



COESO

connecting research and society

COLLABORATIVE ENGAGEMENT ON SOCIETAL ISSUES

WP6 – Deliverable 6.1.

Public Engagement, Mutual Learning, and Multimodal Practices in Citizen Science

Report on the activities of WP6

19.09.2023



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Deliverable 6.1

Public Engagement, Mutual Learning, and Multimodal Practices in Citizen Science. Report On The Activities of the WP6

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Summary

Within the COESO project, WP6 “Enhancing Public Engagement in Citizen Science through transmedia writing and mutual learning” introduced project participants to transmedia approaches toward facilitating scientific and collaborative processes.

Deliverable D6.1 "Report on the activities of WP6" notably includes the documentation and outcomes of the Mutual Learning Exercises. This document first introduces the rationale behind the MLEs and the purposes for which they were designed. Thereafter are presented the various activities that were developed within the Work Package 6, focusing on the potential to propose new forms of collective learning in citizen sciences through participatory and creative activities. Lessons from these activities are drawn, offering models geared towards inclusivity of all participants.

How to elicit new collaborative encounters in citizen sciences through multimodal approaches? We employ the definition of multimodality based on the sensorial and collaborative explorations of public engagement of visual researches mainly developed in anthropology (Collins, Durlington, et Gill 2017). Exploring this question within the work package 6, we developed a series of public activities to explore new ways of engaging with collaborative research with the various members and stakeholders of the COESO project. The main objective of WP6 was to take a transmedia and mutual learning perspective so as to explore boundaries between different kinds of commitments in relation to public engagement. To meet this objective, we set up a series of meeting and exchange facilities designed to generate new knowledge and new collaborations between the various participants. In this report we detail the different activities developed within the work package focusing on one of the two main tasks of the CNRS – Centre Norbert Elias researchers, the T.6.2 “Mutual Learning Exercises Implementation Through Thematic Schools Series”.

Furthermore, In addition to the MLEs specifically organised by WP6 leader, targeting the COESO pilot’ members, other Mutual Learning Exercises were conducted by the members of pilots 2 and 3 in the course of the COESO project, engaging their targeted audiences. Towards the end of this report, we also provide a brief account of these. While EHESS coordination team followed the conception of these pilots tasks, WP6 was involved at a supervision and reviewing level, which we also detail, together with some general insights into the connection between the COESO MLEs and those organised by the pilots.

Activities of WP6

Below is a general table showing the activities held and conducted within the WP6. Further details regarding activities of pilots 2 and 3 are available in their respective reports.

Date	Activity	Leaders	Participants
09/2021 to 12/2022	Task 6.5. Transmedia ethnography and website on the Lisbon Tourism Observatory engagement the urban space	CNRS/CNE	CNRS/CNE
20/01/2022	The First Online MLE for pilots	CNRS/CNE	Pilots 1-5 and WP members
02/05/2022 to 04/05/2022	The First in-person MLE for pilots	CNRS/CNE	Pilots 1-5 and WP members
25/01/2023	The Second Online MLE for pilots	CNRS/CNE	Pilot 6-10 and WP members
30/05/2023 to 01/06/2023	The Second in-person MLE for pilots	CNRS/CNE	Pilot 6-10 and WP members
03/10/2021	MLE Implementation by pilots: dance and philosophy	Pilot 2	Amateur dance students, members of local associations, institutional local members, citizens, artists, researchers
03/04/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	Amateur dance students, members of local associations, institutional local members, citizens, artists, researchers
11-12/04/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	Students of the Master 2 "Scénarisation et Réalisation Transmedia"
19, 21 and 23/04/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	Pre-professional dancers, amateur dance school students (7-15 years old) and adult beginners
04/05/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	COESO Consortium Partners
16-17/05/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	Students of the Licence of Theatre and Educational Sciences
26/06/2022	MLE Implementation by pilots: dance and philosophy	Pilot 2	Citizens and members of local associations
22/09/2023 to 24/09/2023	MLE Implementation by pilots: dance and philosophy	Pilot 2	High school students and general public
12/12/2023 to 13/12/2023	MLE Implementation by pilots: Babel Academy	Pilot 3	Researchers, journalists and general public
06/05/2022 to 04/07/2023	Feedback and communication on the transmedia website. 14 public presentations detailed in section III.	CNE/CNRS	Researchers and general public

I. Description of the coordination tasks

The coordination tasks developed within or in relation to WP6 include:

- coordination of the WP6 activities on a regular basis within the WP6 team;
- regular, monthly attendance of WP Leaders meetings;
- meetings to monitor the progress of pilots (together with WP2 leader);
- participation in the selection process of pilots 6-10 (evaluation and meetings for both rounds of applications);
- meetings and monitoring of MLE activities both organised by WP6 leader team and by external outfits (e.g. pilot 2 – Cadmium/UPHF, pilot 3- Babel International);
- logistical and scientific organisation of MLEs in Marseille;
- reporting and communication activities on WP6 tasks;
- participation in conferences and presentation of outputs.

II. The Mutual Learning Exercises

“Mutual Learning Exercises” models are currently mobilized as a means to organise exchange towards better practices on policy implementation among EU member states. Specifically, these MLEs are designed as horizontal platforms for exchanging and co-constructing new knowledge¹. Such exchanges are becoming increasingly common in collaborative projects, as defined by the European Commission's Directorate-General for Research and Innovation:

“the purpose of the Mutual Learning Exercise (MLE) is to facilitate the exchange of information, experiences and lessons learnt in the practice of R&I foresight across EU and Associated Countries, and to contribute to the development of an impactful R&I foresight community as an important element of European Research Area” (Directorate-General for Research and Innovation, European Commission, 2023).”

In citizen science, this form of sharing enables rethinking the forms of collaboration between the various stakeholders involved in a project. The COESO MLE was built at a practitioner level. The practitioners came from various professional backgrounds and EU countries.² While these forms of sharing experience are the foundation of a horizontal, bottom-up approach to mutual learning and the co-construction of knowledge, new approaches stemming from participatory and multimodal practices in the humanities and social sciences are also contributing to reconsidering the place of transmedia tools within MLEs experienced in COESO. Indeed, multimodal and transmedia practices are increasingly present in participatory inquiry in SSH, whether as experimental practices of ethnography (Walley 2015; Collins, Durlington, et Gill 2017), or as providing ways of enhancing research participation (Burke, Greene, et McKenna 2017), especially in relation to visual research (Luttrell et Chalfen 2010). Building on this observation, we organized four plenary meetings within the COESO project with the aim of creating an open environment for creative and performative knowledge sharing practices resulting from the collaborative processes implemented by the project members.

Next, we will describe the genesis and implementation of the two double meetings (virtual and

¹ <https://era.gv.at/governance/era-forum/mutual-learning-exercercises/>

² For previous practitioners level MLE experiences, cf.

<https://www.lancaster.ac.uk/cuidar/wp-content/uploads/2018/04/WP4-Report-Mutual-Learning-Exercises.pdf>

face-to-face) that took place in 2022 and 2023.

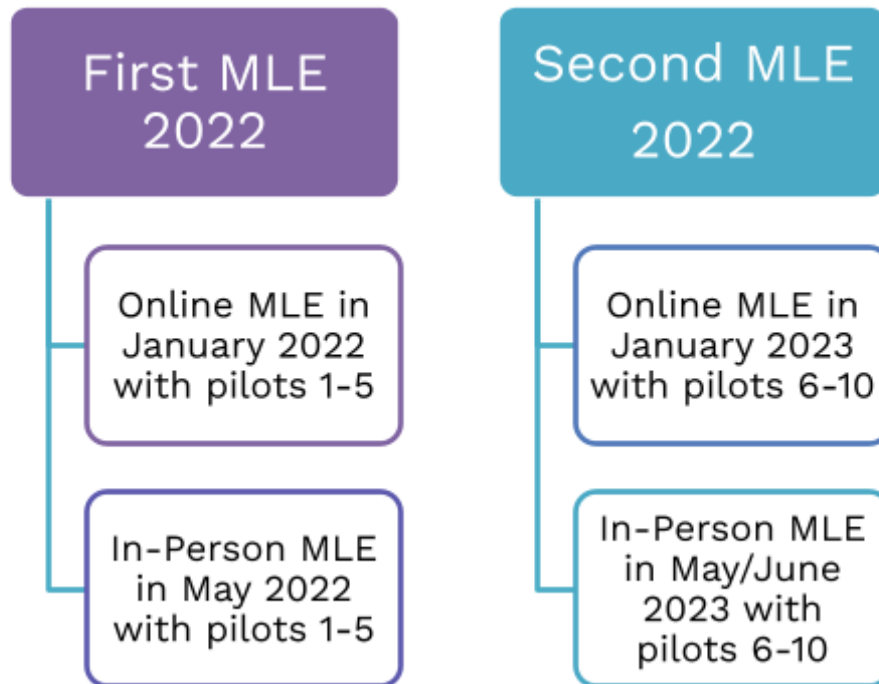


Figure 1. MLE planning diagram.

It is important to highlight at the outset how the MLEs organised by WP6 were tailor-made for each of the two groups of pilots, taking into account their respective specificities in their conception (see Annex p. 69 for a list of all 10 pilots). In the first case, pilots 1 to 5 had been put up on an ad hoc basis and had little prior knowledge of research and citizen science collaboration, or of working together. Furthermore, owing to the pandemic, no prior encounter among pilots was made possible at the very start of the COESO project. The first on-site MLEs were therefore the first event providing a tangible space for all pilot members to meet and interact in person. Understandably in this context, issues of engagement, together with that of collaboration, emerged as key ones for all participants to reflect on and address.

By contrast, the second batch of pilots was selected according to an open call which prioritised prior knowledge and experience of collaboration between academic and citizen science worlds. Moreover, all of these pilot members were invited to a Consortium Meeting in Brussels shortly after the start of their projects. There, they were able to meet with some of the previous pilot members and benefit from their respective experiences as well as interact with their colleagues of the same batch. Hence, the issues that became key for them to explore at the time of the second series of MLEs focused more on collaboration and practical methodologies in citizen science.

1. The first COESO Mutual Learning Exercise 2022 for pilots

The first MLE was initially planned as an event to be held in Marseille in January 2022 (M13). Owing to restrictions due to the pandemic and the consequent unforeseen schedule changes for various stakeholders of the project, we redesigned the encounters format. The initial event was divided into two complementary activities: an online meeting on January 20th 2022 and an in-person meeting in Marseille from May 2nd-4th 2022. These first encounters were meant to gather the various stakeholders of the COESO project and the members of the first five COESO pilots (1-5). Dividing the initial event into two complementary ones was particularly important in order to keep the momentum of the overall COESO project going: due to sanitary restrictions, the pilots' participants had not yet had a chance to meet in person since the very beginning of the project. The online meeting thus provided the first space ever for all to come together and begin the process of sharing and exchanging knowledge. This also helped prepare the in-person meeting more efficiently and with all pilots' participation.

1.1. The First Online MLE

We defined MLE as spaces for facilitation and exchange of information and experiences among the various partners of a collaborative project. The first MLE online meeting was thus conceived as an initial forum for collective exchange and dialogue about the experiences of the various pilots' projects partners.

The first online meeting was co-organized by the members of the CNRS/Centre Norbert Elias (Veronique Benei, Camilo Leon-Quijano, and Manon Galery), jointly with EHES and MWS partners for the conception of the theoretical and practical activities developed during the encounter.

The online meeting gathered on January 20th 2022 was attended by 23 pilot's and WP's members. The event was divided into five thematic slots focusing on the themes of collaboration and engagement.

A. First thematic slot - Defining "Collaboration" and "Engagement"

The first activity of this first online MLE engaged in-group discussion among the different WP partners and pilot members. Using online digital interactive whiteboards we explored the emic definitions of collaboration and engagement within COESO.

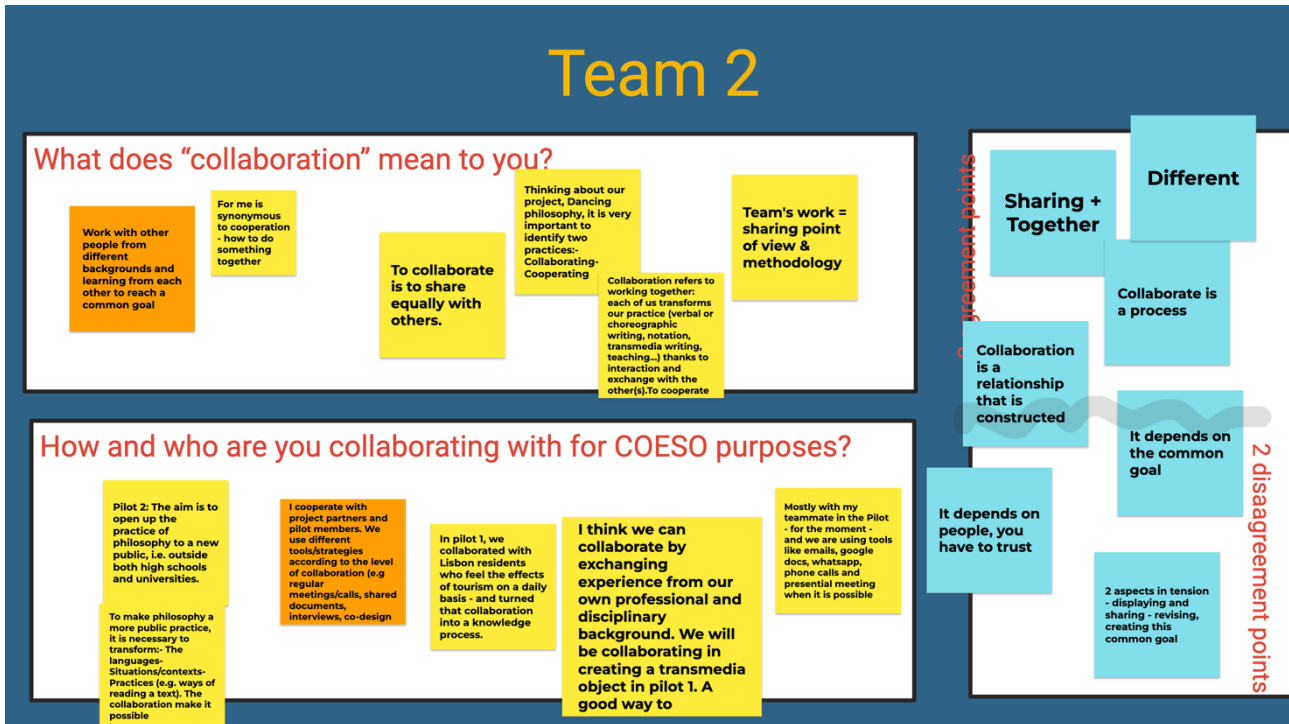


Figure 2. A copy of a whiteboard made by one of the groups.

This first activity showed the various conceptions of collaboration among the COESO partners. Collaboration is seen, at the same time, as a way of working, as a means of cooperating, as an inspirational practice, a methodology, and a moral ideal for action. As one participant reported at the meeting:

“for me it was sharing skills because it is very efficient and very good on the ground. So, I share a lot of skills with Mathilde because she is very methodic and rigorous. She is a journalist, so she has a lot of skills about writing, and I do a lot of things about logistic for our ground. And of course, we have the two visions, a journalist, and a researcher, so we had, at a moment, a discussion about the interest to do some video on the ground. But at the end, we decided together that it was impossible because we had a lot of work to do with interviews, all the things. So, it’s a collaboration with discussion too.”

B. Second thematic slot - Bodily anchoring performance online

The second thematic of the first online MLE slot was devoted to a performative practice. The activity was an invitation to awaken the bodily parts of us into a phenomenological experiment, moving with and feeling into our bodies, and emotions. This experiment was meant for use as a tool and a resource toward our collaborative and engagement practices.

Through a guided and corporeal online experience, participants were invited to explore awakening of their own “corporeal engagement” in the online MLE through a short performative and sound-driven activity. All participants were invited to provide feedback on how they had experienced the activity. Overall, this activity was felt to be welcome by participants, and some

of them particularly felt it highlighted the usually unnoticed importance of bodily matters in most interactive situations. Only one participant expressed some unease in relation to bodily matters in general, adding that the experience had nevertheless provided them with some food for thought.

C. Third thematic slot - The tools we use to collaborate

The third activity was devoted to the collective exploration of the practical tools used by the participants to collaborate in the field as part of a wider COESO methodological and theoretical reflection on tools (digital platforms) used to collaborate. To this end, we created a space for an open collective discussion focusing on the pragmatic tools identified by the various participants. Some interventions focused on the concrete tools they use in their everyday life such as notebooks, pens or post-its. Other participants described the importance of “informal” tools such as food and drinks to create appropriate environments for collaboration:

“I like to bring usually food, or drinks or items to share with people but also any other random things will be useful pens or post-it. We don’t usually use any of it but just care to bring it”

Some participants even emphasised the cultural aspects of practices of commensality, for instance with coffee drinking:

“Yes, we talk several times about food but I also thinking about coffee because coffee is also something that, especially because we are working in Italy so you know how is it, every time you go or you meet someone you have to take a cup of coffee or share a coffee, or propose a coffee, which is something that is very social. It is also that is very personal with all of us but even if you are alone at home your best companion is your cup of coffee sometimes.”

D. Fourth thematic slot – Challenges to collaboration

The fourth thematic slot was devoted to identifying the challenges to collaboration by debating in two separate groups on two main questions: *can we always collaborate?* And *why and when do we (or do not) need to collaborate?*

The debate was intense and several answers were produced by participants. First, participants were consistent in stating that collaboration is not always possible and that collaborative processes are a piece of a larger structure within a project:

“I think we shouldn’t always collaborate: collaborate means “working with”. I think there are some parts of work where we need to work alone. And I’d like this conversation to identify those parts.”

To some participants, to be able to collaborate the people involved need to share common principles, ideas and ways of doing:

“no [we cannot always collaborate], we need to share a common goal or idea, philosophy.”

Moreover, collaboration was seen as a process that had to be organized. In that sense, collaboration was not conceived by some participants as an spontaneous activity but rather, as a

structured process that had to be collectively thought through:

“collaboration must be organized and facilitated to empower the collaboration making sure everyone feels comfortable to raise a question (esp. to clarify meaning).”

Other interventions focused on why we need to collaborate in certain situations. For instance, collaboration was necessary to reach common goals putting in common complementary skills:

“there is a need to collaborate when the goal we have in mind requires skills and points of view that we do not have or that people in our profession do not have.”

Finally, some interventions insisted in the necessity of collaborating to explore ways to “think outside the box”, to learn new skills, and explore new technical and practical futures:

“we need to collaborate when we’re thirsty to discover a new world which is up to the other part. In order to enrich our own world and thinking outside the box. I need to collaborate when I want to learn new things or when I realize that my skills could help someone else in a more largest project than being here just as a specialist.”

E. Fifth thematic slot – Collaborative futures

Conceived as a thematic activity to connect the online MLE discussion to the in-person meeting in Marseille, the last thematic slot of the first online MLE was focused on the possible future collaborations within COESO among pilot members. To this end, we ran a plenary discussion exploring how we could deepen collaborations within COESO in the future. Some interventions focused on the necessity of conceiving the spaces of collaboration between researchers and non-academic participants as more open-minded:

“academic field need to be more open-mind, as for interdisciplinary research as for creating new way to share/make knowledge, and what for. Accepting hybrid collaboration. Maybe having more engagement into the organization of political life, or cultural life. This is the kind of collaborative future I want to happen.”

Rather innovatively, the role of the body in fostering new collaborations based on corporeal communication was evoked by a sizeable number of participants. Thus, said one:

“focus on the role of the body in the collaboration: [...] This relates to communication as well. It’s another key ingredient we didn’t touch on too much in the MLE. Sometimes communication needs to be more explicit in the digital world. For example, there was a major miscommunication with the pilot interviews, which ended up damaging the collaboration. This leads to the question: How do we make sure everyone is included in the right way when we can’t physically interact with people we are collaborating with?”

Finally, some interventions stated the necessity of pursuing new ways of collaborating by including transmedia and multimodal techniques that allow participants to envision collaboration as a means to enrich the production of new knowledge:

“create collectively, through collaboration, transmedia projects where different

approaches/ expressions are possible, to enrich knowledge processes. Collaboration between social sciences and humanities and artistic expression - so knowledge can be multidimensional (intellect and emotional).”

Thus, the first online meeting created out of necessity to whet COESO members’ appetite for mutual learning and collaboration in the face of travel restrictions, yielded rich and productive insights that were key in the elaboration of the following in-person MLE meeting in Marseille that same year.

1.2. The First In-person MLE in Marseille

The online MLE held in January 2022 was a first opportunity to gather the various participants of the COESO project in the same virtual space, in a particular context heavily determined by the pandemic restrictions. This first activity gave us new insights to conceive and structure the on-site meeting that we organized from May 2nd to May 4th at Centre de la Vieille Charité (EHESS/CNE/La Fabrique des Écritures) and MucemLab in Marseille. To this end, the organizing team prepared a space for formal and informal exchange. The event involved thematic workshops, but also organizing collective meals (lunch and dinner) and coffee breaks during the three days of MLE.



*Figure 3. MLE in Centre de la Vieille Charité, May 2nd 2022.
All photo credits Camilo Leon-Quijano. unless otherwise specified.*

The first in-person meeting in Marseille was designed by three members of the CNE/CNRS team Veronique Benei, Camilo Leon-Quijano, and Manon Galery in collaboration with Alessia Smaniotto (EHESS). The interactive, transmedia, and participatory environment was thought as a means to collectively discuss and develop a critical reflection about collaboration in citizen sciences and within the COESO project.

The three-days program (see the annexes) was mainly envisioned as a moment of encounter and horizontal elicitation of subjective knowledge among the 24 participants. Through a series of activities, we aimed to collectively facilitate information-sharing practices.

A. Sharing experiences session



Figure 4. Informal exchange in small groups during the first MLE activity in C. Vieille Charité. Here, one of the participants is seen holding Pilot 2's mascot, 'Lupino'.

Since the on-site MLE was the first moment in which pilots and WP members were able to meet in person, the first activity focused on discovering the profile of the various members of COESO. To this end, we organized a dynamic activity in which participants could share their COESO experiences in small groups using various tools such as canvas, post-its, and markers.



Figure 5. Presentation of the collective findings during the first activity.

This first activity allowed participants to share their professional practice and learn from the ways of doing and collectively working with other COESO members in small groups. Six collective questions were suggested, and participants wrote, drew, and verbally exchanged during this exercise:

- What do you do in the COESO project?
- Describe your pilot or WP
- What are the "tools" you use to work?
- What would you like to learn from other participants at this meeting?
- Tell us an anecdote that influenced you during the project
- What do you like most and the least about your WP/pilot? What would you change?

General feedback from this first discussion reflected the necessity of a collective discussion connecting the various initiatives and collective projects made within COESO. This first activity allowed participants to familiarize themselves with the methods and theoretical frameworks of the citizen sciences projects used and developed by the other pilots. It also provided them with practical elements to orient the activities that followed. Thus, a participant commented:

“COESO is about improving methods of collaboration, methods of exchange within very diverse subjects [...] this activity was important to understand who produced what and how to connect pilot 2 with VERA and cooperation analytics [...] we did a map to show how we connect each other”



Figure 6. Pilot 2 and WP5 members during the sharing experience workshop.

B. Co-creative research practices



Figure 7. Focus group on co-creative research practices at La Fabrique (CNE), C. la Vieille Charité.

Since mapping activities were at the core of the transmedia and multimodal practices within WP6, we conceived a visualizing mind-map of co-creative practices as a means to pursue the efforts that we were developing within T6.5. We focused on producing a creative environment to exchange among the participants (see the instructions in the annexes). Priority was given to activities that enabled participants to carry out or share practical actions they had learned and implemented as part of the pilot initiatives rather than making formal presentations, so as to engage in an open, immersive, and first-person experiential description.

Starting from this premise, we conceived a multimodal exercise that allowed us to use multimodal mind mapping to explore the various forms of co-creative research practices that were developed within COESO.



Figures 8 and 9. Extracts of two collective mind-maps.

Working in small groups, we used printed photographs, paintings, drawings, texts, and archives on a large canvas to visualize what co-creation meant to the pilot and WP members. Through various pictorial techniques, mind maps were thus created to explore the various forms of co-creation within the COESO project. For instance, one group used photographs brought by the pilot members, as well as post-its and drawings to build a path of co-creation. The multimodal narrative invites viewers to let themselves be transported by the visual narrative of co-creation. Various icons are identified on the mind-map, which includes material spaces describing the different temporalities, the difficulties, and the advantages of carrying out co-creative activities in a citizen science project.



Figure 10. Collective explanation of the co-creation mind-map by one participant.

One of the main ideas that emerged from this exercise was the necessity of reviewing the categories colloquially used to describe the collaborative co-creating practices in a citizen sciences project. Mind maps show the richness of the various collaborative research conceptions. Similarly, it brings home the necessity of reassessing the roles of “citizens” and “researchers” within a co-creative practice. For instance, in informal discussions during the workshop, a pilot participant explained:

“As a choreographer, I do intensive research, maybe even more accurate and intense research than an academic researcher could do on a regular basis; to explore through the body could be a way of engaging differently in society.”

Further ideas emerged concerning the levels of collaboration in a citizen science project and the necessity of reassessing the relationship between citizen scholars and academic researchers. Thus the expression *citizen scholar* was mobilised during the MLE as part of a collective definition that wanted to emphasise the academic and research character of actions carried out by pilot members who were not directly attached to a research institution. Moreover, based on previous participatory multimodal experiences on gender elicitation made by CNRS participants (Leon-Quijano 2019), mind maps were also spaces to depict and collectively elicit inner co-creative experiences. For instance, one of the groups divided the mind map into different sections to illustrate the necessity of distinguishing the various temporalities of co-creation in a citizen research project. Co-creative projects within a citizen science project engage more extended temporalities since citizens and academic researchers do not use the same research techniques. Finding a common way of proceeding within a co-creative practice takes longer than an individual research activity or a professionally close collaboration activity. Participants found that acknowledging these differential temporalities was a first crucial step toward building a meeting ground where the needs of all parties could be met while collaborating together.



Figure 11. Collective presentation of a co-creative mind-map.

C. Citizen Engagement in the Field : Walk in the Quartiers Nord of Marseille



Figure 12. MLE Urban Walk, Foresta Park, Northern Marseille.

In participatory research, walking techniques have been employed to explore the performative dimension of social experiences in the field. Maggie O’Neill and Phil Hubbard show how much walking techniques benefit exploration of social and transnational realities through participatory and ethno-mimetic practices (2010). Starting from this idea, we arranged a heritage walk with a group of Marseille northern district residents called the *Bureau des Guides*.



Figure 13. Urban walk at the Foresta Park.

The aim was to explore changing territories located in a marginalized part of the city of Marseille to discuss how participatory projects involving local populations, public authorities, and researchers were being held in this part of the city. During this walk, we met several residents and collectives, including the Foresta project, a space refurbished by residents to encourage the development of a community park where residents could engage in environmental initiatives.



Figure 14. Bureau des guides member during the urban walk.

The urban walk was an opportunity not only to exchange ideas with local people but also to reflect collectively on the challenges involved in carrying out participatory projects in the field. Walking through the city allowed us to reflect informally on the political and societal issues surrounding participatory projects in underprivileged areas, as well as the advantages of thinking about land-use projects from a bottom-up perspective.



Figure 15. Bureau des guides collective members exploring mapping practices of local communities before the urban walk.

Discussions between some of the participants and residents during the walk revealed some insights regarding the COESO project, particularly concerning how local communities received and reclaimed participatory projects for instance related to the citizen activities led by pilot 3.



Figure 16. Urban walk at La Cité des Arts de la Rue.

Feedback from local dwellers highlighted the need to think of participatory projects as a means of providing long-term support for initiatives that emerge from local needs as well as the importance of enhancing local knowledge within the scope of citizen sciences projects.

D. Transmedia writing within a COESO pilot



Figure 17. Presentation of MemoRekall.

The fourth activity was devoted to transmedia and multimodal forms of writing collaborative research within COESO. Claisse Bardiot (UPHF) was invited to present MemoRekall, a tool that has been tested on Pilot 2, in a 30-minute presentation. Themes such as storytelling, ethno-corporeal notation, and multimodal ways of engaging new encounters in social sciences were addressed in her presentation.

E. Collaboration and engagement : a photovoice activity

The fifth workshop of the first in-presence MLE focused on visualizing collaboration and engagement through visual participatory methods. In particular, we drew from collaborative techniques such as photovoice (Wang et Burris 1997) to explore sensorial and phenomenological dimensions of collaboration within a citizen science project. The photovoice activity led to mutual learning and collective discussion about the various conceptions and representations of collaboration and engagement in a citizen science project.

These methods entail the active involvement of participants in data production. With photovoice, participants generate the pictures to elicit and expand the researcher's knowledge by directly implicating the concerned subjects in the research process. In practice, we aimed to understand individual and collective representations of collaboration and engagement through a multimodal creative activity.

Here, photovoice was an opportunity to engage in a deeper dialogue in small groups producing photographs that could answer the following questions:

- What is collaboration?
- How do we engage?
- Which are the places and objects of collaboration?

The workshop included: first, a collective discussion in five small groups; second, the making of nine photographs responding to the three main questions; third, the projection and discussion in the plenary of the choices that motivated the photographic work.



Figure 18. Selection of pictures made by participants during the photovoice activity.

The creative activity aimed to explore the embodied, corporeal, and sensorial dimensions of collaboration and engagement within COESO. During the photo-making activity, information about close relationships within collaboration was also developed. For instance, figure 18 was made to depict the objects and social environments of collaboration.

Other pictures, such as the one following this quote, show the performance of sharing through eating practices as a means to depict an engaging act of collaboration:

“This photo [fig. 19] came from the idea that sometimes collaboration stands for sharing a meal and so we were at the restaurant eating and someone is serving us food and we are sort of engaging in a threesome collaboration.”



Figure 19. Picture made by participants during the photovoice activity.

In the same vein, another group mentioned the importance of informal eating moments as valuable moments to start collaborating with each other:

“We were much more symbolic...in order to collaborate we need a place [fig. 20]... and after meeting the coffee is very important because we think that collaboration usually organizes in lunch or coffee breaks. These kind of moments are very important to collaboration.”

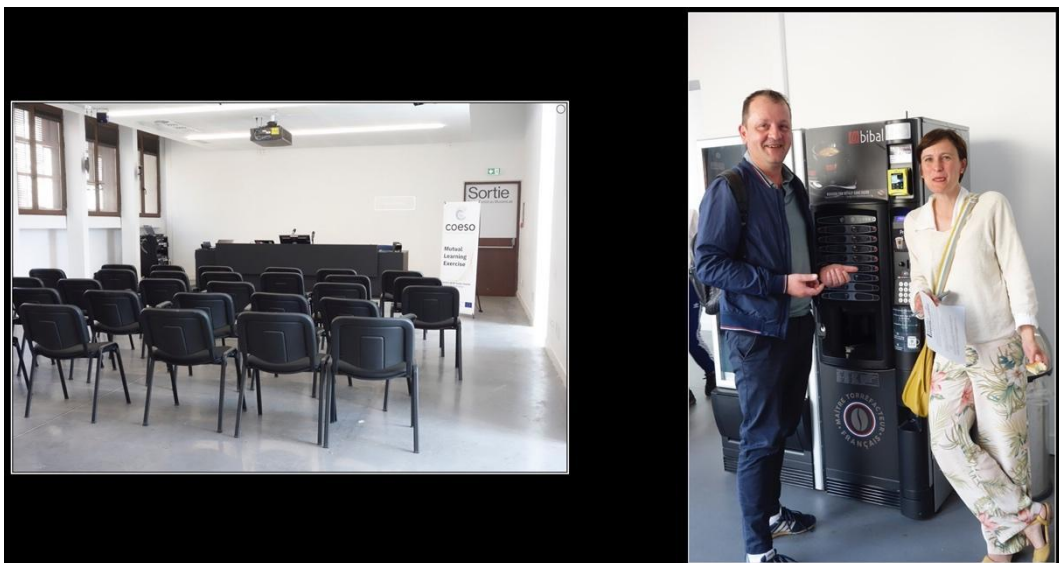


Figure 20. Pictures made participants during the photovoice activity.

Temporalities of collaboration were again mentioned by another group while sharing a picture of bells taken in Mucem. Not only did participants evoke the necessity of taking into account the different temporalities between citizen scholars and academic researchers, but they also mentioned the need to synchronize agendas while developing collaborative research:



Figure 21. Picture made by participants during the photovoice activity.

“This is time. We need time to collaborate... and synchronization is very important! [To understand] how people have different time schedules as researchers and citizen scholars... the relation with time is different... different paces, different rhythms, and that is not so easy to synchronize all that... we need to maintain the momentum.”

Along with **temporalities**, the necessity of thinking about **spaces** of collaboration was also mentioned by the members of one group. In order to collaborate, participants need to take care of personal, professional, and physical places. Physical environments are essential to engage in a collaborative process in citizen sciences.



Figure 22. Picture made by participants during the photovoice activity.

“This photo is about space. If we are too close to each other we feel uncomfortable sometimes, so having a proper space to work together is also essential to collaboration... in mind and in the physical space.”

Another picture made by a different group highlights the importance of “holding each other” while doing collaborative research. The photograph is a means to represent the importance of collective trust while engaging in a collaborative practice:



Figure 23. Picture made by participants during the photovoice activity.

“Here we are climbing a huge mountain and if you see how we are holding each other’s arms, is the safest way to be sure that, even if we dropped, we can still

hold on to the hand, and so it represents the necessity of holding on to each other”

In the same vein, visual performances engage a deeper reflection on the necessity of being supported by others while doing a participatory activity in order to be able to apprehend the value of an object:



Figure 24. Pictures made by participants during the photovoice activity.

“This support [to climb the stairs] is not regular, is irregular, it is a support and you can count on it, might not be so comfortable but it holds, it is there... and this is me wanting to engage with this beautiful handrail... and I couldn’t do it alone, I needed them to hold me up, I couldn’t do it alone”

Photography performance was also a means to examine the relationship with social, professional, and cultural differences while engaging a collaborative process in citizen sciences:

“We are different, we have different backgrounds... while collaborating we need to face these differences... so we wanted to represent the differences and how to deal with these differences [fig. 25]”



Figure 25. Picture made by participants during the photovoice activity.

Evaluating critical and constructive differences brings new insights about achieving balance and harmony in how we carry out participative actions. Collaboration also implies being able to strike a balance and to think about the realization of projects in terms of the differences existing within the working team:



Figure 26. Picture made by participants during the photovoice activity.

“This is the game of putting the stones in equilibrium. At each step, it can fall. Everything we do together need to pay attention to the equilibrium... and that [the structure] doesn’t fall down”



Figure 27. Collective presentation of the visual narrative during the photovoice activity.

This exercise raised questions about places, temporalities, tensions, mediums, and steps required for collaboration. Through visual narratives, we brought out knowledge anchored in the physical bodies of participants based on sensitive and performative experiences.

Due to time constraints, we had to shorten the initially planned activity, which involved the creation of visual cartographies (we had longer-than-expected meetings with residents during the urban walk, and the photovoice took longer than expected to complete). Nonetheless, we re-adapted the activity to encourage a more extended discussion session. This led to the emergence of in-depth discussions and collective analysis of the issues addressed within the COESO project.

F. Bodies: embodied experiences of collaboration

The COESO MLE series were also conceived as a space for horizontal sharing stemming from participants' practical and professional experience. With this in mind, we co-organized a workshop with members of Pilot 2: “Dancing Philosophy: Desire through dance and philosophy” to understand how bodies are involved in collaborative processes in the field. On the morning of the third day, we explored through practical and embodied practices “how previous bodily experience transforms the relation to the other?”, as per Instructions issued out by the two workshop co-organizers.



Figure 28. Bodies workshop activity in small groups.

This exercise involved the corporeal engagement of the MLE participants during the activity. We assumed we could better grasp the knowledge shared by the organizers about what they did in their pilot activities through the very experiencing of what they did. Therefore, the first activity

involved all participants writing a sentence concerning the initial instructions. Based on the answers received, the organizers arranged a collaborative activity to "get the body in motion" and identify and acknowledge the bodily foundations of collaborative practices.

This activity was aimed at designing and implementing a dancing performance by working in small groups. Subsequently, we followed the instructions given by the choreographer, which involved holding one or more sticks together with a partner. This exercise revealed certain elements anchored in the physicality of participants' bodies, which require tuning into when entering into a collaborative moment. Thus, the strength required to hold the stick jointly with a partner, the necessity of thinking transitions, and the empathy required for collaborating with others.



Figure 29. Bodies workshop.

Thus, the three-hour activity brought new knowledge to the group, also given that some participants had never experienced this type of bodily practice before. To sum up, the exercises led by the pilot members involved putting into practice forms of sensitive expression and using bodies to engage in a collective movement. In the vein of sensory approaches developed in participatory research (*i.e.* Pink 2015), through performative practices, this activity provided an opportunity to examine the role of bodies, movement, and the senses in implementing participatory techniques in citizen science.

Later on, some pilot 2 members reflected on the benefits of the 2022 MLE experience as they had experienced them at the time of running this workshop, concluding that interaction within the group was remarkably lively, and working with the sticks created opportunities for getting a

deeper understanding of one another. Thus, a more intimate connection was made possible, as aspects of participants’ personalities emerged when negotiating movement through the sticks. Another key insight was how playfulness was a central element for learning processes.

G. How to share what we do

The following workshop focused on exchanging knowledge, experiences, and information about the methods, techniques, and collaborative approaches academic researchers and citizen scholars use to share knowledge. Starting from small focus-group dialogues, participants explored the various ways they and other participants engage in knowledge-sharing activities by means of writing and drawing on a collective canvas. Particular attention was devoted to the participatory methods introduced and the collective learning shared during the MLEs. Three issues were explored: using shared methodologies during MLEs, reusing these methods in future collaborative projects, and sharing new participatory research methods within COESO pilots.



Figure 30. Plenary sharing session in MucemLab.

One of the main issues that arose from this activity was the necessity of fostering physical encounters to share what participants and researchers do:

“[it is important] to build trust... because in Zoom meetings it is difficult to meet each other and to share”

“You can spend time to know each other while walking... it is important to think about the context... for instance, during the urban walk, we were in a relationship with nature; it was a moment of meeting and sharing.”

This concern about places of knowledge sharing was related to the materiality of communication more generally. This is reflected in the various tools used by some participants to communicate about their citizen research. For instance, using pictures is a methodology that members of pilot 1 used to explore the relationship of citizens to local tourism experiences. Picture-making and picture-sharing provided a means to better understand the inner and sensorial experience of touristic practices in the field. These multimodal participatory techniques are directly related to the sensing environment and temporalities in which each activity takes place. Thus, as a participant reflected:

“We think in pilot 2 and pilot 3 that we can use photovoice methods... in pilot 2 it can be used to represent a philosophical concept... in pilot 3 would be difficult to work on the definition of organized crime and tell my students to take some photos about murders in streets... so choose an image from internet is better... but I am very motivated to try this method with my students.”

Overall, this workshop provided an opportunity for discussing the complementarity of multimodal together with corporeal and performative practices while doing citizen sciences. Thus, one participant evoked the possibility of transferring the body practices that were made use of in the previous workshop into online environments so as to provide a means for engaging different publics in digital spaces:

“we talked about the idea of doing something similar to what we have done during the past 2 days but in an online environment. For example, visual cartography could also be done on Miro. It is different, but it is interesting, and personally I suggested the idea of having technologically mediated body experiences in virtual environments such as avatars in online games... because, once again, talking about space, the positions of the body inside the space it could be different but still interesting.”

Finally, the mutual learning exercise allowed for the emergence of new ideas and ways of engaging in innovative methodologies in citizen sciences. They also led to new, unexpected findings, in particular relation to silence. Thus, a participant commented:

“We have dealt with pictures, with bodies, and we thought about silence and the importance of silence, which could be a method, before meetings or activities, to mark a difference between before and after.”

H. Limits of collaboration



Figure 31. The limits of collaboration – Plenary session.

Members of pilot 3 co-organized the last MLE workshop, which focused on collectively exploring the limits of collaboration within a citizen science project. Based on small focus group dialogues, participants were able to collectively explore two main issues: the limits of collaboration within a participatory project and the limits of collaboration among the pilot-based activities.

Among the most salient findings is, as for the other MLE sessions, the importance of different professional temporalities impacting on the possibilities and limits of collaborative arrangements. As stated by one participant:

“I think temporalities are important. Me as a journalist, I won’t publish something that has happened a year ago because then I have to keep updated. As a researcher, you can use things that are old. But not for a journalist. Also, on the field, I go for one month, and after that, the article is published.”

Related to the limits of collaboration within COESO, some participants mentioned the difficulties of collaborating in different time zones between the Central European Time (CET), Portugal, or the United States. Temporality issues may also be spatially related. For instance, members of Pilot 2 recalled the difficulties in coordinating agendas and finding a place to organise dancing rehearsals.

Along with temporalities, some limits were found in researchers’ and citizen scholars’ respective

modus operandi. For instance, members of Pilot 2 evoked the limits of working with participants of different ages within the pilots' experience. Nevertheless, the main limitation they mention is the necessity of finding new forms of commitment in the field through new imaginative and collaborative practices.

"We did workshops with children, young students, and adults, and I think it was not so easy to transform our practices for these different audiences and find a way to create something for these publics. But I think it is a good limit because it forces us to create something new."

The workshop raised questions regarding the different professional expectations and goals each pilot participant expected. For instance, a pilot 1 member discussed the difficulties that might emerge based on the expectations and objectives of each pilot member:

"We have different goals and different ways of achieving those goals, and sometimes it takes more time to explain and communicate inside the team the approaches to achieve those goals."

I. Feedback after-MLE

A questionnaire was sent to the MLE participants at the end of the event to record the strengths, collective learnings, and main challenges experienced by participants. Feedback from the MLE participants was positive and enthusiastic. The MLE was an opportunity to explore common issues and challenges for pilot members: *"what to learn from the others, the problems encountered."*

One of the main conclusions was the importance of this kind of event to bodily engage in a mutual exchange process of information, experiences, and knowledge. Participants particularly appreciated the MLE's formal and informal (meals, breaks) environment. As commented by one participant:

"Learning about the pilot projects directly from the people running them, and connecting with those people on a personal level, made me more interested and curious about them (the projects and the people!) and more invested in their success/development. I think that the "hands-on" (through physical, artistic activities - not pure talking) approach to inspiring discussion worked extremely well to make connections happen. By that, I mean conceptual connections (commonalities that these very different projects share) and personal connections (which motivate us to support each other)."

Being the first event where participants could physically meet, they emphasized the importance of the on-site meeting to experiment with the "real" experience of pilots and collaboration workshops. As another participant stated: *"I got to know better how the pilots work and their respective project topics."*

Another issue they recalled was the necessity of working on new ways of *"communicating our research."*

Finally, feedback from the first MLE participants also proved insightful for preparing the thematic and participatory activities of the second MLE. In particular, we decided to directly implicate the

pilots from the start, both in identifying the various themes to be further developed and in co-organizing the various thematic workshops. Together, these were designed to better explore the common challenges, methodological issues, and collaborative practices arising among various research practices within the latter phase of COESO.

2. The second COESO Mutual Learning Exercise 2023 for pilots

The first MLE series showed the potential of collaborative, bodily-engaged, and practice-based experiences in sharing knowledge through horizontal exchange and learning. They also revealed the potential and benefits of organizing a virtual meeting beforehand to better define the issues and actions to be developed during the face-to-face event. In light of these factors, this time we chose to design the second MLEs based on the dual "online and on-site" model. The second event was mainly designed for the new pilots (6-10).

Unlike the first meeting, the participants of the second MLEs had already physically met and participated in collective activities. The COESO Consortium Meeting in Brussels in October 2022 led to a better understanding among the participants of the new pilots' projects. This, in turn, led to the MLEs being conceived as a more intense working space, focusing more closely on the issues raised during these prior meetings. The organizing team prepared an interactional environment for formal and informal exchange. This involved co-hosting thematic workshops with COESO pilot members and organizing collective meals (lunch and dinner) and coffee breaks during the three days of MLE. The objective of holding both formal and informal exchange spaces was to provide every participant with the respective amount and kinds of interaction that they needed, as per what they had especially expressed at the time of the online MLEs.

2.1. The Second Online MLE

On the 25th of January 2023, the second online MLE took place with 17 pilot's and WP's participants. Building on the previous year's experience, we kept the same thematic structure to explore the forms of collaboration and participation emerging from the citizen science projects developed by the new pilots.

A. Defining "Collaboration"

Focusing on collaborative practices, in particular within pilots, allowed to identify the key issues of interest for the participants to explore and to make participants reflect on their practices. In this round of MLE, there emerged a consensus around the need to explore different conceptions and representations surrounding the concept of 'collaboration'. Using digital interactive whiteboards, we explored the various definitions of collaboration. Compared to the previous year's event, we focused our attention on collaborative practices within the pilot projects based on two main questions:

- What does "collaboration" mean to you?
- Mention one or various aspects that characterize the collaborative process you are

developing within your COESO pilot/WP.

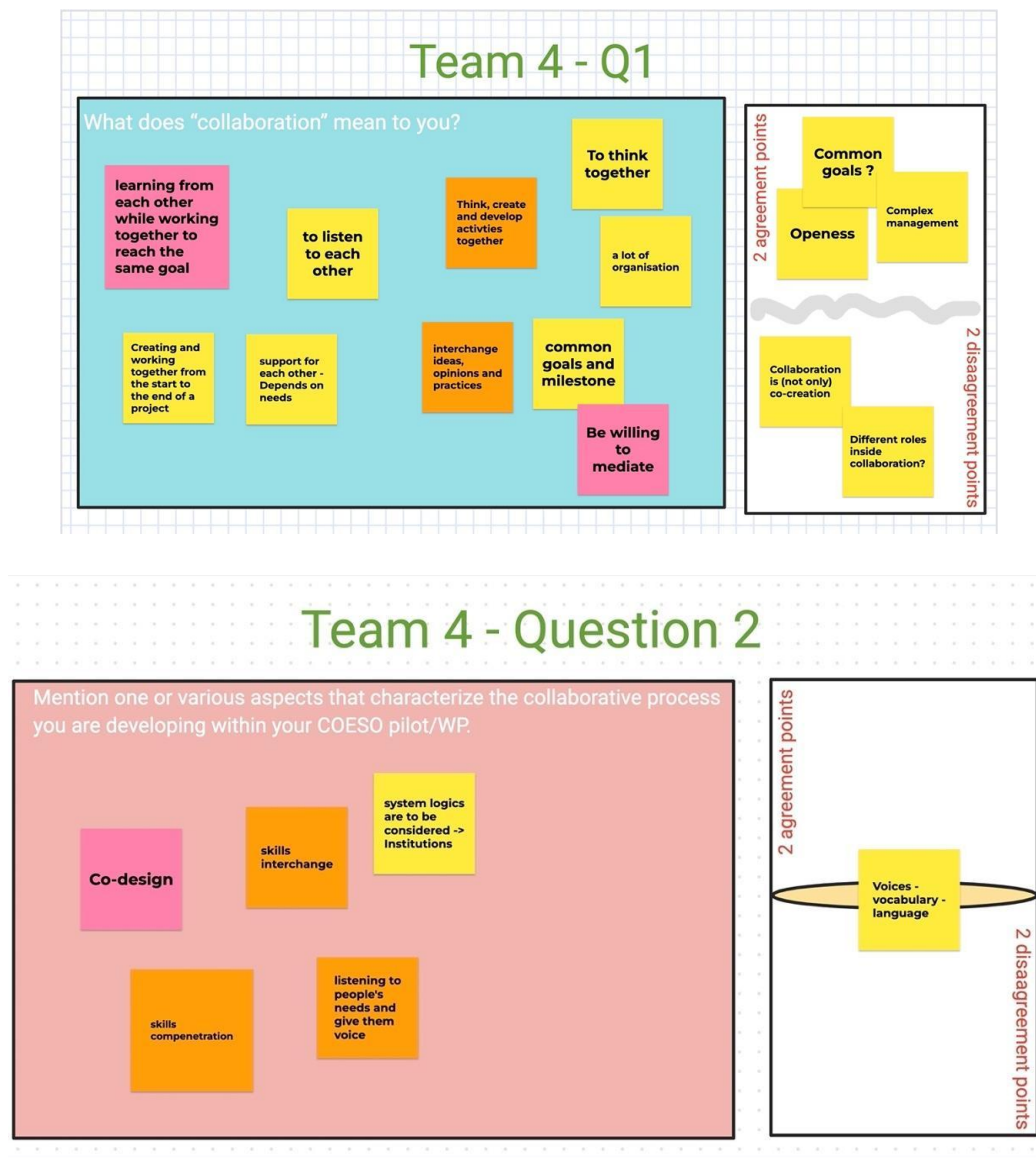


Figure 32 and 33. Copy of whiteboards made by one of the groups.

Participants identified different layers of participation and involvement while collaborating. Thus, a pilot member stated:

"In participatory research, we need to think more about what we are doing; we need to be more flexible by trying new methods."

Other participants discussed the advantages of collaboration in terms of respective earnings:

"To collaborate, both must be convinced that collaboration leads to a "win"; that the collaboration brings them each further, individually, to gain something."

While another line of discussion focused on the conditions of effective

collaboration and the importance of "creating an environment where individuals (children, other school actors, parents) feel comfortable to share personal stories (based on trust among others)."

Overall, collaborations are grounded in the personal and professional backgrounds of the project members. An important aspect of collaboration stands in its ethical and moral dimensions. Participants repeatedly evoked values such as respect, understanding, communication, and mutual exchange. Temporalities were mentioned regarding the "*moments of collaboration*" and the necessity of identifying collaborative processes within a relative and contextualized framework:

"collaboration depends on the research phases: collaboration on the field is not the same as in the writing phase."

Concerning the latter, some participants mentioned the difficulty of creating a continuum between collaboration and co-creation among researchers and citizen scholars pilot members, "*feeling that sometimes we struggle to find a positive answer to what we SHOULD do with co-creation*".

Finally, participants mentioned the "high level of flexibility" that a collaborative project demands. This point engages a reflection about the different levels of involvement of each pilot member.

Bodily anchoring performance online

As in the first online MLE, CNRS coordinated the corporeal online practice body awakening experience to explore "corporeal engagement" based on a short performative and sound-driven activity that participants were invited to take part in. There too, the idea behind this bodily anchoring was to emphasise how bodily and sensory intelligence may be fully harnessed into the production of research as well as of collaborative engagement and interaction. Overall, participants responded enthusiastically to this activity and later commented on it informally. Some participants particularly welcomed the exercise as they felt it highlighted the usually unnoticed importance of bodily matters in most interactive situations. The same person who had expressed unease in the previous year commented on feeling more relaxed and at ease this time around it.

B. The tools we use to collaborate

This session was planned to explore and better understand the multiple tools COESO members were using to collaborate and which one they would like to discover. We gave a double instruction:

- First, participants had to search the internet for a picture of a tool essential to collaborate with others.
- Second, we explored which new tools they wanted to use, discover or explore to improve the quality of their collaborative practices.

After a short discussion in small groups explaining why they chose the object/tool, we did a plenary feedback session.

The main tools recalled by participants were computers since they allow to "*gather several tools*

in one object, connecting with people and expanding the possibilities of collaboration.” Digital objects such as video call software, public storage platforms such as HumaNum, phones, Whatsapp, email, Google Docs, Excel, Mattermost, and cameras, were also mentioned by participants.

COLLECTIVE BRAINSTORMING

Tools to collaborate: feedback from different partners

TEAM 1



PC: gather several tools in one for connecting with people + expand the possibilities of collaboration



Figure 34. Extract from one collective document used by participants.

During this activity, several participants identified the necessity of pushing the boundaries of citizen sciences projects by apprehending mapping tools. One of the primary outcomes of this session was the necessity of exploring new ways of depicting the collaborations that emerged throughout the project in a physical space. The insights from this workshop, specifically related to the mapping practices, were critical in defining the on-site MLE program in Marseille since most pilots used maps.

C. Co-organizing the in-person meeting in Marseille

The last session of the second online MLE was focused on exploring the needs, expectations, and ideas coming from the pilot members to co-design the following on-site MLE in Marseille based on two questions:

- Which topic would you like to discuss, explore, and discover during the MLE in Marseille?
- Based on your background, how could you contribute to the mutual learning exercise in Marseille, and which panel would you like to co-organize?

The first issue evoked by participants was the necessity of exploring the methodological and theoretical issues surrounding co-creative practices:

“In pilot 10, we sometimes felt a bit lost in developing our co-creation plan/protocol; we were searching for clear guidelines/a stepwise plan of what to

think of when you want to do excellent co-creation. Maybe with the experience we all have by May 2023, we can come up with some guidelines/not to forget steps to share with others in the future (also linking to specific target groups?)”

“It would be useful to talk about methodologies, instruments, and techniques to work with citizens and to co-create with them. Maybe it would be useful to share experiences between us, comparing what has been done in each pilot site (...).”

As mentioned in the previous exercise, mapping and collaborative spatializing practices were also evoked by some participants. A participant mentioned the necessity of engaging in dialogues about the “*real, material, and concrete mapping practices*” developed by each pilot to learn new methodological skills regarding collaborative cartography.

Finally, participants mentioned the necessity of engaging in a collective dialogue on ethics in collaborative projects exploring the extent to which ethics shape participatory activities in citizen sciences.

This last activity brought new insights into the pilot members' expectations, needs, and preferences. Unlike the first MLE, this online activity allowed us to rethink the organization of the face-to-face MLE. Based on the observations made during the various sessions, the members of all pilots thoroughly engaged in a co-design process covering the organization of the on-site workshops in Marseille.

2.2. The Second In-person MLE in Marseille

The second in-person MLE was planned at the Centre de la Vielle Charité (EHESP/CNE/La Fabrique des Écritures) and Faculté de Saint Charles (Aix-Marseille University) on May 30th, 31st, and June 1st, 2023. 18 participants from WP and pilots 6-10, attended the event.

The in-person meeting, co-organized by CNE/CNRS staff Veronique Benei, Camilo Leon-Quijano, and Alyson Brunel, provided an opportunity to deepen the collective reflections advanced during the online MLE. Compared to the first on-site meeting, this event was focused on the concrete and practical collaborative experience of pilot members. To this end, the latter were actively involved in conceiving the various activities during the MLE.

Following the recommendations from pilot participants gathered during the online MLE the three-day and seven workshops program (see the Annexes) were co-constructed with the pilot members as a space of experimentation and practical engagement.

A. Creative mind-maps of collaborations



Figure 35. MLE at Centre de la Vieille Charité.

The first workshop explored the various forms of collaboration within the COESO project in small groups. The exercise aimed at visualizing the forms of collaboration between pilot members. To this end, we explored the extent to which the pilot collaborations contributed to reconsidering citizen science research and, more widely, the professional practices of each participant.



Figure 36. Mind-map creative session in small groups.

A map is a representation of a space. It contributes to finding our way in space and moving from one point to another. During this activity, participants were asked to explore collectively how they would occupy the space. Through various material supports such as printed photographs, paintings, drawings, texts, archives, markers, and post-its, participants depicted collaborative experiences in a collective mental map.

Three issues guided the construction of the collaborative mental cartography:

- Which were the main forms of collaboration between the members of the pilot?
- What did you learn from collaborating within your pilot (WP)?
- Which future collaborations can we expect to emerge after COESO?



Figure 37. Mind-map creative process.

This exercise provided an opportunity for exploring collaborations within the COESO pilots, thus identifying several stages in the collaborative process where sharing is key to creating a bond between collaborators. As one participant remarked:

“We create more or less a story because of the evolution of the project. The first part is more brainstorming and vortex and the formality after the informal moment, which is really important to share some moments to create some bond in the group... We speak about the balance between formality and informality, moments and conflicts, and resolution. This photo does not depict a conflict, it was taken after the first MLE between the members of the first pilot at the airport, and we talked about the result. It’s important to open discussion sometimes to talk about the problems. And the last part, it is more dissemination, inspiration, new cycle, and new project. So this is more or less the story we create.”

Other participants mentioned the necessity of conducting a methodological exploration of

potential collaborations through multimodal participatory practices leading to new possibilities of learning in citizen sciences. Thus, a pilot member remarked:

“We both use mapping, so we are both using the mapping tool; there are many methods that we use like, and mixing those methods matters: [for instance] photovoice is very important [for us] to open, to hear... We both work in small groups of people and engage directly... Engagement and joy are also part of our project. And we think that people and we learned many things for our project... So collaboration is also learning about ourselves and the others.”



Figure 38. Creative cartography of collaborative practices.

When depicting the sensorial experiences in the mind map, participants evoked the necessity of understanding collaborations within pilots and more widely in participatory projects starting from the practical temporalities and types of collaboration in the field:

“we can identify 3 types of collaborations... meetings, when ...people discuss... something that is represented here where you can see Isabella, that is the academical side that is meeting the ISRAA team that is our institution outside... This one is a focus group, but this one represents the necessity to create structured moments in which we decide how to handle the work and how to proceed with, in our case, other people living there. On the other hand, we have more informal moments.”

Thus, multimodal cartographies provided an opportunity to explore the inner and experiential expressions of collaborative processes within COESO through pictorial, non-verbal, and creative practices.

B. Visualizing collaborative engagements: a citizen science exploration

The photovoice exercise allowed participants to explore the various concepts, representations, and visual forms of collaborative practices at play within their own citizen science project. By creating visual objects related to collaboration, participants were able to produce a series of discourses that were extensively developed in the subsequent workshops held within this MLE.

The second workshop focused on visualizing collaborative practices within COESO by following the photovoice practices successfully experienced in the previous MLE. The activity aimed to visualize what participants intended by way of collaboration. Working in four small groups participants were able to performatively and photographically address two questions:

- What does collaboration mean to you, and how can it be enacted/depicted?
- How do we engage while doing a collective project?



Figure 39. Collective discussion during the plenary of the photovoice activity.

Participants were asked to perform 8 photographs that they later publicly screened and exposed at the end of the activity following the two questions previously mentioned. Various issues were evoked during the workshop. The first form of visualization of collaborations was related to the corporeal and embodied dimension of collaborative practices. In this picture, two participants remarked:

“The following photo represents collaboration, an act of walking together to a common goal, through barriers, together... facing conflict, eye to eye.”

“This is also getting over obstacles because obstacles happen for sure in every process. It’s a representation when we need to trust the process; you get very frustrated, you want to do everything at one point... you also need patience. This is about supporting each other.”



Figure 40. Participant picture produced during the photovoice activity.

The notion of obstacles and hindrances was also materialised by another group. Commenting on two pictures they had made, the group members expressed similar feelings, highlighting the importance of mutual support:



Figure 41. Participant picture produced during the photovoice activity.

“This picture was related to the discussion we had this morning about being together and supporting what is needed by each one as a team and understand what can happen to the other. Overpassing a barrier and reaching a goal “



Figure 42. Participant picture produced during the photovoice activity.

“We tried to represent the bridge and to represent collaboration in this picture and we used the shadow to symbolize the bridge... With the idea of connecting.”

Furthermore, as in the first series of the MLEs, participants also evoked the importance of social and physical environments in developing collaborations in the field. Commensality, here, too, featured prominently in the staging of informal -and productive- spaces of collaboration.



Figure 43. Participant picture produced during the photovoice activity.

“ That is an eating and drinking moment. Sharing informality... eating and having informal moments is very important to engage collaborations”.

Moreover, some participants mentioned the necessity of “being curious of what the other wants to say, share or bring the other to the process” of collaboration. Nevertheless, as also remarked upon, if curiosity and openness seem to be consensual, collaborative practices may at times get frustrating:

“even if we try to do the best to collaborate, sometimes, we cannot collaborate. This is something that can also happen, and it is part of the process. You feel frustrated then, but then you go on.”

Last but not least, some participants mentioned the necessity of relating the collaborative process to ethics in participatory research:



Figure 44. Participant picture produced during the photovoice activity.

“We can see an ant carrying something, sometimes, we think about ants as a collaborative society, but actually, there is no consent. It is a very autocratic society. And actually, we thought how important consent is in citizen science”.

The ethics theme also ran through a separate workshop, as per general demand.

C. Ethical considerations to collaborative research

The third workshop was co-organized by EHESS and MWS members focusing on one central concern raised by several participants during the online MLE: ethics in collaborative research. The exercise was designed explicitly for the members of pilots 6-10.

“We were hoping to provide an opportunity to everyone to share the issues that

you were experiencing in your pilots and provide a framework recently developed by a project called ProEthics³...”

Through a collective brainstorming session, four main questions pertaining to various ethical concerns in participatory research were identified for participants to subsequently explore in focus groups :

- Describe the ethical issues/challenges/doubts.
- Which participatory activity is concerned?
- Which participants are concerned, including the project leader?

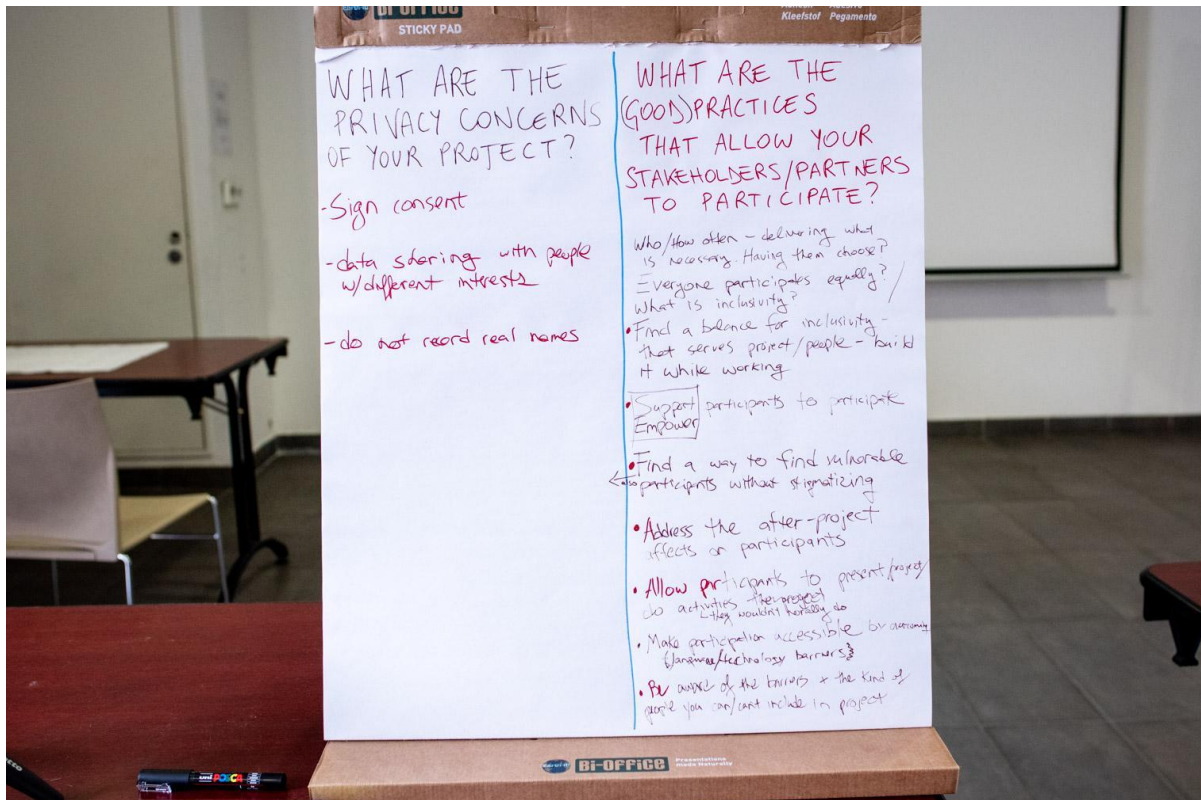


Figure 45. Chart used as part of the activity on ethical considerations.

Participants raised several concerns during this workshop and evoked issues related to vulnerability, implication, delivery of results, feedback in the studied communities, anonymization, and accessibility of results, respectively. For instance, members of pilot 7 evoked ethical issues regarding the methodological use of specific techniques such as surveys and anonymization:

"(talking about elder people) we saw that using surveys is not so effective. Many of them tend not to answer... They forget, they do not care... Once, we did a survey at the beginning of the project, and it was pretty stressful because we had to insist them to complete [it]... They find it... I wouldn't say boring... but not so meaningful - Participants' answers... it is anonymous, but you see the person. So you think that maybe if you give a bad opinion...."

³ <https://pro-ethics.eu/>

Ethical issues were also raised regarding the feedback to be given to the communities under study:

"we want to give them some kind of feedback, and also thank them for taking part in this project - that will continue in other forms, probably. And we can try to treasure the moment in which we will give the booklet to them, in order to have some kind of open discussion or some kind of focus group to address the topic of participation - even if it's not so easy with them because they are always engaged in something."

Participants of several pilots also expressed concerns related to ways of fostering ethical practices within a citizen science project, allowing the full expression of one and all:

"an issue is trying to give the floor to everyone... [it is important] to give space, time to everyone... start from individual brainstorm then sharing, trying to give everyone a floor..."



Figure 46. Members of pilot 7 presenting their conclusions in plenary.

In the same vein, a participant from pilot 8 (Women Water Watch) remarked:

"we have this kind of balance between having the project run smoothly and delivering what you need to deliver and giving everyone the same participation. I think the good practice is to decide who wants participate and to try to reach equal solution that everyone find some way to be involved."

Members of pilot 10 also evoked concerns when working with vulnerable communities or minorities:

"rewriting participants' dialogues might become stigmatizing, flagging; this is an issue also highlighted by our ethical committee."

The workshop was the occasion to share common challenges and explore new ways of engaging in participatory research by exploring recommendations, guidelines, and frameworks developed by projects such as Pro-Ethics.

D. Citizen Engagement in the Field: Urban Walk in Marseille

CNRS researchers led the third workshop in partnership with the local civic association *Le Bureau des Guides* to explore new expressions of citizen engagement while doing a heritage walk. This time around, a neighbourhood in the city center of Marseille was selected, in keeping with some specific interests shown by pilot members.



Figure 47. Meeting with Bureau des Guides members at the Panier.

As they walked, participants had the opportunity to engage in dialogue with residents, thanks to the mediation of members of the Bureau des Guides. Participants could share information, ideas, concerns, and expectations through these dialogues. For instance, walking was a way of collectively reflecting and discussing how residents engage in civic initiatives such as community gardens in the Panier neighborhood of Marseille. The visit was also an opportunity to consider the relationship between the architectural evolution of the city center, the spatial appropriation of local communities, and the social issues related to the public underinvestment in urban development in Marseille.

The urban walk ended with an exhibition highlighting the civic commitment of the Noailles Debout Association to addressing the issues of precarious housing. Furthermore, the exhibition visit provided an opportunity to explore how civic engagement is represented and how inhabitants collaborated to create participatory representations of those issues in Marseille.



Figure 48. Visit of the exhibition Rue du Musée, Musée de la Rue, Marseille.

E. Beyond barriers with collaborative mapping



Figure 49. Participants using the digital map table conceived by pilot 6.

Co-organized by pilots 6 and 7 members, the fourth workshop focused on exploring collaborative mapping practices. Following the recommendations gathered during the online MLE, the activity involved a joint exploration of the practical methods of participatory mapping as they are implemented by the co-organizers in their respective projects. MLE participants were divided into two groups that simultaneously participated in two mapping activities. Parallel activities took place based on critical cartographic practices (Zwer et Rekacewicz 2021). The first practice, conceived by the members of pilot 7, involved going on a virtual walk in Google Maps, paying attention to architectural and social barriers in different cities.



Figure 50. Mapping workshop.

The second activity consisted in a mapping introduction to the digital map table developed by members of pilot 6, exploring the notion of barriers through digital cartographic practices.

Thus, participants attending both cartographic activities developed by pilots 6 and 7 organizers examined a common theme, “barriers in the city”. Drawing on geo-ethnographic multimodal practices (Matthews, Detwiler, et Burton 2005) allowed the participants to reflect on past research and participatory experiences with diverse communities. In particular, they concurred on how using multimodal and transmedia practices such as cartographic paths using photovoice with vulnerable communities (Carnahan 2006) allows for the emergence of social issues embedded in the flesh and memory of personal experiences in the city.

“the process is linked to memory because we ask people “what is important for you, for your walkability in the city?... So people start to discuss: I like to go there shopping, to eat ice cream or whatever. So it comes from memory, and then you start discussing... The dot in the digital map is very important because we can integrate... other data information to perceive walkability. [For instance] If you combine noise perception, it becomes very interesting...”

While doing walking participatory activities, discussions also focused on the mapping practices

related to barriers in the city as per the common theme chosen by the organizers in connection with the previous urban walk made with the Bureau des Guides:

“It is also interesting to do this activity with no disabled people because when we saw this morning an interesting idea... things that can be seen as barriers can also be solved jointly by the community and not waiting until the government will change things. [As people of the community garden during the walk] did it themselves. Like putting plants in the street [reference to the urban walk].”

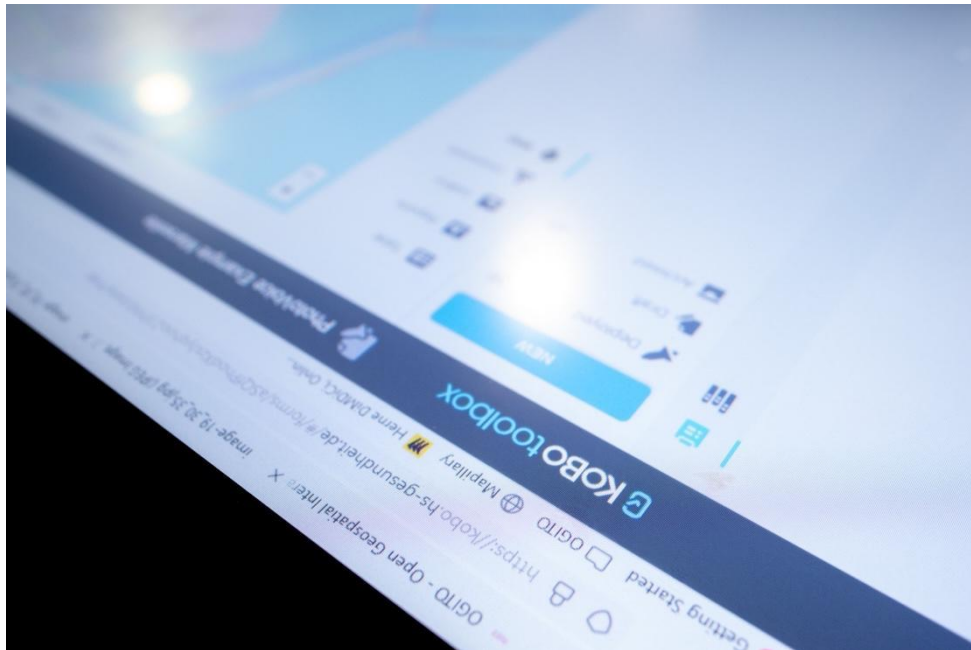


Figure 51. Digital map table, pilot 6 (<https://dimdici.hypotheses.org/>).

An important and unexpected finding among participants was therefore found in conceiving mapping practices as means to explore not only the spatial relationship to the studied phenomena but also as a way to explore the social, sensorial, and emotional experience of a place:

“Using a map is not only to investigate the physical environment, it is also the social environment somehow, not so easy but we made an attempt.”



Figure 52. Mapping activity organized by members of pilot 7.

F. Sharing co-creational lessons learned and pending challenges for the future

The workshop organized by pilot 10 aimed to facilitate the sharing of knowledge and experiences and the identification of strengths, improvement points, limitations, opportunities, and challenges throughout the different co-creation phases. First, the preparation; second, the execution; and third, the evaluation of the co-creation in the COESO pilot projects.

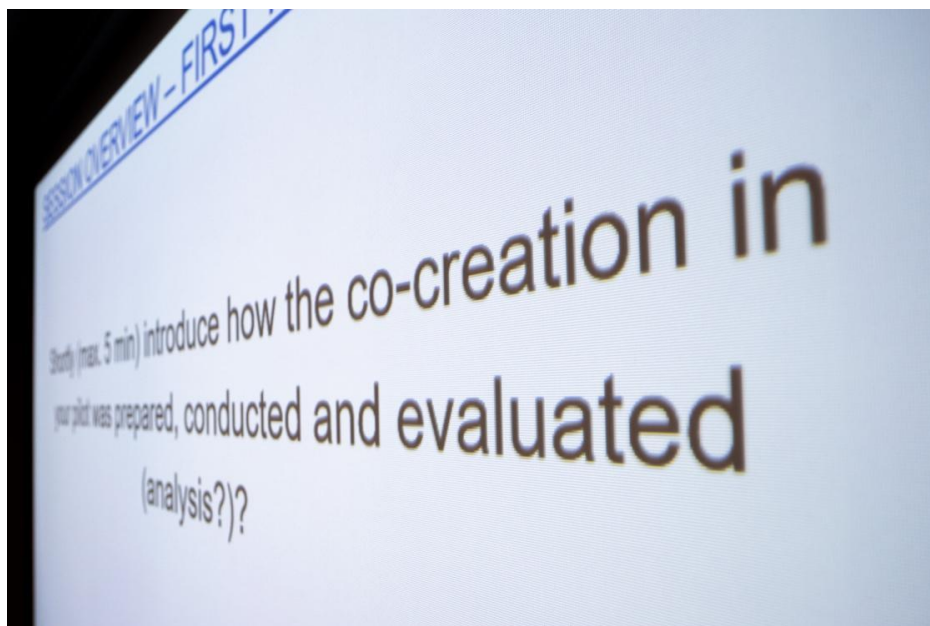


Figure 53. Instructions during the co-creational lessons workshop.

The first time slot was devoted to a short introduction of how the co-creation in every COESO pilot was prepared, conducted, and evaluated in the groups. Pilot members shortly explained how these different phases were conducted. A second time slot was devoted to collective work in several smaller groups applying a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the different phases of co-creation.

1. SWOT aspects regarding the preparation phase
2. SWOT aspects regarding the conduction phase
3. SWOT aspects regarding the evaluation phase
4. General conclusions for future co-creation plans
5. Discussion in group on what were the best strategies, improvements points



Figure 54. Group discussion SWOT guided by pilot 10.

The first issues evoked by participants while discussing the strengths and weakness of co-creative practices related to the necessity of considering different perspectives, ways of proceeding, and unplanned events in a collaborative project:

“[a possible weakness is] not having the same perspective on the same object and topic. So, in fact we were a little bit in contradiction. But that is also a strong point, having different perspectives. In terms of weakness, I think many of us at the beginning were not fully aware of all the things that would come [during the project].”

Another participant named the issue of “lacking resources to accomplish what you planned. Institutions can also block you to make the core of your work, and overall, unexpected events might happen, school closings, Covid, etc.” which may particularly impede the conduction phase:

“It was a challenge in the conduction phase. There are also some technology issues which you can’t control: breakdown, offline, and so on, even like very practical things.”

Participants also highlighted the added benefits of inscribing co-creative research practices within the framework of citizen sciences projects:

“For the preparation, in terms of strength, I think to trust and building on existing time and existing cooperation was an added value and then also having the core searcher, citizen scientist understand better the setting and being able to work, to question, to understand the context.”



Figure 55. SWOT creative process conceived by pilot 10.

Again it was commented that in order to enhance co-creative practices, temporalities, and spatial environments are essential. For instance, some participants mentioned the necessity of according importance to informal sharing moments such as coffee or meal time. Correspondingly, lack of time seems to be one of the main issues mentioned by various participants:

“Time, not just with COESO, is too limited for the codesign and the proposing phase.”

Participants also favourably mentioned the extent to which co-creative research practices were developed within COESO. Through this work, the connection with the European science community it enabled was also appreciated:

“We thought that COESO provides opportunities in terms of flexible format. It was not too heavy to apply; you have space to experiment; it was not like writing academical articles at the end. There was similar but also very different kind of things. So there is some familiarities but still a lot of things you can learn. And it puts you also [in contact] with the European science community.”

Finally, co-creation is also seen as a means leading to better dissemination of results of citizen sciences research. As noted by several authors (Collins, Durlington, et Gill 2017; Lassiter 2005), multimodal techniques may foster a public approach centered on the public awareness of thinking about the reception of the outputs produced within the project. This, together with the empowering quality of using these newer techniques is seen as conducive to producing more active and interactive knowledge:

“we sometimes miss the proper technique for the different audiences... co-creation can lead to better dissemination, awareness that you have as citizen scientist but the thing that came the most I think it is the empowerment that the citizen scientist go through, also active knowledge of the co-researchers and making spaces for interaction.”

G. A Town by the Sea board version play-test

This exercise showed the potential of gaming techniques to explore main societal issues such as climate change, also demonstrating the potential for these techniques to foster collective reflections on other subjects, such as group participatory practices and collaboration.

While doing a citizen science project, gaming techniques were one of the main issues that participants wanted to explore in Marseille. The last MLE workshop focused on this question using concrete gaming experiences as a starting point for exploring futures in game design participatory approaches (Lerner 2014; Kjaersgaard, Knutz, et Markussen 2021). Co-designed initially by pilots 8 and 9 members, the workshop focused on the gaming techniques developed by pilot 9.

Using the tabletop version of the game “A Town by the Sea” that pilot 9⁴ designed online, participants were asked to create a town and its inhabitants and collectively discuss and decide the fate of it when climate change hits. Participants were divided into four groups. The map-making and role-play game took place in fictional places generated by a computer and printed for the occasion. Participants were asked to create and embody fictional characters in future mega-cities affected by climate change.

⁴ <https://playfutures.hypotheses.org/>



Figure 56. Fictional maps created during the gaming session guided by members of pilot 9.

Participants were able to create a fictional space in four collaborative maps based on an intensive map-making activity. Thus participants had to dialogue and cooperate in thinking of ecological transitions in their fictional maps using creative materials such as stickers, markers, and post-its. The activity entailed social, interactive, and political interactions. Similarly, participants were asked to think about the emotional, sensory, and subjective dimensions of co-creating the play experience with their group mates. In the end, COESO pilots members reflected upon the potential of storytelling in depicting social phenomena within a citizen science project. Some of them evoked the potential of gaming approaches to foster collaborations and heuristic practices within social sciences research:

*“putting someone that is not at all cooperative [in a social sciences research]...
you can do quite a lot with this kind of gaming approach.”*



Figure 57. Plenary presentation of the mapping supports.

Participants also commented upon the idea of using gaming techniques to understand how communities work and collaborate in a given social space:

“For me, the most interesting activity was the idea of transforming something, to understand how the community works together and think about how they can take advantage in a situation, so working on the idea of a collaborative community.”

Another point was the potential of gaming techniques to allow participants to embody in a sensorial and emotional way with specific issues “without being harmed.”

“There was a collective commitment without harming yourself. Emotionally we were engaged.”

Overall, participants envisaged the potential of participatory gaming techniques to enrich qualitative research. For instance, one way would be by crossing information from gaming approaches with quantitative data and biographical information from participants. This kind of information might eventually be treated as a unit in computer-assisted qualitative data analysis software such as NVivo or Atlas ti.

H. Feedback after MLE

As a follow-up activity, we drafted a questionnaire to analyze the MLE participants' feedback. The answers coming from the questionnaire focus on the benefits of sharing spaces to discover common issues and challenges among pilot members. This comment was recurrent from both WP and pilot participants as the MLEs were felt to have helped on two levels: that of understanding how each pilot operated, and that of placing it in the bigger picture of the COESO project. Thus, participants commented:

"First, I learned about the pilot's work and how their collaboration has been implemented through their workshop. As for the first MLE, I have the feeling that it is really important as a member of the COESO consortium to understand practically their work by doing."

"I learned what other pilots did and the many challenges or issues all the pilots had in common."

There was also a sense of reassurance among participants that:

" the adaptation of methods and action plans is something that has occurred in all pilots and is intrinsic to participatory processes."

Eventually, pilot members also emphasized the importance of events such as MLE to better understand the variety of collaborative practices among COESO parts:

"I really learned about cooperation and all its aspects. It was really interesting to have a large scope of notions to apprehend collaboration (ethics, co-creation, etc...)"...

Participants also learnt to better co-design and structure citizen sciences projects in the social sciences, emphasising that:

"the understanding of citizen science and co-designs of the others is closer to our work than I assumed."

Interestingly, the gaming workshop was the one that participants preferred among the several activities we conducted in the MLEs. Innovatively, participants envisaged the importance of alternative gaming approaches as a "new way of doing a workshop and conducting a research project."

Some suggestions for the future include the necessity of having more time for developing methodological issues such as processes of engagement:

"Have more time to discuss methodological doubts, issues, and challenges as well as the possibility to future collaboration."

3. Mutual Learning Exercises Implementation by pilots

In addition to the MLEs specifically organised by CNRS for the COESO pilots, other Mutual Learning Exercises were conducted in the course of the COESO project by CADMIUM and UPHF (T6.3), and Babel International (T6.4). These were meant to consolidate the workshop models developed within Pilot 2, in the case of T6.3, and by Babel International, which built on their previous experiences of the "Babel Academy" in the case of T6.4. Both these tasks were meant to test MLEs model for participatory research targeting different stakeholders types. Below we provide an account of these. WP6 supervised the organisation of some of these activities and although it was not responsible for their conception it ensured these were carried through to completion. In addition, the scientific coordinator participated in some of the Babel International meetings in the early stages of T6.4 preparation. While some of the activities held by the pilot 2 members and by Babel International were ad hoc events designed in close connection with their

respective specificities, pilot members found that overall the COESO MLEs had a positive influence in the subsequent design of their activities.

3.1. Pilot 2: Dance and philosophy

In addition to the workshop conducted within the first Marseille MLE (2022, see *infra*), other MLEs were run together by the philosopher, the dancer and the rest of the pilot 2 team. They have already been reported upon within the report “The movement of an embodied thought: Pilot 2 Dancing Philosophy Report (COESO D.2.6)”⁵. Since reporting of 2022, a final three activities have been organised jointly by Stefania Ferrando (UPHF) and Cosetta Graffione (Cadmium Compagnie), in collaboration with Alessia Smaniotto (EHES), namely two workshops for high school students (Académie de Marseille) and one workshop open to an audience of citizens. The workshops took place at the Théâtre de la Cité, Marseille, as part of the activities of the Allez Savoir EHES Festival in September 2022.

The outcomes and learnings that were drawn from these MLEs are that interaction with each other and learning each other’s trade is one element, but also and as importantly, interaction between group members counts just as much. Here, too, the embodied character of experience, including its sensory dimension (especially but not exclusively touch) are key to the success of such Mutual Learning Exercises. Thus, the Dancing Philosophy workshops were supportive to the whole MLE process: the interactive movement exercise is interwoven with moments of group reflection and discussion, in which linguistic and conceptual work on the realised bodily experience is placed at the center. In this way, through a philosophical discussion interwoven with the bodily experiences, certain key concepts are brought to the surface, and finally experienced more radically in the body through the workshop participants’ elaboration of a short choreography inspired by one of the concepts that emerged. The participants had the opportunity to further interact with two experiences: body and language. This allowed for bringing the participants (researchers as well as citizens) into a clearer relational territory as well as to more concrete adaptation to others. Games as a playful activity led the participants towards a more “real” approach, towards “sensitive” reasoning. The participants were able to renew their approaches and the ideas that feed their scientific approach: thus, they developed an ability to find ideas elsewhere than in the dominant academic environment. Interactively, this also furthered the workshop contributors’ own ability to each reshape their own imaginations. Importantly, this type of MLEs shifted from a read and listened-to experience of “mutual learning” to a sensitive and lived experience. As importantly, through such a bodily exploration workshop, some of the participants emphasized how the somatic practices (stretching, warm-up, group improvisation, muscle strengthening and flexibility) proposed during the workshops contributed to enhancing their self-confidence.

Subsequently, the activities developed as part of COESO have provided a wealth of lessons that have fed into new projects, such as teaching dance to physicists, or how to transpose knowledge into the body and movement, and in return learn to mobilize a sensory intelligence in the production of scientific knowledge. Thus the project “Thermodanse”, coordinated by Morgan Chabanon and the Université Paris-Saclay, and involving Cosetta Graffione, was aimed at exploring the representation of the principles of physics through dance. Finally, the research-creation projects and philosophy ateliers, developed by Stefania Ferrando as part of the ProPhilia project activities at the Université de Côte d’Azur, with Thomas Morisset and Mélanie

⁵ <https://doi.org/10.5281/zenodo.6788039>. See in particular section 4.

Plouviez, represent a further development of some of the philosophical practices and challenges that emerged in the Pilot 2 activities.

3.2. Pilot 3: The “Babel Academy”

Within the frame of WP6, Babel International has organized a free two-day workshop titled “*En Immersion. Comment journalistes et chercheurs peuvent s’entraider pour étudier et couvrir le crime organisé*” (Immersion. How journalists and researchers may help each other to study and document organised crime). The event took place on 12th and 13th December 2022 in Paris, at La Fondation Mayer and at the cultural center La Maison des Métallos. The workshop was held in French, tailored for Francophone reporters and researchers. The EHES supported the conception of the workshop, as well as the engagement with the researchers community.



Figure 58. The idea was to target specific participants: 10 researchers and 10 journalists.

The overall objectives of this activity were to create an opportunity for reporters and researchers from any SSH discipline - working on issues related to organized crime, confiscated assets, police and justice - to reflect on their ongoing projects and working methods and to identify how reporters - through a journalistic approach called “solutions journalism” - can be inspired by cooperation with researchers. Before organising the event, great care was taken to identify the target audience for which it was meant. It also involved explaining the ins and outs of collaboration between journalists and researchers, starting from the experience of pilot 3, following the pilot members engagement on the USBC (lit. “Usage Social des Biens Confisqués”, i.e. Social usages of confiscated goods) topic, and expanding on it, avoiding being designed as a mere ‘restitution of results’ day. As importantly, connections and bridges between Italy and France, and further afield in dealing with the above topics were also sought. It was also important to mix the ages of participants as well as their respective specialties and expertise (e.g. video journalism). This contributed to as ‘horizontal’ a mutual sharing as possible, thus

lending this mutual learning experience the form of an “academy in the field”.

A. Detailed activities.



Figure 59. Babel Academy

The workshop was organized as follows:

Day 1

Monday 12th December- 2pm to 6pm at Charles Léopold Mayer Foundation for the Progress of Humankind 38, rue Saint Sabin 75011 Paris

2pm-2.10pm: *Introduction*

Presentation of the educational objectives and detailed program by Francesca Festa, Executive Director of Babel International

2.10pm - 2.45pm: *Organized crime and confiscated property: a comparison between Italian and French law* by researchers Fabrice Rizzoli and Elisabetta Bucolo.

2.45pm - 3.30pm: *The researcher/journalist duo is in the field. Sharing experience and solution journalism* by journalist Mathilde Dorcadie.

3.30 pm - 3.45 pm: Coffee break

3.45pm - 4.30pm: *Focus France: Is USBC solutions journalism a widespread practice in France?*

How does the press view it? by researcher Fabrice Rizzoli and journalist Quentin Ariès

4.30 pm - 4.35 pm: *Break*

4.35pm - 5.15pm: *The scientific article project. Presentation of research lines* by Fabrice Rizzoli and discussion with participants.

5.15pm - 5.45pm: *Collaboration and sources of inspiration* led by Francesca Festa and Quentin Ariès

Day 2

Tuesday 13th December - 1.15pm to 4.45pm at Ministry of Justice, 13 Pl. Vendôme, 75001 Paris

1.45pm - 2.45pm: *Visit of a property confiscated from an Italian mafioso near Place Vendôme*, in partnership with the association L'Amicale du nid.⁶

3pm - 4.30pm: *Question and answer session at the French Confiscated Property Agency*



Figure 60. Babel Academy

6.45pm to 8.30pm - Roundtable “*Enquêter la société: quand chercheurs et journalistes s’allient*” (“Investigating society: when researchers and journalists join forces”), Maison des Métallos, 94 Rue Jean-Pierre Timbaud, 75011 Paris⁷

⁶ For further information see Thomas Saintourens et Simon Piel, *Comment l’appartement d’un mafieux italien à Paris a été réattribué «socialement»*, Le Monde, 18 Octobre 2021, online: https://www.lemonde.fr/societe/article/2021/10/15/comment-l-appartement-parisien-d-un-mafieux-calabrais-est-redevenu-francais_6098437_3224.html

⁷ The event has been promoted through the Eventbrite platform:

The Babel Academy closed, with a public evening showcasing a debate and a discussion with documentary filmmaker Ali Watani, an expert on organised crime in Corsica, Fabrice Rizzoli, researcher involved in the project, Mathilde Dorcadie, journalist involved in the project, Alessia Smaniotto, philosopher and COESO coordinator, and Francesca Festa, executive director of Babel International.



Figure 61. Babel Academy - Closing debate

B. Results

The two-day workshop gathered 18 participants including nine researchers and nine journalists. The public debate evening gathered around 30 people. (Some workshop participants, but also external people).

At the end of the Babel Academy, a satisfaction survey was sent to participants. Overall, participants were satisfied with the workshop, and it allowed most of them to learn more about collaborative sciences and solutions journalism, as well as on the topic of the reuse of confiscated assets and organised crime. The survey received 10 answers from the participants: 50% of them assessed their level of knowledge on the topic as weak before the training and 100% assessed that they had a satisfying level of knowledge after the training. Furthermore, interaction with magistrates with first-hand experience on these issues was seen as particularly valuable by younger generations of journalists.

All in all, it has been quite a success as 80% of the participants that answered the survey indicated that it would be useful for their work to engage in collaborative research/journalism in the future.

<https://www.eventbrite.fr/e/billets-enqueter-la-societe-quand-chercheurs-et-journalistes-sallient-477257679567?aff=oddtcreator>

III. Feedback and communication on the transmedia website

A detailed description of the transmedia website is available on deliverable 6.2 *São José, a transmedia and multimodal website on the Lisbon Tourism Observatory engagement in the urban space* (<https://zenodo.org/record/7595522>).

Since submitting the deliverable, WP6 researchers have been working on communicating and sharing the results of this transmedia work. First, the research participants were involved in the feedback process with local communities in Lisbon with pilot 1 participants. During two stays in Lisbon in May and July 2023, the postdoctoral researcher Camilo Leon-Quijano communicated at international conferences and academic meetings. He also carried out on-site website-sharing activities with the residents who took part in the research sharing with them photographic prints made during the participatory research activity as part of the feedback activities as part of the feedback activities required under the participatory and public methodologies implemented.

Additionally, the website was presented by Camilo Leon-Quijano, Veronique Benei and Alessia Smaniotto respectively in the following events:

06/05/2022 – 146e Congrès National des Sociétés Historiques et Scientifiques « Anthropovilles » - Campus Condorcet - Aubervilliers. Talk title: *À la marge des images*

31/05/2022 – Dariah Annual Event 2022 « Storytelling » - Athens. WP6 researchers organised a special panel on Storytelling, experimentation and participatory methods: citizen and transdisciplinary collaborations with presentations from COESO members Camilo Leon-Quijano, Veronique Benei and Alessia Smaniotto. The website was presented under the following title: *Multimodal collaborations: Materials, strategies, and visual narratives*.

11/11/2022 – American Anthropological Association (AAA) Annual Meeting – Seattle (online). Talk title: *Sensory experimentations of tourism imaginaries in Lisbon: collaborations and transmedia engagement*

26/07/2022 – 17th Biennial Conference of the European Association of Social Anthropologists (EASA) – Queen’s University – Belfast. Talk title: *Transformations in transmedia ethnography: experimentation, ethics and communing imagination*

02/02/2023 – TRIPLE Final Conference in Bonn. Talk title: *Participatory research, cross-disciplinary research: similar challenges, learning opportunities*.

14/04/2023 – Atelier du Centre d’Etudes en Sciences Sociales sur les Mondes Africains, Américains et Asiatiques (CESSMA) « Écritures alternatives » - Université de Paris - Paris. Talk title: *Expérimentations sensorielles: un site web transmédia du tourisme à Lisbonne*.

28/04/2023 – Seminar co-organized with Frederic Vidal at the Universidade Autónoma de Lisboa (with students and inhabitants of São José neighborhood) - Lisbon. Talk title: *Sensory and multimodal experiments: a transmedia website on tourism in Lisbon*.

23/05/2023 – Oficina Historia e Imagem - Instituto de História Contemporânea — Faculdade de Ciências Sociais e Humanas - NOVA University – Lisbon. Talk title: *São José: revisiting tourism through sensory, multimodal, and collaborative ethnography*.

01/06/2023 – Journées d’études Association Française de Sociologie (AFS) « Parcours et

médiations artistiques : écrire les parcours autrement » - Mucem - Marseille. Talk title: Approches participatives et ethnographie multimodale: São José.

02/06/2023 – Journée de Prospective Scientifique sur l'Urbain de l'Institut National de Sciences Humaines et Sociales – Mucem - Marseille - Poster: São José: une ethnographie transmédia du tourisme à Lisbonne.

06 and 07/06/2023 – Dariah Annual Conference - Budapest. Poster presented: São José. A COESO project for citizen sciences with a multimodal and transmedia approach toward exploring tourism's experiences in Lisbon.

09/06/2023 – International Society for Ethnology and Folklore Congress – Brno - Talk title: São José: why do good pictures matter in anthropology.

13/06/2023 – International Conference Visual Trust – University of Barcelona – Barcelona. Talk title: There is nothing more real than the junction of ethnography and photography.

04/07/2023 – IV Combart International Conference – NOVA University - Lisbon. Talk title: São José: revisiting tourism through sensory, multimodal, and collaborative ethnography

Additionally, a presentation will take place at the annual ASAE conference in September 2023 in A Coruña, Spain, and another presentation has been submitted toward the AAA Annual Meeting to take place in the USA in November 2023.

IV. Conclusion

The work of COESO WP6 explored new participatory and multimodal approaches allowing for alternative dialogues to emerge on forms of mutual learning through multimodal research. This report has focused on mutual learning outcomes from the various meetings we convened to foster innovative and collaborative knowledge-sharing practices.

All the MLEs discussed above were an opportunity to engage in a direct, corporeal, and critical learning experience with the pilot members. Among the various workshops developed within the MLEs, we explored collaboration by practicing ‘hands on’, multimodal, performative, and discursive exercises. We probed into, analyzed and discussed the various dimensions of collaborative practices in the citizen sciences projects implemented by the pilots. Importantly, drawing on the heuristic aspect of visual participatory methods (Luttrell et Chalfen 2010; Leon-Quijano 2019), we explored a multiplicity of practices, discourses, and representations of collaboration by performing participatory practices within the MLE workshops.

In particular, the meetings highlighted the importance of transmedia, multimodal, and participatory practices in developing mutual learning schemes. Visual methods, such as photovoice and multimodal cartographies, raised sensorial and phenomenological insights about collaborative practices within the COESO pilots. Co-organizing workshops with pilot members also allowed us to practically engage in a collaborative process through corporeal or analytical exercises. Using these techniques during the meetings discussed in this document allowed us to experience the embodied and sensitive dimensions of collaborative experiences. Thus, using visual tools such as photographs, drawings, performances, game-based techniques, and body-based approaches enabled us to share and think collectively about new forms of collaboration between researchers and citizen-researchers. The in-person MLE was an opportunity to creatively and innovatively explore the limits, challenges, and possible futures of collaborative practices within citizen sciences.

The Mutual Learning Exercises thus provided an opportunity to reflect on the experiences, practices, challenges, and possible futures of collaborative practices within citizen science projects developed within COESO. Where can we go from there? What are the lessons learned from these MLEs that may also be applied and further developed in other projects? After conducting our second large MLE event in 2023, it seems some of the greatest learnings replicable are as follows. To start with, new creative models and techniques for mutual learning can be profitably designed integrating virtual, digital, multimodal as well as sensory and embodied dimensions to varying extents, both online and on-site. What matters is to adapt and customize each event based on the needs of its participants. Online preparatory meetings are very useful in this respect: they allow identifying needs and requirements through creating initial spaces for interaction and sharing of issues of common concern. These in turn need to be further explored in in-person meetings. Conversely and as importantly, mutual learning crucially involves mutual *listening* to one another: sharing and learning together works at its best when every participant has their needs met so they can each feel welcomed and find a space for themselves, both to learn and to share their own expertise. This is also enabled by mixing convivial and informal spaces together with highly structured designs of the events. Finally, playfulness is an important factor contributing to the fun and success of an MLE, and can be included in mutual learning methodologies that may be developed (e.g. gaming), and not necessarily as a stand apart activity.

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VI. Annexes

The 10 COESO pilots⁸

Pilot 1: Mass tourism's impact on urban communities. Exploring the social, economic and environmental challenges bred by mass tourism and develops strategies to promote dialogue and reduce tensions at the local level.

Pilot 2: Dancing Philosophy: Desire through dance and philosophy. Engaging a dancer-choreographer with a philosopher and uses technological tools to assist in connecting dance movements to thought and underlying philosophical notions.

Pilot 3: Social impacts of redistributing property confiscated from the mafia. Focusing on the practice of redistributing property confiscated from the Mafia to be used for public interest.

Pilot 4: Tools and databases to increase the impact of investigative journalism. Exploring how specific analytical tools can increase the impact of investigative journalism and build a sustainable framework for sharing sensitive data.

Pilot 5: Growing migrant knowledge: Contemporary and historical perspectives. Bringing together historical and comparative perspectives on migration through two distinct initiatives.

Pilot 6: Digital Mapping with Disabled Citizens in Germany (DiMDiCi). Engaging a group of people with disabilities in the co-design of an inclusive digital collaborative mapping tool.

Pilot 7: Ageing in a Caring Community (AGORAge). Fostering the societal value of ageing people in an Italian community.

Pilot 8: Women Water Watch (wWw). Mapping water quality from the river to the glass in Tanzania.

Pilot 9: Playful Futures: sci-fi Live Action Role Play ethnography for Mediterranean coastal communities. Raising awareness about climate change through gaming activities in Croatian coastal communities.

Pilot 10: LUNCH-BOX-MONITOR. Insight into the nutritional quality of school lunch-boxes to assess food insecurity among primary school children in Belgium.

⁸ For further description and links to the pilots' blogs, see <https://coeso.hypotheses.org/pilots>

Programme of the first on-site MLE 2022



PLANNING

Monday 2nd May, 2022

14:00-14:30 - Welcome and socializing

C. Vieille Charité – Salle C - (2nd Floor)

14:30 – 16:00 - Sharing experiences - Lead CNE

C. Vieille Charité – Salle C - (2nd Floor)

“To meet each other, to get to know one another, and to discover what fellow COESO participants are doing.”

16:00 – 16:30 – Break

16:30 – 18:30 - Co-creative research practices - Lead CNE

C. Vieille Charité – La Fabrique/CNE

“Sharing experiences to discover what co-creation means for you”.

19:30 – 21:00 – Dinner

[*Restaurant L'Arrosoir*](#)

57 Boulevard des Dames, 13002 Marseille

Tuesday 3rd May, 2022

9:00 – 9:30 – Breakfast and Move your body!

MucemLab - Fort Saint Jean (Tour du Roi René) - 201 quai du port

9:30 – 10:00 – Bus to La Viste

Meeting at MucemLab

10:00 – 12:30 - Citizen Engagement in the Field : Walk in the Quartiers Nord of Marseille - Lead CNE/Bureau des Guides

Walking, sensing, and discovering new expressions of citizen engagement in Marseille

MUTUAL LEARNING EXERCISE



12:30 – 13:30 – Lunch

La cite des arts de la rue

13:30 – 14:00 – Bus back to Mucem

14:00-14:30 – Transmédia - Lead Pilot 2

MucemLab

“MemoRekall: new experiences in writing and storytelling.”

14:30 – 15:30 - Collaboration and engagement : a photovoice activity

- Lead CNE

MucemLab

“Making collaboration and engagement visible by creating new visual narratives.”

15:30-16:00 – Break

MucemLab

16:00 – 17:30 – Collaboration and engagement : a visual cartography

- Co-Lead CNE/Pilot 1

C. de la Vieille Charité

La Fabrique/CNE

“Materializing collaboration in a creative space.”

17:30 - 18:30 – Collaboration Map Presentation - Lead CNE

“How to represent collaborative experiences grounded in diverse environments and human practices.”

C. de la Vieille Charité - Salle C - (2nd Floor)

19:30 – 21:00 – Cocktail

Double Je

Voûtes de la Major, 9 Bd Jacques Saade

MUTUAL LEARNING EXERCISE



Wednesday 4th May, 2022

9:30 – 10:00 – Breakfast and Move your body!

MucemLab - Fort Saint Jean (Tour du Roi René) - 201 quai du port

10:00 – 13:00 – Bodies – Lead Pilot 2

MucemLab

“How previous bodily experience transform the relation to the other?”

13:00 – 14:00 – Lunch

MucemLab

14:00 – 15:00 – Limits of collaboration – Lead Pilot 3

MucemLab

“Can we can always collaborate? Exploring the limits of collaboration.”

15:00 – 16:00 - How to share what we do – Lead WP6

MucemLab

“Exploring different ways of sharing knowledge, experiences, and information.”

16:00 – 16:30 – Break

MucemLab

16:30 – 17:00 - Closing wrap-up of the MLE

MucemLab

17:00 – 17h30 - Closing body activity

MucemLab

19:30 – 21:00 – Dinner

[*Restaurant de l'UNM*](#)

34 Boulevard Charles Livon

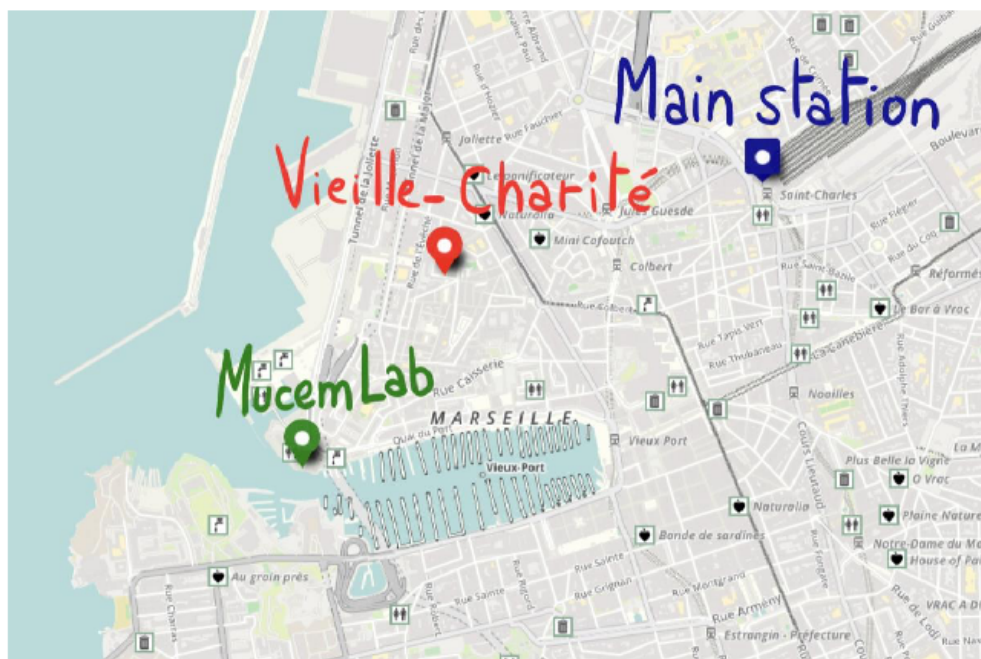
13007 Marseille

MUTUAL LEARNING EXERCISE



PRACTICAL INFORMATION

Where will the MLE take place?



MucemLab

Mucem, entrance of Fort Saint Jean
(Tour du Roi René)
201 quai du port, 13002 Marseille

Please, notice the way to enter in Mucem Lab on the map below (there is several possibilities to access, this one is the easiest).

MUTUAL LEARNING EXERCISE



Centre de La Vieille Charité

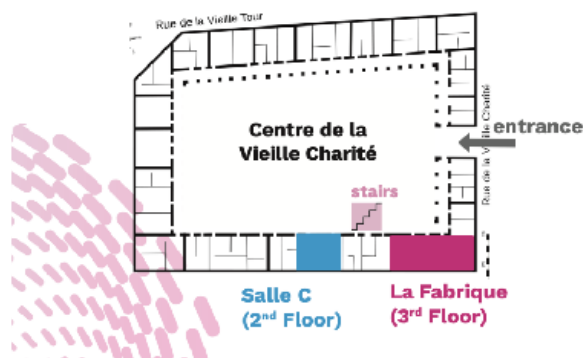
Centre Norbert Elias / La Fabrique
2, rue de la Charité
13 002 Marseille

Salle C

La Fabrique

2nd floor ↗

3rd floor ↗



Pedagogic and participatory supports for the first on-site MLE 2022



Co-creative research practices

This exercise aims to visualize what co-creation means to you on a mind map. Based on your professional and personal experiences and in the context of the COESO project, we invite you to express what co-creation means in this space. We invite you to use the pictures you have brought to do so. You are free to choose the language you are most comfortable with. You will decide with your group colleagues how you will occupy the space of the map and the transitions between the different individual experiences.

Be creative!

You can draw, paint, paste your photos, write, paste words, whatever you feel is most appropriate to express what co-creating means to you.

We printed out some of the words we gathered from the discussions we had during the MLE online. You can use them!

Guiding questions

1. What does co-creating mean for you?
2. Have you ever co-created?
3. How do you conceive co-creation?
4. Do you co-create within your pilot/WP? If yes, how?
5. What are the benefits/difficulties associated with this activity?
6. What are your wishes when it comes to co-create?

J2 – Collaboration and engagement : a visual cartography

(Co-organized with Pilot 1 – Elisa)

In the photographic activity you just completed, you probably reflected and discussed how you would represent the answers to the three questions.

We invite you to create a map of collaboration and engagement based on these dialogues and exchanges in this second activity.

Remember that a map is a representation of a space. It highlights the extent of that space, its relative location to neighboring areas, and the location of the elements within it.

Maps help us find our way in space and move from one point to another.

- What is the space of the collaboration?
- Who are the actors?
- Which are its bridges?
- What about COESO?
- And how do you represent the collaboration you have just set up with your group colleagues?
- Where are the streets of collaboration?

Street: a continuity between several points

MUTUAL LEARNING EXERCISE



J3 - How to share what we do

We have been experimenting with various methodologies over the past 3 days. In this session we will drawing on these methodologies to reflect on how we can put them to use in sharing what we do in pilots.

1. Are these methodologies ones that you could use (if you have not already done so)? If so, how? If not, why not?
2. Based on what we have been experimenting together, are there any other methods and ideas that you could develop and adapt to your own pilot?
3. Are there any other approaches that you have used in the past and that you could share with us today?

Programme of the second on-site MLE 2023



2nd COESO

Mutual Learning Exercise Marseille

Marseille, May 30, 31st and June 1st, 2023

Centre de la Vieille Charité

*Centre Norbert Elías
La Fabrique des Écritures Ethnographiques*

This 3-day meeting will occur at the Centre de la Vieille Charité. It will be an opportunity to share and co-create new collective knowledge through collaborative learning activities, and drawing on the work already developed within the pilots.

We will address different themes during this meeting: collaborative mapping, ethics, imaginative narratives, co-creation, gaming, and cross-disciplinary collaborations. This meeting will be an opportunity to promote mutual learning exercises through creative, visual, and sensory experiences.



PLANNING

Tuesday May 30, 2023

10:30-10:50 - Welcome and socializing

C. Vieille Charité - Salle A - (2nd Floor)

10:50 - 12:30- Creative mindmaps of collaborations - Lead CNE

C. Vieille Charité - La Fabrique (3rd Floor)

“Sharing experiences to discover through a collective and creative mindmap collaborations within COESO”.

12:30 - 14:00 - Lunch

Lebanese-Armenian Cuisine (Chez Tamar)

C. Vieille Charité - 2nd Floor

14:00 - 16:00 - Visualizing collaborative engagements: a citizen science exploration - Lead CNE

C. Vieille Charité - Salle A - (2nd Floor)

“A visual performance of collaborative engagements through photographic experimentations”.

16:00 - 16:30 - Break

16:30 - 18:00 - Ethical considerations to collaborative research- Lead

EHESS/MWS

C. Vieille Charité - Salle A - (2nd Floor)

“A workshop on ethical considerations pertaining to collaborative research”.

19:30 - 21:00 - Cocktail

Double Je

Voûtes de la Major, 9 Bd Jacques Saade



Wednesday May 31st, 2023

9:00 – 10:00 – Breakfast and Work Package Leaders Meeting

C. Vieille Charité – Salle A (2nd Floor)

Meeting for the WP Leaders.

10:00 – 12:30 - Citizen Engagement in the Field: A Urban Walk in Marseille –

Co-Lead CNE/Bureau des Guides

Entrance of C. Vieille Charité

“Walking, sensing, and discovering new expressions of citizen engagement in Marseille”.

12:30 – 14:00 – Lunch

C. Vieille Charité - 2nd Floor

Homemade and sustainable local cuisine (Régal)

14:00 – 16:00 - Beyond barriers with collaborative mapping – Co-Lead by Pilot 6 and Pilot 7

C. Vieille Charité - La Fabrique (3rd Floor)

“A double activity will take place: first, participants will virtually walk through some neighbourhoods paying attention to architectural and social barriers. We will also take photos on barriers in the built environment in Marseille using a photovoice online application. This takes place before the workshop, e.g. during the city walk. Pictures will be used for collaborative mapping of barriers in a group-discussion using a digital map table.”

16:00-16:30 – Break

C. Vieille Charité

16:30 – 18:00– Sharing co-creational lessons learned and pending challenges for the future – Lead Pilot 10

C. Vieille Charité - La Fabrique (3rd Floor)

“This session aims to facilitate the sharing of knowledge and experiences and the identification of strengths, improvement points/limitations, opportunities and challenges throughout the different co-creation phases: the preparation, the execution, and the evaluation of the co-creation in the COESO pilot projects.”

19:30 – 21:00 - Dinner

Les Grandes Tables de la Criée

30 Quai de Rive Neuve, 13007 Marseille

MUTUAL LEARNING EXERCISE



COESO
connecting research and society



COESO has received funding from the EU Horizon 2020 Research and Innovation Programme (2014-2020)
Swais 27-2020 – Hands-on citizen science and frugal innovation, under Grant Agreement N°101003925.



Thursday June 1st, 2023

9:00 – 9:30 – Breakfast and *Move your body!*

C. Vieille Charité - Salle A - (2nd Floor)

9:30 – 12:00 - A Town by the Sea board version play-test

Co-Lead Pilot 9 and pilot 8

C. Vieille Charité - Salle A - (2nd Floor)

"In this session we will use a tabletop version of the game that we designed online, you will be asked to create a town and its inhabitants and collectively discuss and decide the fate of it when climate change hits."

12:00 – 12:15 – Break

C. Vieille Charité

12:15-13:00 – Closing wrap-up and conclusion of the MLE – Lead EHES

C. Vieille Charité - Salle A - (2nd Floor)

13:00 – 14:00 – Lunch

Lebanese-Armenian Cuisine (Chez Tamar)

C. Vieille Charité - 2nd Floor



PHOTOVOICE ACTIVITY

Visualizing collaboration and engagement in the field

This activity is designed to visualize what we intend by collaboration and engagement in the field. It will be followed by an editing activity and by the creation of a photographic map at La Fabrique in Vieille Charité.

We had an exchange on these notions during the online MLE, but we still had a lot to say. This activity will be an opportunity to engage in a deeper dialogue in small groups about what you mean by collaboration and engagement through a new kind of creative activity. The goal is to produce photographs that can answer the following questions:

What is collaboration?

How do we engage?

Which are the places and objects of collaboration?

You will first discuss these questions as a team, producing a **maximum of 9 photographs** representing the answers to these three questions.

Be back at MucemLab at **3:30 PM at the latest!** We'll wait for you here for a short break, and then we'll go to La Fabrique for a photo-editing session. We recommend that you make four types of pictures:

- spaces ;
- individuals ;
- objects ;
- set-ups;

You will have to collaborate with your group mates to create a narrative that answers these three questions. Be creative! Likely, you will not find the actors, spaces, or objects you are used to working with here.

At **3:55 PM**, we will go to La Fabrique to select the **9 photographs** used to make photographic cartography of collaboration and engagement.

MUTUAL LEARNING EXERCISE



COESO has received funding from the EU Horizon 2020 Research and Innovation Programme (2014-2020)
Swais 27-2020 - Hands-on citizen science and frug of innovation, under Grant Agreement N°101003925.



Where will the MLE take place?



Centre de la Vieille Charité

EHESS / Centre Norbert Elias / La Fabrique
2 Rue de la Charité
13002, Marseille

Salle A
2nd Floor, left wing

La Fabrique des Écritures Ethnographiques
3rd Floor, left wing

MUTUAL LEARNING EXERCISE



COESO has received funding from the EU Horizon 2020 Research and Innovation Programme (2014-2020)
Swais 27-2020 - Hands-on citizen science and frug of innovation, under Grant Agreement N°101003925.



From airport to city center



We recommend using the bus from the airport to the train/bus station St-Charles, in the center of Marseille. The transportation is around 25 min using bus n°6 (direct by highway).

We will find practical information and online booking to this website :
<https://www.marseille-airport.com/access-car-parks/access/bus/marseille-st-charles-station>



You will find in the below a list a few hotels close to the Centre de la Vieille Charité.

Hotel name	Location	Website
<i>IBIS Marseille Centre Vieux-Port</i>	62, Rue Puvis De Chavannes, Rue Colbert, 13002 Marseille, France	https://all.accor.com/hotel/0898/index.fr.shtml#origin=accor
<i>BEST WESTERN Marseille Bourse Vieux-Port</i>	16 Cour Belsunce, 13001 Marseille, France	https://www.bestwestern.fr/fr/hotel-Marseille-BEST-WESTERN-Marseille-Bourse-Vieux-Port-93829
<i>BEST WESTERN La joliette</i>	49 Av. Robert Schuman, 13002 Marseille, France	https://www.bestwestern.fr/fr/hotel-Marseille-Best-Western-Hotel-du-Mucem-93759?sob=A46
<i>APARTHOTEL ADAGIO Marseille Vieux-Port</i>	30 Rue Jean Trinquet, 13002 Marseille, France	https://www.adagio-city.com/fr/hotel-7525-aparthotel-adagio-marseille-vieux-port/index.shtml
<i>MERCURE HOTEL Marseille Canebière</i>	48 La canebière, 13001 Marseille, France	https://all.accor.com/hotel/A0D3/index.fr.shtml

You can also use these websites to find out about other hotels : [booking.com](https://www.booking.com) or [tripadvisor.com](https://www.tripadvisor.com).

CONTACT

MUTUAL LEARNING EXERCISE



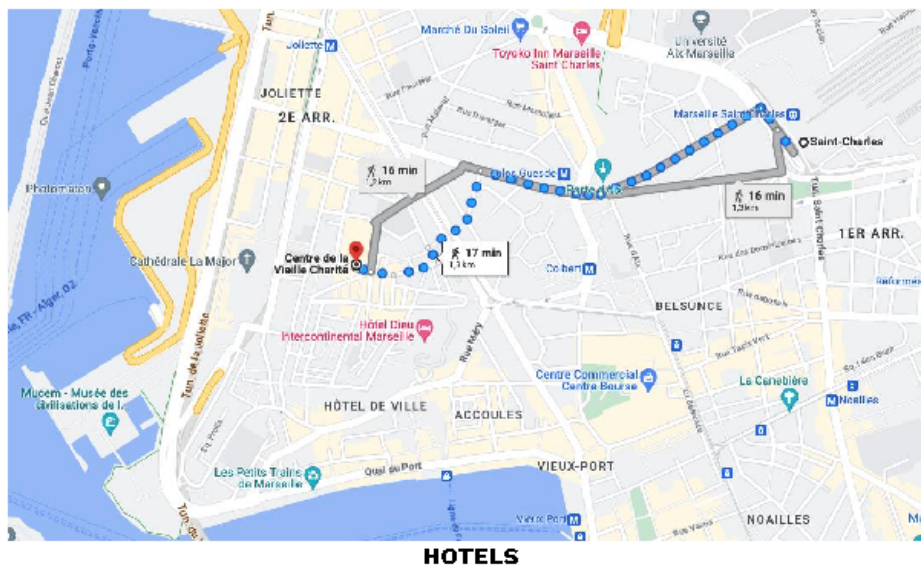

COESO has received funding from the EU Horizon 2020 Research and Innovation Programme (2014-2020) Swift 27-2020 - Hands-on citizen science and frugal innovation, under Grant Agreement N°101009325.



Gare Saint Charles



To reach Centre de la Vieille Charité from Gare Saint Charles:



Pedagogic and participatory supports for the second on-site MLE 2023



Visualizing collaborative engagements A citizen science exploration

This activity aims to visualize what we intend by collaboration and engagement within COESO. We had an exchange on these notions during the online MLE, but we still have a lot to say. This activity will be an opportunity to engage in a deeper dialogue in small groups.

The goal is to **photographically perform** an answer to the following questions:

What does collaboration means to you and how can it be enacted/depicted?

How do we engage while doing a collective project?

You will first discuss these questions as a team (10 minutes). You will then use your creativity to produce a **maximum of 8 photographs** representing the answers to these two questions. You have no more than 45 minutes to create the 8 photographs.

As soon as you finished the visual activity, be back at **Salle A**. We will choose and download the pictures (**at 3:10 PM the latest!**) that will be next be screened and shared with the other participants.

You will then explain why did you made, and perform the you collectively choose photographs.

Some ideas of for the photographic performance:

- Vary the point of view;
- Stage fictional situations;
- Play among close-ups and wide angle views.
- Experiment with available objects, spaces, or people.

MUTUAL LEARNING EXERCISE



COESO has received funding from the EU Horizon 2020 Research and Innovation Programme (2014-2020) SwafS-27-2020 – Hands-on citizen science and frugal innovation, under Grant Agreement N°101006826.



Creative depiction of collaborations

This exercise aims to visualize which were the **forms of collaboration between the members of your pilot** (or WP) and how did this forms of collaboration contributed to **reconsider your research or professional practice**. We invite you to use different tools to depict these experiences in a creative and **collective mental map**.

A map is a representation of a space. It help us find our way in space and move from one point to another. You will decide with your group colleagues how you will occupy the space and the transitions between the different individual experiences.

You can draw, paint, paste the photos you sent us, write, paste the printed words, whatever you feel is most appropriate to express what collaboration means to you.

In the map, draw bridges and highlight points of common among the various individual experiences in your group.

Prepare to present the collective depiction at the end of the activity.

Guiding questions

1. Which were the main forms of collaboration between the members of the pilot?
2. What did you learn from collaborating within your pilot (WP)?
3. Which future collaborations can we expect to emerge after COESO?

(60 minutes for creating a support)

Programme of the Babel Academy

12 & 13 December 2022

Day 1 - Monday 12th December- 2pm to 6pm at Charles Léopold Mayer Foundation for the Progress of Humankind 38, rue Saint Sabin 75011 Paris

2pm-2.10pm: Introduction - Presentation of the educational objectives and detailed program by Francesca Festa, Executive Director of Babel International

2.10pm - 2.45pm: Organized crime and confiscated property: a comparison between Italian and French law by researchers Fabrice Rizzoli and Elisabetta Bucolo.

2.45pm - 3.30pm: The researcher/journalist duo is in the field. Sharing experience and solution journalism by journalist Mathilde Dorcadie.

3.30 pm - 3.45 pm: Coffee break

3.45pm - 4.30pm: Focus France: Is USBC solutions journalism a widespread practice in France? How does the press view it? by researcher Fabrice Rizzoli and journalist Quentin Ariès

4.30 pm - 4.35 pm: Break

4.35pm - 5.15pm: The scientific article project. Presentation of research lines by Fabrice Rizzoli and discussion with participants.

5.15pm - 5.45pm: Collaboration and sources of inspiration led by Francesca

Festa and Quentin Ariès

Day 2 - Tuesday 13th December - 1.15pm to 4.45pm at Ministry of Justice, 13 Pl. Vendôme, 75001 Paris

1.45pm - 2.45pm: Visit of a property confiscated from an Italian mafioso near Place Vendôme, in partnership with the association by L'Amicale du nid.

3pm - 4.30pm: Question and answer session at the French Confiscated Property Agency

6.45pm to 8.30pm - Closing event. Roundtable “Enquêter la société: quand chercheurs et journalistes s’allient” (“Investigating society: when researchers and journalists join forces”), Maison des Métallos, 94 Rue Jean-Pierre Timbaud, 75011 Paris