T-LAB

TRANSFORMATIVE LEARNING ATELIERS FOR BOUNDARY-CROSSING COMPETENCE

MSCA IRIS COFUND COHORT 1 : September 2026- February 2029
BRUSSELS CHALLENGE RIS3: **PARTICIPATIVE & INCLUSIVE SOCIETY**

FELLOW: dr. TAMARA RUMIANTSEV

BRISPO GENERAL ASSEMBLY MEETING | 29 SEPTEMBER 2026

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MARIE CURIE ACTIONS

THE WORLD NEEDS YOU

T-LAB SUPERVISORS & FELLOW



Prof. Dr. Tuba Bircan

VUB BRISPO BRUSSELS INSTITUTE FOR SOCIAL AND POPULATION STUDIES



Prof. Dr. Irene Cogliati-Dezza

CENTER FOR RESEARCH IN COGNITION & NEUROSCIENCES



Dr. Tamara Rumiantsev
Fellow/PI

Participates in AIMS Lab (BRISPO) & The (Un)Adaptive Mind Lab (CRCN)

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MY PROFESSIONAL & RESEARCH PROFILE

Concert pianist, teacher

Musical performance demands close listening, anticipation and adjustment to others under pressure



Educational researcher

Collaborative learning and professional development in higher arts education

PhD Ed.Sciences, Leiden University, 2022

MA Musicology; MA Music Performance

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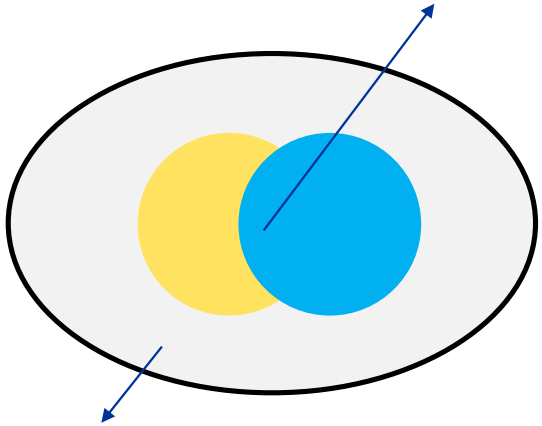
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T-LAB: A NESTED RESEARCH DESIGN

Investigation into high-stakes applicant & caseworker predictive processing



Arts-based learning ateliers provide repeated encounters with ambiguity, multiple perspectives, embodied attention and collaborative problem-solving





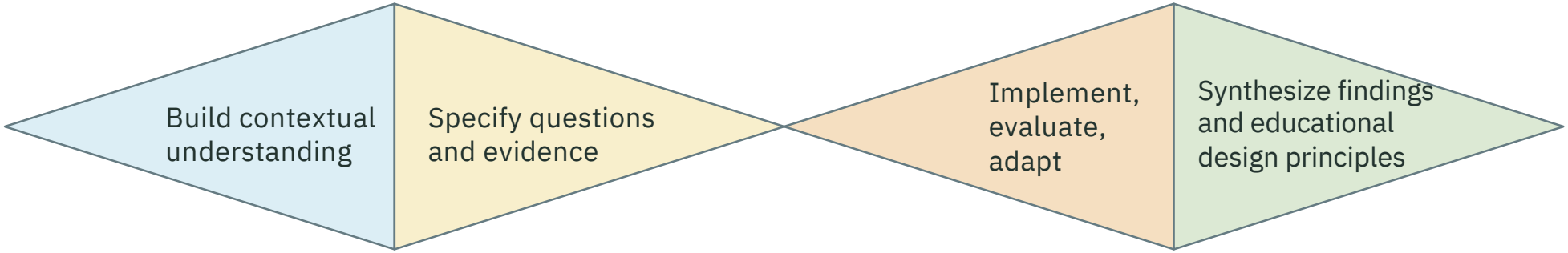
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T-LAB: A NESTED RESEARCH DESIGN

Design-Based Research with integrated qualitative and quantitative evidence

DISCOVER	DEFINE	DEVELOP	DELIVER
Explore the problem	Focus the enquiry	Three iterative cycles	Integrate and refine



Literature review and scientometric mapping	Bound the asylum case	Co-design arts-based ateliers	Integrate data sources
Documents + close reading	Define learning constructs	Pre / post / follow-up data	Compare the three cycles
Computational text analysis	Select and pilot instruments	MAI / TTCT / CAT	Explain learning and variation
Contextual administrative data	Develop coding protocols	Observation and reflections	Refine educational principles
	Plan sampling and integration	Analyse within each cycle	Assess scope of transfer

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THE FUNDED PROJECT AND THE PROPOSED CASE

Overarching Research Question:

How can arts-based, challenge-driven learning experiences catalyse transformative competency development for boundary-crossing professional practice in Brussels' complex urban sustainability contexts?

Educational purpose

Investigation and co-creation by interacting students with stakeholders from organisations, questioning assumptions and developing other perspectives and concepts

Proposed concrete case: the asylum procedure interview

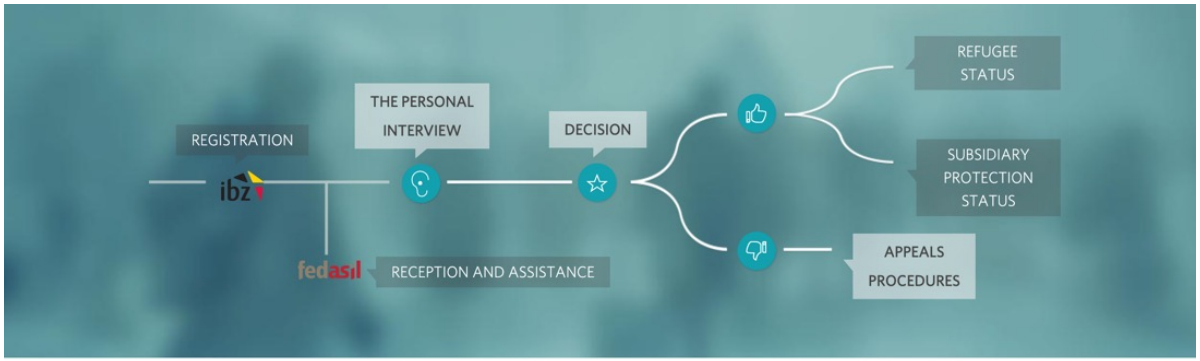
PI researches and maps aspects of asylum procedure + interview & predictive processing

Students investigate asylum procedure + interview; interviewer training + education and develop alternative curriculum or training proposals

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THE CASE: CGRS PERSONAL INTERVIEW

A case in a changing procedural context



EUROPEAN PACT ON ASYLUM AND MIGRATION: NEW RULES FROM 12 JUNE 2026

From 12 June 2026, the CGRS will apply new EU rules for the asylum procedure, including mandatory recording of the personal interview, wider use of the accelerated procedure and revised rules on safe countries.

Changes from 12 June 2026

Mandatory interview recording and wider application of accelerated procedures

Case boundary

The personal interview and the preparation, communication and institutional conditions around it

What existing training addresses

EUAA includes psychological and cultural factors, adapted interviewing and simulation assessment.

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THE CASE: INTERVIEW WITHIN A WIDER NETWORK

Different perspectives, unequal stakes and different powers to shape the outcome

Before the interview

Experiences, documents, legal advice and informal preparation may shape an account.

During the interview

Applicant, interviewer and interpreter negotiate meaning within an institutional procedure.

Around the encounter

Support organisations, social networks and intermediaries offer different kinds of help or influence.

Institutional conditions

Training, legal criteria, workload and available time frame the encounter.

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MY LEARNING TRAJECTORY AND RESEARCH:
A CONNECTION BETWEEN MIGRATION STUDIES & COGNITIVE SCIENCE

Revising assumptions (on both sides, applicant & case-worker) and predictive processing in the context of the interview – confirmaton bias, credibility, inflexible interpretation updating in high-stakes context

Finnish studies (Turku/Helsinki): Skrifvars et al. (2025; 2026)

Dutch studies (Maastricht/Malmö): Van Veldhuizen et al. (2017; 2018)

Current project: **UNPACK** 2026-2030 | Unpacking the asylum procedure in its intersecting linguistic, sociocultural, psychological and legal dimensions
KU Leuven and Ghent University

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MULTIDISCIPLINARY STUDENT TEAMS – WHAT STUDENTS WILL DO: ARTS-BASED LEARNING & EDUCATIONAL APPROACH

Engage

Examine interviewer training and a documented interview situation. Identify initial assumptions.

Investigate

Explore applicant, interviewer and interpreter perspectives through listening, storytelling and embodied activity.

Act and reflect

Propose a training protocol or curriculum. Explain how the team's interpretation changed.

Six integrated modalities across the learning process

Metacognitive reflection · Imaginative storytelling · Embodied spatial awareness
Creative design thinking · Deep listening · Participatory methods

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CO-CREATING THE ATELIERS

People to involve in the development group

Arts and higher education	Arts teachers and practitioners, university teachers and students
Professional practice	Interviewer trainers, caseworkers, interpreters and legal advisers
Lived experience and research	Refugee-led and support organisations, migration and learning researchers

Prospective contacts: UNPACK, CGRS and EUAA training networks, VUB/ULB, LUCA School of Arts, Erasmushogeschool

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QUESTIONS FOR DISCUSSION

Do you have suggestions of people to involve in the development group – from higher education, Brussels partners, professional practice, institutions & research?

Would you like to join the development group?

Do you have any other suggestions?



THANK YOU!

tamara.roemjantsew@vub.be

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