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UNIVERSITÉ DU QUÉBEC EN OUTAOUAIS



PEACE, CULTURE & SOCIAL JUSTICE
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평화, 문화 및 사회 정의

25 - 27 / 10 / 2023
2023년 10월 25일-27일
SYMPOSIUM
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심포지엄

Panel / 패널

Transformative and Peacebuilding Approaches to Interrupting Injustice: Reflecting on Teachers' Classroom Praxes

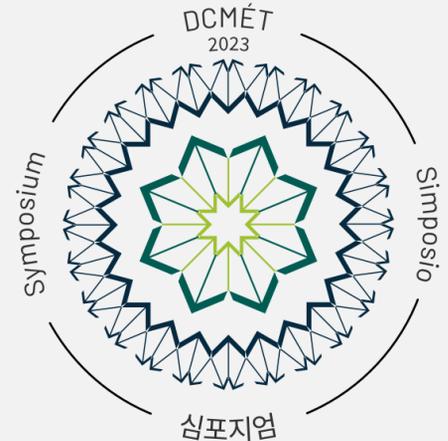
English / Anglais / Inglés / 한국어

Simultaneously interpreted in Spanish / Interprété simultanément en espagnol
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Classroom teachers transmit values through the roles and relations of power their students inhabit within daily classroom activities. Teachers' relations to historical truths and global crises shape how they invite and facilitate students' constructive study of multiple and challenging viewpoints. Done constructively, teachers' pedagogies can facilitate the engagement with otherwise marginalized voices. However, where done poorly, such pedagogies can reinforce the social exclusion of those whose perspectives are unheard.

Contentious issues, such as settler colonialism and sociopolitical conflicts, can become transformative pathways to educating students and building just and peaceful relationships. This kind of restorative justice approach, to centring equity through dialogue, challenges dominant neoliberal and conservative ideologies and can shift how educators approach and respond to conflict in ways that build peace and promote inclusion.

In this session, we first present our perspectives on transformative and peacebuilding pedagogies in relation to the demand that education interrupt injustice, and then we invite audience members to join the conversation.



Day 2 - Oct 26
15:00 - 16:00 EDT
Montreal (EDT)

Panelists / Panelistes / Panelistas / 패널리스트

Paul Tarc
Nicholas Ng-A-Fook
Crystena Parker-Shandal

Chair / Président / Presidente / 좌장

Paul Tarc

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