



Mediating commoning and belonging through embodied, situated material arrangements

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Things are co-shaping our being-in-the-world in a continuous process of mediating, appropriating and participatory sensemaking. In this presentation, I will show and explain how things - in the broadest sense, from educational tools, methods and approaches to curricula, learning spaces, infrastructures, organisations and policies - can mediate commoning and belonging within multi-actor educational practices. We do this from a “minor key” perspective on learning, a term coined by Tim Ingold (2018, 2019), fostering open-endedness, unpredictability, flux, experimentation, multiplicity and imagination. Through design, we explore how the appropriation of (the aesthetics of) embodied and situated material arrangements - encompassing humans, non-human organisms, things, and physical geographical features- can enable commoning and belonging within emerging learning ecosystems for pluriverse groups of students and educators. How can material arrangements open us and our learning practices to diverse ways of seeing, doing, knowing and learning in a minor key, including non-rational and creative forms of (collective) meaning-making, and commoning to enhance belonging? I will present various design examples to reflect together on how and why they aspired to, succeeded or failed in mediating and enhancing commoning and belonging within various multi-actor educational practices.