Critiquing Inclusive online pedagogies

Research Centre
Global Learning

Coventry University

Professor Katherine Wimpenny

Research Institute of Global Learning, Coventry University, UK

"There is no technology for justice. There is only justice"
(Ursual Franklin, 2015, cited by Meredith 2016)

https://archive.org/details/the-real-world-of-technology/part-1.mp3

"While justice can be understood, can be felt, there is no template to follow, or checklist to work through for ensuring a just outcome. The requirements are humility, a respect for context, and a willingness to listen to the most marginalized voices. Let these define the basic requirements of whatever you do... You must put yourself in the position of the most vulnerable, in a way that achieves a visceral gut feeling of empathy and perspective—that is the only way to see what justice is."

Ursula Franklin (2015) quoted in Meredith (2016)

A focus on social justice and defining 'inclusive'

- The rhetoric of inclusion can suggest the flattening of hierarchies, which require much more conscious nuanced analyses of power, place, and social identities in our [virtual] global learning practices

(Oberhauser, 2019)

A focus on social justice and defining 'inclusive'

- Social justice frameworks as a 'transformative approach', promote critical understandings from anti-racist and postcolonial pedagogies (Joseph, 2011).

- With due regard for indigenous knowledgies and languages as reciprocal exchanges of cultural wealth for the creation of all-encompassing learning environments (Patel, 2017)

A focus on social justice and defining 'inclusive'

- Inclusive online pedagogies should embrace how all players are mutually recognized, incorporated, and affected in the virtual space through alternative or "otherwise" forms of knowing, being, relating and expressing

  (Wimpenny et al. 2021)

Reflections

- The existence of online learning technologies and practices does not mean that all students and staff are prepared to teach, learn and research etc. in an online space
  - the digitalization gap
  - the linguistic gap
  - the structural gap, in the form of institutional and curricular flexibility and support

  (Stallivieri, 2020)

Reflections

- The digitalization gap
  - digital learning spaces, like physical spaces, are culturally diverse and navigated with previous digital experiences and personal preferences

    (Chang & Gomes 2017; Gomes & Chang 2021)

  - How do we explore student's previous connection, or not, to the country partners they are interacting with, and the digital channels they typically navigate within, and how do such "digital learning ecologies", (Gomes & Chang, 2021, p.xxv) influence learners' engagement, sense of voice and agency?

Reflections

- The linguistic gap
  - supporting the realization of non-L1 English speakers that their voice can be heard, not least in critically appraising theories and practice of language learning and teaching (Orsini-Jones & Lee, 2018)

- The structural gap, in the form of institutional and curricular flexibility and support
  - For example, due regard for teacher education in designing and delivery of online learning ; how best to incentivise and support staff in the design and delivery of online pedagogies, including the facilitation skills required for the practise of cultural humility (Wimpenny & Orsini-Jones, 2021)

Cultural competence and cultural humility

Intercultural competence models typically provide focus on consideration of knowledge and awareness of cultural groups, along with consideration of one's attitudes and values

Cultural humility places emphasis on what social identities and intersections mean to the person, rather than what previously acquired 'cultural' knowledge can contribute, and with focus rather on partnership and mutual empowerment in working practices

(Allwright et al., 2019)

Personal stance, positionality and world view

- The wider point is not just about thinking about skills and competences but on our ontology and epistemology, our ethical and moral orientation, and the influence of self, our experiences, our values, and in our ability to be attuned towards one another in the virtual space

- How, in our Teams and Zoom conversations, (accelerating a digital transformation that has been underway for decades, (OECD, 2020)), and especially when we have not physically met our partners in context, can we demonstrate our cultural humility in striving for reciprocal interactions?

- Through praxis
- In recognizing the more tangible assets regarding connectivity and hard/software as technological requirements necessary for the complexity of networked learning (Jacobs et al. 2021)
- In recognising the interconnected nature of a range of personal, linguistic, social, cultural, digital, and structural 'capitals' (Wimpenny et al. 2021)
- In unleashing a culture of listening, building trust and partnership, alongside recognition of context (Franklin, 2015)
- In creating space for sharing, storytelling, and willingness to use a range of modes of expression

iKudu

iKUDU is focused on the development of Collaborative Online International learning (COIL) virtual exchanges, which are being embedded in the delivery of an internationalised, decolonised and transformed curriculum.
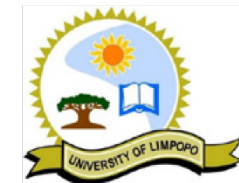
iKUDU

Transforming curricula through internationalisation & virtual exchanges

Co-funded by the Erasmus+ Programme of the European Union

Consortium Parters

Friday cuppa's

- Impact of COVID

- Identifying ourselves in terms of our diversity as opposed to binaries (Jacobs et al, 2021)

- Communication structures

- Appreciative Inquiry (Cooperrider & Whitney, 2005)

- Use of visual metaphors

iKUDU | Transforming curricula through internationalisation & virtual exchanges

Reflections

Teaching and learning practices have changed

Online learning is likely to continue to increase in importance post-COVID

Recreating traditional classroom environments in an online space is not the answer

We need to challenge assumptions about online learning beyond the rhetoric of inclusivity and equitableness

References

- Allwright, K., Goldie, C., Almost, J. & Wilson (2019). Fostering positive spaces in public health using a cultural humility Approach, *Public health Nursing*, 36 (4) 551 - 556

- Meredith M. *All Problems Can Be Illuminated; Not All Problems Can Be Solved* http://bb9.berlinbiennale.de/all-problems-can-be-illuminated-not-all-problems-can-be-solved/ Accessed 03.09.21

- Franklin, U (1990): *The Real World of Technology* (published in Toronto, 1999).

- Jacobs, L., Wimpenny, K., Mitchell, L-M., Beelen, J., Hagenmeier, C., Hodges, M. et al. (2021). Adapting a capacity development in higher education project: Doing, being and becoming Virtual collaboration. *Perspectives in Education*, 39(1):353–371 (African Journals Online).

- Joseph, C. (2011). Internationalizing the curriculum: Pedagogy for social justice. *Current Sociology*, 60, 239–257.

- Oberhauser, A. M. (2019). Transformation from within: Practising Global Education through critical feminist pedagogy. *ACME: An International Journal for Critical Geographies*, 18(3): 751-767.

- OECD (2020). *Digital Transformation in the Age of COVID-19: Building Resilience and Bridging Divides*, Digital Economy Outlook 2020 Supplement, OECD, Paris, www.oecd.org/digital/digital-economy-outlook-covid.pdf.

- Orsini-Jones, M. & Lee, F. (2018). *Intercultural Communicative Competence for Global Citizenship: Identifying Rules of Engagement in Telecollaboration.* Basingstoke: Palgrave MacMillan.

- Patel, F. (2017). Deconstructing internationalization: Advocating glocalization in international higher education. *Journal of International and Global Studies, 8*(2) 64 – 82.

- Wimpenny, K. & Orsini-Jones, M. (2020). Innovation in Collaborative Online International Learning: A Holistic Blend, In D. Burgos (Ed) *Trilogy: Radical Solutions in Higher Education: Innovative Changes for Recurrent Challenges.* (Pp 1 – 25) SPRINGER: Singapore https://link.springer.com/book/10.1007/978-981-15-4952-6

- Wimpenny, K. Finardi, K., Orsini-Jones, M. & Jacobs, L. (2021). Knowing, Being, Relating and Expressing through Global South-North Third Space COIL: Digital Inclusion and Equity in International Higher Education. *Journal of Studies in International Education: Special Issue on Digitalisation* (under review).