BC TOOLBOX

Co-creation Workshop: a manual for facilitators

This document is a teacher/facilitator manual for a workshop on co-creation (duration 1.5h). The manual has been designed for a setting in which students support each other's research proposal design. This set-up (content and schedule) and suggested tools for co-creation can also be used in various other co-creative settings.

The applied methods for co-creation touch upon various learning mechanisms of boundary crossing: *Identification* to learn to know each other including other people's backgrounds and interest; *Reflection* where it comes to walk in another's shoes and support other participants' learning; and *Transformation* because of the intention to co-create '1+1=3' proposals, in the sense that students aim to co-create really innovative proposals, across the boundaries of what an individual student might come up with.

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Link to BC/place on taxonomy
BC competence development / Learning materials / Learning Mechanisms / Identification
BC competence development / Learning materials / Learning Mechanisms / Reflection
BC competence development / Learning materials / Learning Mechanisms / Transformation

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Version
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MOA-Café 18.05.2021

Workshop: Co-creation of Research Ideas

How it works: In session 1, you share ideas for MOA-research
that you want to develop a research proposal on. In session 2, you apply one
co-creation method (which got assigned to your group) to develop a sketch of
such a proposal. Use jamboards to get creative ☺

SESSION 1 18.35 – 18.50

1. **5 min.** Share with your group i) the main insights from the guided journaling and ii) the stage you are in regarding your master thesis.
2. **5 min.** Based on everyone's insight, agree on a challenge in the field of organic agriculture that you want to develop a research proposal on. It can either be based on an already existing idea from one of the group members or something completely new (examples for fields of challenges: excessive pesticide usage in crop monocultures, lacking consumer awareness about sustainability of foods, incoherency between environmental objectives and trade incentives)
3. **5 min.** Define further characteristics of your challenge: At what scale does it take place (e.g. global or local)? Who is involved (e.g. farmers, consumers, policy makers)? What role does the researcher have?

MOTIVATIONAL SPEECHES incl. plenary introduction 18.50 – 19.15

BREAK 19.15 – 19.25

SESSION 2 19.25 – 19.50

Guiding approach: YES AND…

In your group, try to respond with "yes and…" instead of the common "yes but…" so that you can build on the ideas of each other.

Method 1: **Fabulous futures**

1. **10 min.** As a group, design and write a postcard to yourselves from the future (e.g. sent from humans, animals or other beings and natural entities such as rivers or forests). Include i) the positive changes that have taken place thanks to your effort of addressing your specific research challenge and ii) an expression of gratitude towards you as researchers. Be creative ☺
2. **10 min.** Follow a backcasting approach: Which steps are needed to carry out in your research in order to end up with the vision that is illustrated and described on the postcard?
3. **5 min.** Wrap-up: What can you learn from imagining the future? Can you imagine yourself using this method in your personal context/research?

<u>Method 2:</u> **Dare to suck**

1. **10 min.** Create the most horrible research proposal for your specific challenge: How can you make the situation worse for you as a researcher, the involved actors, future generations etc.? Think outside the box ☺
2. **10 min.** Discussion: What makes this proposal so horrible? What is needed to turn it into a decent one?
1. **5 min.** Wrap-up: What can you learn from imagining the most negative approach? Can you imagine yourself using this method in your personal context/research?

<u>Method 3:</u> **From conflict to consensus**

2. **5 min.** Agree on the most relevant (non-)human stakeholders in your research challenge (e.g. including beings and natural entities such as animals, plants, rivers or forests). Distribute roles: Someone is the researcher and the other group members take the role of one of the stakeholders.
3. **5 min.** Individually, think about your role's needs, ambitions and constraints regarding the specific research challenge.
4. **10 min.** Carry out a stakeholder discussion facilitated by the researcher on what the research proposal should entail. Focus on making use of similarities and synergies as well as differing views.
5. **5 min.** Wrap-up: What can you learn from other perspectives? Can you imagine yourself using this method in your personal context/research?

PLENARY REFLECTION 19.50 – 20.00

<u>References</u>

Inspiration for the methods is drawn from the Re-imaginary (https://www.reimaginary.com/) and conversations with two of the founders, Kelli Rose Pearson and Anke de Vrieze.

- "Yes…and": https://www.reimaginary.com/methods/yes-and
- Postcards from the Future: https://www.reimaginary.com/methods/postcards-from-the-future
- Negative Brainstorming with Invisible Stakeholders: https://www.reimaginary.com/methods/negative-brainstorming-with-invisible-stakeholders
- Inviting Non-Human Stakeholders: https://www.reimaginary.com/methods/inviting-non-human-stakeholders
- The Inclusivity Train: https://www.reimaginary.com/methods/the-inclusivity-train

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