Co-creation of knowledge: a process of coming to know and negotiation of meaning
The DIALOG Network

DIALOG - Aboriginal Peoples Research and Knowledge Network - is a research center housed at the Institut national de la recherche scientifique (INRS) in Montreal.

DIALOG aims to create the conditions that foster constructive discussion and exchange between researchers from different disciplinary backgrounds and between researchers and collaborators from Indigenous organizations and Aboriginal communities, and by setting up a relationship of dialogue between the academic and Indigenous milieus.

DIALOG brings together students, researchers, and Indigenous institutions and community representatives to think and develop together a research paradigm that is at once anchored in theory and in practice, one that responds in concrete ways to the perspectives and priorities of its members.
DIALOG Objectives

• To cultivate knowledge-sharing practices and the development of a collective, contextually grounded understanding of Indigenous issues;

• To contribute to building capacity (decision-making, analysis, critical thought) for each participant, member and student alike;

• To experiment with the potentials of interdisciplinary, inter-institutional and trans-sector circulation and co-construction of knowledge to its fullest; and

• To promote the development of just, egalitarian and equitable social relations through innovative collective learning opportunities.
Research as intervention

Directed at changing institutions and processes which interact with Indigenous Peoples and not at changing Indigenous Peoples to fit or submit to external structures.
SOCIALLY CONSTRUCTED

KNOWLEDGE

CONTEXT DEPENDENT
Decentering settler colonialism

Anchoring Indigenous knowledge
Learner/teacher shaping both the content and the process

Speak across difference
Knowledge making for wellbeing

De-colonial options start from the principle of the regeneration of life

Affirming epistemic rights and building new vocabularies of collaboration that help us navigate the world together.
Social restoration

Social transformation
INDIGENOUS KNOWLEDGE

Local
Global

Individual
Collective
Indigenous futurity

New forms of self-determination & new decolonial futures
We as educators must refuse to believe that anything in human nature and in various situations condemns humans to poverty, dependency, weakness, and ignorance. We must reject the idea that youth are confined to situations of fate, such as being born into a particular class, gender, or race. We must believe that teachers and students can confront and defeat the forces that prevent students from living more fully and more freely. Every school is either a site of reproduction or a site of change. In other words, education can be liberating, or it can domesticate and maintain domination. It can sustain colonization in neo-colonial ways or it can decolonize. (Battiste 2013 : 175)
RELATIONALITY
Thank you
Merci