

- **No.5**
- **Stuttering as a boundary object: reflections on the development of a collaborative device**

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- **Abstract:**

- Science and Technology Studies have shown the virtues in moving from Public Understanding of Science to Public Engagement with Science. Experiences of collaborative participatory research and community-based participatory research reveal some of the complexities related to both science/society relations and science/democracy relations. These collaborative experiences are characterized by procedures of co-production of knowledge through the participation of multiple epistemic actors originated both from universities and civil society organizations. These procedures recognize the actors equal capacity for knowledge production and foster the development of non-hierarchical and egalitarian relationships between them (Boavida and Pontes, 2002). This talk will present some reflections resulting from the collaboration developed between the Centre for Social Studies and the Portuguese Stuttering Association analyzed in my PhD project: "Dialogues and epistemic translations in practices of collaborative research: a comparative study." Stuttering is a complex entity, not stabilized, whose causes have not been fully identified and whose possible treatments still lack consensus on its success. This collaboration seeks to foster dialogues between stutterers, speech therapists, psychologists and experts in neuroscience with the purpose of promoting a discussion about stuttering, its causes and possible treatments, and the existing clinical, conceptual and legal frameworks, performing thus stuttering as a boundary object (Star and Griesemer, 1999). Given the demands associated with collaborative participatory research, the purpose of this presentation is to reflect on how they are able to promote an effective dialogue between the different epistemic actors involved in order to overcome the deficit model and the knowledge/power relations that arise between citizens and scientists. As follows, the main objective is to analyze how in these collaborations citizens emerge not as objects of research, but as active subjects of knowledge production. Thus, the ability to promote an ecology of knowledge (Santos, 2006) emerges as central to the construction of these devices which aim the production of a more democratic and effective scientific knowledge, that incorporates the epistemic, ethical, moral and cultural concerns of citizens.