



Where We Know From

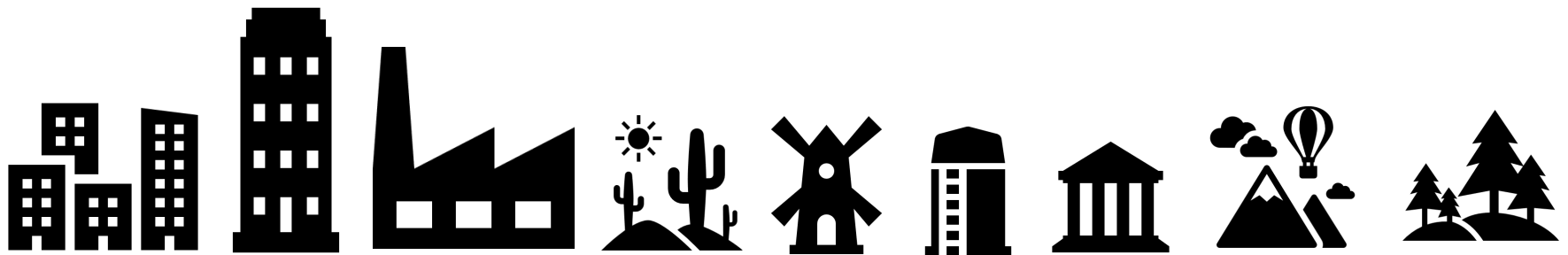
An icebreaker for HE in an FE environment

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“At the Summit for Mentoring Indigenous Graduate Students held at Ontario Institute for Studies in Education in February 2018, Dr. Minelle Mahtani, citing Dr. Katherine McKittrick, proposed replacing the typical ‘icebreaker’ question ‘Where are you from?’ with the question ‘Where do you know from?’ As someone who has been asked where I ‘am from’ more times than I could possibly count, I know from experience how inadequate that framework is for situating me as a participant in intellectual communities. The question of how I would trace the genealogy of my knowledge and my intellectual commitments strikes me as a more effective way of placing myself in the room, in the group, and in the conversation.” – Eugenia Zuroski



Names and pronouns

What is your name?

What would you like us to call you?

Which pronouns would you like us to use in reference to you?

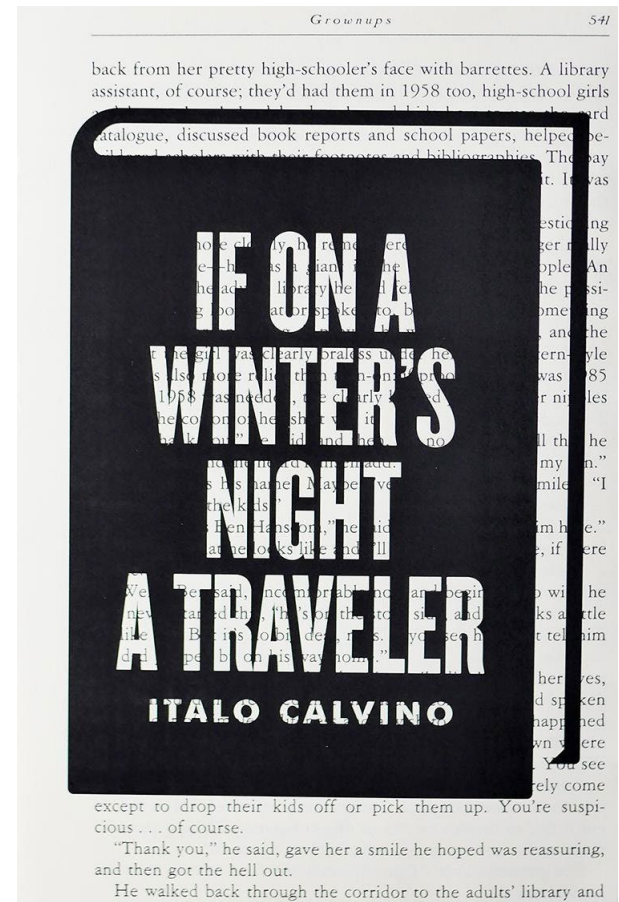
For some people, the question of pronouns is a recurring one; others may be unaccustomed to thinking about it with regard to themselves. Either way, I encourage everyone to sit with this question, and to answer however you wish, which may be not at all.



Interests

What are your intellectual interests? What do you think about a lot? What have you learned about, and what would you like to learn more about? Do you have a particular research topic you are working on now? Are you involved in personal, family, or community work that has immersed you in certain ideas and questions? Have you read or watched or heard something lately that has lodged itself in your thoughts? We recognise the myriad ways that thinking is inspired and sustained as equally 'intellectual' in status.

How did your interests come to you? Intellectual preoccupations come from a variety of paths. Given only a few minutes, how would you narrate what brought you to your ideas, or your ideas to you? Was it something you read, witnessed, confronted? Was it something someone taught you, in a class or not in a class? Was it somewhere you lived or went, someone you met or knew, something you laboured at, something you enjoyed? To whom, or what, are your ideas indebted? Tell us one of the many potential stories of where your knowledge and research questions come from.



Why we are here.

What is your intellectual work for? This is a question both about your motivations for enrolling in this degree program and taking this course, and about your broader commitments as a thinker, researcher, and member of intellectual communities. What are you hoping to accomplish in the course of completing your degree? What are you hoping to learn and practice in this class in particular? What do you want to do with the knowledge you cultivate here?

What else would you like us to remember and recognise about you when we engage in conversation with you? Is there anything you haven't yet mentioned, or that you have but would like to emphasise, that you would like people to recognise in or about you when they engage you and your ideas in conversation?





- 1) I'd like you to write down your own responses to these prompts. 10 mins
- 2) After this work is completed, please talk to the person next to you and use this icebreaker exercise. 10 mins

Workshop

Feedback on the exercise

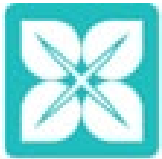
On your tables, please debate the following:

- 1) What did you feel taking part in this exercise?
- 2) Do you think it would be useful as an icebreaker with your students?
- 3) Would you adapt the questions or add any further queries?
- 4) How might this exercise be useful for class profiles and seminar exercises?



Thank you

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A SPECIAL MESSAGE JUST FOR YOU