

Between the tree and the building: Overlapping and diverging experiences of co-researching and co-authorship processes with young climate justice activists

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This keynote will discuss the dilemmas and possibilities experienced over four years of an intergenerational research project, where four young (19-22 years old) climate organisers have worked as paid research associates (Natasha Abhayawickrama, Sophie Chiew, Netta Maiava and Dani Villafaña) with Eve on a project surrounding young people's experiences of climate justice activism and education. The team has worked together in the project's pre-ethics consultation processes, institutional ethics application drafting, research interviewing, analysis, co-authoring and co-presenting processes. The processes of co-research and co-authoring – intended to draw attention to the textures and nuances of diverse young people's multi-modal activism(s), and to the political differences between and among young people involved in climate justice activism(s) – have raised other thorny ethical, methodological and political perplexities and questions.

In this keynote, Eve will reflect, from her position as university-based researcher, on a visual metaphor drawing activity facilitated by Netta Maiava with the research team during a research retreat. During this activity, Netta invited team member, individually, to draw a 'tree' (representing the values of climate justice and social movement networks) and a 'building' (representing the 'academy', inclusive of academic publishing models and practices) and the path(s) that flow (or not) between them. This was followed by open discussion of the overlaps and felt differences between our drawings and experiences of research. Eve will discuss 'the felt value-action gap (between the justice sought and the injustices that persist within research)' (Mayes & Arya, 2024, p. 1) and the ethical consequences of (deliberately or inadvertently) apprenticing young people to become wheels in the machinery of the 'academic industrial complex' (Tuck & Yang, 2014, p. 223) of research processes, including peer-reviewed publishing. She will conclude by questioning what conditions might foster collaborative knowledge-creating processes and products that expand, complement and translate traditional forms of publishing, whilst simultaneously refusing and speaking back to the extraction and hustle of the academy.

This keynote is based on a journal article that the research team is currently in the process of writing together.

References

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- Tuck, E., & Yang, K. W. (2014). R-Words: Refusing Research. In D. Paris & M. T. Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (pp. 223-248). SAGE.



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