

**Thinking about the more than human in making and research process.**

STIRLING, Eve <<http://orcid.org/0000-0001-8989-4984>> and HACKETT, Abigail

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**Citation:**

STIRLING, Eve and HACKETT, Abigail (2017). Thinking about the more than human in making and research process. In: 2nd European Conference of Qualitative Inquiry, Leuven, Belgium., 5-9 February 2018. (Unpublished) [Conference or Workshop Item]

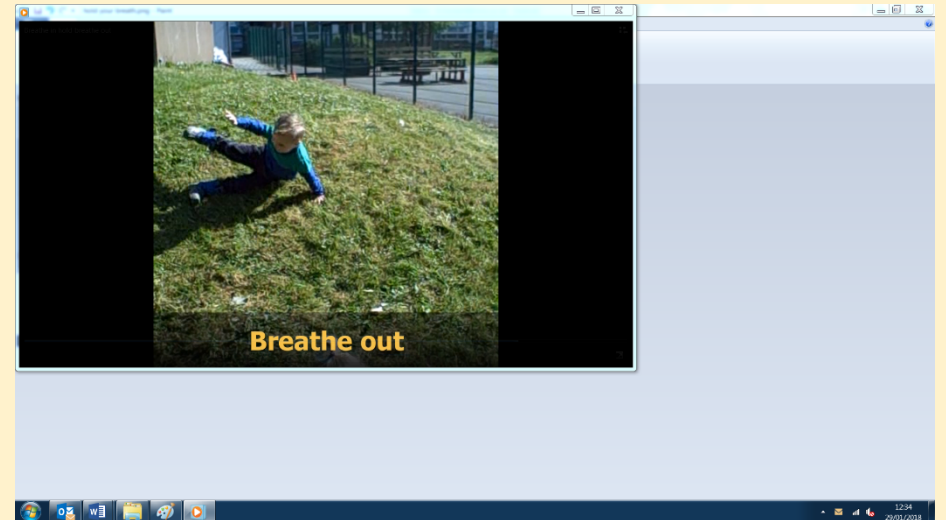
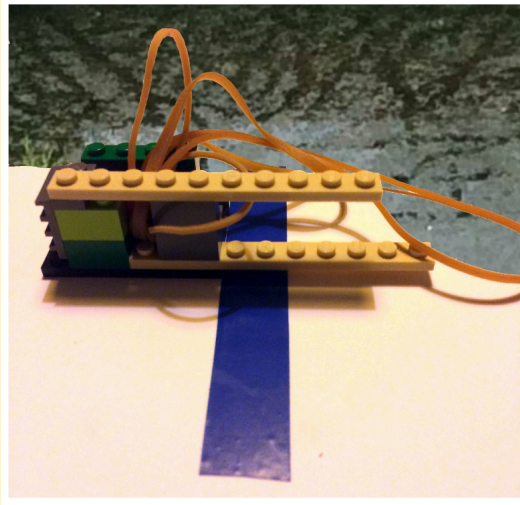
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# Thinking about the more than human in research and making process.

Eve Stirling and Abi Hackett



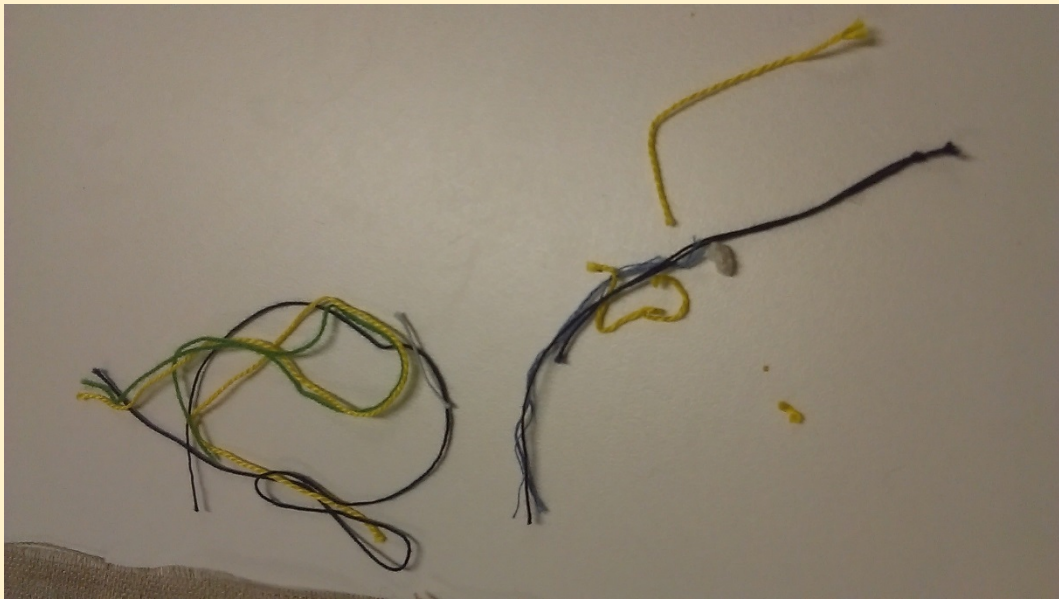
As researchers, we are inseparable from the world (Haraway, 2016), in which humans and things “slip-slide into each other” (Bennet, 2010, p.4). In stating this, we are inspired by the post-qualitative turn, which requires us to let go of the human as a separate category, and certainly as a source of agency and intention.

‘the space of agency is not restricted to the possibilities for human action’ (Barad, 2007, 178)



*If we give up ‘human’ as separate from non-human, how do we exist? ... Are we willing to take on this question that is so hard to think but that might enable different lives? (Lather & St Pierre, 2013, p. 631).*

Ingold (2013) “designerly making”  
“catching dreams and coaxing materials” (p.73)



Letting go of the predictable or rational

# Coming back to 'old' data

“For us, ‘sticky data’ sticks out, sticks to and often gets stuck in our thoughts, feelings, in our throat, on the page, in fieldnotes, camera lens, or memory. Not only are they full of molecular reactions and interactions, stubbornly seductive and curiously viscous, such data can jolt or conjure a sense of wonder, “where bodily matters resist incorporation into representational schemata” (MacLure 2011, 1002).”

MacRae et al, 2018

What are we paying attention to?

At the micro level what might these types of process look like, how may they unfold between:

the body and the data

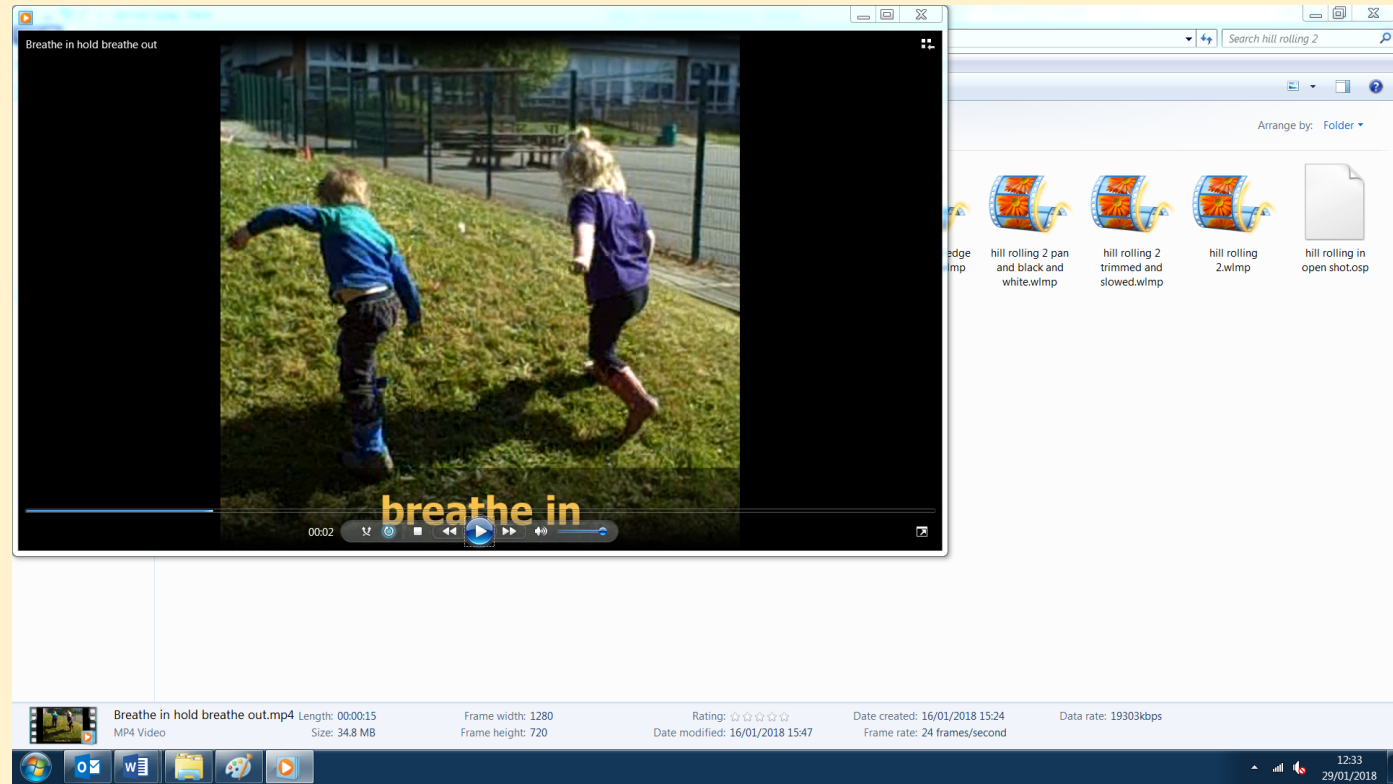
the material and the discursive

the thinking and the making

# Children's hill rolling as a more-than-human event

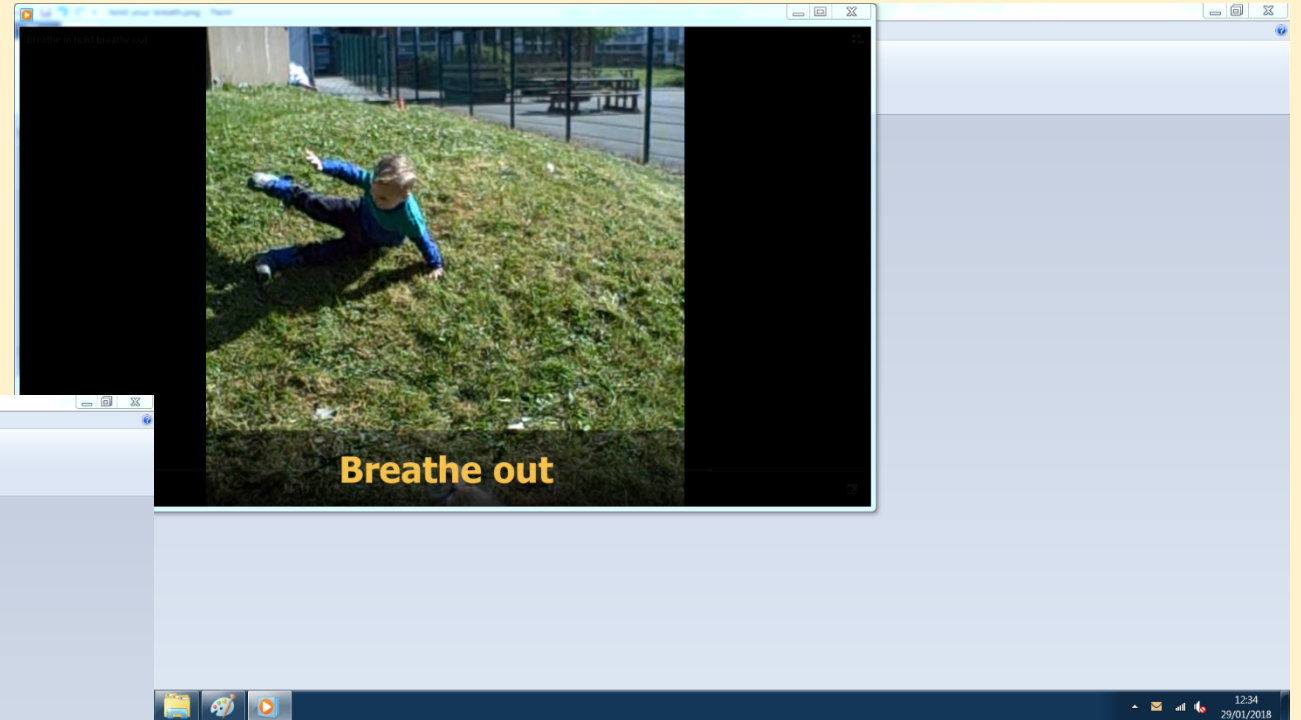


- Correspondence
- Animacy
- Leakiness
- Breathe



**How is the hill rolling like a breath? How then is it correspondence between hill and child?**

# Breathing with the data



What else within the video data might help me think about leakiness, entanglement – the breath and unboundedness of both the human and non human actants in this episode?

# my process framework

Against mastery – ‘making with’ (Haraway, 2016)

Revisiting data

Intra-actions of (re)configured (Barad, 2009)

Coming to know speculative futures... SF

Design Fictions & Critical Design (prototyping)

Speculative Feminisim

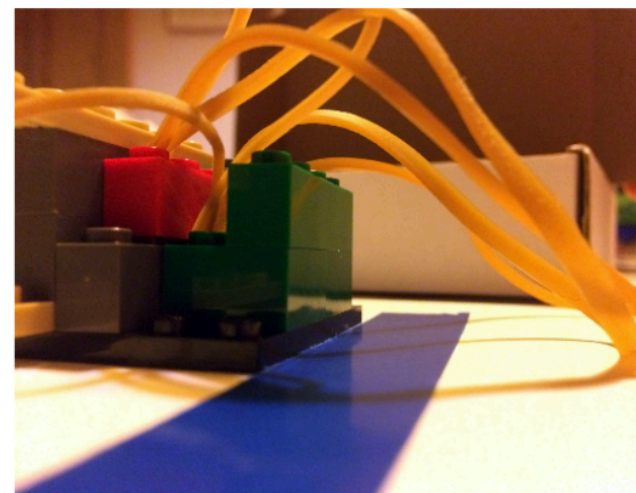
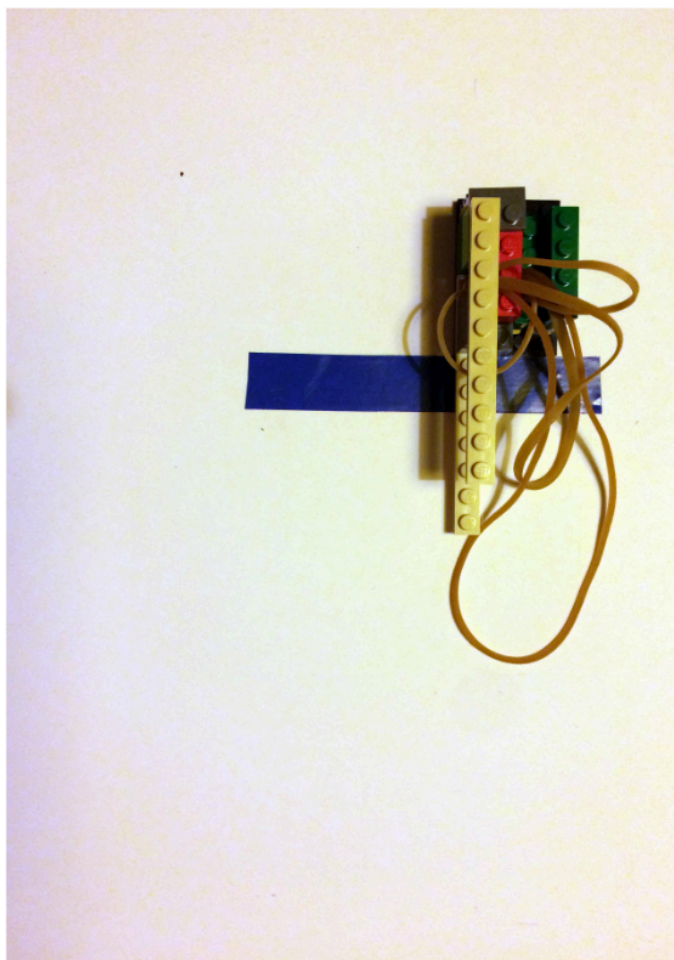
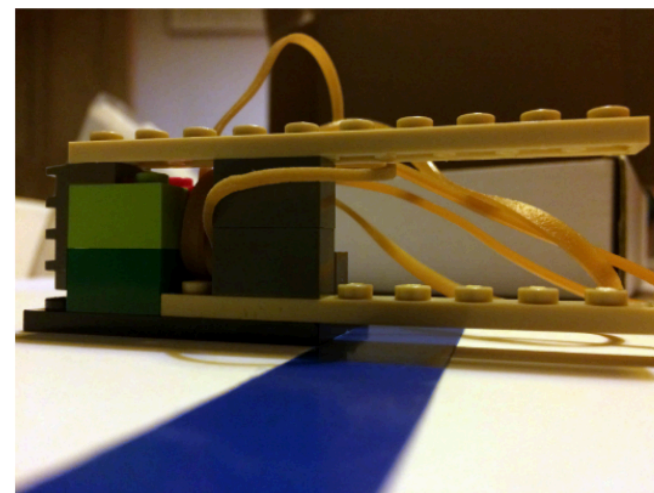
‘the speculative middle’ (Springgay & Truman, 2017)

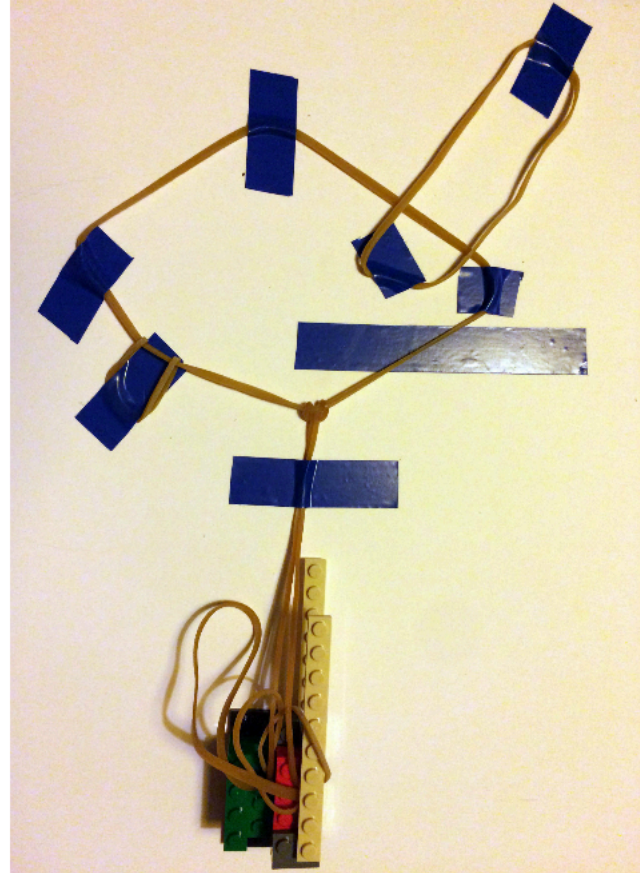
Making to think

Home learning activities and  
the flows between digital &  
physical spaces and places.









## **making thoughts**

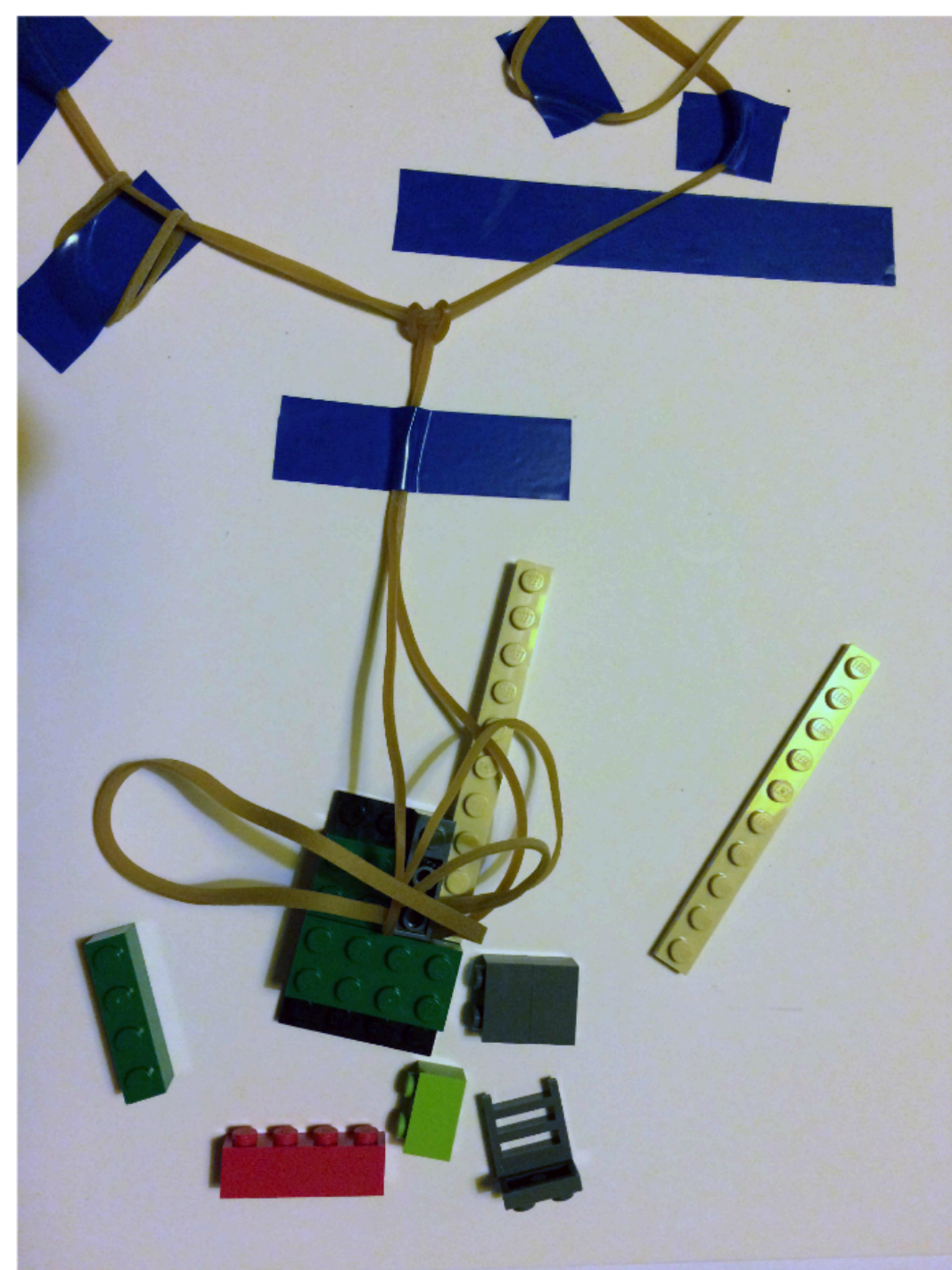
Water brings people together...still thinking in a human centric manner

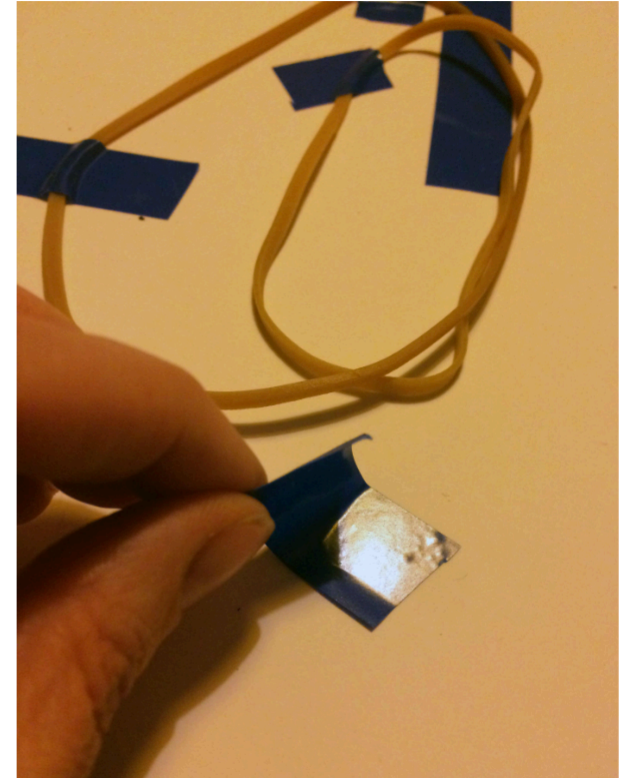
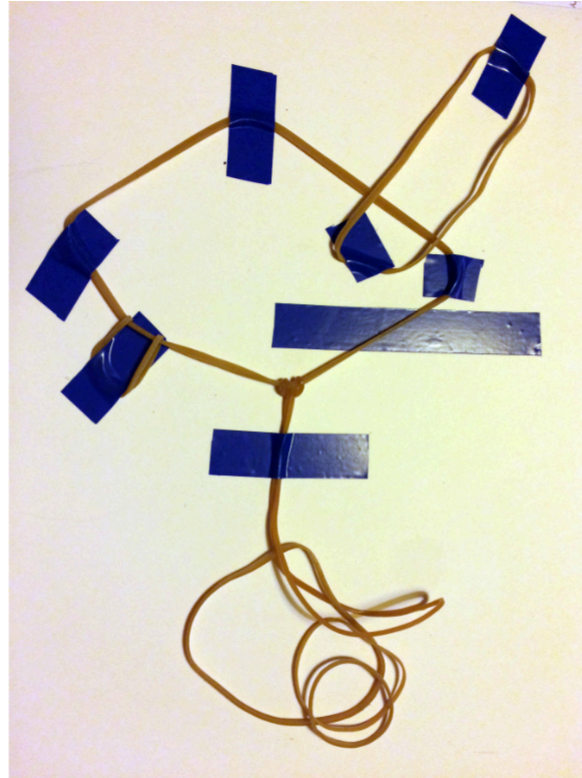
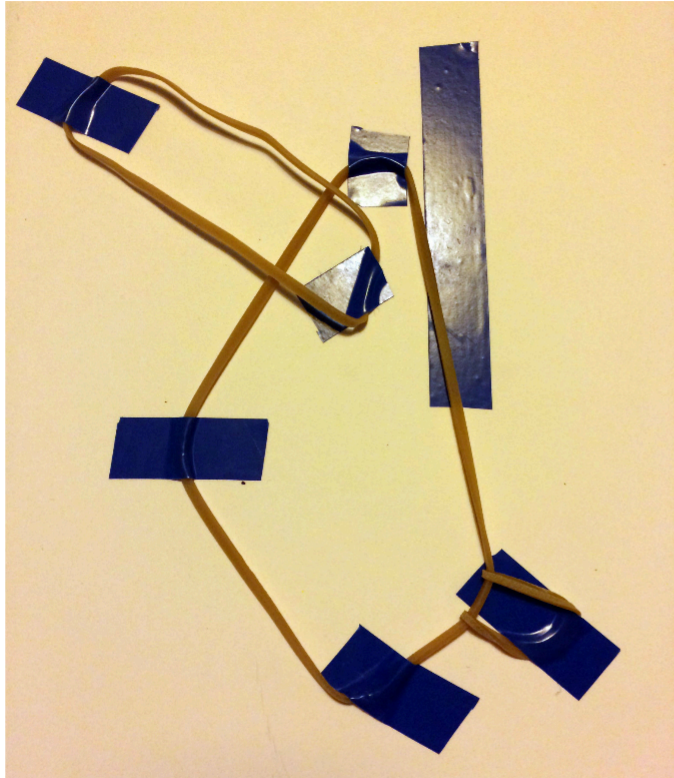
Ecological

Making with lego and rubber – the struggle of rubber bands - is it natural or synthetic rubber? My cat loves rubber bands, she eats them.

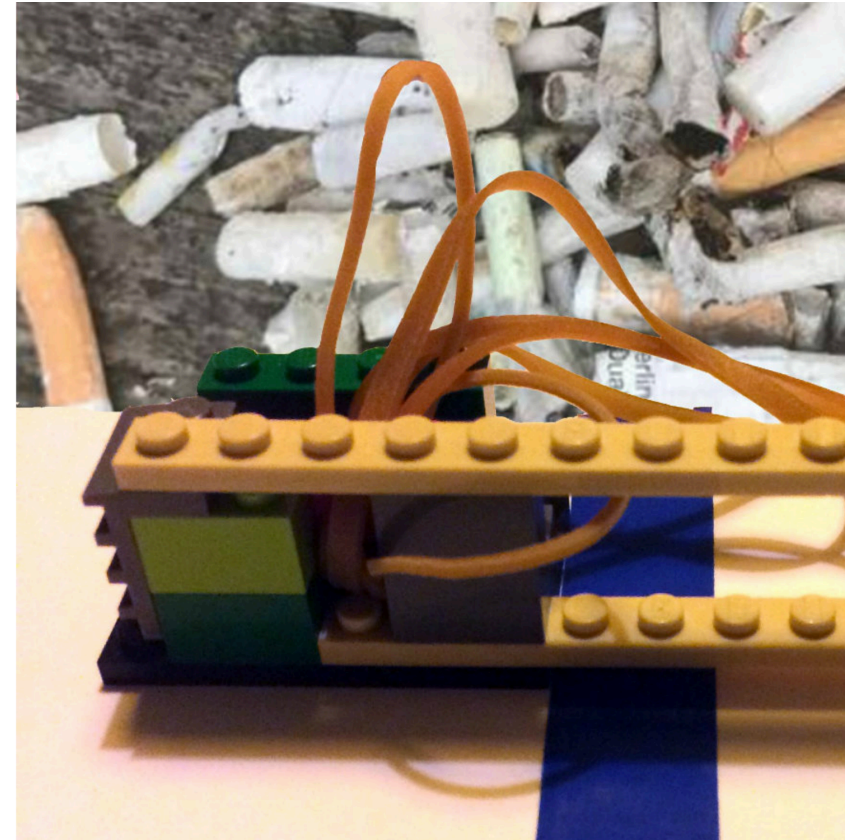
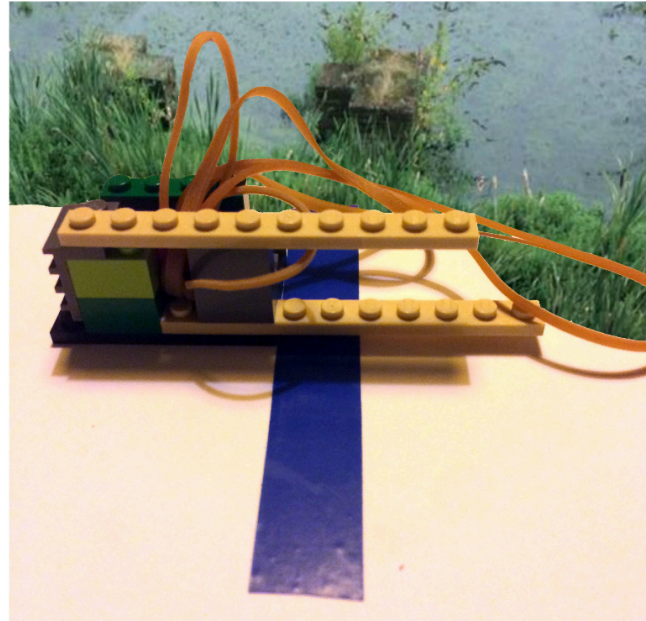
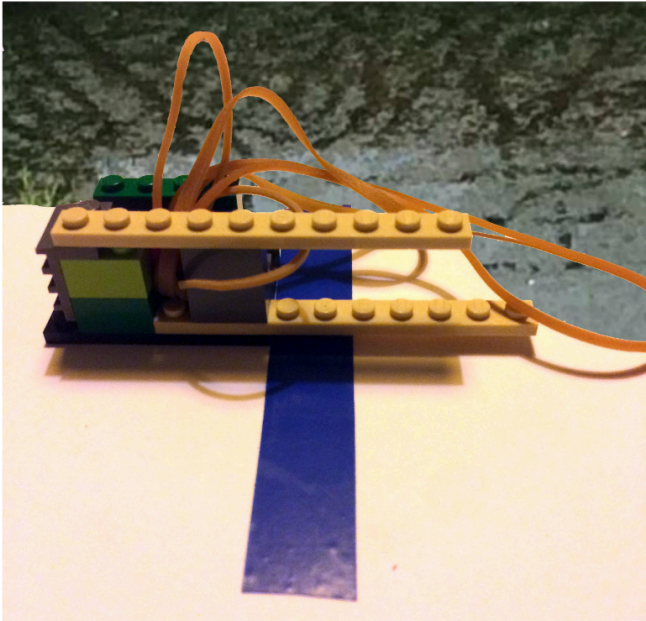
Rubber trees – Malaysia. Plastic plumbing pipe or copper? Where does copper come from?

Water taking over exploding architecture – ruining the force of things (Bennett).





What futures are imaginable?



What does it mean for homes and humans to learn together?

What is excluded from mattering?

Where is Facebook in all this?

Is Facebook more-than-human?  
Are algorithms?

# **Workshop activity – explore the role of making and embodied thinking in process**

Methods for engaging with data. Make a 'prototype'

m a k e

**Questions to scaffold making:**

How can we attune into the affect of the data trying to avoid the mastery of it?

How can we experience data with our bodies?

How can we foreground the materiality of the data rather than replacing the material with the words?

# Reflection on making

Drawing on Haraway's (2016) concept of speculative fabulation (Haraway, 2016) we end the session by *reflecting with* our material creations through storytelling. To explore how these different theoretical and disciplinary perspectives might come into dialogue and enable us to think in new ways about research, making and design processes as never a sole human endeavour.

Come back to ask about empirical enquiry – reflection – speculative stories based on the participants' 'prototypes'

How we learn from our homes?

How we use the more-than-human to understand children's everyday lives?