

## *Interspecies Pedagogy: Learning How to Coexist with the Ocean*

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My dissertation is a cross-disciplinary approach that connects marine sciences with the arts and architecture. Combining biological observations and experiments with artistic imagination allows us to reconsider the scientific process and its findings. Especially amid the climate emergency, western societies have to abandon the narrative of nature as a domesticated object and re-recognize the entanglement of humans in the ecological network. The ocean, often praised as the strongest ally against the climate crisis, suffers from anthropogenic hazards like terrestrial environments. And while the total number of marine species will probably remain unknown, we know that marine biodiversity is continuously declining. Hence, reconsidering our oceanic ecologicalness is inevitable during this atmospheric and planetary shift. Philosophers and theorists have developed concepts and contracts to reconsider Western societies' relationship with nature. To develop a practical approach to those concepts, in collaboration with Superflex studio and the damselfish in the Mediterranean and Caribbean Sea, we developed Fish Architecture as a means of fish–human communication in the form of an architectural conversation.

In my project, I apply methods from behavioral ecology, observations and experiments with damselfish, to investigate the interplay between physical space and social behavior, recognizing the damselfish and their agency as ecosystem engineers when shaping their own ecological niche (Jones et al. 1994). Based on scientific and artistic methods, contextualization within a societal framework becomes crucial to make kin with other species and reconsider the relationship between humanity and nature. During my dissertation, I established the frameworks of Fish and Interspecies Architecture to engage with non-human animals to imagine and co-create our future interspecies coexistence. Movement around physical structures and architecture became the language to communicate with the other animal and to understand aspects of the phenomenal character of being a damselfish and how it is situated in its environment. The final chapter will be a closer examination of the fish's agency and its ecological connectedness with the terrestrial human. "Ecology of partial connections" stresses the need to learn from others to be transformed by these learnings while acknowledging being situated in an ecological network. Interspecies Pedagogy is one approach to relearning our interaction with nature and non-human animals, which allows combining the demanded paradigm shift in education—also considered a pedagogical revolution, to deal with the global ecological crisis that also has social and political dimensions. Developing Interspecies Pedagogy with the ocean and marine fish will offer a practice-based framework to live together with other species during the more-than-human Symbiocene.