

COLLAB

POSTCOLONIAL

INSTRUCTIONS

COLLAB POSTCOLONIAL

Strengthening and reflecting
upon postcolonial debates

Number of players:

4–6 people

Playing time around:

90–120 minutes

For the self-print edition of COLLAB you need:

- A printer (black & white or colour is possible)
- Scissors
- 16 A4-sheets of printing paper
- Glue
- A six-sided dice
- 4–6 playing pieces
- A stop watch
- Paper/sketchbook for your personal notes

Preparing the game materials

It's best to start the preparations some time before playing the game in order to let the glue dry and collect the items described above. Download this pdf and print the file on A4 paper. Make sure to print it in one go and with the same settings, so everything fits together. This works best, if you use the settings "Fit to page" or "Fit to printer margins". If you have access to a duplex printer or print shop, you can also print the game double-sided (exception: the pages for the game board and game grid must be printed single-sided) on thicker paper or cardboard. 300 mg paper works best for this.

The pdf includes 16 sheets of A4 pages. They will be turned into:

- The game board (2 x A4 pages to glue together)
- The game grid (2 x A4 pages to glue together)
- The Circle of Power (2x A4 pages to glue together)
- 10 event cards
- 35 reflection cards
- 5 discussion cards

After printing, lay out the pages of the playing cards. They are marked with letters (page A1 to page A2, B1 to B2 etc.). Before cutting, lay out the pages so that the edges marked "top" are furthest from you, and corresponding pages (e.g. A1 and A2) are next to each other. Glue the corresponding pages (e.g. A1 and A2) together, so that the "top" edges are back to back. After letting them dry, cut out the individual playing cards along the dotted lines. For the game board, place the pages next to each other so that the edges marked "top" are furthest from you. Then cut along the right side of "part 1" of the game board and glue it onto the "glue area" on "part 2". Do the same for the game grid.

WHAT IS COLLAB?

COLLAB Postcolonial encourages a joint reflection on postcolonial debates which question established methods, common structures, and assumptions that have long been considered unproblematic. These debates can lead, on the one hand, to uncertainty and, on the other hand, to possible new beginnings.

The board game COLLAB Postcolonial responds to these new challenges with questions that invite reflection and debate.

COLLAB Postcolonial tries to provide a safe space for these debates.

The curiosity about one another that emerges from this process makes it possible to explore contemporary paths in research and teaching together.

▶▶ START

Set up both game boards and three piles of cards. Choose a playing piece and hold onto it.

We begin the game on the board with the Circles of Power as they create a shared starting point for curiosity, dialogue, and reflection on our own positions, experiences, and the hierarchies that shape them. This creates a shared basis for curiosity, open questions, and new perspectives on postcolonialism.

🟢 SHARING CIRCLES OF POWER

Take a moment to think for yourself: Where in your academic life have you experienced a hierarchical situation that made you feel uncomfortable?

Let one person after another describe their situation and, together, look at the visualization to identify which hierarchies and privileges are at play. Place your playing piece on a field that moves you the most. No need to explain, just let it sink in what you see and what you heard.

At the end, take a moment to note which feelings and thoughts arise after hearing everyone's experiences. Share them if you like.

HOW TO PLAY

Move your playing piece to the game board. All playing pieces start on the start square. The players roll the dice one after the other and the player with the lowest number starts. The player rolls the dice and moves the corresponding number of squares forward. If the square is already occupied, the player moves forward to the next unoccupied square.

There are reflection cards, discussion cards, and event cards that correspond to the types of squares.

🔵 REFLECTION CARDS

If a player lands on a reflection square, they draw a reflection card and answer it with a personal "statement". This statement should last no longer than one minute. Set your stopwatch. There are no right or wrong answers. If your card depicts an image, reflect how you would personally relate to it. It is not about knowing what is depicted! If you draw a card with a QR code, please scan it with your smartphone and listen to the sound or music for a while. Share your experience with the rest of the group. Meanwhile, the other players note down any important or surprising points or questions about the statement.

🟡 NO ACTION

Additionally, there are squares where no action happens.

🟠 EVENT CARDS

If a player lands on an event square, they draw an event card and follow the instructions.

Afterwards, the event card is put back under the stack of cards. Event cards are not placed on the game grid.



DISCUSSION CARDS

When a player lands on one of the five discussion squares, they draw one of the “big questions” and lead a 10-minute group discussion about it. All players note down important or surprising points during the discussion. If a player lands on the same square later in the game, no action happens.

Do cards of the same type look differently?

Yes! Note that the backs of the cards are not exactly the same as the signs on the game board. To identify them easily, look at the corresponding colors. The visuals play with the shapes on the game board:

Triangle – Reflection card

Triangular shapes on the back of the cards

Circle – Discussion card

Circular shapes on the back of the cards

Quarter circular shape – Event card

Quarter circular shapes on the back of the cards



END OF THE GAME

Gradually all the players progress towards the goal. The player who reaches the goal first ends the game and initiates the conclusion round.

Conclusion: At the end of the game, each player thinks about one thing that they will take from the game and shares it in the conclusion round. That thing could be a note, an Aha! moment, an open question, or an idea for further exchange. It could also be how the player is feeling after the game.

Congratulations to all players for taking the time to reflect with your group!

BACKGROUND

COLLAB Postcolonial was developed within the network of German UNESCO Chairs.

It is based on COLLAB, the game for improving interdisciplinary communication developed by Johanna Barnbeck and Silja Klepp. Together with Julius Heinicke, they started a process of reflecting on postcolonial teaching and research in several workshops with the German UNESCO Chairs.

COLLAB Postcolonial is the second game in a series of tools to support reflexive practices within artistic and scientific research settings.

The game design was inspired by the Bauhaus tradition, which was inherently interdisciplinary. This is the 2nd game that can be played on the same board, to be sustainable and thoughtful of our resources.

For more tips on fruitful interdisciplinary collaborations see our manifesto on:

www.interdisciplinarygames.net/manifesto

Do you want to know what's next? Are you interested in a collaboration or workshop?

Do you have questions? Then send an email to: hello@spreadthenerd.net Or for more info

head to: www.interdisciplinarygames.net

Additional to this produced version of the game, you can find a free self-printed version in English and German on:

www.interdisciplinarygames.net which is published under a Creative Commons license for distribution.

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The game was made possible
with the support of:

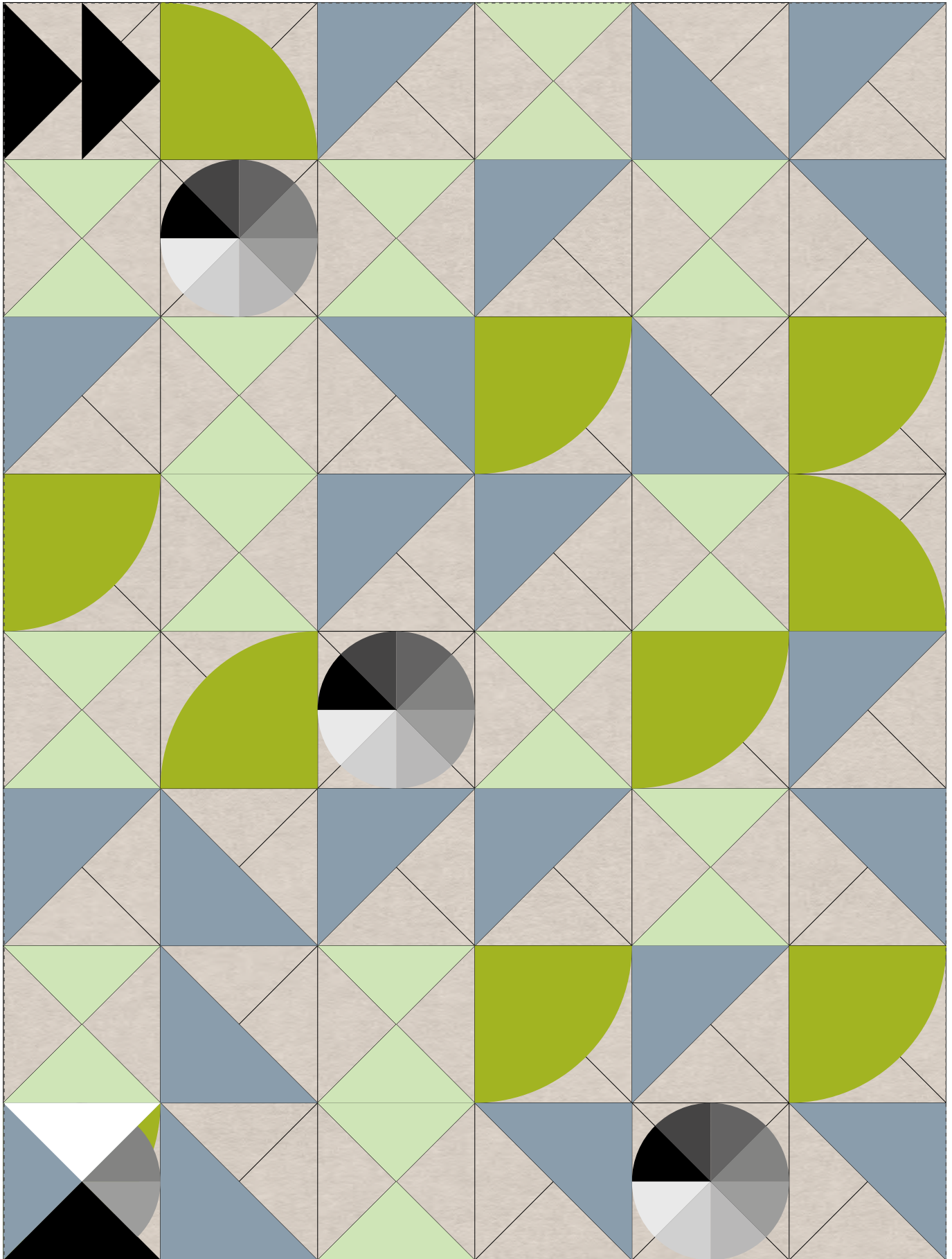


Cultural Policies
for the Arts and
Transformation
Institute for Cultural Policy
University of Hildesheim
Germany



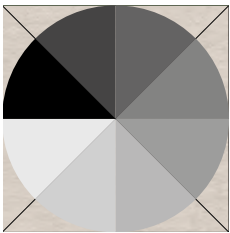
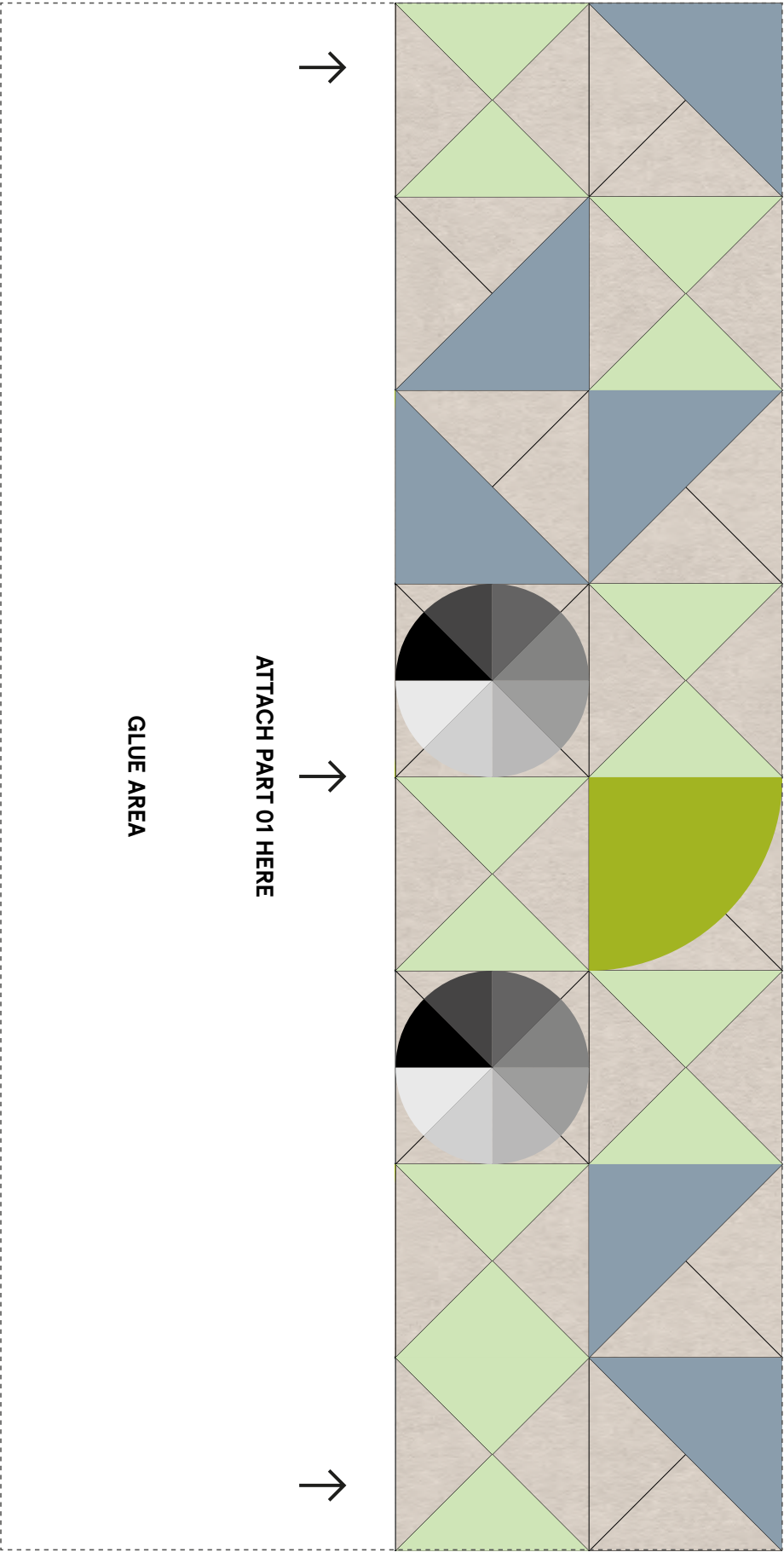


TOP - GAME BOARD PART 01

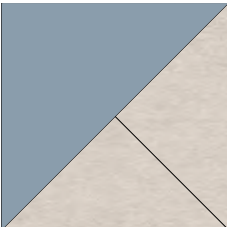




TOP - GAME BOARD PART 02



Discussion cards

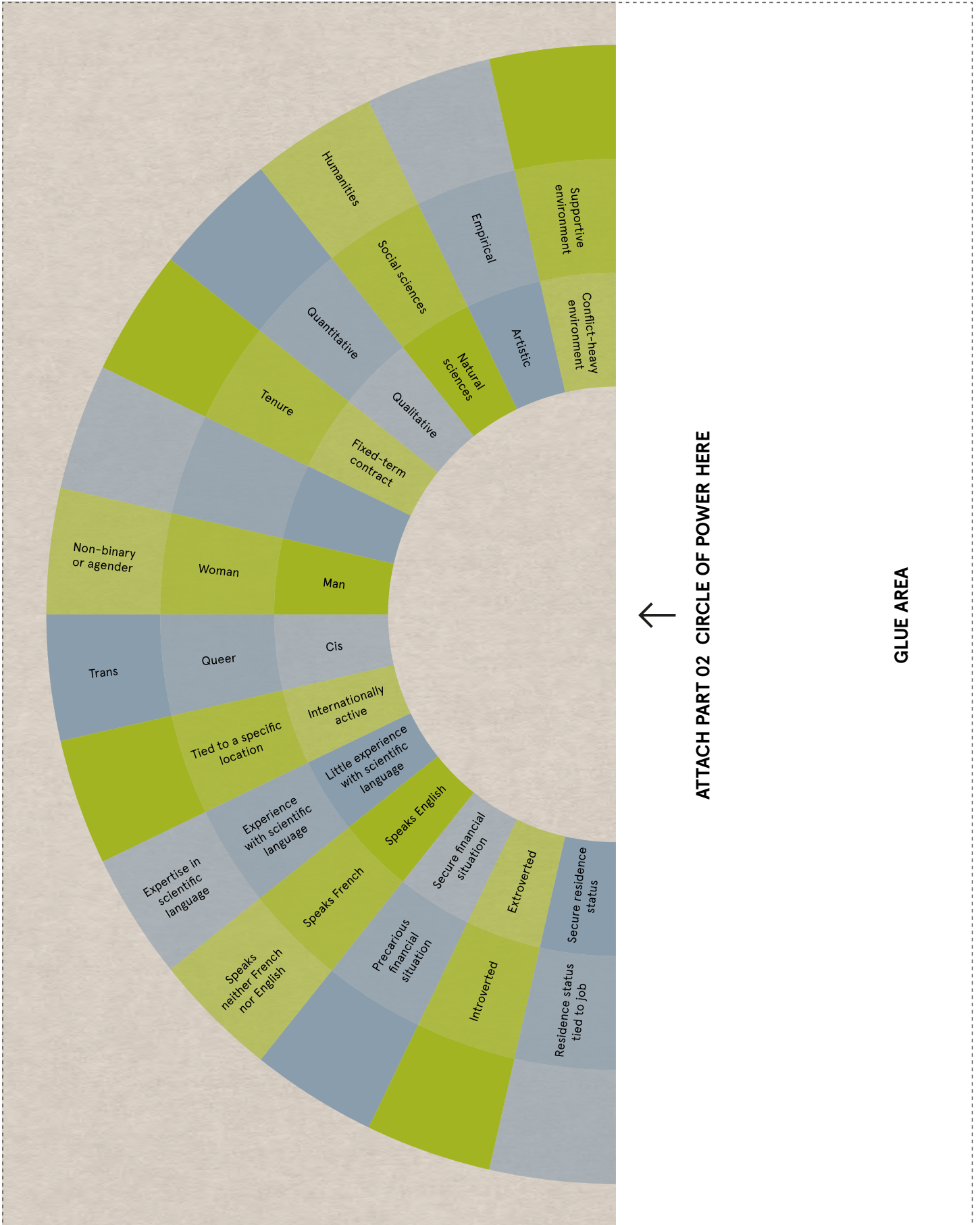


Reflection cards



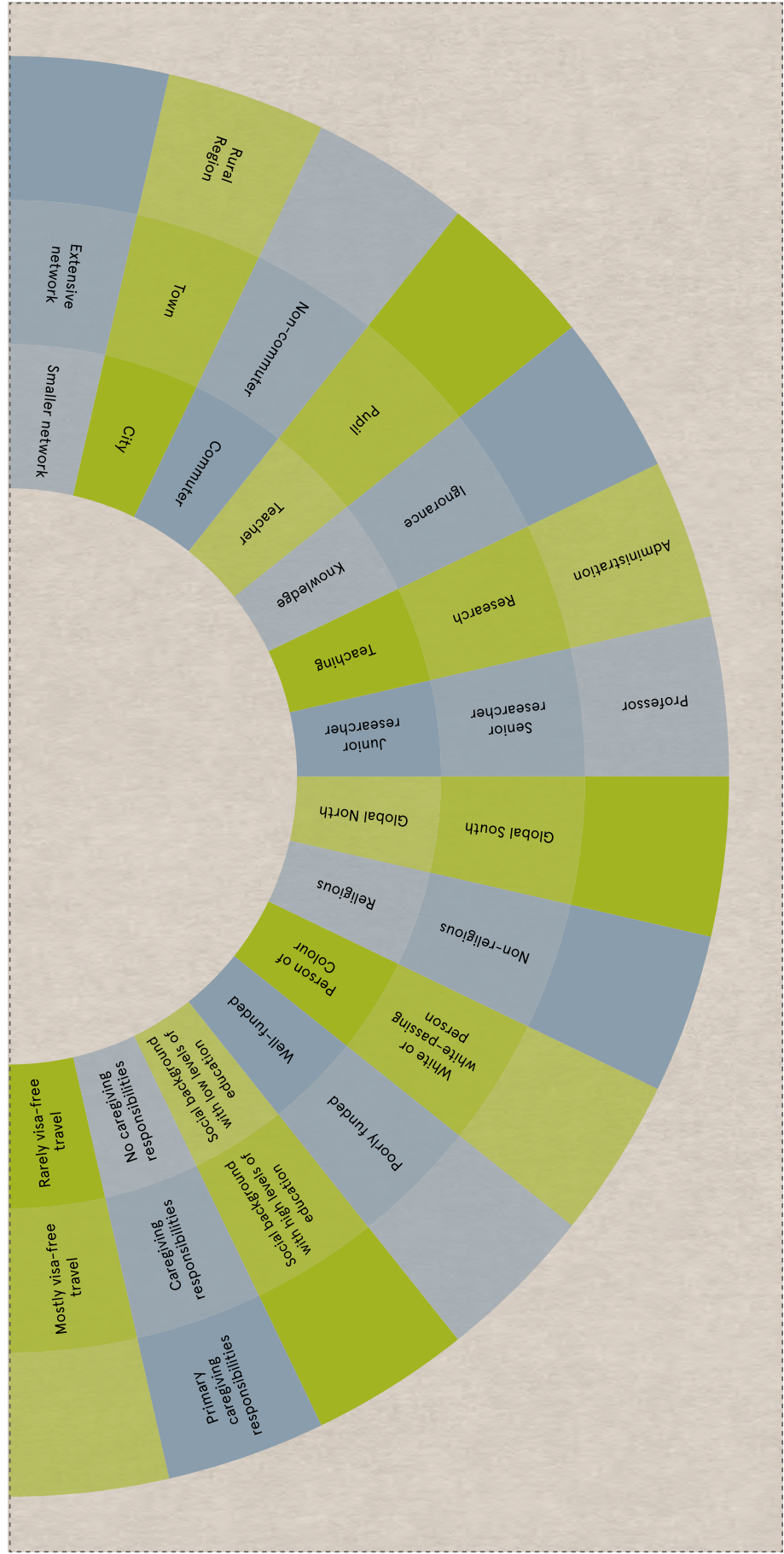
Event cards

TOP - CIRCRL OF POWER PART 01

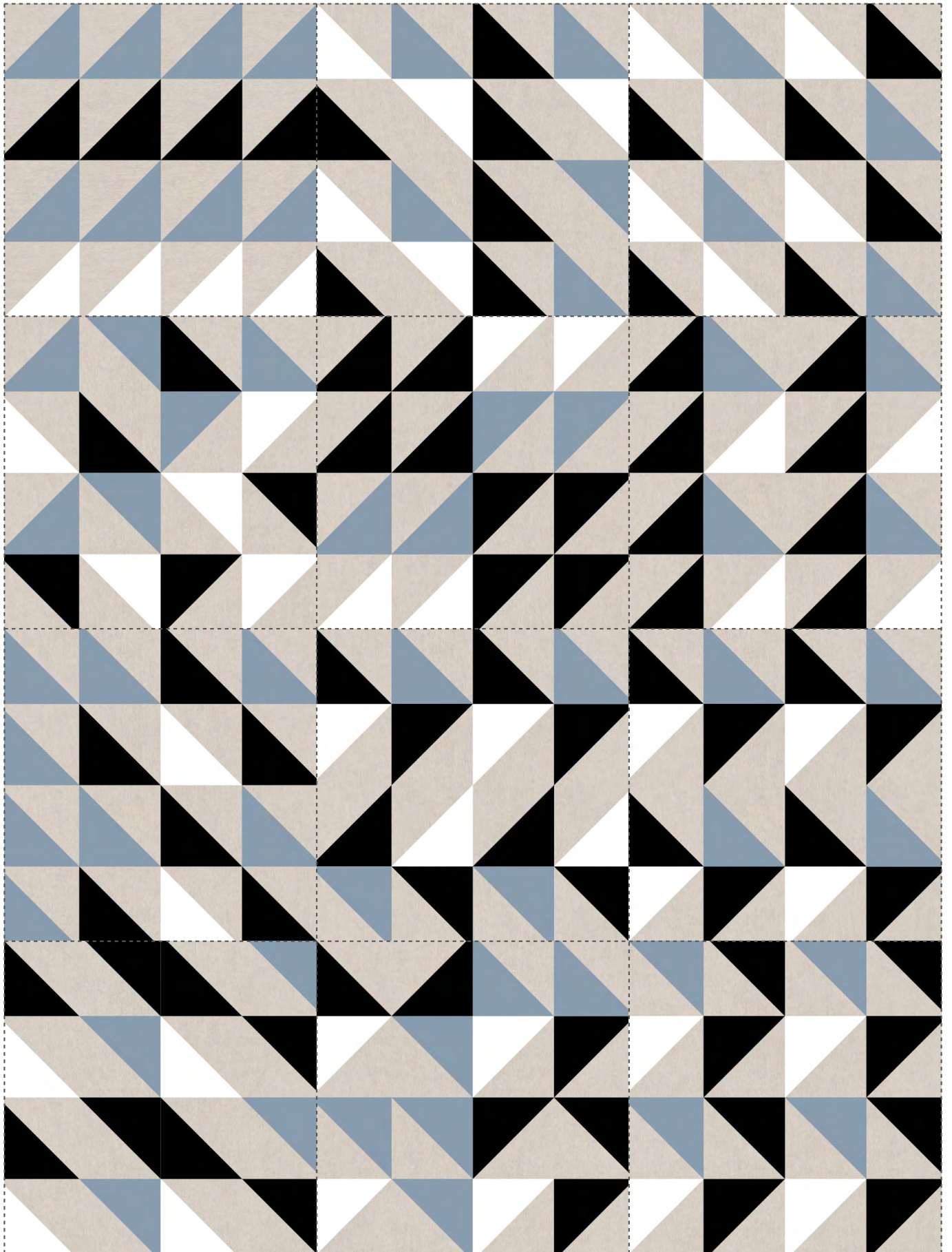


ATTACH TO PART 01 CIRCLE OF POWER HERE

↑

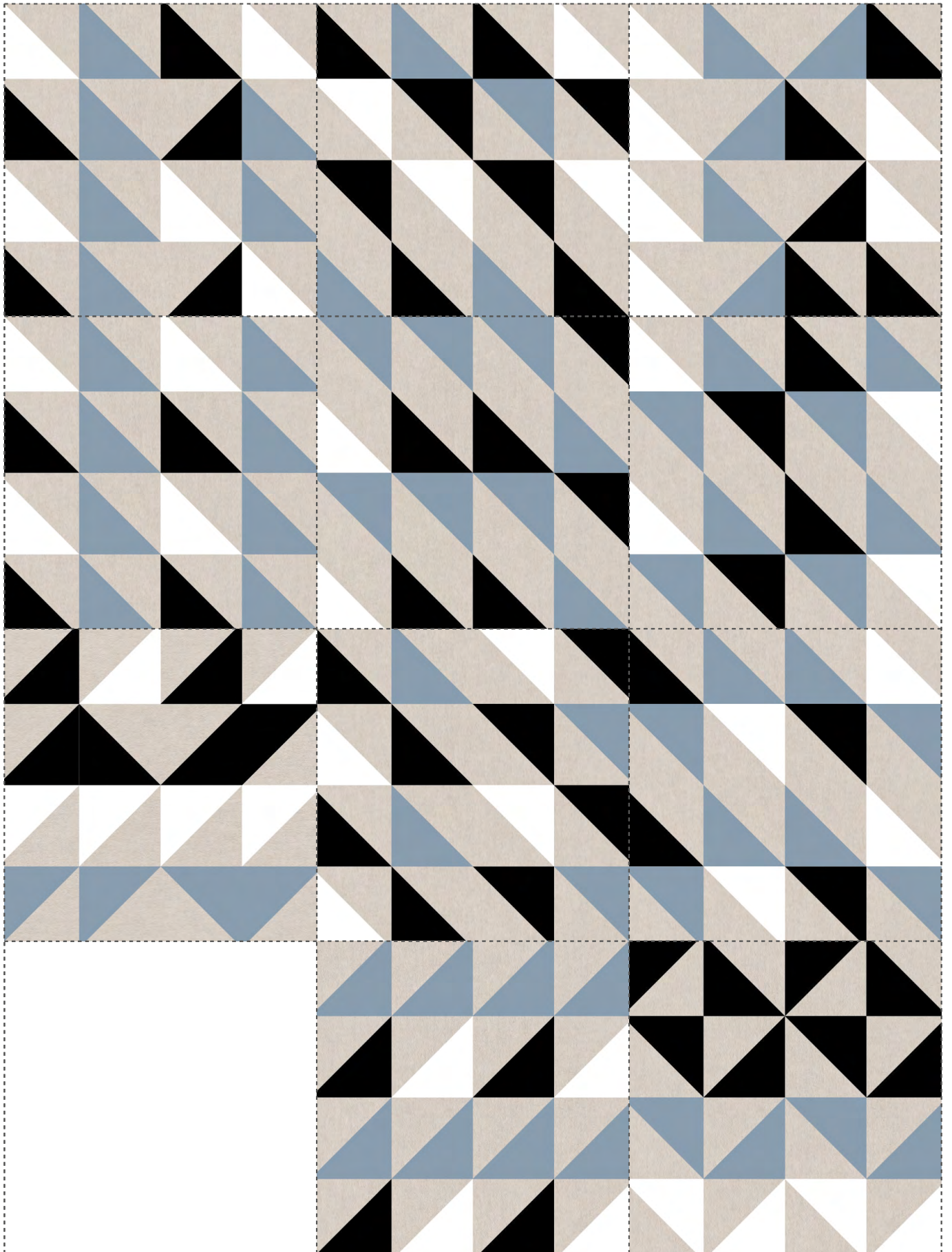


Who are your allies for thinking post-colonially within your institution? How can you find them?	Which structures in your institution do you consider to be postcolonial?	Where do you see inequalities in your academic work?	How do you avoid the assumption of shared definitions in your work and how do you manage to find a common language?
Are there situations where you think that your own involvement might be an example of (neo) colonial behaviour?	How do you choose examples and case studies for your teaching? How do you reflect on this selection?	How do you solicit feedback on your own behaviour? And how do you react to justified criticism of your own behaviour?	What are the geographical aspects of the theories that you use or have encountered so far in your academic career?
What do you dare to say? What do you not dare to say?	Who chooses the topics for your (international) projects?	Which methods do you use to ensure that marginalised or oppressed voices are heard?	In which situations are multiple perspectives important to you?

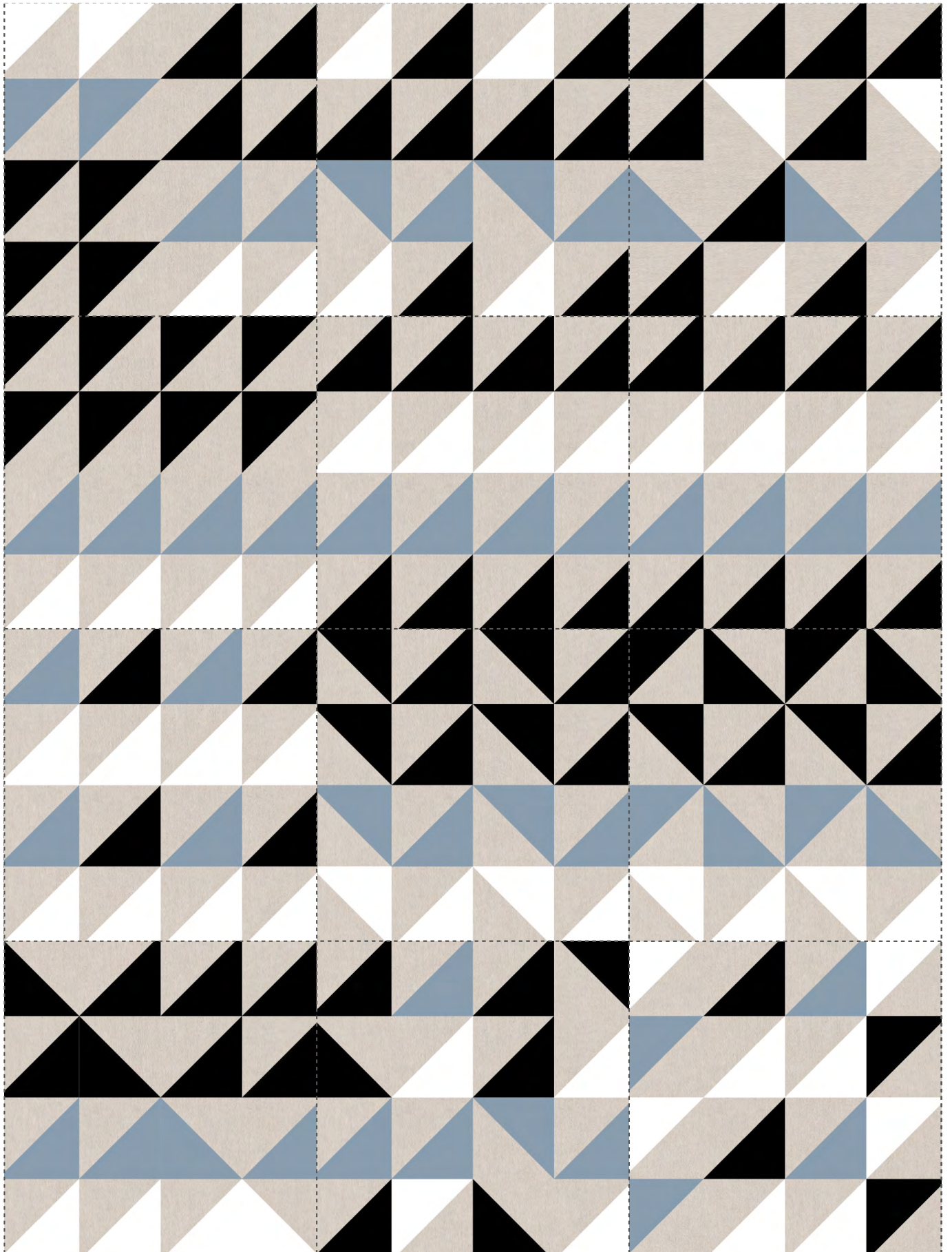




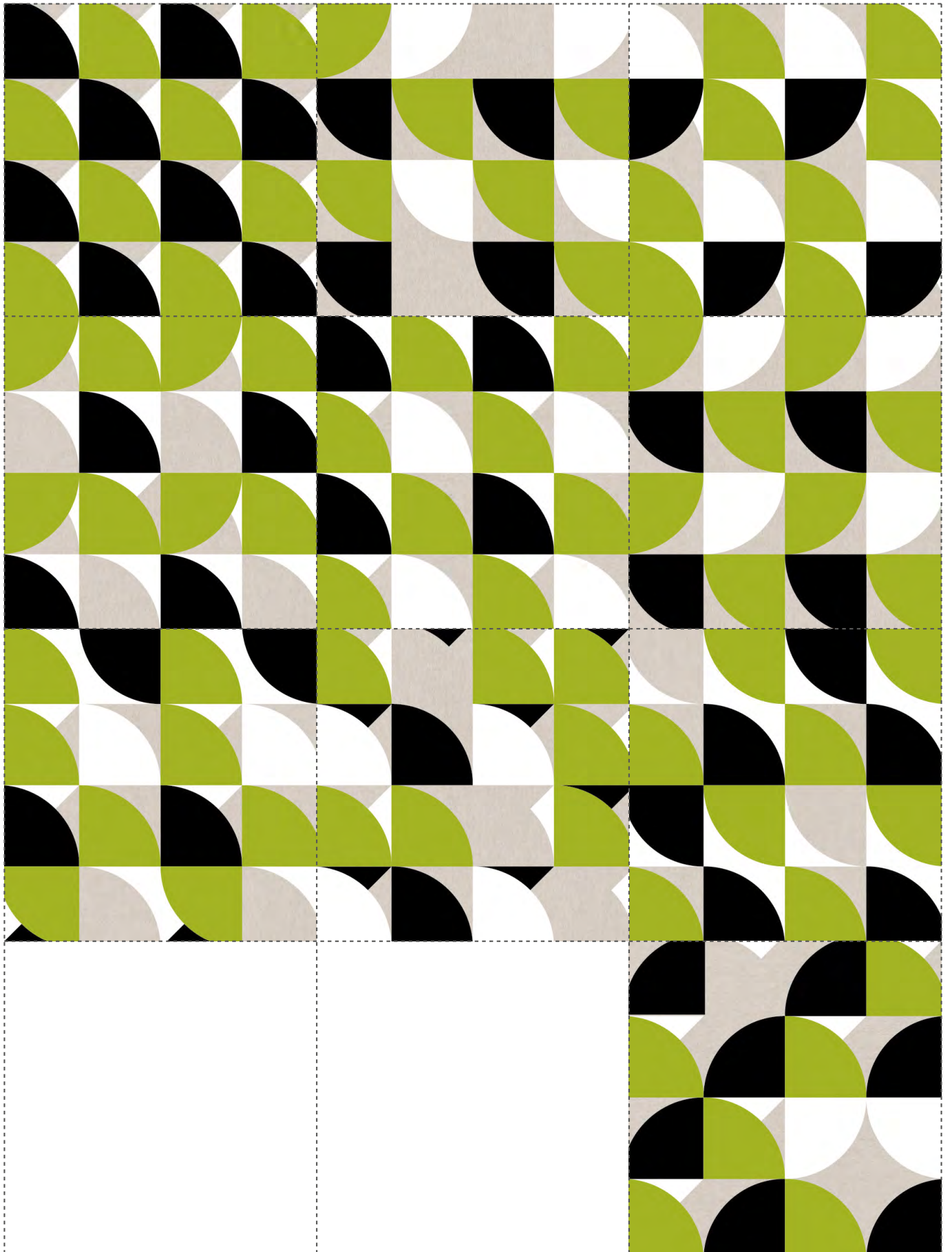
	Which languages do you need to speak in order to be a researcher?	Which methods of knowledge production do you use?	How can you take a stand for greater justice and equity in your current position?
	What kinds of knowledge are considered in your projects?	How has your academic practice been influenced by crises and failures?	Which collaborators do you like to work with and why?
	Who finances your (international) projects? To whom do you have to provide your results and reports?	What kinds of knowledge do you not have access to, either because they are not written down or not available in a language you speak?	

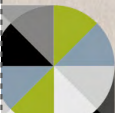






The International Fund at your university places great importance on postcolonial themes and approaches, and provides funding for your conference. Move forward 3 spaces.	Other colleagues get tenure, even though you are more qualified. Move back 2 spaces.	Your institution covers all your travel and material expenses, allowing you to attend important conferences. Move forward 3 spaces.	A new Diversity Officer at your university supports your initiatives and always has the latest news from the office of the university president. Move forward 3 spaces.
You receive additional funds or staff support in recognition of your commitment to postcolonial research and teaching. Move forward 2 spaces.	Your institution doesn't have the resources to purchase the tools that you desperately need for your research. You have to sort out the financing yourself. Move back 2 spaces.	Due to your caregiving responsibilities and a lack of respite care or childcare services, you cannot participate in network meetings in the evenings. Move back 3 spaces.	Despite making an early application, you do not receive a visa for travel to an important annual conference. Move back 2 spaces.
Because you are unable to provide letters of support from well-known scientists, you don't receive additional funding. Move back 2 spaces.	Your research topic attracts lots of attention and your network quickly doubles in size. Move forward 2 spaces.		



	What do you consider to be colonial moments in academic practice?		Which moments are characteristic of postcolonial knowledge production for you?		What kinds of collaboration would you like to experience in (international) research projects? How would you think about these forms of collaboration together?
	Where do you see potential for disrupting colonial moments in academic practice? Could these possibilities result in decolonial initiatives?		How can we approach general concepts (diversity, sustainability, climate change, etc.) in a way that allows everyone involved to develop a shared understanding?		

