

CRITICAL-CREATIVITY AND THE ARTS IN RESEARCH AND EDUCATION (CCARE)

AALBORG UNIVERSITY MEMBERS

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Critical-Creativity and the Arts in Research and Education (CCARE) is a laboratory led by Associate Professor Tatiana Chemi. The CCARE team aims to making visible specific research interests and methodologies shared by a number of researchers within the research group Co-Learn. The team intends to cultivate its members' passion about alternative approaches to research and education. We intend to deepen our knowledge about methodologies that are embodied, material, affective and attentive to critical theories by means of participatory, affective, sensory and arts-based methodologies (participatory action research, ethnography, autoethnography). In our research in teaching and education we engage with a number of participants, from school level to community building, from higher education to organizational change. Our approach to research and learning is characterized by openness, commitment to passion and fabulation, theoretical rethinking, journeys in/out of theories, explorations, encounters. Our research includes the body, affects, creativity, artistic means and ontoepistemological diversity. CCARE is conceived as a learning community and dialogical platform that connects the participants' research interests and gives them the opportunity for intimate, exciting, nomadic journeys. The CCARE activities are structured as rhizomatic gatherings as travels through and by means of the unexpected.

The purpose is:

- To walk the talk
 - By establishing an environment of radical care
 - By building a concrete space and time for ongoing intimate, in-depth, open, explorative conversations
 - By promoting activities that are passionate, meaningful and relevant for rethinking research and education
- To talk the walk
 - To make visible to external observers selected themes and interests, such as social justice, diversity, activism, citizenship, multiculturalism
 - To strengthen the area of arts-based methods and critical-creativity in education research in order to define shared research projects and emerging fund raising strategies
 - To describe, change and engage in poetic encounters educational organisations.

The network is anchored in existing teaching activities, such as KREA Master, University College North, RMIC.

ACTIVITIES

Examples of activities are:

- Reading the same book and sharing the different interpretations or
- Discussing topics
- Reading each other's writings

- Reading out loud one's writing to each other (embodied reading)
- Responding in multiple ways to each other's writings

OUR CALENDAR OF ACTIVITIES IN 2024

9-12 January 2024 ECQI conference <https://www.europeannetworkqi.org/european-congress-qualitative-inquiry-2024>

18 January 2024 14-15pm ONLINE (sensory ethnography)

4 February 2024 11am-15pm Aarhus (analysis workshop)

13 March 2024 14-15pm ONLINE (topic to be announced)

21-31 May 2024 knowledge exchange, Manchester University & NHS North

21-24 August 2024 AoMO conference <https://artofmanagement2015.files.wordpress.com/2023/09/flyer-aomo-2024-love-as-pedagogy-stream-proposal-3.pdf>

14-18 October 2024 writing retreat, Scilla, Italy

Our collaborative poem

I hope you learned something today

SING!

a quiet kid.
a dreadful experience

SING!!

My teachers had told me
to sing!!

lack of expectations

SING!!!

in the center of the room.

Let's try again

SING!!!!

whispers and giggle louder

help me!! anyone!!

wrong, wrong, wrong and wrong!

SING AGAIN!!

alone and broken

sweaty hands

failure

der står et flygel.
et lille klokkespil
gemmer sig under blade, og er sulten.
Det virker ikke
sidder lidt udenfor
nu er det slut
timerne skal starte.
kigger op og hilser, men de har travlt
en person, som er meget vigtigt
kender du ham?
jeg siger at det gør jeg ikke.
det er mærkeligt,
det er mærkeligt
tilbyder kage,
kage!
for ikke at blive for tyk,
men samtidigt skal man også have det godt-
Hun smiler
Hun havde lyttet
men det er svært, når hun selv bliver usikker
Efter de har lyttet
synger de sangen,
hun kan ikke høre dem.
de synger ikke den rigtige melodi,
men de synger højere.
højere!
det er rigtig dejlige at nu kan hun høre dem,
flot at de synger med på sangen.
Eleverne svarer og musiklæreren lytter.
Et par af pigerne begynder at grine,
ingen ved helt hvorfor,
nu er det nok,
Men de stopper ikke,
De gør hvad hun siger,
Den ene pige begynder at hoppe,
mens hun holder sig for munden.
det vil hun ikke se igen.
Vi hilser på hinanden
jeg går ud af skolen.
Dér er en af pigerne, som grinede
Jeg smiler til hende,
blikke mødes
hun kigger ned i gulvet.

I discovered to be brown
I had been quiet.
Often observed, criticized and excluded.
Are you here to steal?
The doctor talks to my dad about my body
Confused, disappointed, my anger growing
I was not able to understand
People looked friendly, Even when hostile.
I never found a way into them. Still today,

My skin was not white as snow, but brown.
As my hair and eyes.
I had been wealthy and well-educated.
Here, I was poor
We had to contribute to society.
All our future depended on that.
But exclusion repeated itself ■

They asked me if I could read.
They threatened me of being thrown out
There was no real future.
When will I belong enough?
Exotically kept in the corner.
This does not need to be like this.