

NEOLAiA Focus Academy

Course Syllabus

Eyes Wide Open: Learning to see possible inclusive worlds

Instructors

Dr Agni Stylianou-Georgiou, Associate Professor of Educational Psychology, Department of Education, University of Nicosia, Cyprus (leader of this FA course).

Dr Erika Marie Pace, Associate Professor of Special Pedagogy and Didactics, University of Salerno, Italy

Dr Emanuela Zappalà, Researcher of Special Pedagogy and Didactics, University of Salerno, Italy

Dr Guillaume Cingal, Associate Professor in Postcolonial Literatures, African Studies and Translation, University of Tours, France

Overview and general data

‘Eyes Wide Open: learning to see possible inclusive worlds’ is an FA course designed to deeply explore diversity and inclusion through visual and art-based methodologies. Participants will immerse themselves in reflective dialogical processes aimed at cultivating intercultural competences by fostering possibility thinking, and understanding the complexities inherent in multi-perspective knowledge and perception. Through strategic visual and art-based inquiry, imaginative exploration, and authentic problem-solving activities, learners will significantly broaden their perspectives and engage meaningfully with diversity and ambiguity.

Objectives

The FA course targets NEOLAiA’s diversity and inclusion pillar, aiming to engage learners in tasks that will enable them to:

- develop intercultural competences while engaging in reflective dialogical processes
- Understand and appreciate the complexity of the multi-perspective nature of knowing things in our world through the use of possibility thinking
- engage in authentic problem solving art-based methods of inquiry
- be mindful of visual inquiry strategies that can expand the moment of looking

Learning outcomes and competencies

Upon completion of the course, students are expected to:

- analyze diverse cultural perspectives critically, identifying underlying assumptions, biases and implications, to enhance inclusive dialogue and interaction
- critically assess one’s own assumptions and biases by actively incorporating alternative viewpoints to enrich collaborative decision-making and problem-solving.
- evaluate current practices and theoretical frameworks for fostering possibility thinking
- apply innovative, inclusive strategies that actively integrate multiple perspectives, encouraging ‘wide-awakeness’ (Green, 1997)
- use art-based and visual methods to envision equitable and inclusive trans-professional communities
- effectively synthesizing diverse insights and experiences to foster meaningful civic engagement.
- collaborate in diverse groups and develop discussion skills
- make connections, evaluate ideas and give feedback to other students

3 ECTS course

Contents

1. An introduction to the course: “Seeing the Possible: allow multiplicity, difference and wonder in our thinking, our relations with others and in our societies”
2. Pluri-perspectivism and its importance in 21st century. Cultivating intercultural competences through positionality and perspective taking
3. Moving compass points: Releasing imagination through possibility thinking, art-based methods and visual inquiry to see the possible in cross-disciplinary deconstructed perspective spaces.
4. Embracing ‘wonderous Ignorance’ (Glăveanu, 2018) for wonder-full communities: young individuals as agents of creative possible futures
5. Learning to see in a space of ambiguity: experience an authentic creative process that involves ambiguity and consider the role of constraints

Number of students, profile, selection process, and registration

Maximum number of students registered in the course: 30 students

Students from all levels and disciplines can attend the course.

The students will be chosen by each Institution and be funded by their institution to participate in the BIP program hosted at the University of Nicosia.

Activities

Online Tasks: Engage in dialogue in asynchronous forum discussion boards. The prompts can be open-ended questions, reflective prompts analyzing videos (i.e. wordless animated movies, TED talks), posing what-if questions in Padlet, etc.

BIP program tasks: participants will actively engage in creative tasks such as taking apart everyday objects to appreciate complexity of how small pieces come together to form a large whole, use Photovoice to cultivate empathy, engage in creative writing using narrative pictures/wordless picture books and embodied inquiry in non-formal settings.

Calendar/program

Online part: late March-mid May

On-site part: May, 18-22

Assessment

Formative Task Assessments: individual and group tasks

Summative Assessment: Presentation of a group project

Additional comments

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References

Indicative resources:

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Tishman, S. (2017). *Slow looking*. London, UK: Routledge.