



## BEYOND FONT AND PIXEL: TOWARDS AN ECOLOGY OF KNOWLEDGE CO-CREATION

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The introductory part of the talk goes back to the meeting that involved Ivan Illich and Paulo Freire fifty years ago in Geneva as an example of dialogue that still interrogates today's pedagogical choices and education research approaches.

It attempts to connect a cultural-historical and dialogical educational perspective with a visit to the Cooperative de L'Enseignement Laïque established a century ago in Vence (Southern France) by Elise and Célestin Freinet. Célestin Freinet became the teacher at the primary school of Saint-Paul de Vence in 1928, teaching in an old building with a tiny playground. In the afternoon he would take the pupils on educational walks through the village or forest, resulting in the children writing a newspaper, printing it at school and sending it to neighbouring schools. In 1933 Elise and Célestin Freinet opened their own school in Vence

The school is still active and it offers a Mediterranean focus in the footsteps of sociologist Franco Cassano's (1996) work for approaching Albert Camus' "pensée de midi" (Southern Thinking) and as a grid to explore local forms of collective writing inspired by other Mediterranean sites.

A short transmodernity (Dussel, 2012) exercise is then proposed with the purpose of re-contextualise and locate collective writing through Southern Americas' knowledge co-creation lenses/experiences (Brandao, 1983; Fals Borda, 1983; Menezes de Souza, 2002). Current pedagogical and research challenges and opportunities are discussed considering the previous knowledge co-creation mapping.