

Corrugating ethnoecological attentiveness: A presearch methodology

So, how do we come to know the plants and habitats with which we'd would like to collaborate? Through *presearch* and the **education of attention!**

How do we come to know the plants and habitats with which we'd would like to collaborate?



How about walking?



Ethics, imagination, discourse, and aesthetics are key to conceptualizing ethnoecological research and environmental issues as inseparable from cultural contexts.



Research is inherently pedagogical: "observing and creating human-nature relations ... is a routine, though deeply underexplored, part of human learning, and activity that impacts both what is learned and how learning happens" (Bang et al., 2015, p. 304).



As ethnoecological researches we have a responsibility to educate our attention to/with/in our sites of research. We have a responsibility—particularly if we are visitors to the Land with which we would like to study—to learn to perceive place in accountable, anticolonial, self-reflexive ways.



Attending, in place, through annual cycles, capturing glimpses of noticing, can reveal nuanced tendencies of plants allow for multisensory corrugation of experience. This is how we learn to attend to context. This is how we educate our attention.

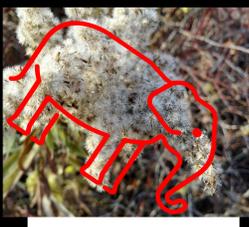



Alternative text for your photo:

Cluster of white-brown plant fuzz branching out from center in focus in foreground, green grass and brown branches in background.



And variation in the type of language we use, at different times and in distinct contexts, can help us perceive our encounters in different ways.

*Baby elephant.
Medium: fuzz.*

presearch (noun):

- 1) the making-possible of relational accountability in research.
- 2) the slow work of ongoing engagement with habitats and communities to foster diverse and thoughtful attentiveness to Land, systems, beings, and relationships.

After my first encounter, every time I saw an instance of this plant my brain would holler, "**Baby elephant. Medium: fuzz.**" Suddenly I'd be drawn back into the weather and location with which this photo was taken; an experience unit reaching through time and medium to grab my attention, again. Each unit became a mini-story, drawing and building on multifarious sensory experiences to anchor momentary encounter.



corrugation (noun): experience folds into ideas folding into experience; encounters accrete affective and sensory matter.



educating ethnoecological attention (compound verb): the process of coming to be in relation and learning to attend to a specific ethnographic assemblage, a socioecological setting for ethnographic inquiry with particular biosocial and spacio-temporal dimensions



As we learn to attend it can be supportive to encounter first and add language later, allowing our perception to drive our learning.



Photo caption:
...

Making presearch an explicit part of a research journey means keeping a record of repeated, intentional, attention-educating encounters. This record can take many forms.



See the photojournal from a year of educating my riparian attention in the Okanagan Watershed, syilx territory: <https://osf.io/c36qm/wiki/home/> <https://www.instagram.com/alsd eeend/>

Bang, M., Marin, A., Medin, D., & Washinawatok, K. (2015). Learning by Observing, Pitching in, and Being in Relations in the Natural World. In M. Correa-Chávez, R. Mejía-Arauz, & B. Rogoff (Eds.), *Children Learn by Observing and Contributing to Family and Community Endeavors* (Vol. 49, pp. 303-313). JAI. <https://doi.org/10.1016/bs.acdb.2015.10.004>