



UNIC Superdiversity School May 2022

Panel: Enacting Superdiversity: Towards Critical Change in Higher Education

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17th May 2022



PRAXIS

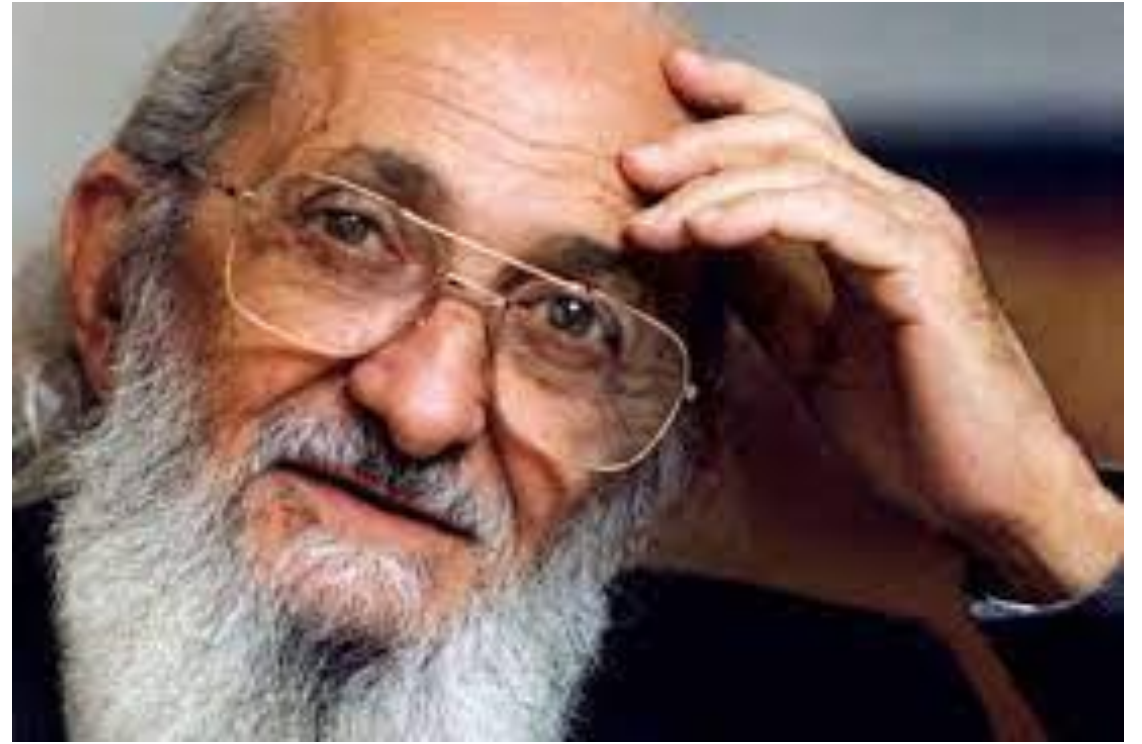
Development and Global
Citizenship Education, UCC

Centre for Global Development, UCC

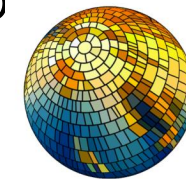




Praxis (Action/Reflection)



It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order critically to reflect upon their reality and so transform it through further action and critical reflection



PRAXIS
Development and Global
Citizenship Education, UCC

Superdiversity (Vertovec 2007)

- Superdiversity in Britain "is distinguished by a dynamic interplay of variables among an increased of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants who have arrived over the last decade".
- There have been shifts in differential legal statuses and their concomitant conditions, divergent labour market experiences, discrete configurations of gender and age, patterns of spatial distribution, and mixed local area responses by service providers and residents. The dynamic interaction of these variables is what is meant by "super-diversity". (Vertovec 2007, 1025)





Development Education, Daly & Regan 2015

- Focuses directly on key development and human rights issues locally and internationally;
- Seeks to stimulate, inform and raise awareness of issues from a justice and/or rights perspective;
- Routinely links local and global issues;
- Explores key dimensions such as individual and public dispositions and values; ideas and understandings, capabilities and skills;
- Critically engages with the causes and effects of poverty and injustice;
- Encourages public enquiry, discussion, debate and judgement of key issues;
- Encourages, supports and informs action-orientated activities and reflection in support of greater justice;
- Takes significant account of educational theory and practice;
- Emphasises critical thinking and self-directed action;
- Seeks to promote experiential learning and participative methodologies;
- Routinely challenges assumptions by engaging with multiple, diverse and contested perspectives.

Critical Global Citizenship – Rai (2017: 25)

CGC is performed and reconstituted, through action, popular struggles and social movements, at local and global levels, as well as through changes in national and international law.



Cosmopolitan Types of Global Citizenship	Advocacy Types of Global Citizenship
Moral Global Citizenship	Social Global Citizenship
Political Global Citizenship	Critical Global Citizenship
Economic Global Citizenship	Environmental Global Citizenship
Cultural Global Citizenship	Spiritual Global Citizenship

Oxley and Morris, 2013



Chinua Achebe: The Song of Ourselves (1990)

- “Colonisation may indeed be a very complex affair, but one thing is certain: you do not walk in, seize the land, the person, the history of another, and then sit back and compose hymns in his honour. To do that would be calling yourself and bandit, and you don’t want to do that.



- So what do you do? You construct elaborate excuses for your action. You say, for instance, that the man in question is worthless and quite unfit to manage himself or his affairs...
- Finally, if the worst comes to the worst, you may even be prepared to question whether such a man as he can be , like you, fully human.
- From denying the presence of a man standing there before you, you end up questioning his very humanity.”

	Soft Global Citizenship Education	Critical Global Citizenship Education
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference
What needs to change	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures	We are all part of the problem and part of the solution
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	Analyse own position / context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
Goal of global citizenship	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.

Andreotti, V (2006) 'Soft versus critical global citizenship education', Policy and Practice: A Development Education Review, Vol. 3, Autumn, pp. 40-51.

Citizenship, Social or Political? Biesta (2014)

**Is the good citizen the
one who fits in or the one
who stands out?**





We must combine three forms of consciousness: Ecology, Economy (esp. global poverty), Ethic of equality. “Not everyone likes to hear this”.

Must make connection between economic system and debates on ethics
Importance of sense of belonging. Class system in Ireland eg in Education
Migrant experience.

Where have they been? The scholars? The philosophers.

What has happened to the institutions – we need to keep our head down to get money to go on? Riches from around world. And the power of emancipatory education?

Must make connection Emancipation through our own lives. Not through bad economics.
Cannot go on imagining that you can have a significant contribution to make without addressing the issue of power. Power matters. Powerful interests e.g. fossil fuel industries.

We have to use our numbers and information in a clever way, in a media that will ignore you.

<https://president.ie/en/diary/details/president-addresses-cork-conference-on-intergenerational-climate-justice/audio#speech-at-the-cork-conference-on-intergenerational-climate-justice>



Three pronged approach

Ecology

Economy

Social Justice



Royal Irish Academy: April 2020

<https://www.ria.ie/news/humanities-and-social-sciences-committees-standing-committee-international-affairs/mary>

Superdiversity (Vertovec 2019)

A typology of
325 articles
referring to
super-
diversity`.

- Synonymous with diversity
- Backdrop to a study
- A call for methodological reassessment
- Talking about 'more ethnicity'
- A multidimensional reconfiguration of social forms
- A call to move beyond ethnicity
- A device for drawing attention to new social complexities.

These days, there is a substantial amount of talking around super-diversity. There is also talk about super-diversity. Across a range of social scientific terrains, the concept of super-diversity is variably invoked, referenced, concocted or criticized as an idea, setting, condition, theory or approach. Sometimes such talking is really about the concept; that is, discussions ensue with reference to its original meaning or intention. Other times, super-diversity is merely a prompt around which the talk is actually about something else – a springboard to present a set of related research findings, a segue to another topic, or indeed a false starting point, misnomer or sheer strawman. Such divergence is surely OK – indeed, that's what happens to many scholarly ideas, concepts and theories. Once a notion is "out there", its development takes on a life of its own. Multiple understandings, misunderstandings and misuses arise – and such conceptual evolution (including mutation) mostly moves social science forward.

But listeners should be offered more clarity concerning the ways a concept is being talked about or around. A caricatured concept does no one any good.



Creating a Community of Praxis at UCC, Research Findings Part 1

Research Question

Central Question

- How can we integrate the theory and practice of GCDE into the work of UCC across all disciplines and across the work of the university as a whole and what are we learning as we do so?

Subsidiary Questions

1. What approaches to GCDE are most effective in engaging Higher Education staff from across the university?
2. What are the key challenges in integrating GCDE across the university and how can we best address such challenges?
3. What can Higher Education institutions and the GCDE sector learn about enhancing staff engagement and in turn student engagement with the theory and practice of GCDE?
4. What is the impact of integration GCDE into the work of the university?

Design, Process, Methods

- Critical Participatory Action Research (CPAR) and Education
- 3 years, 3 parts Started October 2021
- In year one, twenty staff participated in up to six group sessions and each staff member met with the principle investigator at least twice to discuss their own individual work.
- Each staff member has developed a case study based on the integration of GCDE into their existing work.
- Our collective learning has been recorded in this report which will also inform a collaborative peer-reviewed journal article.
- Research Methods
- Field Notes and Recordings of Group Workshops at Digital Badge and One-to-one Discussions
- Case Study Analysis, Critical narrative analysis



Pedagogy	Research	University Wide
Asian Studies	Study of Religions – Staff member 1	Centre for Global Development Staff member 1
Digital Humanities	Study of Religions – Staff member 2	Centre for Global Development Staff members 2 (Biological, Earth and Environmental Sciences)
Economics	TESOL: Teaching English to Speakers of other Languages (Language Centre) – Staff member 1	Accommodation and Community Life Office
Francophone African Studies	TESOL: Teaching English to Speakers of other Languages (Language Centre) – Staff member 2	Civic Engagement Programme
Human Resources Management		Sustainable Development Section (Building and Estates Office)
International Development		Senior Executive Assistant (Three case studies)
Occupational Therapy and Occupational Science		
Nursing Studies		
Sociology		
Theatre Studies		
		20 UCC staff, 18 departments



Some Cross Cutting Findings and Recommendations

- Student Voice
- Terminology and Articulation
- GCDE as an Academic Discipline
- Practical Considerations and Challenges

We are situated within an environment where our work has pivoted from being about education to being a business. So much so our heads are falling off.

GCDE as a Pedagogy of Radical Hope

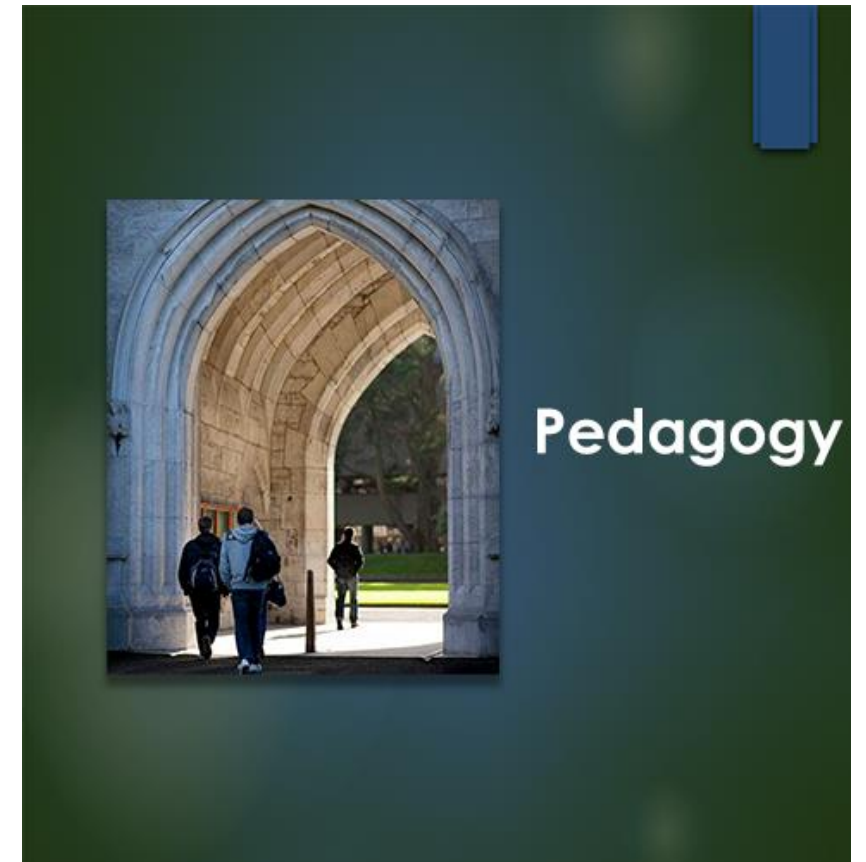
I liked the idea of Education in Hope. It is not as wishy washy as it sounds. In fact, the way Professor Bourn explained it, I found it not merely hopeful, but radical. It could transform education if we all worked 'in' hope. Really working towards changing culture, education and the purpose of the university.



Pedagogy

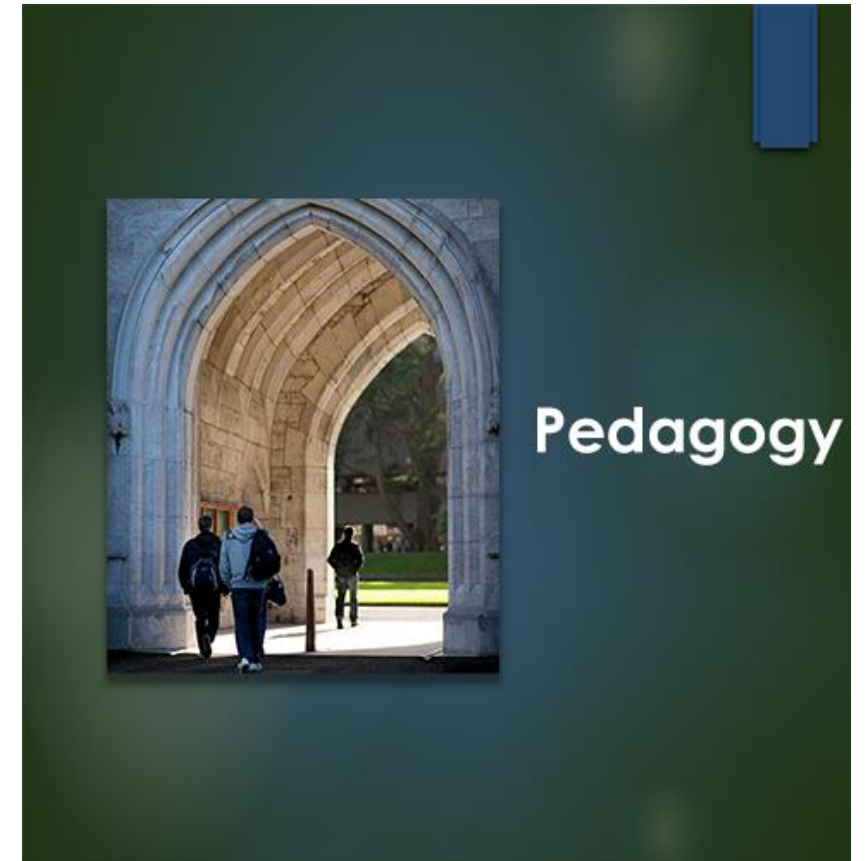
Some key findings: Pedagogy

- Themes and Theory
- Skills Development
- Teaching Methodologies
- Values
- Active Citizenship
- Assessment
- Local Global Interconnectivity



Recommendations: Pedagogy

- Sharing Academic Learning
- Build our Capacity
- Acknowledge the need for Authentic Values
- Build Staff Capacity in GCDE Teaching Methodologies
- Encourage Active Global Citizenship across all Disciplines
- Let's Talk about Assessment



...whereas traditional researchers cling to the guardrail of neutrality, critical researchers frequently announce their partisanship in the struggle for a better world ...Whereas traditional researchers see their task as the description, interpretation, or reanimation of a slice of reality, critical researchers often regard their work as a first step toward forms of political action that can redress the injustices found in the field site or constructed in the very act of research itself.

Yali Zou, Enrique T. Trueba, 2002: 105



Research

Some key findings: Research

- GCDE Themes
- Critical research methodologies aligns well with GCDE as a transformative education.
- Let us think too of how we could introduce different methodologies, going beyond our comfort zone?
- Postcolonial analysis, poststructuralist analysis is also helpful.
- Theories of power, cultural capital and hegemony are helpful for framing our research methodologies.
- 'Critical' means to actively participate in the shaping of a more socially just reality and aligns with Carspecken's (1996: x-xi) view that "critical qualitative research" to be a form of social "activism".
- Research is essential if GCDE is to grow as a discipline.



Recommendations Research

- Encourage GCDE Research in UCC
- It would be helpful if the Praxis Project could become a space where researchers with a critical perspective can come together and can encourage the development of a research culture in this field in UCC.



In practice, this close alignment makes it easy for me to continuously push for a GDE perspective and approach when carrying out my own civic engagement activities and when supporting colleagues to make progress in this area.



University Wide

Some key findings: University Wide

- Endless opportunities: GCDE can apply to all aspects of UCC life
- Already a lot happening
- Great interest by students but also there is great staff leadership
- UCC staff are very open to and want to engage with global justice issues.
- This collegial approach is highly important, and it is clear that working together we can more effectively achieve our mutual objectives.



Some findings: University Wide

Building relationships and establishing contact with individual staff who might welcome introducing global citizenship into their work or other activities in the University.

At the same time, it is important to consider strategic impact and target policies and initiatives in UCC which can enhance the impact of our work.

In addition, it is important that the GCDE work of the Praxis Project does work alongside programmes that are part of UCC's institutional approaches and policies.

While working in a bottom-up manner with individual staff and disciplines is very important, so too is working to influence policy and practice within UCC.





Other findings

- Institution and Policy
- Targeted supports
- Working Collaboratively
- Whole Discipline approaches



Impact: opinions of UCC staff

"This has been a very positive development. Praxis has raised discussion and conversation".

"I found it very useful that GCDE asks people to be critical of own practices and self-assess and reflect. It is so impactful at individual level and at cultural level. It encourages self-critique and reflection".

"The process initiated conversations in different ways. We can see synergies between our own work".

"It built links between people in the university who had no contact before. It created internal links through the project".

"Having allies in itself is so nice - to have people you know, are generally same place".

"We are also contributing to a global conversation on GCDE. More heads to think about these things".

"Even doing things in different way is an impact, to question, if we include other voices, other perspectives, we are more than half ways there".

"There are opportunities in UCC. We need to closely explore strategic priorities. This work should be mainstreamed".

Opportunities

- Student leadership / Interest
- Staff leadership
- Centre for Global Development
- UCC - Institution and Policy
- Cross disciplinary approaches
- International and Irish policy
- GCDE Sector / Partnerships
- UCC as flagship





Final Words

- It is about identity
- It is about education in hope
- It should not be romanticized
- Stop



Sometimes words are not enough...



Lest we forget....



Lest we forget



Lest we forget....

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Thanks to..

- UCC staff as research participants:- Dr. Bonenfant, Yvon Dr. Butler, Jenny Ms. Caulfield, Marian Dr. Doyle, Barbara Dr. Griffin, Rosarii Dr. Hally, Ruth Dr. Khabbar, Sanaa Dr. Mishra, Nita Dr. Murphy, Margaret Dr. Murphy, Orla Ms. O'Mahony, Ruth Dr. O'Sullivan, Maeve Dr. Orren, Sally Ms. Phelan, Martha Dr. Reidy, Darren, Acting Sustainability Officer, Office of Buildings and Estates. Dr. Schneider, Julia, Lecturer, Department of Asian Studies Dr. Sharifi Isaloo, Amin Dr. Turner, Brian Dr. Usher, Ruth Dr. Williamson Sinalo, Caroline