

6S 2022 Sketch Groups Template
Staccato Project Design

Use this sketch -- either quickly or more comprehensively -- to draw out an ethnographic research design -- for your own project or just for practice. Do this sketch many times for different kinds of possible projects -- thinking of it as calisthenics for ethnography.

For the 6S 2022 workshop, select one of the sites|initiatives|problem-domains below to design a project for -- thinking first about different types of projects that could be done for the site|initiative|problem-domain you have selected, then about a specific project design, filling in the graphic below. Don't describe your own primary project. This is an exercise in rapid research imagining that you should spend about three hours on -- honing your capacity for "analysis as craft." The sketch can be done individually or collaboratively (the latter is more fun). Feel free to reach out to members in your group if you want to do this collaboratively. Responses can be roughly drafted and in bullet points. Fill in as much as you can in the allotted time, purposely working fast. Prioritize work on "Overview / Research Questions," "Methods and Data Resources" and "Theoretical Frames and Data Analysis." All of the sites|initiatives|problem-domains we've listed as options somehow relate to climate change. We chose options within the climate change problem space so that the collection of proposals the group comes up with points to an array of STS research possibilities within any particular problem space.

TITLE

Learning Communities in Ecuador

RESEARCHER/S

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ABSTRACT, INTELLECTUAL MERIT, BROAD IMPACT

This contribution presents a case study based on research with focus on Learning Communities that have been conducted in Ecuador. The purpose of the project was addressing problems of educational access that affected the community, and the role of social technological appropriation in overcoming those issues.

In the Learning Communities perspective, the design is not only understood as the process to build technological artifacts, but structuring practices for building conscious world in which technological artifacts are designed participatory as part of a broader process.

OVERVIEW / RESEARCH QUESTIONS

BACKGROUND AND SIGNIFICANCE

Usually, the cycle of public policy in Latin American is based on the opinion of experts who define the problems, plan designs that consider appropriate, specify actions to accomplish them and determine the implementation of these designs (Vaccarezza 1998; Varsavsky 2010). It is a “top-down” process, because avoid the participation of communities. This feature of public policy in Latin America possibly comes from the tradition attached to the paternalistic welfare approach of these countries. Incentive mechanisms are totally impersonal and ignore the realities of the population. Consequently, government programs are unsustainable and oscillate erratically. Furthermore, most community initiatives are ignored by government entities.

In addition to the inability to recognize the needs and perspectives of local development policies, those do not help the business consolidation and autonomous and sustainable communities, mainly because the community projects are not designed by themselves, instead are planned by government entities or other stakeholders as economic groups, NGOs, religious groups, universities, among others.

LITERATURE REVIEW

A “community” is understood as a social group with the capability of sharing actions to achieve a purpose. The fact of suggest a community as a “Learning Community” has to be with our intent of promoting the development of individual and collective abilities and mechanisms for designing new realities or transform the current conditions according to the expectations of the community’s members and the environmental requirements. This aim necessarily implies the emergence of explicit relationships between people based in cooperation, loyalty and solidarity, and in the other hand, it requires dialogue and conversational permanent spaces as an active way for collective construction.

The Learning Community presented in this paper was developed by Ernesto Lleras (2002), and it is based on the understanding of the Colombian situation where the relationships between individuals and social groups are usually framed in dynamics of domination which, depending on how the “other” is conceived, are configured either as paternalistic or authoritarian coercive schemes. Here are two examples of paternalistic and coercive schemes:

- In State relations under paternalistic patterns is common that the State is seen as a “father” who must respond and solve the needs of people who passively wait for orders and gifts from the “daddy government” instead of assuming their responsibility of participating actively in the country building.
- In labor relations under coercion patterns is common that the employer, afraid of losing control, has the need of oppress the employee. On the other side, the employee in fear of losing his job behaves in a servile way while at the same time seeks for ways of resistance such as disloyalty with the company.

The personal and social problems related to domination have been widely discussed, especially in post-colonial societies as ours (i.e. Paulo Freire in the case of Brazil (2009) and Orlando Fals-Borda in Colombia (1961)). Some of the implications of domination dynamics at the personal level are lack of autonomy, responsibility, joy and impossibility to develop talent, at the social level we face the impossibility of building realities collectively and based on trust and solidarity principles.

The thesis is that a good number of organizational and communitarian designs correspond to an authoritarian scheme that restrain the recognition and valuation of the person's capabilities and lead to relationships of power "over others". As a result, people tend to develop ways of resistance that follow the domination dynamics of coloniality: scant interest in work, low self-esteem, bosses with necessity of domination and employees who look for the "reprisal" of being dominated. Framed into these dynamics is the fact that people either do not have autonomy or responsibility or the capacity for designing organizations as comfortable habitats for the development of their daily work life and their personal expectations.

In this approach, power relations are postulated as always present in human relationships, and enable to accomplish actions. When a part of the relationship tries to dominate the other is called power "over others", and manifests itself in everyday relationships when each person tries to convince other, or to force her to do what would not do on her own. The way are proposed the power relations is called power "with others", seeking cooperation between people to perform some activity.

On the other hand, the communication relationships basically manifested in two ways. First, as empathic dialogue (Buber 1988; Freire 2005), which seeks to understand the other's situation and of the relationship itself , and the possibilities of doing things together. Second, "coordination of practices" through "speech acts" in the context of "language games." (Searle 1969 ; Echeverria 2006 ; Wittgenstein 1976)

Language games (Wittgenstein 1976) are interpreted as social practices with regard to the community. Although a social group is always immersed in language games, they do not always respond to the felt needs of the individuals who compose it and often correspond to external values. As people are involved in practices with their entire bodies, language games are understood as a process of joint construction of meaning with their whole body.

What makes possible communication relationships is the "care", and language is one form of its expression. In the relations of domination care is expressed in terms of power "over others" and the language is used as a form of imposition on others, language form that Freire (2005) called "announcement". The responsibility for what is said is attributed to language itself as an external authority in the form of the ritual use of certain terms (Bourdieu 1977). In relations of power "with others", care is expressed through dialogue made possible by authentic concern for others and the consequent need for understanding.

The way to "make world", is to transform the language games that do not respond to felt needs in games that respond effectively to the needs of individuals and groups. This is achieved by observing certain aspects of those games. Furthermore, the observation of relations produces transformations through communication processes that are also collective reflection. Learning is not discovered but created in the transformation of practices.

The purpose for dealing with the aforementioned problems, is to reconfigure and transform the current relations based on domination for others based on cooperation, trust and solidarity, meaning, the proper relations of living in community, which could be built by means of interaction in purpose spaces where the mentioned problems must be treated.

Action research is the selected methodology. It seeks to identify a problem to be studied, collect data on the problem, organize, analyze, and interpret the data. In 2021 a team was formed with local government professionals to take part in the project, if to agree in their outlook about the formulation and implementation. Moreover, it was agreed that a group of professors and researchers from the university would become facilitators of the process.

Initially, were contacted the most active actors in the community, such as local civic leaders and promoters who were recognized by their neighbors as people interested in the developing of the zone. Institutions that showed interest in the project and could be allies in the future, such as schools, industry and commerce, warehouses and developers associated with the construction were also contacted, because it was found that the main activity of the community members was that (also confirmed by statistics).

Invitations to participate were sent to parents of students in many schools, as long as small shopkeepers. There were also visits to homes and resorted to the use of local media such as the community radio and megaphoning around the zone, which were the usual forms to convene the community in public meetings.

THEORETICAL FRAMES & DATA ANALYSIS

The notion of Learning Community offers the flexibility to promote in human groups the construction of possibilities and imagination that inspire them. This notion allows development project teams to observe and intervene aspects of how individuals interact in the collective construction of their world, how to make sense of the actions they take, how to undertake projects together and how to create companies.

In this direction two levels of intervention are evident: the first seeks to provide spaces to “make world with others” through dialogue, developing skills in people that allows them to appropriate their world, and a second level of technical intervention where the rationality of engineering does not determine the decisions of the designs, but the social arrangements that build communities, with a global and ecological perspective. This understanding is sought technological appropriation for building situated contexts.

PLAN OF WORK

CHALLENGES AND ETHICAL CONSIDERATION

The collective construction of the world is made possible from the “state of understanding” that produces dialogue and provides to the community a “platform of purpose” in which projects that account for productive and political relations are developed and positioned as agendas in the world. The productive and creative base involves capacities to improve entrepreneurship (administrative and technical) and the political dimension, which seeks sustainable communities, involves developing skills to negotiate resources, ecological development plans and cope with the outside world from recognition articulated with the local environment. This allows community cohesion as they realize the interests they share.

VALIDITY AND EVALUATION

The evaluation and validity are co-constructed

PREPARATION AND WORK THUS FAR
Workshops designed and developed

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DATA MANAGEMENT PLAN

Qualitative Data Analysis-

FURTHER NOTES

POINTERS

- Make sure to come up with a title (though this is hard and always feels -- and is -- reductive).

- The abstract should describe your project significance, aims, methods, expected findings/contributions (intellectual merit) and expected societal implications (broad impact). Describe each in a sentence.
- In the Overview / Research Questions, try to articulate the scales, systems or objects that will be foregrounded in the project, and its context|location (geographic, ecologic, geopolitical, discursive, etc). Include both theoretical and empirical questions, and a description of the types of data you will generate and mobilize. End with a few statements about what the project will push *against* (methodological nationalism or essentialist constructs of identity or place, for example).
- In the Literature Review section for a literature review, describe two to four topical literatures that you will build on and contribute to through this research. See [Annual Reviews](#) for ideas but reach for [bibliodiversity](#).
- In the methods section, describe *what you will do, where and with whom* -- and the different kinds of data and insight these activities will produce. Consider, for example, how you might include multisited ethnography ([Marcus 1995](#), a tale of implosion ([Dumit 2014](#)), tactile analytics ([Patricia Alvarez Astacio 2021](#)), drawing as analysis ([Rachel Douglas-Jones 2021](#)), or archive ethnography ([Fortun et al. 2021](#)).
- In the section for theoretical frames, describe the basic theoretical insights that you can mobilize in your study design, data collection, analysis, and writing. You could mobilize understanding of “the subaltern,” for example, or Foucaultian ideas about discourse and subject formation. This can be a long list with very cursory descriptions. Note that this section is not usually included in a proposal submitted to funders -- but should be part of your thinking and dialogue with collaborators
- In building your references, reach for bibliodiversity and a transnational field of reference.

sites | initiatives | problem-domains for 6S 2022 April 26 Workshop

- [Melting Siberia](#)
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- [Climate Change and Combo Disaster in the United States](#)
- [Climate Change, Labor Productivity and Politics](#)
- [USAID's Climate Links](#)
- [World Bank's Climate Change Knowledge Portal](#)
- [WHO et al Environment and Health Compendium](#)
- WHO, UNDP, UNEP and UNICEF have partnered to create a new compendium of 500 actions aimed at reducing death and diseases driven by environmental risk factors, the first such resource to unite this expertise from across the UN system.
- [Climate Change and Social Media](#)
- [World Economic Forum on Climate Governance](#)

