



WAGENINGEN
UNIVERSITY & RESEARCH

BC TOOLBOX

Exploring boundaries in research

The assignment in this presentation can be used to explore any kind of boundaries experienced by participants in their research project. The aim of the questions is that participants explicate boundaries they faced (or may face in the future) and to discuss how to turn these boundaries into learning opportunities.

The slides are used in a presentation given as part of a PhD course on Transformative research by Judith Gulikers and Karen Fortuin (Sept 2021).

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Link to BC/place on taxonomy

Learning Materials, Boundaries general, Learning mechanisms general

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Exploring boundaries in research



Take home messages of this session.....

- What boundaries do you experience in your research? Why and how?
 - Your role / the others role
- Understanding boundary crossing (theory) and its relevance in your (research) context
- How to make boundaries learning opportunities?
 - Actions or efforts you can undertake

Before starting the assignment

- Explain:
 - What are boundaries, what is boundary crossing?
 - What is boundary crossing competence?
 - How to develop boundary crossing competence using the four learning mechanisms
- Do an inventory of previous experiences in boundary crossing

Explore boundaries

- Often boundaries stay implicit
- Only when boundaries are explicated, they enable learning
- Your turn for action....

Exploring your boundaries

Make a drawing of yourself in your research project and try to identify all the people/perspectives around you that you work with and/or influence your work (past – present – future)



Round 1:

Draw it anyway you like
different forms?
different connections / stakeholders?
identify influences/differences/allies etc.?
crossed or to-be-crossed boundaries?

What make you experience something as a boundary?

A positive boundary? Or a boundary crossed?

Identify a boundary that you managed to cross?

- What was the boundary?
- How did you notice this to be a boundary?
- How did you manage to cross it?
 - Your role / the other's role
- What was the result? (in terms of anything)

Note: this most likely was implicit to you until now..

Let 's try to make it explicit

What can you take along for the next time?

A difficult boundary? Or a boundary not yet crossed?

Identify a boundary in transformative research that you were not able to cross and/or that still 'burdens' you

- What was/is the boundary?
 - Disciplinary/cultural/social-academic/other?
- How do you notice this to be a boundary?
- What hampers the crossing?
 - Your role / the other's role
- What was the result (any type of result)?

In groups of 3

How can **I-C-R-T** activities help?

Insights from this course so far

Can you give each other tips and tops for facilitating the crossing

Final reflections

What do you take home
for **yourself**?

- What are your boundaries?
 - Research perspective
 - Personal/identity
- How do you tackle boundaries?

Heuristics for **transformative research**

- How to approach this?
- How to make use of boundaries?



**Insights from
the previous
days**



**I-C-R-T activities
help?**

What do you take home from this session?

Enjoy crossing boundaries



Exploring boundaries in research

Boundary crossing illustrations

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