

## Call for Papers for an edited book on transformative pedagogy

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**Preliminary title of the book: “Teaching innovation through transformative pedagogy: A practical toolkit for social scientists working in highly diverse settings”**

Today, universities have become increasingly diverse, with students from different socio-demographic backgrounds, countries, and visible and invisible dis/abilities. In response to these developments, there has been an increased focus on making higher education pedagogical practices more inclusive for *all* students involved in the learning process (e.g. Universal Design for Learning). Reflections on equality, non-discrimination and inclusiveness have been particularly pressing in countries dealing with a colonial past. In the Americas, Australia and the United Kingdom for instance, there has been a great push for more inclusive curricula as well as more representation of indigenous and non-white communities. Despite these developments, however, most academic institutions have, so far, largely failed to develop comprehensively inclusive *curricula* and *teaching strategies* that address the challenges of instructors and students interacting in highly diverse classes, where *diversity* becomes manifested through intersecting expressions of class, gender, race, ethnicity, religious affiliations, nationality, sexual orientation and/or abilities. As such, we understand *diversity* not only as numeric representation and equal treatment, but as a much broader orientation that allows teachers and students to reflect together about how education systems can better incorporate their rich and situated perspectives and experiences. Through this process, teachers and students can be empowered and work together toward a more equal, democratic, and inclusive future (Freire 1998; Ahmed 2012).

This invitation is addressed to university instructors and professors who have explored and tested different innovative tools in their teaching practices to decentralize traditional education, to engage students, and develop new pedagogical inclusive practices. We welcome pedagogies that include Indigenous, anti-racist, decolonial, feminist, and intersectional perspectives in their design in the social sciences and the humanities. We are also particularly eager to include experiences of university instructors and professors who use creativity (novel, dance, music etc.).

While a significant proportion of the literature in critical pedagogy contributes to advancing theoretical and analytical reflections on how to make classes more inclusive, our book will contribute to current debates by developing a compendium of practical lesson plans used by instructors in their courses. We are particularly interested in tangible pedagogical practices that have been implemented and that can be adapted for in-person and online teaching contexts. We expect that each chapter will focus on the implementation of the pedagogy, its innovative aspects and their potential for promoting inclusion of students in the learning process. The structure of the chapters can vary, but they should all include a description of the key elements essential for the implementation of the pedagogy, such as the setting required to implement the pedagogy (including material that should be used), preparatory work, the different steps to conduct the lesson plan, the duration of the activity, and the adaptations that can be made for small or large classes, beginner or advanced levels, online or in-class etc. In addition, learning outcomes associated with the pedagogy including knowledge, competency, and attitude should be also included in the reflection.

To ensure broad access to these pedagogies, we aim to publish the book in an Open access format. In addition to the book, we are planning to develop an online toolkit located on a web platform which will be launched as a book companion and will include podcasts and videos based on interviews conducted with the authors of the book. During the production process, therefore, if

authors deem it relevant for their work, authors will be welcome to conduct a podcast or a video interview to discuss their pedagogical strategies. If authors wish to participate to innovative pedagogy discussions with a network of emerging and established scholars, they will also be welcomed to contribute to at least one webinar during the period of production of the book. These online resources will allow us to reach a larger audience, foster knowledge exchange and develop new networks around pedagogies beyond the chapter authors. With this strategy, we hope to spearhead a discussion among innovative pedagogists and to make their existing practices visible and useful for other and subsequently, several webinars will be organized accordingly.

We hope that this book will contribute to the creation of an international new network, for doctoral students, emerging and established scholars—including among under-represented groups (women, people of color, indigenous people, sexual minorities, and people with different abilities).

If interested, we encourage you to prepare an abstract of 250-words summarizing the pedagogy that you want to present as well as: 1) the name(s) of the author(s), 2) the email of each author, 3) the status of each author (students, professor, postdoctoral fellow, etc.), 4) the institutional affiliation of each author, 5) the title of the proposed chapter, and 6) at least 2-4 learning outcomes associated with the pedagogy including knowledge, competency, and attitude. Please send your prepared abstract to [teresa.cappiali@rwi.lu.se](mailto:teresa.cappiali@rwi.lu.se) by Monday August 30<sup>th</sup> 2021. Full papers will be expected by Monday December 13<sup>th</sup> 2021. We would like to conduct the review and editing process promptly in order to have the book in press in the Summer of 2022.

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