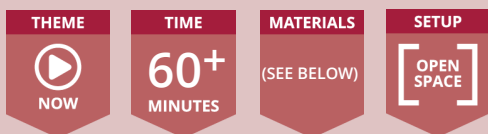


Overview



Topic: Understanding systems of knowledge production

Audience: Adolescents or adults interested in grassroots strategies to address social issues

Conceptual Objective: Participants will understand how we use research in our daily lives, understand core attributes of various types of knowledge and the political legitimacy assigned to each type, identify structural inequities in research that maintain certain power relationships, understand basic principles of research justice, understand how we can strategically control knowledge flow in society and control knowledge production to achieve our goals.

Experiential Objective: Participants will explore the notion of 'expertise', consider how they and others participate in and conduct research in their daily lives, and experience how knowledge flows in society and the barriers communities face in giving and acquiring knowledge.

Facilitator Prep: Perform the activities yourself, before facilitating. Review the handouts. Consider an examples relevant to your group. Consider how this content may relate to your group's existing experience with research and knowledge production.

Related Content: This session is a good introduction to participatory research concepts and can be used prior to the "Participatory Data Collection" workshop.

Materials: Attached handouts, flip chart paper, pens or pencils, markers, scissors, tape, Knowledge Factory images (printed and cut), and a prize for Bingo winner

Procedure

INTRODUCTIONS (3 MIN)

- ❑ Presenters introduce selves, participants introduce themselves to their neighbors.

OPENING (2 MIN)

- ❑ Today we'll be exploring the different ways of thinking about knowledge and expertise. We'll strategize about how we and our communities can use our unique expertise to advance change.

RESEARCH BINGO (10 MIN)

- ❑ Pass out research Bingo handout
- ❑ Explain: You will go around the room and collect information to fill in the blocks on this grid. Each block has a question pertaining to people's lives and experiences. When you find a person to whom the question is relevant, fill in their name and the answer to the question. The first person who completes three in a row (down or across) wins and must yell out "bingo!"
- ❑ Allow participants to walk around and collect information. Ask the participant who yells bingo first to come up and share results of the completed row.

DISCUSSION (5 MIN)

- ❑ Discuss: There are different ways that we get information, share stories, and experience things in our lives. Why do we get information in different ways? For example, why would we go to an "elder" about certain things rather than go to city hall to find the info? Why do we speak to a community member rather than mailing out a survey?
- ❑ Reaffirm that we all already take a strategic approach to getting information and using research to inform successful action and outcomes.
- ❑ Explain: All of us are already thinking on a regular basis about what the best way is to get information and acquire knowledge. We understand that there are different places and different ways to get that info. Many of these categories are forms of knowledge that we have access to — which makes us experts!
- ❑ Have participants hold onto their bingo sheets for the following exercise.

FLOWER PETALS OF KNOWLEDGE (5 MIN)

- ❑ Draw flower petal diagram on flip chart and display for group (see handout for example).
- ❑ Engage participants about what kinds of knowledge go into each category. Ask participants for specific examples of each type of knowledge.
 - There's *community & cultural knowledge*. Examples include:
 - Elders
 - Neighbors
 - Friends and families
 - Stories
 - Songs/dances
 - Ceremonies
 - Festivals
 - There's *experiential knowledge*. Examples include:
 - What we learn and know from our personal experiences
 - Our observations of what's going on in community (environmental racism, police brutality, poverty etc.)
 - What we know how to do gained through hands-on practice.
 - Finally there's *mainstream & institutionalizes knowledge*. Examples include:
 - What is considered "official" in society at large
 - Newspapers
 - University publications
 - Police reports

DISCUSSION (10 MIN)

- ❑ Reflect back to the Bingo game.
 - Can you identify the type of knowledge for each square?
 - What are characteristics of each type?
 - For whom does each type have legitimacy; or who values that type of knowledge?
 - Where does this type of knowledge tend to live? In the hearts and minds of people or in libraries?
 - What is the longevity of that knowledge?
- ❑ Listen to the rationale and ensure understanding of how knowledge comes with different characteristics based on what type of knowledge it is.

- ❑ Draw two columns on the flipchart. Fill in the columns with responses to the following questions:
 - What is the dominant perception about my people?
 - What is the self-perception about me?
- ❑ Follow up by asking participants the following questions. Encourage building the awareness that often, stories told about them don't reflect who they are.
 - Are the two perceptions different? How?
 - How does the mainstream perception of our communities impact us?
 - How does our own community self-perception, what we know to be true about our community, impact us?
 - What would be different if our truths defined society's perception of our people?
- ❑ Encourage creative visioning. What could happen if their voice had the power to inform policies and practices that impact them? You can pick a specific issue for instance and ask, based on their truths, what policies might look like.

SUMMARY (2 MIN)

We must find ways to capture and organize our own community experience and knowledge in order to affect social change. To that end, the first step is to name and acknowledge the political leverage each type of knowledge has and be fully aware of their attributes. This will allow us to be more strategic about how to use information as a political tool.

WHO'S GOT THE POWER? (15 MIN)

Share the following scenario:

A family who lives near large agricultural fields suffers from asthma caused by the pesticides and pollution. The mother reports this verbally at the local city council hearing. She says many of her neighbors and coworkers share this experience. She is dismissed by the city officials, saying there is no connection between her family's asthma and the fields. The following month, the Environmental Protection Agency (EPA) sends a report to the City Council saying that asthma in the area is caused by pesticides and other pollutants from nearby farms. The City Council declares immediate action should be taken.

BREAK-OUT GROUPS (5 MIN)

- ❑ Reveal the following discussion questions on a flip chart paper:
 - How was the community voice regarded? Why?
 - How was the institutional voice regarded? Why?
 - Who are the people in power most likely to listen to? Why?
- ❑ Discuss in pairs or groups. What role did political legitimacy and types of knowledge play in how the scenario played out?

DISCUSSION (5 MIN)

- ❑ Explain: Many times, our voices are ignored and people with more power get to tell our stories to advance their own agenda, often at our expense. We don't have control over how knowledge about our communities gets produced and used. We call this research oppression. What are some examples of ways we experience research oppression?
- ❑ Examples may include:
 - History books don't tell our stories
 - Inaccurate and negative messages about our communities
 - Official reports cost money and are hard to understand
 - Decision-makers pass policies based online on mainstream research and don't take our knowledge into account
- ❑ What are the impacts of research oppression on our community?
- ❑ Examples may include:
 - We feel powerless
 - We start to believe negative messages
 - We get jaded
 - We stop recognizing our own wisdom
 - We get silenced

SUMMARY (5 MIN)

- ❑ Write the following on flip chart paper:
 - Community voices and experiences are dismissed or ignored.
 - Information (governmental, academic, etc.) is inaccessible: too much jargon, costs money, language barriers, etc.

- Dominant narratives exclude or misrepresent community experiences and yet decisions about the community are made based on those narratives.
- Communities don't have control over how data from outside researchers is produced and used.

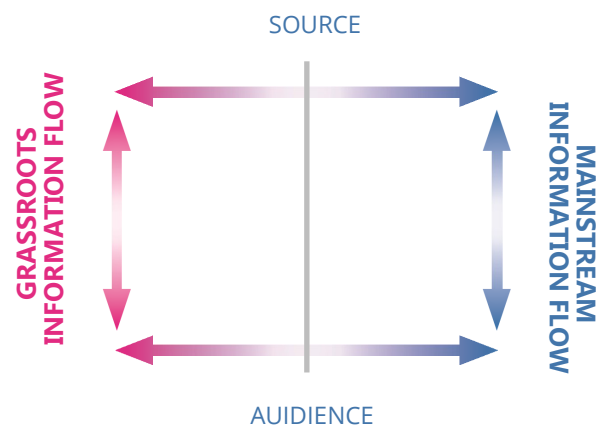
- ❑ Reveal summary of research on flip chart:
- ❑ Explain: People often view research by institutions and professionals as valid and authoritative while information from non-institutional sources is considered invalid and less reliable. This often leaves us feeling powerless and undervaluing our own knowledge. In order to make real changes in our institutions we must fight against research oppression by proactively exercising strategic choice to create "validity" behind our voice.

TOUR OF KNOWLEDGE FACTORY

- ❑ Explain: For this exercise, we will work with a visual representation of how information is accessed, produced, and disseminated.

STEP 1: LAY OUT THE KNOWLEDGE GRID (3 MIN)

- ❑ With two pieces of flip chart paper, draw the outline of the Knowledge Factory (see handout). Describe the different quadrants and how they each represent different political sectors. Ask participants to brainstorm examples for each quadrant of who falls under that category.



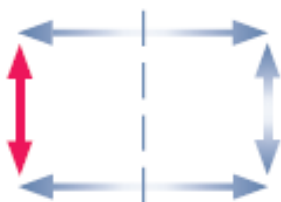
- ❑ Explain: The upper quadrants are where knowledge is originally located. We refer to them as the sources of knowledge. The lower quadrants are where knowledge flows. We call them target audience, i.e. the people who are educated, influenced, and empowered by your research.
- ❑ Draw a line down the middle of the diagram.

- ❑ Explain: The corners of the chart represent where knowledge is located. The arrows represent how and where knowledge travels. The line down the middle marks the barrier the left side (community) often faces in receiving and giving knowledge to the right side (mainstream). Any questions?

STEP 2: FILL IN THE GRID (20 MIN)

The Right to Communicate: Grassroots Information to Grassroots Audience

- ❑ Walk through the following processes to demonstrate how knowledge flows from quadrant to quadrant using images included to create a visual.
- ❑ Explain: Our communities create and use new knowledge every day. It is located in our history and experience and expressed in our cultural traditions, political actions, as well as our day-to-day activities. We have different ways we share stories and information in our communities. Through stories, music, and other forms of art, we learn from each other about what is happening in our community. We share this knowledge seamlessly in order to survive and thrive with our cultures intact.
- ❑ Discuss: What are the tools we use to transfer this type of knowledge within our community, from one neighbor to another? Examples include:
 - Culture events
 - Oral traditions
 - Theater
 - The arts
 - Organizing in neighborhoods or workplace
 - Ethnic newspapers
 - Flyers
- ❑ As each participant names an example, find an appropriate image and place on the diagram. If there isn't an existing image, draw or write it on the diagram.



What We're Often Excluded From: Grassroots Information to Mainstream Audience

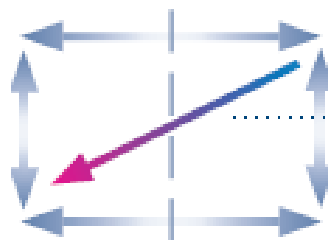
- ❑ Explain: 'Research' is seen as an important function of many institutions in society, whether it be government agencies, corporations, churches, schools or hospitals. Often, academic studies, government reports, and other published information products are not intended for grassroots audiences, and even if they are, they can still be inaccessible. What are ways that knowledge is communicated to those institutions from the recognized and "official" experts?

- Government reports
- Academic studies
- Police reports
- News coverage
- Census
- Policy briefings
- Press conferences
- News media
- consultants



The Right to Know: Mainstream Information to Grassroots Audience

- ❑ Draw a diagonal arrow from the upper right quadrant to the lower left quadrant to represent the flow of knowledge from mainstream institutions and communities.
- ❑ Explain: The community also needs institutional information. But often it does not have access to this information even when it concerns the community itself. Sometimes information is proprietary and expensive. Other times, it's hard to understand or it's not translated into our native languages. This means our role is to break down and translate the information so that our community has access to it. The diagonal line represents our 'Right to Know.'



The Right to be Heard: Grassroots Information to Mainstream Audience

- ❑ Draw a diagonal arrow from the upper left quadrant to the lower right quadrant.
- ❑ Explain: Even if community voices are not heard, and community stories are often dismissed as anecdotal, we still need to fight at the decision-making table. The second arrow represents our '**Right to be Heard.**' What are ways we have historically reached the policy makers?
 - Community surveys
 - Town halls
 - Reports
 - Writing letters
 - Media events
 - Visiting policy makers



- ❑ Take a few responses
- ❑ Reveal DataCenter's Vision for Research Justice:
 - **The Right to Know:** Communities have unfettered access to production, documentation, possession, and use of their own data.
 - **The Right to be Heard:** Community knowledge and methods to attain it are recognized as legitimate
 - **The Right to Self-Determination:** Independent research infrastructure is built to ensure accountability to community needs and demands.

CONCLUSION (5 MIN)

Ask each participant to share a thought, idea, or feeling they're leaving with after completing the workshop. Ask participants to please complete the evaluation for this workshop.

SUMMARY (3 MIN)

- ❑ The Knowledge Factory of our society reveals how information can flow within and across sectors and the political implications associated with it. The good news is, although community knowledge often stands at a disadvantage in terms of moving policy makers, you can control the means of your own knowledge production and move the information in the way you see fit along the arrows in the Knowledge Factory. And that's what we call Research Justice!
- ❑ How would you move information through the knowledge grid to achieve your goal?

"Introduction to Research Justice" is adapted by Minnesota Campus Compact staff based on DataCenter: Research to Justice's "An Introduction to Research Justice" licensed under the Creative Commons Attribution. "We are the Experts" and "Inside Research Justice: Knowledge Factory" workshops have been combined for the purpose of this workshop.

We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.

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Research Bingo!

Instruction: Go around the room and find a person that the question is relevant to, fill in their name and the answer to the question. If you get three in a row, you have 'bingo!'.

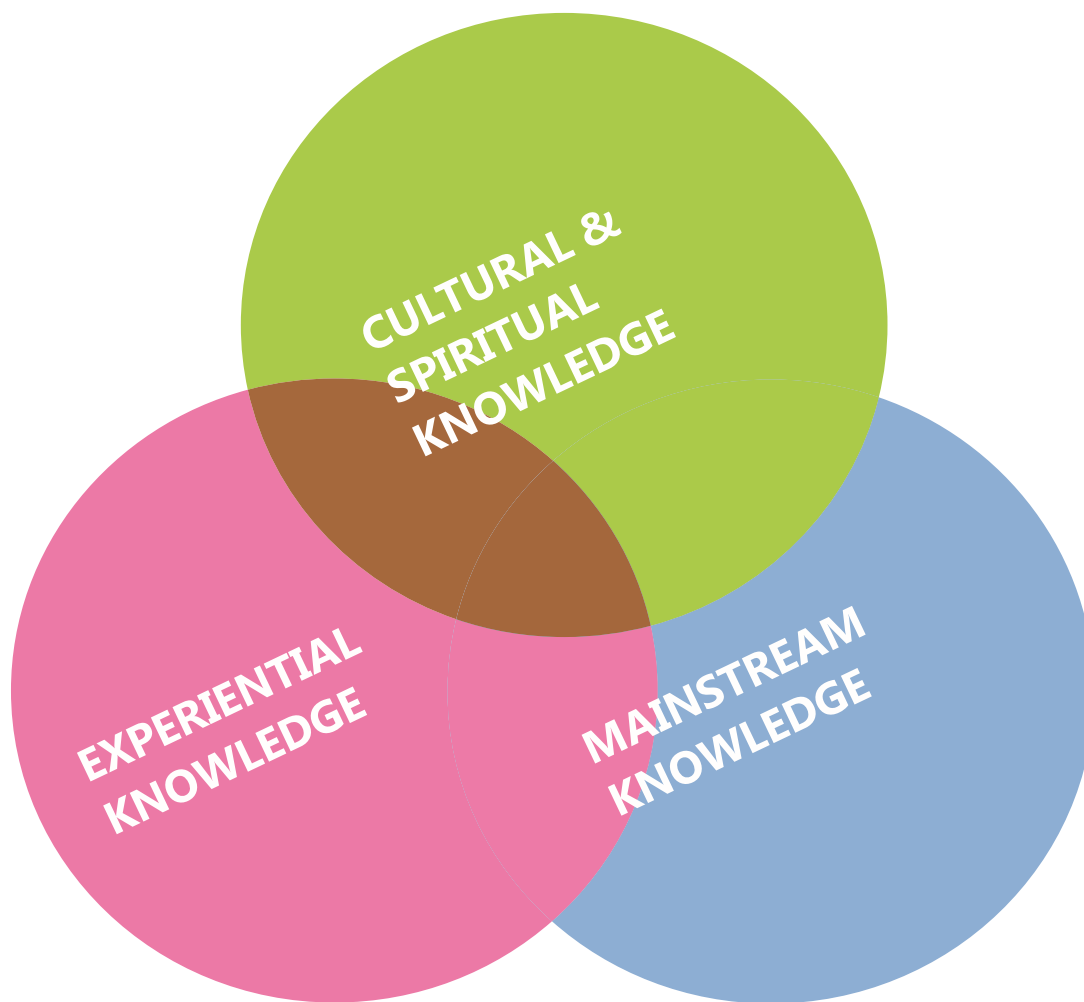
Note: You can't go diagonal and you can't fill in a person's name more than once.

Have you ever...

Asked a family member about your family's history? Name: What did you learn that was new?	Learned how to cook a dish? Name: What did you learn that was new?	Read an article to learn about something happening in your neighborhood? Name: What did you learn that was new?
Learned a skill that involves using your hands? Name: What was the skill?	Viewed a report about your community? Name: What did you learn that was new?	Discussed with your friends an issue in your community? Name: What was the issue discussed?
Watched the news on TV to learn about what's going on in another country? Name: What was something new you learned about the country?	Attended a cultural festival in your community? Name: What was something new you learned by attending?	Compared prices on something you wanted to buy? Name: What did you learn?

Flower Petals of Knowledge

DataCenter believes that knowledge can be organized into three categories:

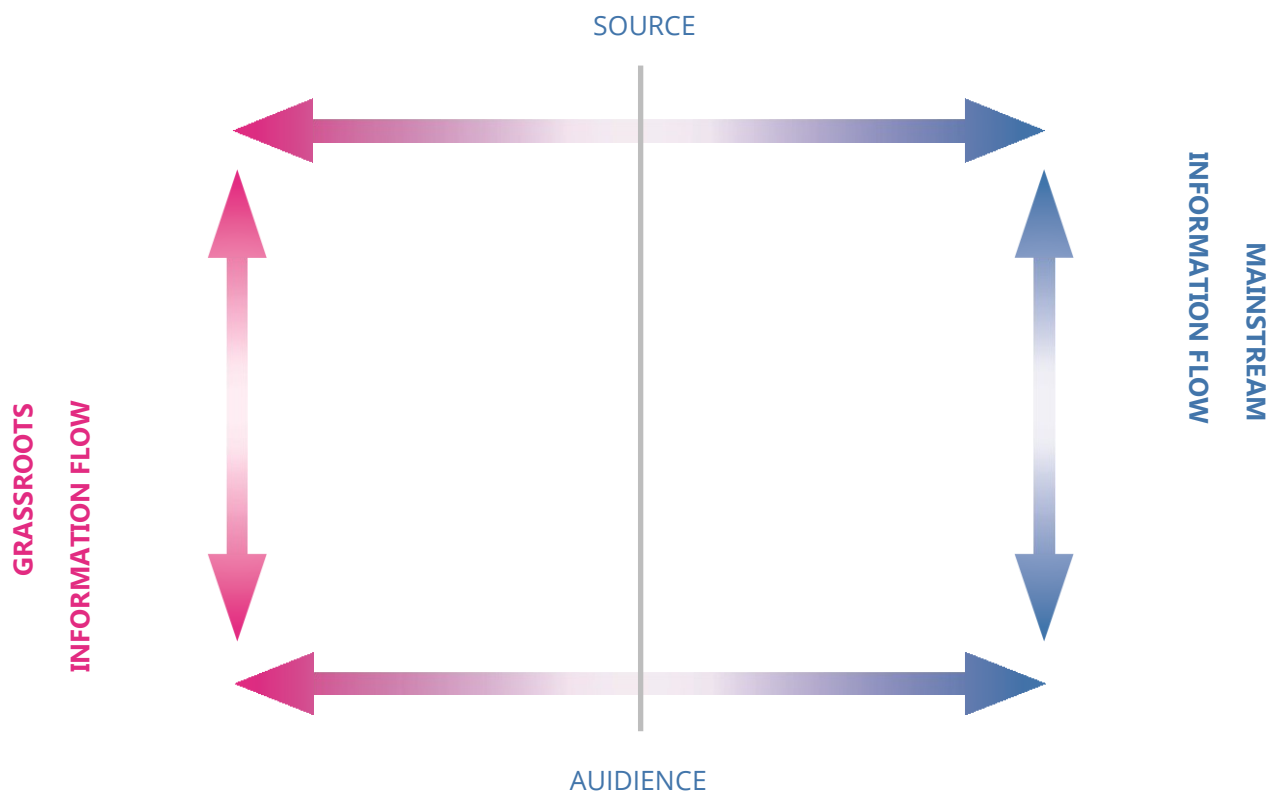


- Cultural and Spiritual Knowledge:** Cultural practices and wisdom passed down in our community (i.e. elders, neighbors, friends, etc.). This knowledge is often shared through culture and traditions (i.e. food, dance, song, etc.).
- Experiential Knowledge:** Our lived, day-to-day experience, what we learn and know from living and dealing with issues that impact our lives.
- Mainstream Knowledge:** Published facts and data produced by research “professionals” usually from outside of the community.

Tour of the Knowledge Factory Handout

Upper left corner: **Grassroots Information:** the core group of people driving the campaign and/or affected by the issue.

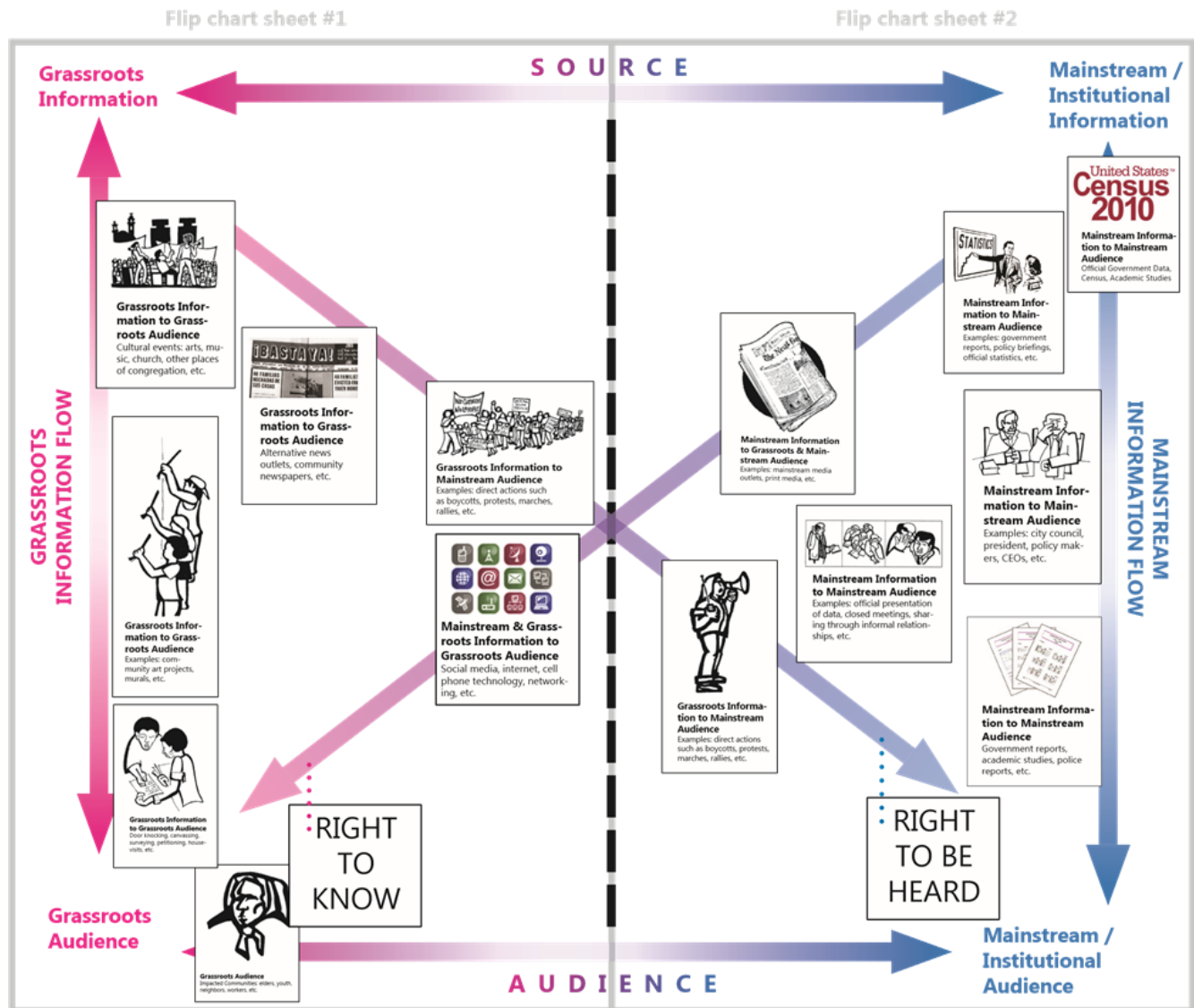
Upper right corner: **Mainstream or Institutional Information:** government agencies, universities, corporations, etc., that have influence (and stake) in the issue.



Lower left corner: **Grassroots Audience:** the broader community (includes others affected by issue & allies).

Lower right corner: **Mainstream or Institutional Audience:** people/institutions with political power give us what we want.

Tour of the Knowledge Factory Sample Diagram





Grassroots Audience

Impacted Communities: elders, youth, neighbors, workers, etc.



Grassroots Information to Grassroots Audience

Door knocking, canvassing, surveying, petitioning, house-visits, etc.



INTRODUCTION
TO RESEARCH
JUSTICE

APPENDIX - A
KNOWLEDGE FACTORY IMAGES



Grassroots Information to Grassroots Audience

Alternative news outlets, community newspapers, etc.



Grassroots Information to Mainstream Audience

Examples: direct actions such as boycotts, protests, marches, rallies, etc.



Grassroots Information to Mainstream Audience

Examples: direct actions such as boycotts, protests, marches, rallies, etc.



Grassroots Information to Grassroots Audience

Examples: community art projects, murals, etc.



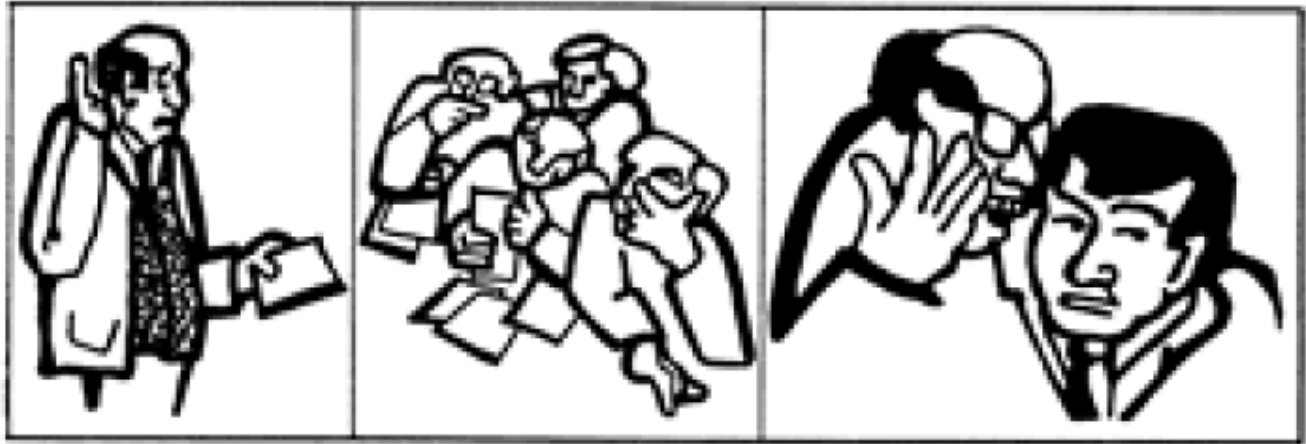
Grassroots Information to Grassroots Audience

Cultural events: arts, music, church, other places of congregation, etc.



Mainstream Information to Mainstream Audience

Examples: government reports, policy briefings, official statistics, etc.



Mainstream Information to Mainstream Audience

Examples: official presentation of data, closed meetings, sharing through informal relationships, etc.



Mainstream Information to Grassroots & Mainstream Audience

Examples: mainstream media outlets, print media, etc.



Mainstream Information to Mainstream Audience

Examples: city council, president, policy makers, CEOs, etc.



Mainstream Information to Mainstream Audience

Government reports, academic studies, police reports, etc.



INTRODUCTION
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APPENDIX - A
KNOWLEDGE FACTORY IMAGES



Mainstream & Grassroots Information to Grassroots Audience

Social media, internet, cell phone technology, networking, etc.



United States™ Census 2010

Mainstream Information to Mainstream Audience

Official Government Data, Census, Academic Studies





RIGHT TO KNOW



RIGHT TO BE HEARD



Identify organizing & research goals



Determine Audience



Do background
and supplemental
research
(Literature review, etc)



Decide
on key
research
questions



Assess
capacity/
timeline/
resources



Design
the
tool



Create database



Analyze data



Package
data into
report and
disseminate



Train
people to
use tool



INTRODUCTION
TO RESEARCH
JUSTICE

APPENDIX - B
STEPPING STONE CARDS

Collect data



Survey for “Introduction to Research Justice” Workshop

Thank you for taking time to attend this Civic Agency workshop. We are very interested in receiving your feedback.

(Alternatively, you may also complete this survey online at http://augsburg.az1.qualtrics.com/SE/?SID=SV_06aoPbGJyJ7I7oF

If you have participants complete evaluations on paper, please scan them and send them to info@mncampuscompact.org.

Your information

Primary Role: Student, Faculty, Staff, Administrator, Community Organization Staff, AmeriCorps/VISTA

Institution (College, University, Organization):

Date:

Please indicate how strongly you agree/disagree with the following about your experience with the Civic Agency workshop you participated in	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt welcomed and included.					
I learned about one or more leadership tools or resources.					
The tools and exercises I learned about are valuable.					
I feel capable of using the tools and exercises I learned about.					
I intend to use at least one thing I learned here.					
Other participants in the workshop helped me see things from a different perspective.					
I developed new or deeper connections with others.					

Is there anything you would like to tell us about your experience with the workshop?