



EDUCATION, DIVERSITY,  
GLOBALISATION AND ETHICS /  
FACULTY OF EDUCATION /  
UNIVERSITY OF OULU

**EDGE** is a research hub for international, inter-disciplinary and cross-sectoral academic collaborations related to the interfaces between education, culture, language and social systems and relationships, including global, intercultural, development, anti-racist, transformative, (post)critical, and indigenous education.

**EDGE** is committed to ethical globalism, epistemological pluralism, North-South-East-West dialogue, intellectual and theoretical rigor, research based (teacher) education and the creation of an equitable, vibrant, safe and constructive collaborative atmosphere for research, research training and the (pre- and in-service) education of educators and other professionals in the educational field.

**EDGE** is closely associated with two Masters' programmes: **Intercultural Teacher Education (ITE)**, a pre-service teacher education BA/MA delivered in English over 5 years; and **Education and Globalisation (EDGLO)**, a two year MA focusing on ethics and global and social responsibility).

## EDGE Annual Review 2011

This annual review highlights key research and teaching activities of EDGE, ITE and EDGLO in 2011.

It is my pleasure to present an overview of our EDGE, ITE and EDGLO activities in 2011. As we are involved in our day to day teaching and research, it is often difficult to find the time/space to take stock and celebrate the many great realizations that result from our collective work.

In our academic work in 2011, in a very small team, we have had many successes. We hosted 2 externally funded research projects, 3 international symposia, 8 local seminars and, more than 20 international visitors. We published 2 books (with Palgrave MacMillan and Routledge), 6 articles in refereed journals, a special issue of the journal 'Globalization, Societies and Education', 5 chapters in international edited collections, we were invited for 7 keynotes/plenaries in international conferences, and presented research papers in more than 10.

We worked in collaboration with academic, NGO and government partners here in Finland, and in England, Scotland, Ireland, Slovenia, Slovakia, Poland, Iceland, Norway, Germany, Luxemburg, Austria, Greece, Cyprus, Russia, Armenia, Namibia, South Africa, South Korea, Australia, New Zealand, USA, Canada, Brazil, and Peru. We had three very important events in 2011: our former chair, adjunct profes-

sor Rauni Räsänen received an honorary doctorate awarded by the Karelian State Pedagogical Academy, I had the honor of being invited to address the European Parliament as a development education expert during a formal hearing, and of being elected chair (2011/2013) of the American Education Research Association postcolonial studies in education SIG.

On the teaching front, we have revised the curriculum for the MA degrees, started new summer courses, developed our capacity to offer online and blended learning options, worked in collaboration with international researchers to re-design selected courses, signed a memorandum of understanding with the University of Sao Paulo for student exchanges and double doctoral qualifications and started improving our pathways and support for potential and current Ph.D. students.

Selected teaching and research activities are highlighted in the different sections of this newsletter.

I would like to take this opportunity to thank colleagues, students and institutional partners who have made possible such a productive and exciting year!

*Vanessa de Oliveira (Andreotti)*  
Professor of Global Education and  
EDGE chair

**From 2011 to 2015 EDGE will host the journal Critical Literacy: Theories and Practices**  
[www.criticalliteracyjournal.org](http://www.criticalliteracyjournal.org)

### International research symposia (Feb & Nov 2011) invited scholars

- *Prof Gert Biesta*  
(University of Stirling)
- *Prof Crain Soudien*  
(University of Cape Town)
- *Prof Sharon Todd*  
(University of Stockholm)
- *Prof Lynn Mario de Souza*  
(University of Sao Paulo)
- *Prof Thomas Popkewitz*  
(University of Wisconsin-Madison)

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## EDGE: KEY RESEARCH INITIATIVES

### Centre for International Mobility (CIMO):

#### 'TEV' global mindedness scale

In this project, in collaboration with the University of Stirling (Prof Gert Biesta) we aim to design a theoretically and methodologically sound instrument that can qualify trends in outcomes of mobility schemes in terms of

their potential to foster 'genuine global mindedness'.

CIMO defines global mindedness as the ability :

- *To see the bigger picture*
- *To have awareness of own prejudices*
- *To be open to new things*
- *To have a willingness to interact with different kinds of people*
- *To see difference as richness*

The TEV scale of dispositions draws on the work of Hannah Arendt and on poststructuralist notions of subjectivity and alterity.

We aim to generate data that will help identify the kind of support that could enhance the potential of mobility schemes to contribute to the internationalization of Finland.

### World Education Research Association (WERA):

#### International Research Network for Ethical Internationalism

This initiative, hosted by EDGE, was developed in partnership with 21 universities around the world.

It focuses on how epistemic difference, transnational literacy and notions of global citizenship and social responsibility are constructed in internationalization processes of higher education.

This network addresses immediate concerns that current economic/ financial/policy crises have intensified the drivers towards exploitative and profit-seeking unethical internationalization of higher education, while curtailing the resources and commitment towards sites for potentially ethical alternatives.

This project asserts a commitment to reclaiming the university as a civic space of exposure to the world concerned with questions about ethical and sustainable collective futures.

This affirmation entails two ethical institutional responsibilities for universities: an imperative to address the complexities of global interdependence, including pressing questions of inequality and representation; and an imperative to pluralize knowledge in order to pluralize possibilities for the future, which implies a commitment to epistemological pluralism.

This collective initiative was the springboard for a proposal submitted to the Academy of Finland in 2011.

### Teaching and Learning Research Initiative (NZ):

#### Shifting conceptualizations of knowledge and learning in the integration of the new National Curriculum for New Zealand in teacher education

This project, in collaboration with the University of Canterbury in New Zealand, examines shifts in the conceptualisation of knowledge and learning in learning outcomes and course design in the incorporation of the new National Curriculum for New Zealand (2007) in initial and in-service teacher education in 2009 and 2010.



Conceptual and pedagogical tools were introduced in the early stages of the project to facilitate the engagement of teacher educators with theoretical discussions about epistemological shifts and their implications for learning in the literature related to education in 'knowledge societies' and post-modernity, which are major ten-

ets of the vision and principles of the NZC, published in 2007. This research project tracks the ways practitioner-researchers engaged with, strategically appropriated, and used tools, theories and practices in their initiatives to incorporate the changes suggested in the literature in the integration of the new NZC in their teacher education practices.

## European Union - Grundtvig Partnership

### A conversation with the world: Learning from and with residents of Meri-Toppila in Oulu

This project is part of a larger collaborative research initiative focusing on active citizenship and intercultural dialogue in social housing areas at risk of segregation and social exclusion in Finland, Italy and England.

The research methodology includes field work and the use of a photographic exhibition and educational resource featuring residents and their narra-

tives about each area (a combination of visual arts and social anthropology), as an extension of the international project 'A conversation with the world' coordinated by acclaimed photographer and Professor of Art at Pennsylvania State University Lonnie Graham (photo).

The following institutions are partners in this project: Pennsylvania State University, Università degli Studi di Udine, Northern Ostrobothnia Centre for Building Renovation and Refurbishment, City Council of Oulu, and 'Culture Power Station Association', located in the district of Meri-Toppila.

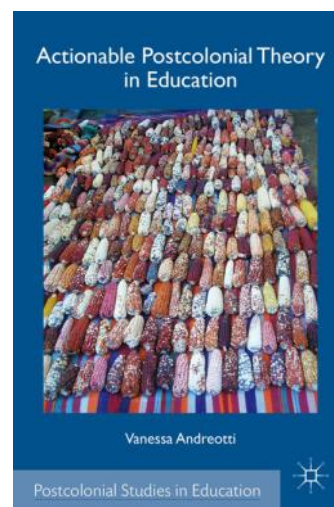


## Publications and Research Impact

### Books and special issues

Andreotti, Vanessa de Oliveira (2011).

- Actionable Postcolonial Theory in Education, New York: Routledge.
- Postcolonial Perspectives on Global Citizenship Education, New York: Palgrave MacMillan
- The Political Economy of Global Citizenship Education, special double issue of the journal *Globalisation, Societies and Education*



### Articles in refereed journals

Alasutari, H. & Jokikokko, K. (2011). Intercultural Learning as a Precondition for more Inclusive Society and Schools. *Finnish Journal of Ethnicity and Migration*, 5(3):27-37.

Alasutari, H. (2011). Conditions for Mutuality and Reciprocity in Development Education Policy and Pedagogy. *International Journal of Development Education and Global Learning*, 3(3) (In press).

Andreotti, V. (2011). Engaging the (geo)political economy of knowledge construction: Towards decoloniality and diversity in global citizenship education. *Globalization, Society and Education Journal*, 9(3-4):381-397.

Andreotti, V., Ahenakew, C., Cooper, G. (2011). Epistemological pluralism: challenges for higher education. *AlterNative Journal*, 7(1):40-50.

Bruce, J. (2011). Dancing on the edge: A self-study exploring postcritical possibilities in physical education. *Sport Education and Society*, publication available online: 6 Sept, 2011.

Bowes, M. & Bruce, J. (2011). Curriculum liquefaction (shifting sands) in senior school physical education in New Zealand: Critical pedagogical approaches and dilemmas. *Asia-Pacific Journal of Health, Sport and Physical Education*, 2 (In press).

### Non-refereed publications

Andreotti, V. (2011). The question of the Other in global citizenship education: a postcolonial analysis of telling case studies in England. In L. Schultz, A. Abdi and G. Richardson (Eds.) *Global Citizenship in Post-Secondary Education*. Albany: Sunny Press.

Andreotti, V., Ahenakew, C., Cooper, G. (2011). Towards global citizenship education 'otherwise'. In V. de Oliveira Andreotti, L. de Souza (Eds.) *Postcolonial Perspectives on Global Citizenship Education*. New York: Routledge.

Andreotti, V., Castillo, K., Kokkinen, L., Huuskonen, S., Määtä, L., Pelimanni, P., Väliähde, M. (2011). Global education, social change, and teacher education: the importance of theory. *Global Education Network Europe* (In press).

Bruce, J., Martin, T. & Brown, S. (2011). Toward an action-oriented critical pedagogy in physical education. In Brown, S. (Ed.), *Issues and Controversies in Physical Education: Policy, Power and Pedagogy*. (1st ed.) (80-91). North Shore City: Pearsons.

Pesonen, Jaana (2011) Etnisen moninaisuuden representaatiot suomalaisessa lastenkirjallisuudessa – Kenen kansalaisuus, millainen suomalaisuus? [Representations of Ethnic Diversity on Finnish Children's literature – Whose nationality, What kind of Finnishness?] In Volotinen, T. (Ed.) *Virikkeitä-lehti* 1/2011.

Sitoniemi-San, J. (2011). Toward an imperfect education: facing humanity, rethinking cosmopolitanism (book review). *Globalisation, Societies & Education*, 9(3-4), 537-542..

### Invited Keynotes and Plenaries

Andreotti, V. (2011): Global Development and the EU Member States Conference, 24-26 May, Warsaw; European Parliament Hearing on Development Education in the EEU, 30 August, Brussels; Becoming a Global Citizen - International Symposium on Competencies of Global Citizens, 5-7 October, Helsinki; National Identity in the context of Global Citizenship, 17-18 October, Ljubljana; Teaching Intercultural Communication in Finnish Higher Education, 11 November, Turku; DICE Conference: You, me and diversity, 17-18 November, Dublin; Indigenous Knowledges in Latin America and Australia: Locating Epistemologies, Difference and Dissent, December 8-10, Sydney.

# EDGE: TEACHING

## Curriculum review

In 2011 we have revised the curricula and graduate profiles of ITE and EDGLO. Students offered feedback and suggestions through an online survey. The revised programmes emphasize our commitments towards self-expression, ethics, social responsibility and transformation, independent and critical thinking, mobility, internationalism, as well as employability.

## Online and blended learning

We received extra funding in 2011 to develop blended and online courses with a view to make our MA programmes more flexible and accessible for students who want to study over the summer or who cannot take part in lectures in Oulu for part of their studies.

A key strategy is to use Adobe Connect Pro (ACP) to capture lectures and to introduce reversed instruction (where students watch lectures at home and use classroom time for discussions). ACP has also been used for participation in conferences and research collaborations.

Two summer courses were offered online in the summer: Global Citizenship Education and Societies and Education in Transition (with over 20 students). Other blended (B) online (O) courses to be offered in 2012 include: Policy, Planning and Leadership (O), Comparative Educational Research (B), Plurilingualism and Globalization (O), Critical and Cultural Literacies (O), and Development Education (B). All courses were developed in collaboration with international partners who are internationally acclaimed researchers in each specific field of inquiry.

## Ph.D. pathways and support

We have started to revise the Ph.D. pathways for MA students and support for current doctoral students. We have offered two research symposia with distinguished scholars, started a reading group on global citizenship education, and initiated collective projects aiming to widen access to MA students to take part in scholarly activities in collaboration

with professional researchers or professors. In 2011 16 students from ITE and EDGLO participated in collaborative professional research activities, including analyzing data, writing journal articles or presenting papers at international conferences.

## Student Exchanges: Brazil

A Memorandum of Understanding (MoU) was signed with the University of Sao Paulo for student exchanges and double degrees in Education or Humanities (at Ph.D. level). Two other MoUs are currently being negotiated with the Federal and Catholic Universities of Parana, in Curitiba.

## EFA seminar: University of Jyväskylä

Our EDGLO 2011 students participated in the *International Education For All* Seminar on 17-18 November, organized in partnership with the Faculty of Education, Faculty of Education, University of Jyväskylä.

## UPCOMING EVENTS

- **January (23-27)** Global Citizenship Post-Graduate Symposium in Christchurch, New Zealand (organized in partnership with the University of Canterbury).
- **February (9-10)** Conference: Citizenship Transformation in a Global World (UniPID), Helsinki (EDGE is hosting the workshop 'Education and the changing forms of citizenship')
- **March (1-21)** World Press Photo Exhibition at Culture Power House Station and City of Oulu (organized by EDGLO student Yu-Hsuan Lee)
- **March (19-25)** SPICA Nordplus-network intensive course on intercultural education, Jelling, Denmark
- **March (tbc)** Conversations with the World: Learning from and with residents of Meri-Toppila photo exhibition, Culture Power House Station and City of Oulu.
- **April (13-17)** American Education Research Association (AERA) Meeting in Vancouver (three papers accepted and an invitation for a presidential panel)
- **June (tbc)** North-South-South coordination meeting, Cape Town, South Africa.
- **July (1-15)** Intensive Seminar on Teacher Education in Udine, Italy.

## CONGRATULATIONS

Adjunct Professor Rauni Räsänen for being awarded an honorary doctorate by the the Karelian State Pedagogical Academy.

Jaana Pesonen for being elected as a council member at the Society for the Study of Ethnic Relations and International Migration (ETMU).

FIND US ON THE WEB: <http://www oulu.fi/ktk/edge/>