



DRAFT – JULY 2016

RESEARCHERS ARE ENCOURAGED TO READ THROUGH THE ISC  
T-LEARNING MAY 2016 WORKSHOP REPORT-SECTION ON  
CONTEXTUAL PROFILING AND ADAPT THE TOOL FOR CONTEXT  
AND CIRCUMSTANCE

## **T-LEARNING RESEARCH TOOL: CONTEXTUAL PROFILING**

### **A Question Based Contextual Profiling Tool to Guide Contextual Profiling Processes in the T-Learning research Programme**

- *Researchers are encouraged to use the questions in this tool to develop guides for their ongoing contextual profiling work in their T-learning case studies*
- *The tool will also be a 'work in progress' and we will refine it based on experiences of using it in the first round.*
- *Researchers undertake to prepare carefully for the contextual profiling process and to include contextual profiling work within the wider project's ethical principles and protocols.*

#### **Purposes of Contextual Profiling**

- *It is understood that contextual profiling is a process to deepen the situated, inclusive nature of T-Learning research, and that it is to be established as a co-engaged research process (i.e. not extractive).*
- *It is also understood that contextual profiling should be flexible yet rigorous, and should be used to deepen reflexivity of researchers and co-engaged research participants.*

#### **Dimensions of Contextual Profiling**

*\*In profiling dimensions of the context, it is important to recognize and focus in on the relations that exist between dimensions*

- *Both archival and ethnographic historical data and data of the present should be generated with those who are co-engaged in the research in the research sites; this needs to be updated to recognize that contextual dynamics are not static, but are dynamic and changing.*
- *General demographics and geo-historical information on the context and people involved*

#### **Focus 1: Understanding matters of concern in context**

*Note: Latour considers matters of concern not only as those related to human social systems, but those that exist between humans and the more-than-human world.*

- What are the most obvious matters of concern in the context?
- What are the most obvious matters of concern in the context as these relate to transformations to the good life / sustainability / the common good / the good Anthropocene?
- How are these manifesting and being talked about?
- What is the history of these matters of concern? (shorter term and longer term)
- How is the concern being shared?
- Are any critical incidents obvious / talked about?
- What strengths / successes are visible in relation to the matters of concern?

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***Focus 2: Understanding the political, social, economic, cultural, technological, ecological dimensions of the matters of concern***

A multi-levelled perspective on:

- What are the political-economic dynamics associated with the matters of concern? (e.g. policies etc.) ANTECEDENTS & LUBRICANTS (ENABLERS)
- What are the social-economic dynamics? ANTECEDENTS & LUBRICANTS (ENABLERS)
- What are the socio-technical dynamics? ANTECEDENTS & LUBRICANTS (ENABLERS)
- What are the political-ecological / social-ecological / cultural-ecological etc. dynamics? ANTECEDENTS & LUBRICANTS (ENABLERS)
- Music as a way of accessing our ecology, accessing our raw experience...

- What other relational dynamics can be observed in relation to the matters of concern? ANTECEDENTS & LUBRICANTS (ENABLERS)
- What are the main drivers / causes of the matters of concern? ANTECEDENTS & LUBRICANTS (ENABLERS)

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### ***Focus 3: Understanding the actors, institutions engaged in the matters of concern and their interests, rules / norms***

- Who is most involved in the matters of concern?
- What are the valued beings and doings of those involved? How is this being expressed and by whom?
- For what period of time have they been involved in the matters of concern?
- What are their interests and motives for being engaged in the matters of concern?
- Which institutions are engaged in the matters of concern? What role are they playing? What are their interests? What are their contributions? What rules / norms are evident? What rules / norms are not so evident?
- What evidence is there of individual and collective agency?
- What evidence of relational agency?
- Power dynamics (Power 1 (agent's power) and Power 2 (institutional / structural power) – Visible and hidden?

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### ***Focus 4: Learning curves and learning processes***

- In what way/s are people learning about these matters of concern? How is this expressed in local knowledge and perspective?
- What are they learning about the matters of concern?
- What concepts, ideas, and other mediating tools are being used in the learning

associated with the matters of concern?

- What is the scope / depth of the learning processes that can be observed?
- Sources of knowledge in the learning process?
- Networked structures? Forums for learning etc.?
- The role of formal training?
- Informal learning?
- Peer-group learning etc.?

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***Focus 5: Transformations and Absences / the implicit / Gaps associated with the matters of concern***

- What transformations have occurred in the history of the matters of concern? [time-line mapping]
- What remain issues for ongoing transformation?
- What are absences? How can these potentially be absented?
- What remains implicit? Not said? How do we 'observe' / 'feel' / know this?
- Gaps between the presences and absences and how this influences the learning?
- Can any past transgressions be observed? How did these come about?

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**DATA CAPTURING AND REPORTING OF CONTEXTUAL PROFILES**

- We agreed that data would be captured and stored using NVIVO data management tools, and that case records would be produced and kept on our various NVIVO platforms.

- We would use Google Tools as backup system, or if researchers find it easier to use than NVIVO.
- The important point is that we need to keep good quality case records for each of the case studies.