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Scholars(hip) immersed in forest

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Such that the clear would be in itself confused
not just of degree but in kind,
between the clear and definite,
and there these might even be a difference

Clear is confused because it is not yet clear enough in all its parts.

But clearness is not that clear, however.

which are cut by the dark/black/grey line or border on the paper.

the fragmented words:
the fragmented thoughts:
the fragmented sentences:
with:

or in a linear manner or thoroughly

No possibilities for continuing thinking clearly

Scholars(hip) immersed in forest.
Scholars immersed in forest

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What is this distinct obscure, which corresponds to the clear-confused? (ibid., p. 213)

The fragmented lines slow down both thinking and writing.

Taking me back to the forest, the dark forest during the night in November.

The possibility for moving in the dark forest was not similar to walking in the daytime when seeing was possible.

The dark forest during the night in November.

Taking me back to the forest.

What is this distinct obscure, which corresponds to the clear-confused? (ibid., p. 213)

Sensing solitude and subtly connecting with the world.

Being alone without being lonely.

Sensing solitude in silence.

Closeness more than one closer.

Sensing being one partner.

Sensing without being possible.

The possibility for moving in the dark forest was not similar to walking in the daytime when seeing was possible.

The dark forest during the night in November.

Taking me back to the forest.

Both thinking and writing.

The fragmented lines slow down.
embodiers.

| Imaginary world created through imagination and experience of the researcher ( Differential) |
| Imagining the world in seeing by, for example, joining fragmented, barely visible
| Entering a potential world through imagining |
| Barely seeing |

Even so, they might offer us and prompt us to imagine and invent.

| Unarticulated encounters |
| Unarticulated encounters |

and

| Cairn: celebrating accidental discoveries |
| Cairn: celebrating accidental discoveries |

| Imaginary |
| Imaginary |

Thinking differently

How we might (also) think about doing research or about creating knowledge.

to open them, let them loose, to create co-generation.

| Research methodologies in order |
| Research methodologies in order |

| Gathering experiences and experiments in research/practice and |
| Gathering experiences and experiments in research/practice and |

| Celebrating |
| Celebrating |

and

| Imagination |
| Imagination |

In the darkness of November

In silence.
Scholars(hip) immersed in forest
References:

