



SMOOTH - DELIVERABLE

Training manual

| | |
|------------------------------------|--|
| Deliverable number: | D3.1 |
| Due date: | 31.10.2021 |
| Type ¹ : | Report |
| Dissemination Level ² : | CO |
| Work Package: | WP3 |
| Lead Beneficiary: | MAU |
| Contributing Beneficiaries: | UTh, AUTh, TalTech, UPF, UMINHO, NOVA, UCA |

¹ Type: R = Report, DEC = Websites, patents filling, ORDP = Open Research Data Pilot, ETHICS = Ethics requirements

² Dissemination level: PU = Public, CO = Confidential, only for members of the consortium (including the Commission Services)





DOCUMENT HISTORY

| Version | Date | Change History | Organization |
|---------|------------|------------------|--------------|
| 1.0 | 31.10.2021 | Submission to EC | UTh |



Table of Contents

| | |
|---|----|
| Introduction..... | 5 |
| General description of core concepts and methodologies..... | 7 |
| ▲ The Commons..... | 7 |
| ▲ Educational Commons..... | 8 |
| ▲ Conflict-resolution..... | 9 |
| ▲ Peer to Peer Governance and Peer-learning..... | 12 |
| ▲ Children’s rights..... | 13 |
| ▲ A Pedagogy of Listening, Pedagogical Documentation and Project-Work..... | 15 |
| Training activities..... | 17 |
| Seminars..... | 17 |
| ▲ Seminar I <i>Introduction to core concepts and methodologies: The Commons</i> | 17 |
| ▲ Seminar II <i>Introduction to core concepts and methodologies: Educational Commons and Conflict Resolution</i> | 18 |
| ▲ Seminar III <i>Introduction to core concept and methodology: P2P Governance and Peer-learning</i> | 22 |
| ▲ Seminar IV <i>Children’s rights</i> | 24 |
| ▲ Seminar V <i>Introduction to core concepts and methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-work</i> | 25 |
| ▲ Seminar VI <i>A presentation on the three core-methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-work</i> | 26 |
| ▲ Seminar VII <i>A conversation on examples of project-work: The Vasa Ship; The Paper-room; The Shoe and The Meter</i> | 28 |
| ▲ Seminar VIII <i>Live Q & A on core concepts and methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-work</i> | 29 |
| Exercises in core concepts and methodologies..... | 31 |
| ▲ Exercise I <i>Listening to children and youth: Analysis of children’s interests, questions, and problems</i> | 31 |
| ▲ Exercise II <i>Using pedagogical documentation together with children and youth: Revisiting lived and documented events</i> | 33 |
| ▲ Exercise III <i>Performing pedagogical documentation together with children and youth</i> | 34 |



- ▲ Exercise IV: *Planning a project-work*.....36
- Visual discussion material.....38
 - ▲ Visual discussion material I: *Girl on fence*.....38
 - ▲ Visual discussion material II: *Wargames*.....39
 - ▲ Visual discussion material III *Portraits of education, educators, and children/youth*.....40
 - ▲ Visual discussion material IV *In My Language*.....41
 - ▲ Visual discussion material V *Inclusive and equal room(s) for all*
43
 - ▲ Visual discussion material VI *Gender and Postcolonialism - Rethinking the commons' construction from the perspective of interdependence and dialogue of knowledges*.....44
 - ▲ Visual discussion material VII *Telling stories through the camera: Audio-visual participatory methodology*.....47
 - ▲ Visual discussion material VIII *Media discourses and social representations*.....49
- Suggestions for further study.....52
 - ON THE COMMONS AND EDUCATIONAL COMMONS:.....52
 - ON CONFLICT RESOLUTION:.....52
 - ON P2P GOVERNANCE AND PEER-LEARNING:.....53
 - ON CHILDREN'S RIGHTS:.....54
 - ON A PEDAGOGY OF LISTENING, PEDAGOGICAL DOCUMENTATION AND PROJECT-WORK.....55
 - ON AUDIO-VISUAL PARTICIPATORY METHODOLOGY:.....58
 - ON MEDIA DISCOURSES AND SOCIAL REPRESENTATIONS:.....59





Introduction

This manual designates a variety of blended training material and activities on the core concepts and methodologies in the SMOOTH project to be performed by partners together with third parties during the period 1st November 2021 – 28th February 2022. The material and the activities are part of WP3 “Introducing educational commons and designing case studies” that aims to:

- a) create learning material on the educational commons’ values and practices, a pedagogy of listening, pedagogical documentation, and project-work,
- b) support training on educational commons’ values and practices, a pedagogy of listening, pedagogical documentation, and project-work,
- c) design case studies following the idea of educational commons.

The manual is the deliverable of the first task (T3.1) in WP3, that concerns the creation of training material about the following core concepts and methodologies: the commons, educational commons and conflict resolution, P2P governance and peer learning, a pedagogy of listening, pedagogical documentation, and project-work. The specific objective and function of this deliverable is to present, organise and operationalise training material and activities that will allow partners and third parties to engage in training on how to:

- a) create smooth peer learning and governance spaces, such as a children’s assembly.
- b) together with children and youth develop a collective research theme – e.g. children’s or youth’s sense of social and physical space.





- c) exert the tools of a pedagogy of listening, pedagogical documentation and project-work,
- d) develop pedagogical, personal and social skills, such as active listening and conflict resolution.

The training is effectuated both synchronously (live-streamed through zoom) and a-synchronously (partners and third parties effectuate training together at their own convenience) through the Open Educational Resources e-Platform, accessible here: XXXX, and through a Social Networking Site, accessible here: XXXX. All synchronous activities will be recorded and posted on the Open Educational Resources e-Platform. The training material consists of:

- ⇒ 5 introductory seminars on the core concepts and methodologies: the commons, educational commons and conflict resolution, P2P governance and peer-learning, children's rights, a pedagogy of listening, pedagogical documentation, and project-work (synchronous).
- ⇒ 2 seminars on conversations between educators and researchers on a pedagogy of listening, pedagogical documentation, and project-work (a-synchronous).
- ⇒ 1 Q & A seminar on a pedagogy of listening, pedagogical documentation, and project-work (synchronous).
- ⇒ 4 exercises on a pedagogy of listening, pedagogical documentation, and project-work (a-synchronous).
- ⇒ 8 pieces of visual discussion material on a pedagogy of listening, pedagogical documentation and project-work; audio-visual participatory methodology; media discourses and social representations; gender and postcolonialism (a-synchronous).
- ⇒ 1 reference-list with suggested further study.





In the description of each training activity below and under the title “Training activities” there is a direct link to material on the Open educational Resources e-Platform (to be announced) for a-synchronous training-activities and/or to the zoom-room where the synchronous activities will take place. The description of the activities also suggests the order most suitable for performing these.

General description of core concepts and methodologies

At a general level all core concepts and methodologies in SMOOTH are closely related to pedagogical, philosophical, political, and sociological perspectives on children’s and youth’s agency and participation as well as to action research methods and ethnographic fieldwork such as participatory observation, stimulated recall interviews, and walking-tours with children and youth. It is important to note that the concepts and methodologies pertaining to a pedagogy of listening, pedagogical documentation and project-work have been developed first and foremost in educational practice and research with very young children (Early Childhood Education and Care ECEC). The use of these methodologies in the SMOOTH project will therefore require a certain translation and adaptation to each partner’s and third party’s own local context and age-group. This is a challenge, but also an opportunity – the SMOOTH project will in this way contribute to development of both pedagogical-practical and research methodologies. Below the core concepts and methodologies are described in a general and introductory way.

⇒ The Commons

The growing paradigm of the ‘commons’ is an alternative value and action system, a different way of building and living our





cosmos, which nourishes democratic ideals, egalitarianism, creativity and sustainable relations between humans and nature (Bauwens, Kostakis and Pazaitis, 2019). The 'commons' or 'commonpool resources' (Ostrom 1990: 30, 90) or 'commons-based peer production' (Benkler & Nissenbaum 2006:395) comprise goods and resources that are collectively used and produced. Access to them is provided on equal terms, which may range from totally open access to universal exclusion from consumption, with many possibilities in-between. The common good is collectively administered in egalitarian and participatory ways by the communities which manufacture or who own it. Sharing is a fundamental process which lies at the heart of the commons. 'These things we share are called commons, which simply means they belong to all of us' (Walljasper 2010: xix). There are many different classes of common goods, from natural common-pool resources (fishing grounds, irrigation canals etc.; Ostrom 1990: 30) to common productive assets, such as workers' co-operatives, and digital goods, such as open source software (Benkler & Nissenbaum 2006; Dyer-Witheford 2012). 'Commons can be gifts of nature -such as fresh water, wilderness, and the airwaves -or the products of social ingenuity, like the Internet, parks, artistic traditions, or the public health service' (Walljasper 2010:xix). Their common baseline, however, is that they involve shared resources which are managed, produced and distributed through collective participation in ways which contest the logic of both private-corporate and state-public property (Ostrom, 1990: 1-30, 90; Benkler & Nissenbaum 2006: 394-396; Dyer-Witheford 2012; Hardt & Negri 2012: 6, 69-80, 95). Most definitions (Dellenbaugh et al. 2015: 13; see also Bollier & Helfrich 2015: 3) render commons as an artifice which consists of three main





parts:

- (a) common resources/goods,
- (b) commoning practices,
- (c) commoners who are implicated in the production and reproduction of commons.

⇒ Educational Commons

In education as a commons the process of learning, knowledge transmission and acquisition, and the modes of governing this process are managed and co-constructed by the entire educational community -teachers, students and, likely, their families, on terms of participation, openness, diversity and flatter hierarchies. The teacher becomes a companion and a facilitator who helps pupils and students to become commoners, i.e., self-directing, creative individuals who draw on the educational commons of culture and knowledge, but they also embark on their own innovative explorations, renewing inherited forms and inventing new ones. Hence, the teacher, even as s/he acquaints pupils and students with fields of knowledge and activity, negotiates with them the terms of learning and apprenticeship. S/he enables them to become autonomous creative subjects who take their cues from the common cultural heritage, but they also reconstruct it, conjuring new ideas and works, communicating with other creative singularities and participating thereby in the reinvention and the expansion of culture, values, and knowledge in society. The teacher forsakes the position of the master who transmits a fixed, authoritative tradition. By contrast, s/he treats pupils and students as equally capable actors who bear singular capacities and creative energies. S/he





assists them in becoming free commoners, that is, individuals who are integrated in communities that share common goods but navigate their own course through them (Masschelein & Simons, 2012; Pechtelidis and Kioupkiolis, 2020).

⇒ Conflict-resolution

Educational commons aim at the collective and equal formation of a community consisting of people with different perceptions, values, beliefs, and interests who are very likely to go into competition and cause conflicts within the community. It is therefore necessary to settle and resolve the conflicts or disagreements that arise, for the benefit of each individual as well as the community to which he/she belongs, while promoting the community's sustainability and resilience (Pechtelidis & Kioupkiolis, 2020). Here, there is correspondence with one of the eight commons' principles Elinor Ostrom proposed, namely the need for co-creation of conflict resolution mechanisms for the preservation and well-being of a common by the commoners themselves. This principle is vital for the commons even though the pattern of people sitting in a circle discussing a problem behaviour, although crucial and important, is just not enough. What is missing and would facilitate the resolution of problem behaviours for the benefit of the whole community is some form of systematic training in order for individuals to develop specific communication and social skills (Pechtelidis, 2020). In the context of this logic, a specific model of conflict resolution of active listening (by Thomas Gordon) is proposed, which in a sense is linked to a broader approach to the pedagogy of listening, as developed mainly by the "school" of Reggio Emilia. The model of the award-winning psychologist Thomas Gordon, nominated for three consecutive times for the





Nobel Peace Prize, is a useful tool for the settlement and resolution of possible disagreements and conflicts within a group and a community in general and for the promotion and enhancement of the logic of the commons, equality and active inclusion in education and society. Gordon's practical approach can be combined in a fruitful way both with specific theoretical approaches of the commons (Dardot & Laval, 2014; Kioupkiolis, 2019), as well as with the theory of 'agonistic democratic experience' formulated by Chantal Mouffe (2004). Competition is a key component of democracy according to Mouffe and conflict for Gordon is inevitable- even healthy. The problem is not the existence of competition or conflict but rather the way in which conflicts are resolved. In this the help of Gordon's model is extremely important because it enables us to settle conflicts in various social settings, such as family, work and education. In addition, it helps us to listen to the views of others for better understanding and for improved relations in all areas (Pechtelidis, 2020). According to Gordon, and the way of non-defeat, as Gordon calls it, it is possible to approach situations of conflict in a way that the conflicting sides can work together to find a mutually acceptable solution, i.e. a solution that does not require the defeat of the other side. This approach implies an equal resolution of the issue, a mutually acceptable solution (win-win) and mutual respect for both parties. There are some necessary conditions for using this approach of 'not defeat' by teachers. The primary skill required is the acquisition of some competence in active listening. Teachers should be able to encourage children to speak out about their needs at any given time. Children also need to feel that their needs will be understood and accepted before entering the negotiation process (through Gordon's specific practice of active listening).





The next skill needed in the non-defeat approach is for teachers to be able to express their needs with the so-called 'I message' or 'responsibility message' as well as the 'you messages', which usually use, accuse, shame and humiliate children depriving them of any inclination to get further involved in resolving an issue. An 'I message' includes a clear and non-critical description of unacceptable behaviour, followed by a reference to the effect it has on the teacher and the emotion it evokes. For example: "When you interrupt me, I lose my temper and forget what I was saying, and I feel very frustrated." Finally, children need to be convinced that teachers are trying a completely new approach so that they are open to it. More specifically, the steps of the non-defeat approach are as follows:

1. Identifying the issue and recording the needs
2. Finding possible solutions
3. Evaluation of solutions
4. Decision-taking
5. Determining how the decision will be implemented
6. Evaluating the success of the solution

The benefits of the above method are multiple. First of all, there is no resentment on either side, since no one loses. Also, children are more likely to accept a decision and have a greater motivation to implement it when they are part of it, while the opposite happens when their point of view is not considered. This approach recognizes individual rights and places great value on the demand for self-determination of people, which is very intense at a young age (Corsaro, 1985). In addition, it strengthens and promotes the democratic process of co-shaping the rules of a group or community. Creative thinking, ingenuity and experience of children and teachers are activated





through their cooperation. The dangers of using power and the need for its victims to develop (self) destructive mechanisms to deal with it are eliminated. Relationships between teachers and children are characterized by mutual respect, interest, trust, positive feelings of friendship and 'warmth' are born. Responsibility and maturity are cultivated in children, who in this way develop as potential commoners (Pechtelidis, 2020).

⇒ Peer to Peer Governance and Peer-learning

The commons do not emerge naturally, spontaneously, but are products of the commoning process. In addition, there is no commoning without peer governance (Kostakis, 2010), through which people co-decide, set limits by setting specific rules and co-manage conflicts that arise both within a commons and between different commons. In a world of peer governance (commonsverse, see Bollier & Helfrich, 2019), people, although they have different personalities and abilities or skills, perceive other members of the group or network as peers, that is, people with similar status, that is, with equal social and political power within a group or a network. In this context, peers have the same rights and obligations and are considered equally capable of contributing to a collaborative project and deciding in which direction this will go or how it will evolve. From a commons angle, therefore, people are not enemies with each other who compete to siege the control of a circumstance and a group of people, but are peers or commoners with the same opportunity to participate in a collective process. Peer governance is enacted by the people themselves and through the people, and thus is radically different from other dominant forms of governance for the people and with the people (Kioupkiolis, 2019, Pechtelidis & Kioupkiolis, 2020). In the SMOOTH project,





'peer research' will be utilized. Peer research is a form of research by children and youth in our case, in which not only children and youth do they participate alongside adults as co-researchers or collaborators, but also, they play some part in the decisions pertain the research project. In this context, the children and youth will be engaged with data collection (children and youth interview their peer group, pedagogical documentation), data interpretation and in some cases they can serve as research advisors or consultants while leaving the rest to professional researchers (Spyrou, 2018). The challenge of this form of research is the collaboration between children and adults in order to create a common space that allows for knowledge co-production that is alternative (Cheney, 2011) and provides contemporary ways of thinking about children as interdependent beings as well as intragenerational and intergenerational relations that matter (Spyrou, 2018). By that it is becoming clear that both sides are responsible allies and they help each other. Children offer their knowledge as insiders while adults provide more of their technical research expertise such as how to design interviews, collection, and interpretation of data techniques.

⇒ Children's rights

In a globalized society there is need for a critical reflection upon the United Nations Convention on the Rights of the Child (UNCRC) and the current situation of children's rights. Such critical efforts must be performed both in science and in practices that concern children's everyday world. It is urgent to reflect upon how to enhance the UNCRC's effectiveness and content, and there is a need to integrate changes that have taken place in contemporary societies and in children's worlds such as





information and communication technologies, environmental issues, relations between humans and non-humans and the perpetuation of inequality, poverty, war, and natural disasters (Sarmiento & Tomás 2020, Tomás 2011). Closely related to children's rights is the concept and practice of children's agency. Agency is one of the key concepts of Childhood Studies, but it is also extremely relevant to the above referred and more demanding questions of children's rights as well as to the general political debate around children and childhood. Despite the enhancement of children's rights and agency in legislation, research and practice, it is often assumed that there is a dichotomy between particular actors on the one hand and society on the other (Fuchs 2001:25), and within such dividing practices children risk being defined as not fully part of society. A relational approach could here help to gain a more sophisticated understanding of children's agency within the growing paradigm of the commons (Eßer 2016). A relational approach stresses not only the distributed and networked character of agency within the commons but also how commoners and commoning practices are linked to other sites of the social. According to a relational approach children's agency and intergenerational relations are not limited to face-to-face interactions between children and adults. They are related to each other through a whole network of human as well as non-human actors and agents, including rules and regulations as well as money and class-related practices. Following Article 12 of the UNCRC, considerable interest has arisen in the awareness of children's voices in welfare states and societies, which in turn has provoked probing questions of children's capacities to participate in the political sphere and within commoning processes. Considering the above, children's





rights and agency could be seen as complex, multidimensional and hybrid processes, where it is necessary to take into account different contexts and, not the least, children's own experiences in decision-making processes. In such efforts it is also necessary to pay attention to children's well-being, understood as the permanent expansion of their capabilities, their autonomy and self-determination in the present. To develop children's rights-friendly policies and to realize the rights defined by UNCRC, it is necessary to take into consideration: a) children's living conditions and objective measures of their well-being; b) their perceptions, valuations and aspirations regarding their lives; c) the perceptions, valuations and aspirations of other social actors who are relevant for their lives (Ben-Arieh et al. 2014).

⇒ A Pedagogy of Listening, Pedagogical Documentation and Project-Work

Education in the Western parts of the world has its roots in the Greek concept of *scholé* (σχολείο), implying the responsibility of the older generation to create free time and a public place for the new generation to make sense of and transform culture, knowledge and values – the commons – of society (Masschelein & Simons, 2013). This definition of education, and its focus on inter-generational commonalities, creates the background for the SMOOTH project that specifically explore how the commons and equal education for all children may be effectuated through 1) a pedagogy of listening, 2) pedagogical documentation and 3) project-work where learning and teaching activities take place at and explore material public places as theme and topos, and where children and youth can make sense of and transform culture, knowledge and values in their local community. In the SMOOTH case studies (WP4) we will depart from a pedagogy of





listening, considering that *all* children and youth are intelligent and full of potentials and that they, already at very young age, should be carefully listened to. Children and youth are here seen as full-worthy citizens with the right to actively participate and transform culture, knowledge and values – the commons – of their communities (Cagliari et al. 2016; Dahlberg, Moss & Pence 2013; Olsson 2009, 2013; Rinaldi 2006). That *all* children and youth, beyond categorizations – whether these are framed in terms of age, class, gender, race, ability or any other terms – are full-worthy citizens, demands that education is a common, rather than an individual question and responsibility. Most importantly, that responsibility entails the complex task of rendering education sensitive and adapted to both the individual child and young and groups of children and youth. Therefore, the case studies will explore and further develop practical and scientific methodologies and tools promoting equality and social inclusion that, even though common, are less striated and instead more elastic, flexible, adaptive, and smooth - so that *all* children and youth may participate in society in a profound and real way (Deleuze & Guattari 2004; Olsson 2009). Pedagogical documentation (observations, photos, film sequences and collection of artefacts from learning and teaching activities) is an analytical, scientific, and pedagogical-practical tool that answers to this as it renders children and youth's individual and collective learning processes visible, and thereby possible to analyse (Cagliari et al. 2016; Dahlberg, Moss & Pence 2013; Olsson 2009, 2012). Such analysis creates the base for teachers' and researchers' creation of new and purposeful pedagogical offers to further support children's individual and collective learning (ibid). Work in projects is a way of organising listening and pedagogical





documentation, as it stages learning and teaching activities in an exploratory process of specific contents over time and from different perspectives. When these exploratory processes take place in public places, this implies that culture, knowledge, and values are not only abstract ideas, but rather, that the commons of any given society are both discursively and materially expressed in and through concrete such places (Ceppi & Zini 1998; Loevli 2007; Kwon 2004; Olsson 2010). Learning and teaching activities that take place in and through public places may therefore offer opportunities for children and youth to make sense of and transform culture, knowledge and values of their local community on footing of the commons' logic. Through these methodologies, children, pupils, students, educators, teachers, and researchers, with all their individual contributions, become co-researchers and co-creators (Dahlberg, Moss & Pence 2013; Olsson 2013). In short, they become *commoners* acting within *commoning practices* in the continuous study and renewal of the *commons* (Pechtelidis & Kiuopkiolis 2020).

Further description of the background, context and content of these core concepts and methodologies is available in three essential reports already produced in the SMOOTH project: D1.2 "Theoretical and empirical overview", D1.4 "Working paper on characteristics and types of inequalities", and D1.5 "Working paper on convergences and divergences of educational commons from conventional education and alter pedagogies". These reports are accessible at the Open Educational Resources e-Platform here: XXXX.

Training activities

This section describes the different materials and activities that

18





partners, and third parties collectively may engage in. The material and the activities are organized into four categories: 1) seminars, 2) exercises, 3) visual discussion material and 4) suggestions for further study.

Seminars

⇒ Seminar I *Introduction to core concepts and methodologies: The Commons*

Description of the content and form of the seminar:

This seminar introduces participants to the basic concepts and approaches to the commons. The seminar is structured around textual and visual material which introduce participants to the commons in a clear and attractive manner. The seminar also contains 'exercises,' experiments and games where participants in partner-specific breakout-rooms collectively consider and experiment with the realization of the commons in their local contexts and case studies. The seminar is given live on the 15th of November 2021 at 17.00 - 20.00 CET in this zoom-room:
<https://authgr.zoom.us/j/95611497650?pwd=QlQ4UUMxd2JQbmovUWU0cGt0Wmo5QT09>

Purpose:

The purpose with this seminar is to introduce partners and third parties to the basic concepts and main approaches to the commons. The purpose is also to give participants opportunities to operationalise the commons in their local educational practice.

Learning outcomes:





After attending the seminar participants can:

- identify the three different schools of thought and their concepts and approaches to the commons,
- translate the key dimensions of the commons into their local educational practice,
- approach the commons in its flexibility, variety, complexity and creativity and make use of these features in their local educational context.

Reference-literature:

Pechtelidis, I. & Kiuopkiolis, A. (2020) Education as commons - Children as commoners: The case study of the Little Tree Community, *Democracy & Education*, 28(1).

⇒ Seminar II *Introduction to core concepts and methodologies: Educational Commons and Conflict Resolution*

Description of the content and form of the seminar:

This seminar consists of the first part of a course about ways of finding solutions, in a peaceful manner, which satisfy all interested parties. The course consists of 3 workshops and the seminar introduces the first of these:

Workshop 1 - Active Listening. When and how do I use it?

Workshop 2 - How to use I-Messages instead of You-Messages.

Workshop 3 - Conflict Resolution.

We draw information and material from Dr. Thomas Gordon's approach who has been nominated six times for the Nobel Peace Award (Gordon, 2011). In order to comprehend and practice conflict resolution properly, we need to learn first how to use active listening, which is a prerequisite for effective conflict resolution. The seminar and the first workshop is given live on





the 29th of November at 17.00 – 20.00 in this zoom-room:

<https://authgr.zoom.us/j/95611497650?pwd=QIQ4UUMxd2JQbmovUWU0cGt0Wmo5QT09>

The last two workshops will be announced shortly.

Purpose:

The purpose of the course and the workshops are for participants: a) to become acquainted with active listening and learn when it is proper and effective to use it and how (Workshop 1); b) to practice more on active listening and learn how to use I-Messages instead of You-Messages (Workshop 2); and c) to learn the six steps of conflict resolution and how to use it (Workshop 3).

Learning outcomes:

The learning outcomes are below described in the form of a matrix in order to include all terms of knowledge, skills and competence, which define “learning outcomes” according to Recommendation of the European Parliament and of the establishment of the European Qualifications Framework for Lifelong Learning (<http://eurspace.eu>).

Workshop 1 – Active Listening. When do I use it?

Duration: 90-120 minutes.

Suggested number of participants: 10-20

Learning Outcomes

| Knowledge | Skills | Competence |
|-------------------------------------|---------------------------------------|---|
| To know what a “behavior window” is | To be able to use a “behavior window” | To distinguish between accepted and unaccepted behaviors. |





| | | |
|--|---|---|
| To learn how to recognize whose problem it is & when to use active listening | To be able to recognize whose problem it is & use active listening when is needed | To use active listening in order to deal with an unaccepted behavior, depending on whose problem it is. |
| To know how to recognize all three conditions of Active Listening and to learn how to maintain a caring posture/ attitude. | To be able to recognize all three conditions of Active Listening | To show and maintain a caring posture/ attitude via active listening |
| To learn how to recognize the 12 Roadblocks of Communication | To avoid using the 12 Roadblocks of Communication | To be able to communicate in a peaceful manner, without arousing problems. |

Workshop 2 - How to use I-Messages instead of You-Messages

Duration: 60-90 minutes.

Suggested number of participants: 10-20

Learning Outcomes

| Knowledge | Skills | Competence |
|---|--|---|
| To know how to recognize all three parts of an I-Message. | To be able to compose an I-Message. | When there is a problem, to communicate it in a peaceful way. |
| To Know how to use active listening as a follow up to I-Messages. | To be able to use active listening as a follow up to I-Messages. | To deal with even more demanding situations. |
| To learn how | To be able to | To |





| | | |
|---|--|---|
| to "peel" the various layers of a situation, and recognize what the core of the problem is. | "peel" the various layers of a situation, and recognize what the core of the problem is. | communicate in a more real and authentic way with the others. |
|---|--|---|

Workshop 3 - Conflict Resolution

Duration: 60-90 minutes.

Suggested number of participants: 10-20

Learning Outcomes

| Knowledge | Skills | Competence |
|--|--|--|
| To know how to distinguish the difference between "needs" and "solutions" and use it in Conflict Resolution. | To distinguish the difference between "needs" and "solutions" and use it in Conflict Resolution. | To apply the first step of Gordon's Conflict Resolution. |
| To learn the six steps of Gordons' Conflict Resolution. | To use the six steps of Gordon's Conflict Resolution. | To manage conflicts in a peaceful way. |

Reference-literature:

Corsaro, W. (1985). *Friendship and Peer Culture in the Early Years*. Norwood: Ablex.

Dardot, P. & Laval, C. (2014). *Commun*. Paris: La Découverte.

Gordon, T. (2003). *Teacher Effectiveness Training*. New York: Three rivers press.

Kioupkiolis, A. (2019). *The Common and Counter-Hegemonic Politics: Re-thinking social change*. Edinburgh University Press.

Mouffe, C. (2009). *The Democratic Paradox*. London: Verso.





Pechtelidis, Y. (2020). *Towards a Commons-based Education within and beyond the 'Walls'*. Athens: Gutenberg.

Pechtelidis, Y. & Kioupkiolis, A. (2020). Education as Commons, Children as Commoners: The Case Study of the Little Tree Community. *Democracy and Education*, 28 (1), Article 5.

<https://democracyeducationjournal.org/home/vol28/iss1/5>

⇒ Seminar III *Introduction to core concept and methodology: P2P Governance and Peer-learning*

Description of the content and form of the exercise:

The seminar will introduce participants to the principles of P2P Governance and Peer-learning. The seminar is structured through presentations, practical examples, participants' active research on the web and discussions. The seminar is given live on the 13th of December at 17.00 – 20.00 CET in this zoom-room: <https://authgr.zoom.us/j/93505144767?pwd=MEY3bUNad2hxUGJmekZKZzJETIkyQT09>

Purpose:

The purpose of this seminar is to give participants an introduction to the basic processes that commons-based peer to peer initiatives use in order to self-create, self-govern and self-manage their processes and resources as well as to investigate in which ways this valuable knowledge may be utilized in learning.

Learning outcomes:

After attending the seminar participants can:





- identify the governance structures of commons-based initiatives,
- identify the technological infrastructure of digital and physical commons initiatives,
- understand the functionality of educational platforms of the commons, elaborate on ways of integration of commons-based tools, from governance mechanisms to community functions, into education and learning.

Reference-literature:

Arvidsson, A., Caliandro, A., Cossu, A., Deka, M., Gandini, A., Luise, V., Orria, B., & Anselmi, G. (2017). Commons Based Peer Production in the Information Economy.

https://www.academia.edu/29210209/Commons_Based_Peer_Production_in_the_Information_Economy

Bauwens, M., Kostakis, V., Troncoso, S., Utratel A.M. & Martínez, E. The Commons Transition Primer,

<https://primer.commonstransition.org/1-short-articles>

Bauwens, M., Kostakis, V. and Pazaitis, A. (2019). Peer to Peer: the Commons Manifesto. London: University of Westminster Press. Accessed July 8, 2020. <https://doi.org/10.16997/book33>

Benkler, Y. (2016). Peer Production and Cooperation. In J. M. Bauer & M. Latzer (Eds.), Handbook on the economics of the Internet, (91-119). Cheltenham: Edward Elgar.

<https://doi.org/10.4337/9780857939852.00012>

Bollier, D. (2014). Think Like a Commoner: A Short Introduction to the Life of the Commons. Gabriola Island: New Society Publishers

Bollier, D., & Helfrich, S. (2019). *Free, Fair and Alive: The Insurgent Power of the Commons*. Gabriola Island, BC: New Society Publishers.





Kostakis, V. (2010). Identifying and understanding the problems of Wikipedia's peer governance. *First Monday*, 15(3).
<https://firstmonday.org/ojs/index.php/fm/article/view/2613/2479>

Kostakis, V., & Bauwens, M. (2020). The Grammar of Peer Production. In M. O'Neil, C. Pentzold, & S. Toupin (Eds.), *The Handbook of Peer Production*. New York: Wiley-Blackwell.

⇒ *Seminar IV Children's rights*

Description of the content and form of the seminar:

This seminar introduces participants to the development of the UN Convention on the Rights of the Child (UNCRC), including the difficulties and challenges faced by children in the realization of their condition as active subjects of rights and the possibilities to build more democratic and equity contexts to face inequalities. Specifically, the seminar deals with the following issues: child rights in relation to human rights, needs and well-being; making a difference through a child rights approach; applying child rights: a child rights and equity approach in education. The seminar is given live on the 10th of January 2022 at 17.00 - 20.00 CET in this zoom-room:

<https://videoconcolibri.zoom.us/meeting/register/tZApq-mqqD0vE9XS9J8YKhYxPBIvw96pGJ9X>

Purpose:

The purpose of this seminar is to give participants opportunities to develop critical knowledge on the UNCRC and work from theoretical frameworks that challenge hegemonic views and paternalistic approaches to children, childhood and children's rights and competences. The purpose is also to introduce





participants to contemporary discussions on children's agency/vulnerability, influence/decision making and of political participation.

Learning outcomes:

After attending the seminar participants can:

- identify and promote the image of children and young people as subjects with human rights,
- adopt a critical - practical and theoretical - approach to the concepts and principles underlying the UNCRC and other relevant international and national standards, discuss and reflect upon the role that formal and non-formal educational contexts can play in promoting human rights and reversing inequalities.

Reference-literature:

Arce, M. C. (2012). Towards an Emancipatory Discourse of Children's Rights. *The International Journal of Children's Rights*, 20(3), 365-421.

Hanson, K. & Nieuwenhuys, O. (eds) (2013). *Reconceptualizing Children's Rights in International Development: Living Rights, Social Justice, Translations*. Cambridge University Press.

Pechteldis, Y. & Kioupiolis, A. (2020). Education as Commons, Children as Commoners. The case study of the Little Tree community. *Democracy & Education*, 28 (1), Article 5. Available at: <https://democracyeducationjournal.org/home/vol28/iss1/5>

⇒ Seminar V *Introduction to core concepts and methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-*





work.

Description of the content and form of the seminar:

The seminar consists of short introductions to the three core concepts and methodologies a pedagogy of listening, pedagogical documentation, and project-work. The seminar is divided into three parts and each part ends with discussion points, where participants in partner-specific breakout-rooms collectively discuss these in their local contexts and teams. The seminar is given live on the 24th of January 2022 at 17.00 - 20.00 CET in this zoom-

room: <https://mau-se.zoom.us/j/65736823930>

Purpose:

The purpose of this seminar is to introduce educators and researchers to the main concepts and practices of a pedagogy of listening, pedagogical documentation, and project-work.

Learning outcomes:

After attending the seminar participants can:

- identify the conditions needed for being able to listen to children and youth,
- distinguish between a goal-oriented and a process-oriented approach in education,
- conceptualise pedagogical documentation with a focus on children's and youth's individual and collective meaning-making,
- account for project-work performed together with children and/or youth,
- relate the three methodologies to each other in a coherent way.





Reference-literature:

Giudici, C., Rinaldi, C. & Krechevsky, M. (2001) *Making learning visible – Children as individual and group learners*, Harvard Project Zero & Reggio Children: Reggio Emilia.

Olsson, L.M. (2013) Taking children's questions seriously - the need for creative thought. *Global Studies of Childhood 4 (2)*.

⇒ Seminar VI *A presentation on the three core-methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-work.*

Description of the content and form of the seminar:

This seminar consists of a pre-recorded presentation by Swedish educators on the three core-methodologies a pedagogy of listening, pedagogical documentation, and project-work. Watch and listen to the presentation here: XXXX. Discuss how the issues that come up in the presentation may relate to your own local context, departing from the following discussion-points:

- What does it mean to listen to children and youth of all ages and how may this be done in your local context and case study?
- How may pedagogical documentation be performed in order to respect the integrity of all children and youth and as a tool for better understanding children and youth in your local context and case study?
- What does a project-oriented approach in education imply, and how may project-work become part of your local context and case-study?

Purpose:





The purpose of this seminar is to give participants a rich material and many ideas from which to depart in the translation and adaptation of the three methodologies a pedagogy of listening, pedagogical documentation, and project work in their own local contexts and case studies.

Learning outcomes:

After attending the seminar participants can:

- identify obstacles and opportunities for listening to children and youth in their own local context and case study,
- conceptualise how pedagogical documentation may be used for a better understanding of children and youth while respecting their integrity in the local context and case study,
- translate a project-oriented approach into the local context and case-study.

Reference-literature:

Olsson, L.M. (2012) Eventicizing curriculum: Learning to read and write through becoming a citizen of the world. *Journal of Curriculum Theorizing* 28 (1).

⇒ Seminar VII *A conversation on examples of project-work: The Vasa Ship; The Paper-room; The Shoe and The Meter*

Description of the content and form of the seminar:

This seminar consists of a pre-recorded conversation on presentations of examples of project-work carried out in early childhood settings. The presentations are made and commented by Swedish educators and researchers and constitutes a material from which participants may discuss potential project work in their own local contexts and case-





studies. Watch and listen to the conversation and the presentations here: XXXX. Discuss departing from the following discussion-points:

- Which topics/questions/problems do the presented projects treat?
- What seems to be the purpose of each project?
- How is a meaningful context created in each project?
- How are the projects initiated and sustained?
- How is a pedagogy of listening and pedagogical documentation used throughout the project-process?
- What could be possible topics/questions/problems for a project in your local context and case study?

Purpose:

The purpose with this seminar is to give participants a variety of examples of project work and to incite and inspire participants to start formulating potential topics for their own project work in their local contexts and case-studies.

Learning outcomes:

After attending the seminar participants can:

- identify and initiate potential topics/questions/problems for project-work in their local contexts and case-studies,
- formulate a purpose for a project,
- plan for the creation of meaningful contexts within which children and youth may conduct a project,
- plan for the use of a pedagogy of listening and pedagogical documentation throughout a project-process.

Reference-literature:





Castagnetti, M. & Vecchi, V (eds.) (1997) *Shoe and The Meter*. Reggio Children: Reggio Emilia.

Olsson, L.M., Dahlberg, G. and Theorell, E. (2015) Displacing identity – placing aesthetics: early childhood literacy in a globalized world, in R. Holmes and L. Jones (eds.) *Discourse: studies in the cultural politics of education*, Special Issue: *Fabulous monsters: alternative discourses in early childhood education*. DOI:org/10.1080/01596306.2015.1075711

Ferholt, B., Nilsson, M., Jansson, A., & Alnervik, K. (2015). Creative Educational Practices: Play, Imagination and Exploratory Learning. In T. Hansson (ed.), *Contemporary Approaches to Activity Theory: Interdisciplinary Perspectives on Human Behavior*, pp. 264-284. Hershey: IGI Global.

⇒ Seminar VIII *Live Q & A on core concepts and methodologies: A Pedagogy of listening, Pedagogical documentation, and Project-work.*

Description of the content and form of the seminar:

This seminar consists of a live Q & A for participants who have attended seminar IV, V and VI. Participants formulate in their local context and team questions about the three methodologies a pedagogy of listening, pedagogical documentation, and project-work that they bring to the seminar. These questions will during the seminar be answered and discussed by Swedish researchers and educators with extensive experience of working with these methodologies. The Q & A is given on the 7th of February 2022 at 17.00 – 20.00 CET in this zoom-room:

<https://mau-se.zoom.us/j/61906029177>





Purpose:

The purpose of this seminar is to create a moment of exchange of knowledge and to give participants a chance to discuss and pose questions to experienced teachers and researchers on the three methodologies a pedagogy of listening, pedagogical documentation, and project-work. The purpose is also to further enhance the translation and adaptation of these methodologies into each partner's and third party's local context and case study.

Learning outcomes:

After attending the seminar participants can:

- formulate and discuss questions of relevance to the three methodologies a pedagogy of listening, pedagogical documentation, and project-work,
- translate and adapt the three methodologies a pedagogy of listening, pedagogical documentation and project-work into their own contexts and case-studies,
- identify one's own and the team's need for further training in the three methodologies a pedagogy of listening, pedagogical documentation, and project-work.

Reference-literature:

Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V. and Moss, P. (2016) *Loris Malaguzzi and the schools of Reggio Emilia - A selection of his writings and speeches, 1945 - 1993*, London: Routledge.

Rinaldi, C. (2006) *In dialogue with Reggio Emilia - Listening, researching and learning*, London: Routledge.

Vecchi, V. (2010) *Art and creativity in Reggio Emilia: Exploring*





the role and potentials of ateliers in early childhood education,
London: Routledge.

Exercises in core concepts and methodologies

⇒ Exercise I *Listening to children and youth: Analysis of children's interests, questions, and problems.*

Description of the content and form of the exercise:

This exercise departs from three observations of children exploring different subject matters. The observations are descriptively presented as a "raw-material", and the proposed exercise consists in collectively performing analysis of what it is that the children explore. After the initial analysis, the exercise also concerns comparing the analysis with analysis performed by Swedish educators, students, and researchers. Follow these steps:

1) Study three observations of children accessible here: XXXX. Discuss these departing from the following discussion-points:

- What are the children interested in and what specific questions and problems (existential, physical, philosophical, social, psychological, biological, corporal, geological, geographical, linguistical, mathematical, technical, temporal, spatial, aesthetical, ethical, political...) are they exploring here?
- How could you "respond" to these children through arranging a new situation and activity that supports their interests, questions, and problems?
- Do you have examples of children/youth's explorations in your own local context, and how would you "respond" to these?





2) Study analyses of these observations and suggestions of new situations performed by some Swedish educators, students and researchers accessible here: XXXX and compare with your own analyses. Discuss these analyses departing from the following discussion-points:

- What differences and similarities with your own analysis can you see?
- How do different interpretations of children and youth's explorations lead to different suggestions of new situations that support children's interests?

Purpose:

The purpose of this exercise is to “sharpen the adult eye and ear” to be able to really listen to children/youth in analysis of their interests and to suggest new situations that will support these. The purpose is also to make visible the multitude of possible interpretations and perspectives that may be used when analysing children/youth's interests.

Learning outcomes:

After performing this exercise participants can:

- listen to children/youth through observing and analysing their interests,
- distinguish specific questions and problems that children/youth are interested in,
- suggest coherent new situations that corresponds to and supports children/youth's explorations of different subject matters and more precisely their posing of questions and problems concerning these subject matters,





- distinguish different possible perspectives and interpretations of children/youth's explorations and how these have consequences for suggestions of new situations.

Reference-literature:

Lenz Taguchi, H. (2006) Reconceptualizing early childhood education – Challenging taken-for-granted ideas, *Nordic Childhoods and Early Education*, pp. 257-287, available here: XXXX.

- ⇒ Exercise II *Using pedagogical documentation together with children and youth: Revisiting lived and documented events*

Description of the content and form of the exercise:

This exercise departs from two accounts of children re-visiting pedagogical documentations of events they previously have participated in. The first account consists of a short video recording and the second account consists of photos and texts. The proposed exercise consists in collectively performing analysis of these re-visits of pedagogical documentation of lived events. Study the two accounts accessible here: XXXX. Discuss these departing from the following discussion-points:

- How do the children react when revisiting the pedagogical documentation of an earlier event (with their bodies, words, other expressions)?
- What seems to be significant to the children?
- How could you “respond” to children’s reactions to the pedagogical documentations of earlier events through arranging a new situation and activity that would relate to their reactions and at the same time move the process further ?





Purpose:

The purpose of this exercise is to offer participants tools for using pedagogical documentation together with children and youth. The purpose is also to show how revisiting pedagogical documentation can move a process further based on children and youth's reactions, interests, and ideas.

Learning goals:

After performing this exercise participants can:

- use pedagogical documentation together with children and youth through revisiting earlier and documented events,
- listen to children and youth's reactions and suggestions when revisiting earlier and documented events,
- suggest coherent new situations that relates to children and youth's reactions when revisiting earlier and documented events and that pushes the process further.

Reference-literature:

Lenz Taguchi, H. (2010) *Going beyond the theory/practice divide in early childhood education - Introducing an intra-active pedagogy*, London: Routledge.

⇒ Exercise III *Performing pedagogical documentation together with children and youth*

Description of the content and form of the exercise:

This exercise consists in participants in their own context performing 2-3 observations and analysis of children/youth exploring a topic of their choice according to this procedure:





1) Make observations in any formal or non-formal educational setting of how children/youth approach the topic: What do they seem most interested in? What questions do they ask? What kind of problems (existential, physical, philosophical, social, psychological, biological, corporal, geological, geographical, linguistical, mathematical, technical, temporal, spatial, aesthetical, ethical, political...) do they seem to be constructing? Perform the observations according to one or several of the following techniques: written notes, video and/or audio recordings, photographs, collecting children/youth's artefacts.

2) Perform analysis during the observations according to the above questions but also afterwards together with your colleagues. Make a choice of what in your analysis you want to bring back to the children/youth.

3) Invite the children/youth to an assembly where you discuss what you have seen. Ask the children/youth what they think about this and how they would like to go on exploring the topic.

4) Discuss with colleagues how the children/youth responded to your presentation of analysis and eventual differences between your analysis and what children/youth expressed and thought in the assembly. Discuss children/youth's suggestions of continued explorations and how you could arrange for that.

Purpose:

The purpose of this exercise is to "sharpen the adult eye and ear" to be able to really listen to children and youth through letting participants try out some of the techniques of





pedagogical documentation.

Learning outcomes:

After performing this exercise participants can:

- plan, prepare and conduct observations of children/youth's interests,
 - distinguish and identify specific questions and problems that children/youth pose and are interested in,
 - select content in analysis of children/youth's interests and prepare, perform and evaluate an assembly with children/youth on this content,
- plan, prepare, conduct and evaluate pedagogical documentation through observation and analysis.

Reference-literature:

Olsson, L.M. (2009) *Movement and experimentation in young children's learning - Delueze and Guattari in early childhood education*, London: Routledge (pp. 57-74, available here: XXXX)

⇒ Exercise IV: *Planning a project-work*

Description of the content and form of the exercise:

This exercise concerns the planning of a project work together with children/youth. In the book *Making learning visible - Children as individual and group learners* (Giudici, Rinaldi & Krechevsky 2001) there is a model for how this could be done. Read page 188 - 210 available in a PDF format here: XXXX. Study the model and the project and try to adapt it for a project that you would like to perform with children/youth through following these steps:





- 1) Depart from already performed observations of children/youth's interest in exercise II and choose a topic to investigate together with children/youth.
- 2) Make an inventory of the topic from multiple perspectives; how may this content be considered from different perspectives (existential, physical, philosophical, social, psychological, biological, corporal, geological, geographical, linguistic, mathematical, temporal, spatial, aesthetical, ethical, political...)?
- 3) Identify a purpose with the project.
- 4) Formulate observational questions and hypotheses that you are curious about: how do you think the children/youth will approach the topic?
- 5) Design a meaningful context for children/youth where they may continue their investigations of the topic.
- 6) Design a first verbal or extra-verbal (for instance through arranging an environment and/or a material) invitation to the children/youth.
- 7) Contact colleagues in the SMOOTH project on the Social Networking Site and compare your designs of projects.

Purpose:

The purpose of this activity is to give participants support in planning a project-work together with children and youth through using a model and a process for initiating a project.





Learning outcomes:

After performing this exercise participants can:

- prepare and plan a project-work with children/youth in a systematic way,
- evaluate and discuss different project-designs.

Reference-literature:

Giudici, C., Rinaldi, C. & Krechevsky, M. (2001) *Making learning visible - Children as individual and group learners*, Harvard Project Zero & Reggio Children: Reggio Emilia.

Visual discussion material

⇒ Visual discussion material I: *Girl on fence*

Description of the content and form of the visual discussion-material:

This visual discussion material consists of one single image of a young girl walking on a high fence. The proposed activity concerns shifting the adult eye and ear from moral assessment to other possible interpretations of young girls' explorations.

The image is available here: XXXX. Study the image and discuss departing from the following questions:

- What is happening here?
- What is this girl exploring; what is she interested in?
- How could this exploration and this interest be further enhanced in a project?
- Does this image of a girl differ in relation to common





conceptions of young girls and in that case how?

- Are there images of young girls, situations and events in your local contexts and in your case studies where you would need to reconsider your interpretations and assessments?

Purpose:

The purpose of engaging with this visual discussion material is to question our images of young girls and open up to other possible interpretations.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- question taken for granted images of young girls,
- incorporate many different understandings and images of children in their educational practice and in their case studies.

Reference-literature:

Günter Hanssen, A. (2020) A swing and a child: how scientific phenomena can come to matter for preschool children's emergent science identities, *Cultural Studies of Science Education*, 15, 885-910 <https://doi.org/10.1007/s11422-020-09980-w>

Günther-Hanssen, A., Danielsson, A.T. & Andersson, K. (2020) How does gendering matter in preschool science – Emergent science, 'neutral environments' and gendering processes in preschool, *Gender and Education*, 32(5,) 608-625, DOI: 10.1080/09540253.2019.1632809

⇒ Visual discussion material II: *Wargames*





Description of the content and form of the visual discussion-material:

This visual discussion material consists of a images of young boys' "wargames". The proposed activity concerns shifting the adult eye and ear from moral assessment to other possible interpretations of young boy's explorations. Watch the images here: XXXX and discuss departing from the following discussion-points:

- What is happening here?
- What are the boys exploring; what are they interested in?
- How could this exploration and this interest be further enhanced in a project?
- Does these images of the boys differ in relation to common conceptions of young boys and in that case how?
- Are there images of young boys, situations and events in your local contexts and in your case studies where you would need to reconsider your interpretations and assessments?

Purpose:

The purpose of engaging with this visual discussion material is to question our images of young boys and open up to other possible interpretations.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- o question taken for granted images of young boys,
- o incorporate many different understandings and images of children in their educational practice and in their case studies.





Reference-literature:

Theorell, E. (2021) Dissertation manuscript. Available here: XXXX.

⇒ Visual discussion material III *Portraits of education, educators, and children/youth*

Description of the content and form of the visual discussion-material:

This visual discussion material consists of different portraits of the role of education, educators and children/youth in the following feature films:

[Être et avoir](#)

[Amarcord](#)

[Hunt for the Wilderpeople](#)

[Half Nelson](#)

[Le Ciel attendra](#)

[Entre les murs](#)

[The Kindergarten Teacher](#)

[Captain Fantastic](#)

[Leave no Trace](#)

[Printemps, Été, Automne, Hiver et Printemps](#)

Watch one or several of these films and discuss departing from the following questions:

- How is education and the educator portrayed in the film?
- How is the child/youth portrayed in the film?
- How would you like to portrait the role of education, the educator and the child/youth and why?





Purpose:

The purpose of this visual discussion material is to give participants opportunities to discuss and take stance concerning the role of education, educators and children/youth in education.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- analyse and describe portraits of education, educators, and children in visual media,
- take a stance and argument for one's own portrait of the role of education, the educator and children/youth in education.

Reference-literature:

Lilja, Peter & Dahlbeck, Johan (2019). In the Absence of Adults: Generations and Formation in 'Hunt for the Wilderpeople'. *Journal of Philosophy of Education*, 53(2), pp. 407-424.

⇒ Visual discussion material IV *In My Language*

Description of the content and form of the visual discussion-material:

This visual discussion material concerns how to actively work with social inclusion through linguistic and extra-linguistic means of expression and communication in educational practices and project-work. The material consists of a video called [In My Language](#) made by Amanda Baggs, who, herself being attributed the diagnosis of autism, questions and widens our conceptions of language. Watch the video by clicking on the film title above. Discuss the video departing from the following





questions:

- What conventional understandings of language does this film help us see and what other means of expression and communication do they exclude?
- How could education be organized in order to incorporate more extra-linguistic resources?
- How can you work in your local context, in your projects and in your case study in order to incorporate extra-linguistic means of expression and communication?

Purpose:

The purpose of this seminar is to question and widen the predominant focus on linguistic means of expressions and communication in education. The purpose is also to prepare for the use of extra-linguistic means of expressions and communications in the case studies.

Learning outcomes:

After attending this seminar participants can:

- o question taken for granted conceptions of language, expression, and communication in education,
- o incorporate extra-linguistic means of expression and communication in their local educational contexts and case studies.

Reference-literature:

Manning, E. (2008) Creative propositions for a thought in motion, *INFLexions* 1(1). Accessible at:

https://www.inflexions.org/n1_manninghtml.html





⇒ Visual discussion material V *Inclusive and equal room(s) for all*

Description of the content and form of the visual discussion-material:

This visual discussion material consists of a film made by the art/performance group Kollaborativet of a room and materials that are part of an interactive performance together with children with varying abilities called "Spiralens mitt" / The Centre of the Spiral. In the film adults are exploring the room through extra-verbal explorations and communications. Watch the film and discuss the visual material departing from the following discussion-points:

- How is the room and the material designed and what consequences for social inclusion/exclusion in education can you see that the design produces?
- How are you going to design the place, the material and the environment in your local contexts and case studies so that they may support social inclusion in education?

Purpose:

The purpose of this visual discussion material is to give an opportunity for participants to question and discuss the role that the place, the material and the environment plays in inclusive education.

Learning outcomes:

After having engaged with this visual discussion material participants can:





- question and analyse different places, materials, and environments in terms of their production of social inclusion/exclusion in education,
- incorporate work with places, materials, and environments to promote social inclusion in their local educational contexts and case studies.

Reference-literature:

Kollaborativet (2021) Description of the interactive performance "The Centre of the Spiral". Available here: XXXX.

⇒ Visual discussion material VI *Gender and Postcolonialism - Rethinking the commons' construction from the perspective of interdependence and dialogue of knowledges*

Description of the content and form of the visual discussion material:

This visual training material specifically addresses the need to develop 'commoning practices' from a feminist and decolonial perspective. Thinking from the commons must ensure that all voices are present, subject to critical analysis and performed within equal conditions of recognition and management of power. Over the last decades feminism has contributed to making visible the importance of care and the importance of thinking care not as a women's issue, but as a societal one (Vega et al. 2018, 18). We propose to focus the commons' construction from the perspective of interdependence and care, considering the dynamics of mobility and co-participatory and inclusive educational practices. As Silvia Federici has highlighted from a feminist perspective: there is no commons without community and no community without caring relations.





It is necessary to cross the borders that separate communities and overcome the social segregation of the excluded and the urban cartography that differentiate between “wild” and “civilized” areas (De Sousa, 2009, 45). The construction of collective discourse entails that no story is left out of value, that we recognize ourselves in discursive interrelation, affirming knowledge as inter-knowledge and therefore, betting on an ecology of knowledge (De Sousa, 2006). The visual discussion material here presented illustrates the above presented perspectives. Engage with the material following these steps:

1) Warming up/Activating prior knowledge

Watch Silvia Federici. Feminism:

<https://www.youtube.com/watch?v=CDf0NDNfWEQ>

2) Introductory activity

Feminist groups and collectives: Mujeres creando. Video + discussion

3) Main activity (30')

How to construct narratives; Iriowenasi; short video and collective reflection about how to participate to make visible the hidden stories and why this fosters the social justice.

4) Discussion forum

Use the discussion forum to share reflections related to the videos and contents presented on the previous activities.

Purpose:

The purpose of engaging with this visual discussion material is to promote a feminist approach on the commons 'construction,





where focus is on interdependence and care as core aspects of the commoning practices. The purpose is also to invite to an inclusive and decolonial discourse with the objective of creating wider and fairer communities.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- identify inequalities connected with the hegemonic patterns and address them from a feminist approach,
- identify and describe the notion of interdependence and its relation to care,
- include feminism in the development of commoning practices,
- construct a collective discourse based on the recognition of the cultural diversity, making that visible as a fundamental part of social justice and of the commons itself.

Reference-literature:

Aroca, S. (1999) 'Voices Inside Schools - La Verdena-Saint Martí": A School Where People Dare to Dream,' *Harvard Educational Review*, 69 (3): 320-336.

Bruner, J. (2003). *La Fábrica de Historias: Derecho, literatura, vida*. Buenos Aires: Fondo de Cultura Económica.

De Sousa, B. (2009). Más allá del pensamiento abismal: de las líneas globales a una ecología de saberes. En: *Pluralismo epistemológico*, 31-84. La Paz: CLACSO-Muela del Diablo Editores-Comunas-CIDES.

De Sousa, B. (2006). *Renovar la teoría crítica y reinventar la emancipación social*. Buenos Aires: CLACSO.





Ghiso, A. (1993). Cuando el saber rompe el silencio. Diálogo de saberes en los procesos de educación popular. *La Piragua*, 7, 32-36.

Haraway, D. (1995). *Ciencia, ciborgs y mujeres: la reinención de la naturaleza*. Valencia: Ediciones Cátedra.

Moll, L. C. (1997). Vygotsky, la educación y la cultura en acción. En A. Álvarez (Ed.), *Hacia un currículum cultural. La vigencia de Vygotski en la educación*, 39-53. Madrid: Fundación Infancia y Aprendizaje.

Federici S, Calibán y la Bruja, Mujeres, cuerpo y acumulación originaria (Traficantes de Sueños, Madrid, 2010).

Reencantar el mundo, El feminismo y la política de los comunes (Traficantes de Sueños, Madrid, 2020).

Pérez Orozco A, Subversión feminista de la economía. Sobre el conflicto capital-vida (Traficantes de sueños, Madrid, 2014)

Adriana Guzman. El patriarcado

https://www.youtube.com/watch?v=bj7WnZXi_Lk

Iriowenasi <https://vimeo.com/246754333>

⇒ Visual discussion material VII *Telling stories through the camera: Audio-visual participatory methodology*

Description of the content and form of the visual discussion material:

This visual discussion material focuses audio-visual participatory methodology, and specifically, audio-visual narrative productions, as mechanisms for introspection and possible empowerment and tools for collective action. Engage with the material following these steps:

1) Warming up (20')





Mini video forum session: [Solo](#) (9') / [Roots](#) (9').

2) Activating prior knowledge (20')

Conversation questions to explore:

- role of the images and the sound,
- audio-visual language narratives,
- community focus and connection with public.

3) Main activity (30')

Ask participants to look in their photos and social media files and select the most relevant photos and videos that could represent who they are, their essences, roots and perspective. Work in small groups (3-4) to share material and find a connecting thread to create a small collective piece (3-5 minutes).

4) Analysis and reflections (30')

Projection Videos ActiFem Project (not available yet)

Reflections about memory, the selection of relevant moments, places and people, the exercise of priority and exclusion. The difference between social media auto representations and audio-visual ones.

Talk about their own experience on preview exercise, selecting their own photos and videos.

5) Self-evaluation and closing (20')

Suitcase evaluation: Show these three items to participants: suitcase, dustbin and an office shelf. The suitcase symbolizes "I take this content, good experience, feeling etc. with me, because it was important to me". The dustbin symbolizes "I don't need this; negative content, experience etc.". The office





shelf symbolizes “I don’t need that content right now, it was a neutral experience, I cannot integrate this content, feeling and experience for myself now, but it might get helpful/ meaningful later”

Participants will have some time to write key-words on cards and place the cards next to the items that symbolizes their attitude towards this key-word.

6) Extra optional activity

Elaborate in groups (the ones used for the main activity) a short audio-visual piece (3-5 minutes) with your selection of photos and videos and consider a narrative connecting thread.

Purpose:

The purpose of engaging with this visual discussion material is to introduce participants in the discovery of the narratives possibilities of audio-visual to explain stories and connect emotionally to people. The activities also focus the educational commons perspective of this methodology especially in relation to the collective construction of knowledge and the inversion of roles.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- observe and analyse reality through the lens of the camera,
- see the potential of the audio-visual to develop collective creations,





- identify characteristics of educational commons in audio-visual participatory methodology.

Reference-literature:

Pritzker, S., Lachapelle, A. & Tatum, J. (2012). "We need their help": Encouraging and discouraging adolescent civic engagement through Photovoice. *Children and Youth Services Review, 34(11), 2247-2254.*

Wang, C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestrong, R. M. (2011). Photovoice: Community building among youths, adults, and policymakers. *American Journal of Public Health, 94, 911-913.*

⇒ Visual discussion material VIII *Media discourses and social representations*

Description of the content and form of the visual discussion material:

Globalization implies an interconnected world. People have the challenge of ethnocentrism to incorporate the 'Other' as a valid interlocutor and media discourse has a powerful role in the way we perceive us and construct the imaginary about who is "the other" and the position "other" people have in society. For that reason, the seminar focuses the role of mass media in the construction of social representations and imaginaries of minorities, the transmission of stereotypes and prejudices and the influence in the construction of public opinion. Engage with the material following these steps:

1) Warming up (10')

Watch [No hate speech Video](#)





2) Activating prior knowledge (15')

Ask participants to look in their social media profiles, find examples of hate speech and debate about them and what they think are the roots of hate speech, guide students to reflect about media representation of minorities.

3) Main activity (25')

Present participants newspaper portraits and headlines and ask them to identify stereotypes about different collectives: women, immigrants, young people, etc. Ask them to make a collage and rewrite the headlines and debate about the impact of this news on public opinion's construction.

4) Analysis and reflection (20')

Reflect on how media has historically has the power to create collective imaginaries:

Example 1: 1950's and the American dream

Example 2: Spanish representation of non-accompanied children ("menas")

5) Self-evaluation and closing (20')

Five finger feedback activity: Ask participants to draw the outline of their hand on a sheet of paper and let them fill it out according to the description below or draw one big hand on a big sheet and let all participants fill out one outline.

Thumb: What I liked best...

Index finger: This is what I want to point out ...

Middle finger: I did not like this ...

Ring finger: that was my piece of jewellery/ that's what I take with me...





Pinkie finger: that missed out a bit ...

Purpose:

The purpose of engaging with this visual discussion material is to promote critical thinking about how media discourses could contribute to building social representations and imaginaries, reinforcing stereotypes, prejudices, and behaviours of discrimination. Further, the purpose is to provide strategies to offer resistances to hegemonic media messages.

Learning outcomes:

After having engaged with this visual discussion material participants can:

- elaborate a critical position about media role in the construction of social representations and imaginaries,
- identify stereotypes in media discourse and have a clear understanding of their influences in public opinion,
- deconstruct imaginaries and offer alternative narratives.

Reference-literature:

Pineda, A., García-Jiménez, L., & Rodrigo-Alsina, M. (2017). 'No, there is no room for you': Audience reception and televised interculturality in Spain, *International Journal of Iberian Studies*, 30(2), 93-112.

Rodrigo-Alsina, M., & Medina-Bravo, P. (2016). A reflection on identities, culture models and power. *Journal of Intercultural Communication*, 40. <http://www.immi.se/intercultural/>

Suggestions for further study





ON THE COMMONS AND EDUCATIONAL COMMONS:

Bauwens, M., Kostakis, V., & Pazaitis, A. (2019). *Peer to peer: the commons manifesto*. London: University of Westminster Press. Benkler & Nissenbaum

Bollier, D., & Helfrich, S. (Eds.), (2015). *Patterns of Commoning*. Amherst: Levellers Press.

Cheney, K. E. (2011). Children as ethnographers: Reflections on the importance of participatory research in assessing orphans' needs. *Childhood, 18(2)*, 166-179.

Dellenbaugh, M., Kip, M., Bieniok, M., Müller, A., & Schwegmann, M. (Eds.). (2015). *Urban commons: moving beyond state and market* (Vol. 154). Birkhäuser.

Dyer-Witheford, N. (2012). The circulation of the common. Retrieved from <http://goo.gl/riWQt4>, accessed 20/08/ 2015.

Hardt, M., & Negri, A. (2012). *Declaration*. New York: Argos

Kioupkiolis, A. (2019). *The Common and Counter-Hegemonic Politics: Re-thinking social change*. Edinburgh University Press.

Masschelein, J. & Simons, M. (2013). In Defense of the School: A Public Issue. Leuven: E-ducation, Culture & Society Publishers. Available at <http://ppw.kuleuven.be/ecs/les/in-defence-of-theschool/janmasschelein-maarten-simons-in-defence-of-the.pdf>.

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge university press.

Pechtelidis, I. & Kiuopkiolis, A. (2020) Education as commons - Children as commoners: The case study of the Little Tree Community, *Democracy & Education, 28(1)*.

Spyrou, S. (2018). Disclosing Childhoods. In *Disclosing Childhoods* (pp. 1-14). Palgrave Macmillan, London.

Walljasper, J. (2010). *All that we share. A field guide to the commons*. New York & London: The New Press.





ON CONFLICT RESOLUTION:

Corsaro, W. (1985). *Friendship and Peer Culture in the Early Years*. Norwood: Ablex.

Dardot, P. & Laval, C. (2014). *Commun*. Paris: La Découverte.

Gordon, T. (2003). *Teacher Effectiveness Training*. New York: Three rivers press.

Kioupkiolis, A. (2019). *The Common and Counter-Hegemonic Politics: Re-thinking social change*. Edinburgh University Press.

Mouffe, C. (2009). *The Democratic Paradox*. London: Verso.

Pechtelidis, Y. (2020). *Towards a Commons-based Education within and beyond the 'Walls'*. Athens: Gutenberg.

Pechtelidis, Y. & Kioupkiolis, A. (2020). Education as Commons, Children as Commoners: The Case Study of the Little Tree Community. *Democracy and Education*, 28 (1), Article 5.

<https://democracyeducationjournal.org/home/vol28/iss1/5>

ON P2P GOVERNANCE AND PEER-LEARNING:

Arvidsson, A., Caliandro, A., Cossu, A., Deka, M., Gandini, A., Luise, V., Orria, B., & Anselmi, G. (2017). Commons Based Peer Production in the Information Economy.

https://www.academia.edu/29210209/Commons_Based_Peer_Production_in_the_Information_Economy

Bauwens, M., Kostakis, V., Troncoso, S., Utratel A.M. & Martínez, E. *The Commons Transition Primer*,

<https://primer.commonstransition.org/1-short-articles>

Bauwens, M., Kostakis, V. and Pazaitis, A. (2019). *Peer to Peer: the Commons Manifesto*. London: University of Westminster Press.

Accessed July 8, 2020. <https://doi.org/10.16997/book33>

Benkler, Y. (2016). Peer Production and Cooperation. In J. M. Bauer & M. Latzer (Eds.), *Handbook on the economics of the Internet*, (91-





119). Cheltenham: Edward Elgar.

<https://doi.org/10.4337/9780857939852.00012>

Bollier, D. (2014). *Think Like a Commoner: A Short Introduction to the Life of the Commons*. Gabriola Island: New Society Publishers

Bollier, D., & Helfrich, S. (2019). *Free, Fair and Alive: The Insurgent Power of the Commons*. Gabriola Island, BC: New Society Publishers.

Kostakis, V. (2010). Identifying and understanding the problems of Wikipedia's peer governance. *First Monday*, 15(3).

<https://firstmonday.org/ojs/index.php/fm/article/view/2613/2479>

Kostakis, V., & Bauwens, M. (2020). The Grammar of Peer Production. In M. O'Neil, C. Pentzold, & S. Toupin (Eds.), *The Handbook of Peer Production*. New York: Wiley-Blackwell.

ON CHILDREN'S RIGHTS:

Arce, M. C. (2012). Towards an Emancipatory Discourse of Children's Rights. *The International Journal of Children's Rights*, 20(3), 365-421.

Aldridge, J. (ed.) (2017). Promoting children's participation in research, policy and practice. *Journal Social Inclusion*, 5(3), 89-92.

DOI: 10.17645/si.v5i3.1157

Ben-Arieh, A., Casas, F., Frønes, I. & Korbin J. E. (2014) 'Multifaceted Concept of Child Well-Being', in A. Ben-Arieh, F. Casas, I. Frønes, and J. Korbin (ed.). *Handbook of Child Well-Being*, Nueva York: Springer.

Camfield, L., Streuli, N. & Woodhead, M. (2008). *Children's Well-being in Contexts of Poverty: Approaches to Research, Monitoring and Participation*. Young Lives.

Eßer, F. (2016) 'Neither "thick" nor "thin." Reconceptualising agency and childhood relationally,' in Eßer, F., Baader, M. S., Betz, T.,

Hungerland, B. (eds) (2016) *Reconceptualising Agency and Childhood. New perspectives in Childhood Studies*, London: Routledge.

European Union (2021). *UE Strategy on the rights of the child*.

Publications Office of the European Union.





Hanson, K. & Nieuwenhuys, O. (eds) (2013). *Reconceptualizing Children's Rights in International Development: Living Rights, Social Justice, Translations*. Cambridge University Press.

Pechtelidis, Y. & Kioupiolis, A. (2020). Education as Commons, Children as Commoners. The case study of the Little Tree community. *Democracy & Education*, 28 (1), Article 5. Available at: <https://democracyeducationjournal.org/home/vol28/iss1/5>

Radford, L. (2015). *A content analysis of existing national strategies addressing violence against children in the EU: PIECES Policy Paper*. European Child Safety Alliance.

Ruiz-Casares, M., Collins, M., Tisdall, K., & Grover, S. (2017). Children's rights to participation and protection in international development and humanitarian interventions: nurturing a dialogue. *The International Journal of Human Rights*, 21(1), 1-13.

Sarmiento, M. J. and Tomás, C. (2020) 'A infância é um direito?', *Sociologia: Revista da Faculdade de Letras da Universidade do Porto*, número especial: 15-30.

Spyrou, S. (2018). *Disclosing Childhoods. Research and Knowledge Production for a Critical Childhood Studies*. Palgrave Macmillan UK.

Tomás, C. (2011) *Há muitos mundos no mundo: cosmopolitismo, participação e direitos da criança*, Porto: Edições Afrontamento.

Woodhead, M.; Dornan, P. and Murray, H. (2014). What inequality means for children: evidence from young lives. *International Journal of Children's Rights*, 22(3), 467-501.

ON A PEDAGOGY OF LISTENING, PEDAGOGICAL DOCUMENTATION AND PROJECT-WORK:

Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V. and Moss, P. (2016) *Loris Malaguzzi and the schools of Reggio Emilia - A selection of his writings and speeches, 1945 - 1993*, London: Routledge.





Castagnetti, M. & Vecchi, V (eds.) (1997) *Shoe and The Meter*. Reggio Children: Reggio Emilia.

Ceppi, G. & Zini, M. (1998). *Children, spaces, relations – Metaproject for an environment for young children*. Milan: Reggio Children & Domus Academy Research Center.

Dahlberg, G., Moss, P., & Pence, A. (2013). *Beyond quality in early childhood education and care: Languages of evaluation*, London: Routledge.

Deleuze, G. & Guattari, F. (2004) *A Thousand Plateaus*, London: Continuum.

Ferholt, B., Nilsson, M., Jansson, A., & Alnervik, K. (2015). Creative Educational Practices: Play, Imagination and Exploratory Learning. In T. Hansson (ed.), *Contemporary Approaches to Activity Theory: Interdisciplinary Perspectives on Human Behavior*, pp. 264-284. Hershey: IGI Global.

Giamminuti, S. (2013) *Dancing with Reggio Emilia – Metaphors for quality*. New South Wales: Pademelon Press.

Giudici, C., Rinaldi, C. & Krechevsky, M. (2001) *Making learning visible – Children as individual and group learners*, Harvard Project Zero & Reggio Children: Reggio Emilia.

Günter Hanssen, A. (2020) A swing and a child: how scientific phenomena can come to matter for preschool children's emergent science identities, *Cultural Studies of Science Education*, 15, 885–910 <https://doi.org/10.1007/s11422-020-09980-w>

Günther-Hanssen, A., Danielsson, A.T. & Andersson, K. (2020) How does gendering matter in preschool science – Emergent science, 'neutral environments' and gendering processes in preschool, *Gender and Education*, 32(5,) 608-625, DOI: 10.1080/09540253.2019.1632809

Hoyuelos, A. (2013) *The Ethics in Loris Malaguzzi's philosophy*. Reykjavik: Isalda.





Kollaborativet (2021) Description of the interactive performance “The Centre of the Spiral”.

Kwon, M. (2004). *One place after another: Site-specific art and locational identity*. MIT press.

Lenz Taguchi, H. (2006) Reconceptualizing early childhood education – Challenging taken-for-granted ideas, *Nordic Childhoods and Early Education*, pp. 257-287.

Lenz Taguchi, H. (2010) *Going beyond the theory/practice divide in early childhood education – Introducing an intra-active pedagogy*, London: Routledge.

Lilja, Peter & Dahlbeck, Johan (2019). In the Absence of Adults: Generations and Formation in ‘Hunt for the Wilderpeople’. *Journal of Philosophy of Education*, 53(2), pp. 407-424.

Løvlie, L. (2007). The pedagogy of place. *Nordisk Pedagogik*, 27(1). 32-36.

Manning, E. (2008) Creative propositions for a thought in motion, *INFLexions* 1(1). Accessible at:

https://www.inflexions.org/n1_manninghtml.html

Olsson, L.M. (2009) *Movement and experimentation in young children's learning – Delueze and Guattari in early childhood education*, London: Routledge (pp. 57-74, available here: XXXX)

Olsson, L. M. (2010). Using material molecular politics in early childhood education. In G.S. Cannella and L. Diaz Soto (Eds.) *Childhoods A Handbook*. New York: Peter Lang.

Olsson, L.M. (2012) Eventicizing curriculum: Learning to read and write through becoming a citizen of the world. *Journal of Curriculum Theorizing* 28 (1).

Olsson, L.M. (2013) Taking children's questions seriously - the need for creative thought. *Global Studies of Childhood* 4 (2).

Olsson, L.M., Dahlberg, G. and Theorell, E. (2015) Displacing identity – placing aesthetics: early childhood literacy in a globalized world, in R.

62





Holmes and L. Jones (eds.) *Discourse: studies in the cultural politics of education*, Special Issue: *Fabulous monsters: alternative discourses in early childhood education*. DOI:org/10.1080/01596306.2015.1075711

Rinaldi, C. (2006) *In dialogue with Reggio Emilia – Listening, researching and learning*, London: Routledge.

Theorell, E. (2021) Dissertation manuscript. Available here: XXXX.

Vecchi, V. (2010) *Art and creativity in Reggio Emilia: Exploring the role and potentials of ateliers in early childhood education*, London: Routledge.

ON GENDER AND POSTCOLONIALISM:

Aroca, S. (1999) 'Voices Inside Schools - La Verdena-Saint Martí': A School Where People Dare to Dream,' *Harvard Educational Review*, 69 (3): 320-336.

Bruner, J. (2003). *La Fábrica de Historias: Derecho, literatura, vida*. Buenos Aires: Fondo de Cultura Económica.

De Sousa, B. (2009). Más allá del pensamiento abismal: de las líneas globales a una ecología de saberes. En: *Pluralismo epistemológico*, 31-84. La Paz: CLACSO-Muela del Diablo Editores-Comunas-CIDES.

De Sousa, B. (2006). *Renovar la teoría crítica y reinventar la emancipación social*. Buenos Aires: CLACSO.

Ghiso, A. (1993). Cuando el saber rompe el silencio. Diálogo de saberes en los procesos de educación popular. *La Piragua*, 7, 32-36.

Haraway, D. (1995). *Ciencia, ciborgs y mujeres: la reinención de la naturaleza*. Valencia: Ediciones Cátedra.

Moll, L. C. (1997). Vygotsky, la educación y la cultura en acción. En A. Álvarez (Ed.), *Hacia un currículum cultural. La vigencia de Vygotski en la educación*, 39-53. Madrid: Fundación Infancia y Aprendizaje.

Federici S, Calibán y la Bruja, Mujeres, cuerpo y acumulación originaria (Traficantes de Sueños, Madrid, 2010).





Reencantar el mundo, El feminismo y la política de los comunes (Traficantes de Sueños, Madrid, 2020).

Pérez Orozco A, Subversión feminista de la economía. Sobre el conflicto capital-vida (Traficantes de sueños, Madrid, 2014)

Adriana Guzman. El patriarcado https://www.youtube.com/watch?v=bj7WnZXi_Lk

Iriowenasi <https://vimeo.com/246754333>

ON AUDIO-VISUAL PARTICIPATORY METHODOLOGY:

Ohmer, M., & Owens, J. (2013). Using Photovoice to Empower Youth and Adults to Prevent Crime. *Journal of Community Practice, 21(4)*, 410-433.

Pritzker, S., Lachapelle, A. & Tatum, J. (2012). "We need their help": Encouraging and discouraging adolescent civic engagement through Photovoice. *Children and Youth Services Review, 34(11)*, 2247-2254.

Wang, C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestrone, R. M. (2011). Photovoice: Community building among youths, adults, and policymakers. *American Journal of Public Health, 94*, 911-913.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9(1)*, 1-25.

Rappaport, J. (1987). Terms of Empowerment/Exemplars of Prevention: Towards a Theory for Community Psychology. *American Journal of Community Psychology, 15(2)*, 121-148.

Servaes, J. (1996). Participatory Communication (Research) from a Freirean Perspective. *African Council for Communication Education, 10(1)*, 73-91.

Wang, C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice, 14(12)*, 147-161.

Zimmerman, M. (2000). Empowerment theory. In J. Rappaport, & E. Seidman (Ed), *Handbook of community psychology*. Kluwer





Academic/Plenum Publishers.

ON MEDIA DISCOURSES AND SOCIAL REPRESENTATIONS:

Butler, J. (1993). Endangered/Endangering: Schematic Racism and White Paranoia. In R. Gooding-Williams (Ed.), *Reading Rodney King/Reading Urban Uprising* (pp. 16–22). Psychology Press.

Di Luzio, A. & Günthner, S., & Orletti, F. (2001). *Culture in Communication: Analysis of Intercultural Situations*. John Benjamins Publishing.

Dijk, T. V. (1993). Discourse and Racism". *Discourse*, 10, 145–59.
<http://das.sagepub.com/cgi/doi/10.1177/0957926599010002001>

González, A., & Brett R. L. (2014). Rationality and Critical Intercultural Communication. *Hypothesis*, 1(1), 89–100.

Hammond, R. A., & Axelrod, R. (2006). The Evolution of Ethnocentrism. *Journal of Conflict Resolution*, 50(6), 926–36.

Jahn, T., Bergmann, M., & Keil, F. (2012). Transdisciplinarity: Between mainstreaming and marginalization. *Ecological Economics*, 79, 1–10.

Maeso, S. R. & Araújo, M. (2015). *Eurocentrism, Political Struggles and the Entrenched Will-to-Ignorance: An Introduction*. In M. Araújo & S. R. Maeso (org.), *Eurocentrism, Racism and Knowledge Debates on History and Power in Europe and the Americas and the Americas* (pp. 1–22). Palgrave Macmillan.

Matsumoto, D., Hee Yoo, S., & LeRoux, J. A. (2005). Emotion and Intercultural Communication. In: *Emotions in Intercultural Communication*.

Pineda, A., García-Jiménez, L., & Rodrigo-Alsina, M. (2017). 'No, there is no room for you': Audience reception and televised interculturality in Spain, *International Journal of Iberian Studies*, 30(2), 93–112.

Plum, E. (2007). Cultural Intelligence. A concept for bridging and benefiting from cultural differences.

Rodrigo-Alsina, M., & Medina-Bravo, P. (2016). A reflection on identities, culture models and power. *Journal of Intercultural*

65





Communication, 40. <http://www.immi.se/intercultural/>

UNESCO (2009). *Measuring Cultural Participation Measuring Cultural Participation.*

<http://www.uis.unesco.org/culture/Documents/fcshandbook-2-cultural-participation-en.pdf>.

<https://europeanjournalists.org/projects/past-projects/media-against-hate/>

<https://www.equalitynow.org/stereotypes>

[Individual Reflection about Refugees Reporting on Media Representation](#)

