

David Lam Chair in Multicultural Education Vision Statement
Other Possible Worlds:
Expanding Imaginaries of Social and Global Justice in Education

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The David Lam Chair in Multicultural Education and Social Justice will support knowledge production, translation and mobilization activities related to expanding imaginaries of social and global justice in education with a focus on cultural difference. The Chair will support an inquiry-based educational research project based on participatory action research with the aim of producing theoretically and pedagogically sound resources to develop social and global justice literacies through engagement with multiple worldviews in formal and informal educational contexts. This project will involve teachers, students and community organizations in the collaborative design, piloting and production of a set of innovative, accessible and engaging open access educational resources addressing the multiple and unprecedented challenges we face as interconnected communities inhabiting a finite planet. The resources will be disseminated through a conference in Vancouver and workshops in each province in the final year of the term. The Chair will also host a seminar series and three summer courses at UBC organized in partnership with the Centre for Global Citizenship Education Research at the University of Alberta.

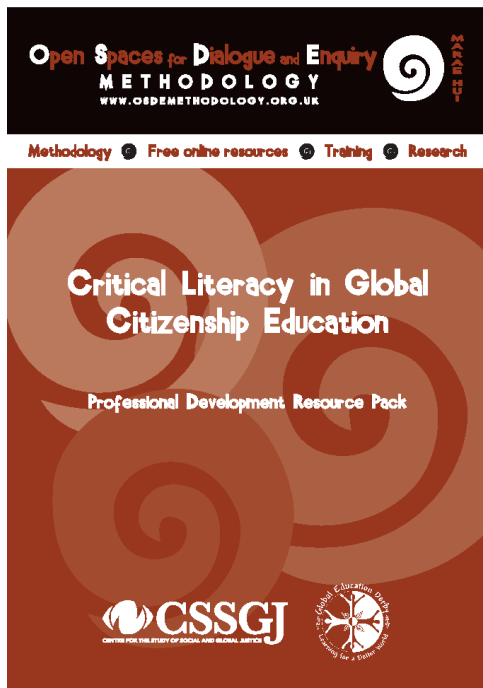
Background

I bring to this work my experience leading two highly successful UK government funded design and development research¹ projects with schools, NGOs and universities in England, Ireland and New Zealand from 2002 to 2008, at the Centre for the Studies of Social and Global Justice at the University of Nottingham. I worked with teachers, lectures, students and educators in NGOs in the design and development of user-friendly, pedagogically innovative and theoretically sophisticated resources that focused on areas identified as 'difficult' by educational practitioners in relation to multiculturalism, social justice and international development education. The projects were inspired by theoretical and methodological insights coming from poststructuralist, postcolonial and decolonial debates in various disciplines related to the bio- and geo- politics of knowledge production and the complex and ambivalent relational construction of ideas of self and Other². This challenged common practices in anti-oppressive education and developmental models of identity construction by centering a critique of Cartesian reasoning and of essentialism, and by emphasizing systemic complicity in harm, self-reflexivity, dissensus, difference, relationality and affectability. The two projects employed inquiry based learning and teaching and emphasized a non-coercive approach to the learning process. The pedagogical resources produced in these projects (see figure 1 and appendices), have influenced educational policy in the UK and pedagogical practices in various countries, especially in the area of global citizenship and international development education³. They are still used in schools, universities, NGOs and have been translated into German, Spanish, Slovene, Slovak, Czech, and Portuguese.

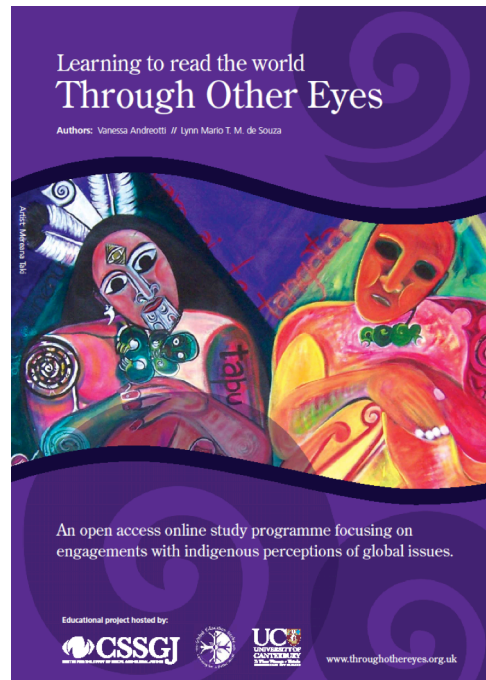
¹ Richey, R. C., & Klein, J. D. (2014). *Design and development research: Methods, strategies, and issues*. New York: Routledge.

² Andreotti, V. (2011). *Actionable postcolonial theory in education*. New York: Palgrave MacMillan.

³ See Bourn, D. (Ed.) (2008). *Development education: debates and dialogue*. London: Institute of Education, University of London Press.



http://www.academia.edu/194048/Critical_Literacy_In_Global_Citizenship_Education_2006_



http://www.academia.edu/575387/Learning_to_Read_the_World_Through_Other_Eyes_2008_

Figure 1: OSDE Critical Literacy in Global Citizenship Education and Learning to Read the World Through Other Eyes Textbooks

Chair activities

As Chair holder I will lead a design and development⁴ participatory action research project⁵ documenting the collaborative development and evaluation of new inquiry-based pedagogical resources tailored to the current challenges of globalization and the specific educational challenges of the Canadian context in terms of multiculturalism and social and global justice. I will work in collaboration with interested colleagues at the Faculty of Education involved in areas related to community engagement, Indigenous, anti-racist and anti-colonial education, ESL, arts, environmental education, and sustainability. This research team will work in partnership with three different community user groups: school teachers, university students and lecturers, and community organizations, including Indigenous, immigrant and refugee organizations. The collaborative co-construction and documentation of this project will ensure that resources produced will be academically rigorous, inquiry based and relevant to the educational contexts of the organizations and communities involved.

⁴ Richey, R. C., & Klein, J. D. (2014). *Design and development research: Methods, strategies, and issues*. New York: Routledge.

⁵ Cammarota, J., & Fine, M. (Eds.). (2010). *Revolutionizing education: Youth participatory action research in motion*. New York: Routledge.

In addition to evaluating the outputs and outcomes of the research project itself, representatives from these organizations and communities will serve in an advisory capacity for the Chair and be involved in the development of an evaluation plan for the social and educational impact and success of the Chair activities, which will assess, from the standpoint of academics and practitioners, different levels of academic and professional impact, and the added value of the activities to the visibility, credibility and general reputation of this specific Chair.

The first two years of my term as Chair holder will be used in the collaborative design and piloting of the inquiry-based resources that will be officially launched and disseminated in the third year of my term through a conference in Vancouver and workshops for educators across the country organized in partnership with teacher associations and universities. A summer course on social and global justice in education focusing on culture and representation will take place in Vancouver in 2017, 2018 and 2019, in partnership with the Centre for Global Citizenship Education Research (CGCER) at the University of Alberta, which has developed a wide network of practitioners interested in this theme, including an international network of UNESCO Associated Schools; Canadian international cooperation organizations working with schools and communities to carry out social justice and global citizenship education, particularly through the Canadian International Inter-Council Network, and in-service K -12 school teachers interested in global social justice and citizenship education.

A seminar series will also be created around innovative scholarship and praxis related to pedagogies of difference with seminars offered in terms 1 and 2 each year of the three-year Chair term. The series will invite engage both practitioners and academics and invite practitioners and scholars as speakers. The activities of the Chair will also be promoted nationally and internationally through presentations in academic and professional conferences and relevant seminars in Canada and abroad. This dissemination will also serve to foster a network of practitioners and academics committed to this area of research. The proposed schedule for activities is presented in Table 1.

Table 1: Proposed schedule for activities

Activities	Y1/ T1	Y1/ T2	Y1/ T3	Y2/ T1	Y2/ T2	Y2/ T3	Y3/ T1	Y3/ T2	Y3/ T3
Recruitment of research collaborators									
Participatory action research									
Piloting and evaluation of resources									
Summer courses									
Seminar series on Ped. of difference									
Conference									
Workshops									
Evaluation of impact of Chair activities									

Theoretical and pedagogical framework

All Chair activities will reflect an orientation to multicultural and social and global justice education that is innovative and theoretically and pedagogically sound. During my term as David Lam Chair, I intend to promote an approach to education about multiculturalism, and social and global justice that prepares educators, students and communities:

- to identify uneven structures of distribution of power, labor, and resources, social-cultural hierarchies, historical patterns of representation and engagements, and conceptual frameworks negatively affecting social relations;
- to observe, map, trace and deconstruct different responses to difficult and complex issues related to cultural difference and social and global justice;
- to formulate questions that prompt systemic analyses;
- to examine the politics of knowledge production, power relations and foreclosures;
- to learn to relate beyond the need for consensus, projective empathy, or fixed scripts of identity.

I conceptualize education as the expansion of our imaginaries and possibilities of co-existence in a finite planet facing unprecedented challenges. This conceptualization is informed by my background growing up in a mixed heritage family of German and Indigenous Brazilian ancestry, my experience as an immigrant and mother of immigrant children living in England, Ireland, Aotearoa/New Zealand, Finland and Canada, as well as 22 years as an educator and educational researcher (including 8 years as a classroom teacher) working internationally across sectors in the area of global education. Reflecting on the ethics and the complexities of relationality, and enabling educational possibilities for learners to cross geographical, cultural, cognitive, emotional, and affective borders have been central dimensions of my scholarship, my educational practice, and my approach to life.

Drawing on poststructuralist, postcolonial and decolonial theories, in my empirical work I have analyzed representations of and engagements with cultural difference, poverty, development and indigeneity in educational documents, practitioner narratives, and pedagogical and professional practices in several countries⁶. My theoretical work has challenged popular conceptualizations of problems and solutions related to multiculturalism and internationalism in education articulated within both conservative and progressive orientations. I have demonstrated that, despite claims of globality and inclusion, the absence of deeper analysis of power relations and knowledge production often results in educational practices that unintentionally reproduce ethnocentric, ahistorical, paternalistic and simplistic pedagogical approaches that tend to pathologize, trivialize and/or misrepresent cultural difference.⁷

⁶ See for example: Andreotti, V., Souza, L. (Eds.)(2011). *Postcolonial Perspectives on Global Citizenship Education*. New York: Routledge; Andreotti, V. (Ed.) (2013). *The Political Economy of global Citizenship Education*. New York: Routledge.

⁷ See for example: Andreotti, V. (2016). Research and pedagogical notes: The Educational Challenges of Imagining the World Differently, *Canadian Journal of Development Studies*, 37(1):101-112.

Proposed estimates for use of resources

A draft proposal for the use of resources is presented in Table 2.

Table 2: Proposed budget allocations

	Year 1	Year 2	Year 3
Recruitment of research collaborators (production of video and flyers)	500		
Participatory action research (4/5 meetings, 20 people, facilitator, visual harvester, meals, release)	4000	5000	
Summer course	10000	10000	10000
Seminar series on Pedagogies of Difference	5000	5000	5000
Evaluation of impact of chair activities meeting	1000	1000	1000
Research assistant (20h/w)	24000	24000	24000
Dissemination travel	5500	5000	
Final conference			6000
National workshops			4000
Total	50000	50000	50000