

## ***Shakin' the classroom***

### ***Spreading alternative knowledge sharing methods***

#### **Please briefly explain the knowledge sharing method/approach/tool.**

What are the main processes? What are the expected outcomes? In what ways does that method bring change or represent an alternative to existing or dominant knowledge sharing settings and methods?

The process is basically a “knowledge-sharing-speed-dating” - the group of participants is separated in 2 groups : 1 moving group and 1 static group. The idea is to fix a time frame for 2 people to discuss a text/concept/ experience, to ask them to produce something from this short discussion (e.g. 2 words from the text) and then change stations. In the end these chosen words or outcomes can be used to either open up the discussion or to create a text or other material. Expected outcome of this method is to widen the discussions between participants to include all relevant perspectives that concern the proposed starting point (text, concept or other). This method could enable contributions of all participations with less barriers to speak “in front of all others”.

It is possible to extend/enrich this method with other practices. (see own experiences)

#### **If possible, please briefly explain the context in which the method has been developed.**

Who were the main actors? What were the main reasons/motivations/inspirations behind the creation? Which previous developments have influenced it? If relevant, in what ways did the method/tool develop or change over time or in different locations/contexts?

There is some documentation on senslab ( <http://senselab.ca/wp2/wp-content/uploads/2016/12/Conceptual-Speed-Dating.pdf> ), an international network of artists and academics, writers and makers, from a wide diversity of fields, working together at the crossroads of philosophy, art, and activism, but I am not sure that the method was developed by them.

#### **In your opinion, what kind of settings and participants is the method best suited for?**

E.g. age, educational level, cultural and professional background, etc.

This method is suited for all kinds of groups that are comfortable in discussing in little groups. It might be difficult to use this method with younger participants (children) as there is a fixed frame (time).

#### **Are there any limitations?**

Are there any requirements or limits in terms of location, number/profile of participants, tools and devices, time constraints and other? Are there certain skills, sensitivities or relations that need to be developed or assumed for the method to be successfully applied? Are there any contexts for which this method is not best suited?

This method can be used in big spaces for groups to have enough space to avoid interferences. Some material could be necessary according to the different media that can be used (paper, scissors, pens, etc.). Participants should be open and comfortable with discussing face-to-face with each other.

#### **What are your experiences with the method?**

In case you have tested or experienced the method beyond its primary environment, what are your

experiences? Would you change anything or suggest further development?

I have tested the method in the context of a summer school. The method was carried out outside in the grass and connected with an artistic practice : first, all participants started creating a web of yarns around a tree that, for me, symbolized the entanglement of all different ideas, perspectives, opinions, relations. Then, the text originally written by the organizers of the school was discussed through this method (questions were : how do you understand the text after being at the summer school for a week ? Which parts make you reflect on your experience ? What resonates, what don't ? etc.) Each group had 7 minutes to discuss, then chose 2 words from the text or from their discussion and stuck them to the web.

As second part of the experience there were 1 "reader" and 1 "scribe" that volunteered : the reader would follow the yarns of the web and read out loud the words he/she met on his/her "pathway" - the scribe wrote down these words and then wrote a text out of them, that would "replace" the first argument/text the group discussed. This exercise was done several times and the texts were then read for everyone.

### **Could you provide any relevant testimonies?**

If possible, please provide testimonies, reflections and statements about the method from its authors and/or users.

### **Additional references**

If possible, please provide additional links, materials, instructions and other relevant content.

<http://senselab.ca/wp2/wp-content/uploads/2016/12/Conceptual-Speed-Dating.pdf>