

Multiple knowledges: implications for learning and expression

Multiple knowledges Multiple intelligences Know-how Savoires Savoir-faire Zen ways of knowing Spatial intelligence Dar um jeito Visual language Connaissances Practice-based research Pramāṇa Traducture Embodied knowledge Participatory research Knowledge design Ubuntu Gnosticism Art Positivism Wicked problems Conhecimentos Visual literacy Globalectics Complexity Literature Science Insight Emotional intelligence Hyper-ignorance



The Tower of Babel by Pieter Bruegel the Elder (1563)







Knowledge as Object

‘Justified true belief’

- Capable of ‘Logical or mathematical proof’
- Capable of codification and transfer
- Replicable
- Is static until it is superseded
- Objective - complete separation between the observer and observed

Knowledge as Understanding

‘is the informed and supposedly rational basis for a person’s understanding of a phenomenon or a situation’

- Is always interpreted by the receiver (Polyani)
- Is an assessment based on the best evidence available
- Is context specific
- Is dynamic
- The observer is always – at least to some degree – a participant

Multiple Knowledges

- Multi-disciplinarity
- Techne and Episteme (know-how or theory)
- The role of the person using the knowledge
- Changing meanings of the same knowledge over time
- Linguistic and philosophic origins of knowledges
- Experienced knowledges on the basis of culture, gender or class

All practiced in the context of a particular political economy

'The Christian idea still carries an expansionist dynamic, to impose its own religion on others. The Catholic church, even though it is not a fundamentalist church like other groups, still retains some fundamentalist characteristics, which try to impose something already complete, already made on the Indian and which prevents religious dialogue or any harmonious exchange based on the religious experience of each person'

Interview carried out by Alvaro Tukano with Padre Mario Fioravanti,,
Rio De Janeiro November 1993

'I was measuring the best recommended farming practice of that day. The organic farmer in my sample earned the lowest score on my innovativeness scale, and was characterized as a laggard. In the forty years or so since this interview.....I have come to understand that the organic farmer respondent in Iowa may actually have been the most innovative individual in my study' (p. 425)

Everett M. Rogers, 'Diffusion of Innovations' Fourth Edition, The Free Press, New York 1995

Research information cycle

- Why worth studying
- Identification of scope and outcomes of the work
- Literature search
- Links with other specialists in field
- Identification of local partners
- Identification of funding sources
- Actual research
- Analysis of all data
Selective analysis
- Conference, report, or publication

Research products

- Market knowledge
- Reports, Presentations, Briefings, Southern/community interaction
- Specialist bibliography
- Mailing lists, Networks/discussion groups
- Local knowledge, Scope for future collaboration
- Market knowledge
- Literature collection (especially grey literature), On-line resources (public or private), Raw data
- By-products not used in main report
- Reviews, feedback, attendees/recipients/buyers

‘Arts in health and arts in science can take many forms and play various roles. It may be useful to communicate what these can be and rule certain approaches out explicitly from the outset.’

Sian Aggett Art and Global Health: Insights and Considerations for Future Artist Residencies in Health Research programmes

‘Through art I am able to study the world I want to learn about. It allows me to explore all the knowledge amassed out there in a beautiful and human way that keeps the mystery and wonder of it all alive.’

Laurie Powell, Art school application, Personal Statement

Possible roles of 'art as art' in engagement

- to capture 'an essence', to offer insight to be revelatory,
- to be disruptive
- to be imaginatory – speculative design, scenario development,
- to build empathy – something central to cross boundary communication

Possible roles of 'art as technique' in engagement

- Design
- Representation of knowledge
- Mapping knowledge
- Visual Literacy

Or those that can combine both

- Facilitation of social processes
- Creation of boundary objects
- Curation

It turns out that images are being made and discussed in dozens of fields, throughout the university and well beyond the humanities. Some fields, such as biochemistry and astronomy, could be called image obsessed; others think and work through images. So far, the field of visual studies has mainly taken an interest in fine art and mass media, leaving these other images - which are really the vast majority of all images produced in universities - relatively unstudied. (p149)

James Elkin, 'Visual practices across the university: a report' in Oliver Grau (editor), 'Imagery in the 21st century', MIT Press 2013



Other material

www.ikmemergent.net

'Challenging Ignorance: what we do not know about development and change', Mike Powell and Sarah Cummings (forthcoming 2016)

Please read, critique, promote and BUY!

mike@emergentworks.net

Emergence

Knowledge creation and adaptation
Communication (especially listening)
Adopting new technologies
Development (and other types of change)



**All are emergent
processes**

So why are they managed as if they are not?

“I often used to pass a curio shop called ‘le Pere Sauvage’ There was a whole corner of little wooden statues of Negro origin. I was astonished to see how they were conceived from the point of view of sculptural language. Compared to European sculpture which always took its point of departure from the description of the object, these Negro statues were made according to invented planes and proportions”

Henri Matisse, quotation from an interview with Pierre Courthion in 1941 related to Jack Flam by Courthion in 1979. Flam, J. 1984. 'Matisse and the Fauves' in William Rubin (ed.) 1984. 'Primitivism' in 20th Century Art. New York: The Museum of Modern Art Pp. 217-218.)

‘Recent research shows that far from being a means to escape the social world, reading stories can actually improve your social skills by helping you better understand other human beings. The process of entering imagined worlds of fiction builds empathy and improves your ability to take another person's point of view.’

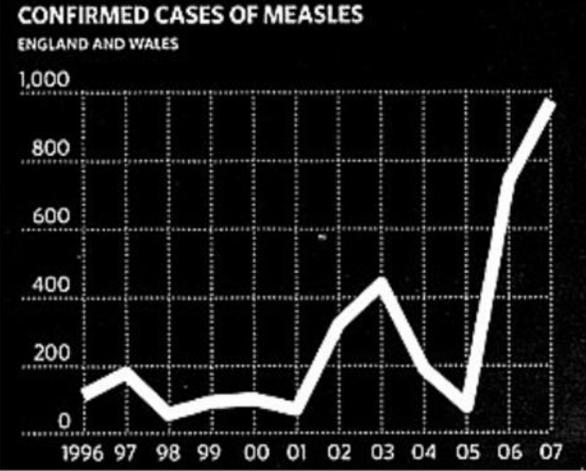
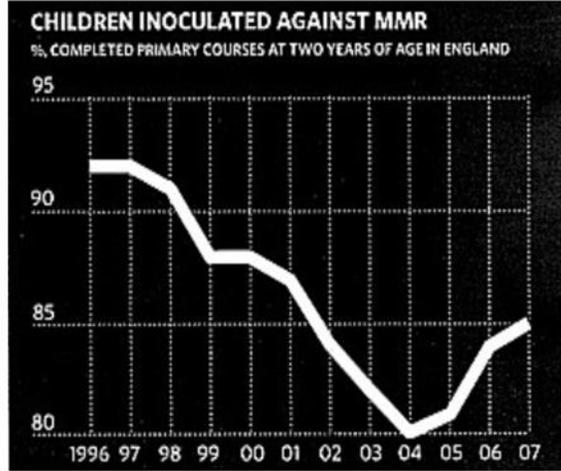
Keith Oatley ‘In the Minds of Others’ Scientific American Mind, Nov/Dec 2011, Vol. 22, Issue 5

With thanks to Sir Peter Bazalgette, TV producer and Chairman of Arts Council England

Multiple knowledges



Valerie Brown, 'Leonardo's Vision: A Guide to Collective Thinking and Action' Sense Publishing 2007



From Sunday Times/ Lancet





TAURAI! (Communicate!):

A dialogue of hope between
Church Leaders and HIV-Positive Christians in the Anglican
Diocese of Manicaland, Zimbabwe

A report compiled by
Martha Chinouya
on behalf of the Taurai Project



*« if you bring us loads of reports we shall use them to
start fires to cook porridge for the children »*
local grandma to Martha

- Produce Play in translation
- Filming: translating and performing the play of the report by Zimbabweans in Luton and London
- Film and dialogue process to be taken and played back to research community = check
- Critique the film
- film allows viewers to locate themselves and find solution or the way forward
- and also enables a safeguard of ethical issues of disclosure

From Martha Chinouya



Participatory 3D modelling for Disaster Risk Reduction, Divinubo Island, Philippines, 2007
Source www.iapad.org

‘You can’t do anything without collaboration. Collaboration involves working with people with different perspectives’

Helen Latchem

‘It is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, --a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population’
(clause 34)

Minute by the Hon'ble T. B. Macaulay, 2nd February 1835

‘the dialects commonly spoken among the natives of this part of India contain neither literary nor scientific information, and are moreover so poor and rude that, until they are enriched from some other quarter, it will not be easy to translate any valuable work into them’ (clause 8)

Minute by the Hon'ble T. B. Macaulay, 2nd February 1835

'A basic literacy of the landscape is falling away up and down the ages. A common language -a language of the commons - is getting rarer. And what is lost along with this literacy is something precious: a kind of word magic, the power that certain terms possess to enchant our relations with nature and place. As the writer Henry Porter observed, the OUP deletions removed fthe ' euphonious vocabulary of the natural world - words which do not simply label an object or action but in some mysterious and beautiful way become part of it.' *Page 4*

Robert McFarlane, Landmarks, Hamish Hamilton, 2015

‘In the 'History of the Countryside' (1986), the great botanist Oliver Rackham describes four ways in which 'landscape is lost': through the loss of beauty, the loss of freedom, the loss of wildlife and vegetation, and the loss of meaning. I admire the way that aesthetics, human experience, ecology and semantics are given parity in his list. Of these losses the last is hardest to measure. But it is clear that there is now less need to know in detail the terrains beyond our towns and cities, unless our relationships with them are in some way professionally or recreationally’ *Page 9*

Robert McFarlane, Landmarks, Hamish Hamilton, 2015