

Students reflect on the question:

Why do we do the 'Here & Now'?

- To compare our decisions.
- How are we connected to technology.
- How the technology is grown by humans.
- Other people's opinions, to learn a little more about the problem from people sharing.
- So we learn and understand from each other.
- To learn about the past.
- We listen to each other's opinions to learn from each other.
- We learn about the discussions.
- We have a lot of different understandings from each other.
- To know each other better.
- To choose what we think is right.
- So we can learn about each other.
- To grow our knowledge of technology.

The 'Here & Now' workshop concept was modified following a Masterclass Art mediation workshop at Witte de Wit Contemporary Art, Rotterdam facilitated by Sepake Angiama (Head of Education) and Clare Butcher (Education Coordinator) Aneeducation team, Documenta 14, Kassel, Germany.

Examples of 'Here and Now' conceptual positioning include:

- the internet
- life out of balance (Koyaanisqatsi)
- exploration
- reproduction
- materiality

Here and Now

[Change the present focus to question one's position and invite dialogue Negotiating space and each other through movement within personal narratives and a collective focal point.]

"Positioning is, therefore, the key practice in grounding knowledge organised around the imagery of vision... Positioning implies responsibility for our enabling practices" (Haraway, 1988, p91)

A student reflected on positioning as a departure point to learn, "How technology is grown by humans".

"We learn each other's personalities, decisions and what we think." (2019)

Participants are in an empty space and are invited to define the physical space by responding to a series of prompts and then giving insight into their choices. The examples are scaffolded as follows which propose a gradual zooming into a conceptual positioning.

XXX = a physical place, town, building, room.

abstract concept to be determined.

POSITIONING

one: The 'Hear and Now' is **XXXi** (defined by tape on the floor space)- Participants are invited to position themselves in relation to the 'Here and Now' by how far they travelled to be at **XXXi**. This invites negotiation within the space and dialogue amongst participants (markers are placed on the floor with tape to map the space).

two: The 'Hear and Now' is **XXXii** (defined by tape on the floor space) - Participants are invited to reposition themselves with regards to a compass direction and invited to share their choices. (a series of prompts could be used- e.g. 'stand where you think north is.' Interesting observations can be made regarding both consensus and dissensus. There are opportunities built in to change and adapt choices.

three: The 'Hear and Now' is an **abstract concept** (defined by tape on the floor space). For example, participants are invited to position themselves with how important they feel the internet is in their lives. They are invited to share their position with someone near them and with the group.

Further prompts will allow participants to find their personal 'Here and Now' in relation to others, as they begin to explore the themes of the workshop.

Photography captures the process and how the space is shaped and collected in a collaborative archive.

To close this engagement participants are invited to pose an inquiry question on a sticky note and place on a wall space - taking time to read each others.

A visible thinking routine **think, puzzle, explore** frames the thinking to prepare the inquiry questions.

One of the strengths of this engagement is that ownership of the space is immediately given to the group and this space is negotiated whilst participants begin to position themselves within the context of the theme. (see tactic Open Space - Disrupt)



fig. 02.14 Mapping of 'Here & Now' TENT, With De With, Rotterdam

In an conceptual inquiry workshop entitled:
A Multimodal Inquiry of Abstract Concepts
for Primary Educators, reflections were gathered
following the 'Here and Now' and proceeding material
investigation. Revealed positions and evolving critical
thinking are captured below.

Think- What I am thinking about?

Slow crafting learning

Collaboration- time to make connections- exploration...

Working together - collaborate

Learning can be more active. Always.

Nice way to interact with each other and getting to know
one another.

The power of a 'silly' question (colour of internet) to

open up a more open discussion

the internet is a wonderful resource

can also cause social problems

The internet gives us means to connect in endless ways

How do we take control over the internet so that it

doesn't take over our lives?

sharing possibilities

I'am thinking of the idea of being "alone together"

Sharing thoughts- working together

How we can make better connections with the internet?

Is there a right answer?

It really makes me happy to do creative stuff and to share

our ideas

I am thinking that I had a fun morning

freedom

can I /we do without?

How great it is to mix with others and hear others

thoughts and ideas.



fig. 02.15 'Here & Now' Positioning (I)

Puzzle- What am I puzzled about?

How to explore abstract concepts with learners with little English (aged 6)

How to approach in the classroom?

How do we optimise student learning where the use of the internet as a source is concerned?

How can we teach internet independence and safety at the same time?

Puzzled about why people find the internet so chaotic?

Constraints and freedom?

Giving the internet a colour

Time

How can we embrace the internet whilst also keeping connected in community? Not losing a personal connection

How can we create positive experiences for children - good use of internet.

How much freedom we actually have?

What was the idea the internet originated from. How did they come to this huge network?

How many times or subjects can you use this method for?

How fast everything moves- can it be put into practice now?

Motivation

I am puzzled about how easy it is to do 'bad' things via internet and still avoid the consequences of detection?

How do we protect children from the negative aspects of the internet (cyber bullying, sexual predators)?

Explore- what I'd like to explore?

finding out more

making things

More ways of sharing thoughts

What other resources are there for our students to guide independent inquiry?

I'm very intrigued by what Mark said about there being a shortage of programmers in the future. I had always thought about coders having the most lucrative jobs, not

that there wouldn't be any other kinds of jobs and we would need a workforce to meet that need.

Ways forward using different modes

the tools we can use to make us better

How do all the numbers and letters that make up coding come together/work? (How is the language written?)

I would explore the theories of Piaget

How to facilitate ownership for the children?

Active learning

Didactic strategies to make it happen

Practice activities

How to use this method effectively in EAL lessons

more of my own creativity also in every day chores

How to use this process

(method) in the classroom

I would like to explore how we could be more discerning in our use of internet

shapes, colours, materials.

Workshop:

A Multimodal Inquiry of Abstract Concepts. for Primary Educators

Surfacing ideas:

- abstract concepts
- constraints / freedom
- How much freedom we actually have?
- How fast everything moves
- Can it be put into practice now?
- making things
- ways of sharing thoughts
- guide independent inquiry
- Ways forward using different modes
- explore the theories of Piaget (constructivism)
- facilitate ownership
- Active learning
- Didactic strategies
- Slow crafting learning
- open up a more open discussion
- sharing possibilities interact
- Sharing thoughts- working together
- to do creative stuff and to share our ideas



fig. 02.16 'Here & Now' Positioning- North(ii)



fig. 02.17 'Here & Now' Positioning (iii)