations taking place in academic research. Starting on a personal level and then thinking more abstractly and collaboratively. To set this up, we have our virtual colleague Alicia to share a literary provocation for today's workshop

2 The whole is more than the sum of its parts,

Paragraph Alicia video from Melb

"Imagine a pattern. This pattern is stable, but not fixed. Think of it in as many dimensions as you like - but it has more than three. This pattern has many threads of many colours, and every thread is connected to, and has a relationship with, all the others. The individual threads are every shape of life. Some - like human, kangaroo, paperbari - are known to Western science as "alive"; others, like rock, would be called "non-living", but rock is there, just the same. Human is there, too, though it is neither the most nor the least important thread - it is one among many, equal with the others. The pattern made the whole is in each thread, and all the threads together make the whole. Stand close to the pattern and you can focus on a single thread; stand a little further back and you can see how that thread connects to others; stand further back still and you can see it all - and it is only once you see it all that you recognise the pattern of the whole in every individual thread. **The whole is more than the sum of its parts, and the whole is in all its parts.** This is the pattern that the Ancestors made. It is life, creation, spirit, and it exists in Country' (Kwaymullina, 2005, p.

12) Kwaymullina, A. (2005). Seeing the light: Aboriginal law, learning and sustainable living in country. *Indigenous Law Bulletin*, 6(11), 12-15.

Alli

Taking this as inspiration, we're going to think about the players within our research spaces. Start by thinking about a current research project. We'd invite you to explore with our co facilitators, the materials as you think about the players (human and non human) involved. These.. On your white paper in front of you, create reflect and image with the materials while Sara reads some evocative light background theory.

Sarah

The micro space is concerned with the micropolitics of our everyday practice, as a space of "Becom[ing] intimate with the outside, with otherness, with diversity" (Braidotti, 2018, p. 114), not collapsing inward into notions of the neoliberal contained and regulated selfhood. Rather, taking a symbiotic view of life, we ask that while making you consider the notion that we have never been individuals (Ref, Scott Gilbert).

NEXT.

- 1) In pairs, share what you were thinking about as you made your research space. There's only a few minutes for each person to present so rather than sharing each individual thing you have modeled, share the overall picture and some of the thinking behind it.
- 2) (after 2 minutes switch)
- 3) You have just individually started thinking about the players, and possibly started thinking about connections. Now we would like you to send you players into an idealised version of a collaborative research space, we're calling this the playground.

This playground is a free space, without practical limitation but it does have a few rules:

No colonising

Players must be added one at a time and with group discussion

Agreement is not always required, multiple versions of an ideal research collab may exist respectfully in the same playground at the same times.

New Friends

Each player leaves behind their predefined contexts when they enter the playtank

Relations configure as new friendships are formed

Response-ability

Who/what are the players response-able to?

Who/what will enable becoming in an affirming way?

->Find another pair at your table, and in your group of four, you're going to move from the macro to the intermezzo on the playground board in front of you. You'll have about 15 minutes, but before you start discussing and moving your players into the playground together, Sarah has a provocative theory excerpt to get you thinking.

Sarah reads.

Working the intermezzo involves attuning to the expressive, intensive dis/connective, transversal, indeterminant, and emergent

2:15- start handing out systems cards, and discuss in relation and connections.

As we work the floor

As moving your players into the playground, start thinking about who gets to come in, and who gets left out. What would need to change in order for those being left out to be invited in.

MACRO

I'm seeing a lot of full playgrounds with lots of payers and some really great connections, But these playgrounds look a little flat. The next thing we'd like you to do is start thinking about hierarchy, powers, and politics of doing research collaboratively. Keeping in mind this is still the idealised playground, but acknowledging that there are still productive and protective powers at play.

Too add some structures and depth we'll be handing out some paper elements.

EXPLAIN PAPER SHAPES - model how they work,

And, per usual, to send us on our way, we have sarah with our next provocation.

Sarah reads.

Located at an organisational level, e.g., Government research priorities, the macro level is often concerned with Ontology, Hierarchy, Power, and big P Politics. However there is bleed between this and the micropolitics of everyday practice. There are transversalities at work. How might we express these?

10 minutes warning, going to share. Be ready to present and maybe figure out a bit of a narrative to share.

Present/ Share out

Each group volunteers to presents, tell the story of your model. (Whole group)

Return / Personal in relation

As a Circle- Come back to reposition themselves. The transversal lines.

We'd like you to briefly share, Where are you in this? What does it feel like to be in relation in this way. Is there anything from the playground you might be able to bring back with you into your current project?

**What do you/could you do that activates the potential of research in the academy?
(Go to Alicia) + Discuss**

Given that “The ethical instance is not located within the confines of a self-regulating subject or moral agency, but rather in a set of interrelations with both human and inhuman forces” (Braidotti, A into Activism, p. 44), how do we show the ways in which our practices demand research(er) ‘response-ability’ – a preparedness to work with/in the tensions between invention and convention – in a space of indeterminacy?

Possible Probable Preferable research futures: What are we capable of becoming? What are the politics of our research practices? Where are the possibilities for expanding what counts as empirical research?

Make, embody or describe this action and position it in relation (on any level) to what you’ve created as a group. Alicia-video of composting, ALLI GO PROV VIDEO this **Present/ Share out** Each group volunteers to presents, tell the story of your model. Whole group)

Return / Personal in relation

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	Prompt / theory	Activity
Micro	The micro space is concerned with the micropolitics of our everyday practice, as a space of “Becom[ing] intimate with the outside, with otherness, with diversity” (Braidotti, 2018, p. 114), not collapsing inward into notions of the neoliberal contained and regulated selfhood. Rather, taking a	Personal playpit Explore materials- make the players (human and non human) in your research space (paper, playdough, sharpies sticks circles base boards)

	<p>symbiotic view of life, we ask that while making you consider the notion that we have never been individuals (Ref, Scott Gilbert).</p>	<p>(Everything but the string and 3d paper shapes)</p>
Intermezzo	<p>Working the intermezzo involves attuning to the expressive, intensive dis/connective, transversal, indeterminant, and emergent (read before then Alli direction)</p>	<p>Ideal playground Part 1. In a group, share the players you have mapped, as a group start discussing and collaboratively moving the affirming players/relations into your ideal playground</p> <p>Ideal playground Part 2. Use the system cards to think through and with materials and twine to map the relations. <i>*(Add the string and sticks, add the system cards)</i></p>
Macro	<p>Often located at an organisational level, e.g., Government research priorities, the macro level is often concerned with Ontology, Hierarchy, Power, and big P Politics. However there is bleed between this and the micropolitics of everyday practice. There are transversalities at work. How might we express these?</p>	<p>Mapping Ontologies Hierarchies + Powers of our experiences of research(ing) in the academy. <i>*(add the paper shapes, share this as a whole group)</i></p>

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Wrap up

Tie back to abstract “ propagating more-than-human social justice. In this playshop we explore how creative practices might be activated in a range of research contexts to not only enliven our thinking-doing but also to enact a communitarian ethics of response-ability (Barad, 2007; Haraway, 2008).

“The idea is to do collaborative research, to be in touch, in ways that enable response-ability” (On Touching, the inhuman that therefore I am, Karen Barad 2012, pg 208) For us in this workshop it looked like using compostable, natural, reusable materials, and creating a collaborative space in which human and non human participants and become with each other.

SARAH -

ALLI- Paper shapes, and pieces, envelopes, System cards, Playground signs, rules, **post it flags**
SARAH- Skinny markers and pencils , twine, 40 white square cards, 10 largest white bases tooth
Thin thread for intermezzo.

picks. Bring spare pieces of paper.

ALICIA- giving sara - playdough, bunting, list of references.

Home made playdough	Alicia
	SARAH brings
Paper bases (stiff), wood picks, tracing paper, scissors, sharpie pens, string/twine	Alli
Laser cut paper shapes	ALLI MAKE
System thinking visual prompts	ALLI MAKE
Prompts for micro, meso, marco levels	Sarah WRITE
Prepare list of references	Alicia
Map the abstract against the rusheet	Sarah

TO DO LIST:

Plan for 40 people.

PLAYGROUND laser cut sign.

Playground rules

System mapping cards

Wed 13 Nov 2019 10am

Bring initial material for play test

PLAY TEST : Rehearse wording and intros.

Record Alicia reading the paragraph

Test that playdough sticks the string and stuff down.

Give Sarah the materials to bring in a box.

(Go pro? Record somehow?)

5-7 minutes

Having mapped out the players in your field and started to make this visible- we

Share with a partner- don't have to share every player on the field, but share some of the things you were thinking about as you played with materials and modeled.

Now that you are more acquainted with your partner and your partners [play

(4people) Find another pair- You're going to create an idealised version of a research project (of any type in any field), try to incorporate players from everyone's personal research spaces into the share playground. There are a few rules to this game. You can't bring all your players at the same time- you have to dis

Playground rules

No colonising

Players must be added one at a time and with group discussion.

New Friends

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String Figures

Playing games of string figures is about giving and receiving patterns, dropping threads and failing but sometimes finding something that works, something consequential and maybe even beautiful, that wasn't there before, of relaying connections that matter, of telling stories in hand upon hand, digit upon digit, attachment site upon attachment site, to craft conditions for finite flourishing on terra, on earth. String figures require holding still in order to receive and pass on. String figures can be played by many, on all sorts of limbs, as long as the rhythm of accepting and giving is sustained. Scholarship and politics are like that too—passing on in twists and skeins that require passion and action, holding still and moving, anchoring and launching.” (Haraway, Donna J.. *Staying with the Trouble : Making Kin in the Chthulucene*, Ch 1)