Anthropology of Education:
Making the familiar unfamiliar
(6 ECTS)

Introduction

The Erasmus+ Project 2018-1-AT01-KA203-039236 „TRANSCA – Translating Socio-Cultural Anthropology into Education" has developed a curriculum, that aims to provide educators with innovative approaches to diversity- based education and inclusive teaching of children in European educational institutions.

The curriculum provides examples of modules for introducing teachers to anthropological conceptual approaches and methods. They have been designed as resources for thinking about educational practices in relation to the cultural dimensions of wider societal issues.

This curriculum (6 ECTS) can be used as the basis for an individual course. Moreover, the curriculum can also be adapted for specific professional groups (teachers, social workers, etc.) by developing workshops or choosing individual modules for their training.

1. Qualification Profile

1.1 Aims of the modules for teacher education and in-service-Training

The most important educational aim of this modular series is to provide educators in preschools, primary and secondary schools with professional learning that builds on existing anthropological research relevant to issues of integration, migration, and inclusion. The curriculum addresses an urgent need to effectively integrate research-based knowledge of these issues into teacher education and to train teachers in self-reflexive methods of inquiry and participatory learning that will enhance inclusive teaching. The modules offer essential and innovative tools for teacher education to enhance teachers' knowledge of, their awareness of societal structures, and self-reflection with regard to cultural assumptions and biases at play in their interaction and relations with pupils (and their parents). The modules aim to equip teachers to deal with often-contested systems of hierarchy (e.g. minorities within minorities, intercultural gender dynamics in schools, social class and structural discrimination etc.) and to teach inclusively . The project aims to encourage teachers to take a self-reflective approach, to develop new participatory methods and culturally relevant content, and through these, to develop new insights and practices for enhancing student wellbeing and learning and combating discrimination, exclusion and violence.

1.2 Outcomes

Participants undertaking this course will gain insight into educational anthropology and practical knowledge of ethnographic methods within the context of working in in/formal educational settings. Preschool and primary school professionals who have received this training will be equipped to play an central role in dealing with challenges of social inclusion, a major educational priority. Social anthropology offers a variety of holistic theoretical, methodological, and pedagogical approaches that can provide teachers with tools for promoting awareness of implicit and explicit practices of (in)equality along various axes of social difference (e.g. origin, language, sexual identity, social gender, age, physical and mental skills, and social class). Integrating insights, methods and approaches from social anthropology into teacher education will build social, civic and intercultural competences, and develop critical and reflexive thinking and help teachers equip their students with crucial competences, social skills and values of equality and social inclusion. Subsequent non-discriminatory social spaces in schools lead to improved participation and learning performance, especially among marginalized children. In addition, recognition of diversity as a reality of contemporary European life serves to combat marginalization and exclusion and strengthen cultural awareness of Europe as a dynamic and convivial space of social diversity and inclusion.

1.3 The concept of teaching, learning and assessment

Assessments are part of teaching and learning and are linked to particular competencies to be acquired. Competency-orientated teaching and learning processes focus on learning outcomes and on a set of criteria for assessing students' ability to demonstrate competencies.

Integrating social anthropology – both knowledge and methods - into a teacher education curriculum, brings together yet longstanding anthropological practices. Based on knowledge exchange, teaching experience, best-practices, and case/country-based educational structures and needs, these modules provide teaching tools to ensure sustainable innovation, transdisciplinary and quality of teacher education.

1.4. Expected learning outcomes / competencies

Participants will acquire basic insight and knowledge in the following areas:

- Anthropological approaches and methods as resources for thinking about educational practices in relation to the cultural dimensions of wider social issues.

- Anthropological concepts, tools and strategies for understanding and working with cultural, linguistic and social diversity in a dynamic and changing world.

- Core anthropological questions of importance for the field of education with special focus on current issues of special concern for education in a globalizing world.

- Intersectional approaches that address ongoing processes of categorization, discrimination and inequality in educational settings, as well as in society-at-large.

- Anthropological approaches to issues of mobility for addressing current educational challenges related to geographical and social mobility

- Self-reflection and (auto-)ethnographic knowledge in the learning setting

1.6 References

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2. General guidelines

2.1. Time frame and extent of the undergraduate education/ CPL courses
The full course is written as three modules.

2.2 Requirements for admission
Target group and requirements:

- Working as a teacher educator with a background in anthropology (cultural studies, sociology, ethnology, cultural geography).

- Working as a teacher, preschool educator or in-service teacher

- Studying as a pre-service-teacher

- Working as a social worker, multipliers, stakeholders

- Working as a special pedagogue such as nurse or other professional working in various pedagogical settings

2.3 Study achievement with the European Credit Transfer System (ECTS)

The credit rating for the described undergraduate education/ further CPL series is 6 ECTS points.

2.4 Course methodology

Seminars (SE) allow for the discussion of scientific contents and methods in a particular field; they allow participants to share experience and are practice-orientated, followed by an end of course assessment. Teaching professionals may select the level of difficulty. The aim is to build competencies in understanding and finding solutions to professional didactic and practical tasks. Learning modalities include exploring literature and other forms of research, developing relevant questions, media exemplification, and critical reflection and discussion. Work on themes may be carried out independently, in groups or through class projects. Seminars may be offered online if communication with and the cooperation of all participants is guaranteed by suitable online platforms.

2.5 Study guidelines/Exam guidelines (National context: PH Wien, Austria)

2.5.1 Study guidelines

Study guidelines will vary according to country. For Austria, the guidelines of the Higher Education Law 2005 and the Pedagogical College of Vienna should be applied. These are enforced by relevant authorities at the University College of Teacher Education Vienna.

2.5.2 Certificate of achievement for training

Heads of training provide diplomas or certificates of participation according to guidelines.

2.5.3 Contents and scope of examinations

Exam content, preparation and implementation must be of suitable scope for ECTS points awarded..

2.6. Requirements for participation/ranking criteria

Access will depend on the number of study places available. In the event of over-subscribed courses, the following criteria will be applied in this order.

1   Qualified teacher educators or preschool educators and in-service teachers with current employment in public schools and kindergartens.

2. Preschool and Initial Teacher Education students on undergraduate programmes

3. People with completed basic pedagogic qualifications in areas of social work/ social engagement and/or elementary pedagogy or a similar basic credit rated pedagogic training abroad

3. Course Structure and Outline

The study content provides clear links across modules, which all have theoretical and practical elements.

3.1 Module overview

M 1	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min.	Real hours, 60 min.		ECTS-AP
Module title Power structures within and outside of educational systems	ABG	FW/FD	PPS		Face to face teaching	Supervised study modules	Un-super-vised self-study	
Power and Education	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Selfing and Othering in Educational Settings	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	**0,00**	**0,00**	**2,00**		**2,00**	**22,50**	**27,50**	**2,00**

M 2	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min.	Real hours, 60 min.		ECTS-AP
Module title World making of diver-sified societies	ABG	FW/FD	PPS		Face to face teaching	Supervised study modules	Un-super-vised self-study	
Mobility and Rooted-ness	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Making and Inhabiting	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	**0,00**	**0,00**	**2,00**		**2,00**	**22,50**	**27,50**	**2,00**

M	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min.	Real hours, 60 min.		ECTS-AP
Module title Sociality and relation-ality as educational factors	ABG	FW/FD	PPS		Face to face teaching	Supervised study modules	Un-super-vised self-study	
Sociality and relationality	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Life Course	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	**0,00**	**0,00**	**2,00**		**2,00**	**22,50**	**27,50**	**2,00**

3.1 Module overview education and further education

M 1 – M 3	Areas of study ECTS-AP			Art LV	Weekly hours per term,45 min.*	Real hours, 60 min		ECTS-AP
	ABG	FW/FD	PPS		Face to face teaching	Supervised study modules	Un-super-vised self-study	
Module 1	0,00	0,00	2,00		2,00	22,50	27,50	2,00
Module 2	0,00	0,00	2,00		2,00	22,50	27,50	2,00
Module 3	0,00	0,00	2,00		2,00	22,50	27,50	2,00
sum	0,00	0,00	6,00		6,00	67,50	82,50	6,00

4.3 Module description

4.3.1 Module 1

M 1	Power structures within and outside of educational system			
compulsory module/ non- compulsory module	basic module/ development model	1. year of study/ term	duration and frequency	**2 ECTS**
requirements for participation: none	links to other modules: none		level/ n/a	

Education Aims

- Awareness of selfing/othering in educational contexts

- Knowledge of power structures on different societal levels (micro, meso, macro)

- Knowledge of fundamental anthropological texts on education and power and educational (in)equality

- Knowlegde of taboos on the teaching profession (Adorno) within the dominance culture

- Knowlegde of boundaries between majorities and minorities as processes of selfing and othering

- Knowledge of the mechanisms and dimensions of privilege (and the lack thereof) and selfing/othering in educational contexts

- Knowledge of the basics of the intersectional approach and other (anthropological) theories regarding classification and categorization

Education contents

- Processes of selfing and othering

- dominance culture

- power and educational (in)equality

- power and knowledge (Foucault)

- intersectionality

- cultural hegemony

- migration pedagogic perspectives in relation to educational establishments: language-political power relationships, the inheritance of national language ideologies, discrimination

- taboos on the teaching profession

- narrative approaches, including life story interviews and other qualitative research methods

- perpetuating social inequalities as educators

Certifiable (part) competencies

The students will be able to:

- relate and describe power structures on different societal levels (micro, meso, macro)

- discuss and reflect upon power and educational (in)equality in educational institutions based on intersectional approach.

- develop a critical self-reflexive view on the educational system and one's own role within it.

- identify formations of exclusion and/or demarcation, analytically as well as on personal level.

- design work in the classroom accordingly to dimensions of privilege (and the lack thereof) and selfing/othering in educational contexts

- conduct participant observation and other ethnographic research methods

- deconstruct their own privileges and further on their perception of the world as an objective reality and can reflect on the hegemonic structures in formal and informal educational settings

- gain insight into the way privilege (or lack thereof) can be perpetuated through the educational system and can reflect on their own role as a subject of education

Literature

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Certificates of achievement:

Evaluation of individual training events are as follows;

Certificates of achievement are documented in the training descriptions in PH- online

Languages:

target language of the education establishments with consideration of multilingualism

M 1	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min	Real hours, 60 Min.		ECTS-AP
Module title Power structures within and outside of educational systems	ABG	FW/FD	PPS		Study modules with presence	Supervised study modules	Un-super-vised self-study	
Power and Education	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Selfing and Othering in the Classroom	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	**0,00**	**0,00**	**2,00**		**2,00**	**22,50**	**27,50**	**2,00**

legend:	ABG	General education scientific basics	SE	Seminar
	FW/FD	speciality and didactic		
	PPS	practical pedagogic studies		

*) 1 hour within the week (Term time) equals 15 teaching units of 45 minutes each

M 2	**World making of diversified societies**				
Compulsary module	**Basic module**	**1. year of study/1. term**		**Duration and frequency: once a year**	**2 ECTS-**
Requirements for participation: none	**Link to other modules: yes, cross over**			**Level/ n.a.**	

Education aims

- Awareness of the relativity of the 'world-as-given'
- Acquiring knowledge, abilities and skills to plan, try, reflect and analyze multilingual settings in pre-school and primary in a responsible, independent, contextual and developmentally appropriate way
- Knowledge about one's own role as a linguistically active teacher and about the team's role as medium for reflection
- Knowledge about basic meanings, such as space, place, identity, geography
- Knowledge of the complexities of the phenomenon of human mobility.
- Demonstration of new forms of movement and the complex realities facing people on the move today

Education contents:

- Exploration of creative acts of world-making
- Worldmaking and Cultural Production
- The Cultural Production of the Educated Person
- Cultural production through concepts and categories
- Analysis of one's own role and one's own behaviour using action research methodology (Altrichter/Posch 2007, Elliott 1981, Ellis et al 2011)
- Migration (Stephen Castles, Brettell)
- Spatializing Culture (Susan Low)
- Kinship and land (Peter Gow, Bloch Maurice)
- Place making- identity (D. Miller)
- Transnationalism (Glick Schiller, Basch, Blanc-Szanton 1992.; Povrzanović Frykamn 2004)
- Mobility paradigm (Sheller and Urry 2006)
- Hypermobility and immobility (Salazar 2011)
- Rootedness (Malkki 1992)

Certifiable (part) competencies

The students are able to:

- reflect on the historical construction of taken-for-granted worldviews and conceptualizations
- extrapolate concepts such as 'individual' and 'society'
- extrapolate how particular concepts and categories become institutionalized based on your experience
- extrapolate how diagnostic/social categories salient in educational settings are contested, changed, maintained, or made to disappear, and why.

- identify and interpret the issues of social coexistence in the inhabited areas
- name and define different forms and types of mobility and immobility
- describe mobility as material, technological, embodied forms of movement
- define related concepts such as rootedness, motility, connectivity, transnationalism, stuckness and provide ethnographic examples
- characterize mobility and related concepts in its cultural and historical complexity.
- analyze the concept of the mobile and multiply located

Literature:

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Performance records:

Evaluation of individual teaching sessions as follows:

Language(s):

target language of the education establishments with consideration of multilingualism

M 2	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min	Real hours, 60 Min.		ECTS-AP
Module title **World making of diversified societies**	ABG	FW/FD	PPS		Study modules with presence	Supervised study modules	Un-supervised self-study	
Mobility and Rootedness	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Making and Inhabiting	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	0,00	0,00	2,00		2,00	22,50	27,50	2,00

4.3.3 Module 3

M 3	Sociality and relationality as educational factors				
Compulsary module	**Basic module**	**1. year of study/1. term**		**Duration and frequency: once a year**	**2 ECTS-**
Requirements for participation: none	**Link to other modules: yes, cross over**			**Level/ n.a.**	

Education aims

- Knowledge about how schools organize children (and teachers) and what forms of relatedness this encourages.
- Knowledge about what kinds of problems this form organization and relatedness create for teaching and learning.
- Knowledge about why and which forms of relatedness are pedagogically valued.
- Knowledge about why and which forms of sociability are pedagogically valued.
- Application of knowledge about methods to discuss the similarities or differences in life course processes between the societies
- Awareness of of one's own role and one's own behaviour using action research methodology

Education contents:

- Social organization, social interaction and social form
- The interplay of sociality and relationality
- Everyday interaction and moral learning
- Analysis of one's own role and one's own behaviour using action research methodology (Altrichter/Posch 2007, Elliott 1981)
- Relations (Strathern, Ingold, Feldman)
- Education as a relation of exchange (Ingold)
- Situated knowledges and ethnography (Haraway, Marques da Silva, Parker Webster)
- Cultures of Relatedness (Janet Carsten)
- Rituals (Turner)
- Social fact (Mauss)
- Rites of passage (van Gennep)
- Adulthood (Birindelli)
- Performance (Turner, Conquergood)

Certifiable (part) competencies

The students…

- are able to explain how schools organize children (and teachers) and what forms of relatedness are encouraged.
- gain familiarity with anthropological approaches to the building blocks of all human life: social organization, sociality, relationality – and the implications of using cross-cultural
- gain knowledge of various processes of learning language, social hierarchy, moral relationality and obligation embedded in everyday social interaction and be able to use these heuristically to question their own understandings of how, when and where children learn, and their own teaching practices.

  extrapolate to critically reflect on how particular forms of valued school sociability and relationality may enhance or thwart teaching and learning.

- gain a basic knowledge of anthropological theory on aspects of life course such as rites, adulthood, initiation, gender
- will be able to comprehend basic theoretical approaches to relations in anthropology and their usefulness for pedagogical practice
- will be able to reflect on relations they are embedded in and the ways they influence their pedagogical practices
- will distinguish different methodological approaches to educational research and their usefulness for different educational settings and issues
- will be encouraged to use some of the ethnographic methods in their own didactical practice to improve learning outcomes
- argue the cultural diversity underlying the most trivial, but, also, most extraordinary moments of life in a long and short-term perspective

Literature:

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Evaluation of individual teaching sessions as follows:

Language(s): target language of the education establishments with consideration of multilingualism

M 3	Areas of study ECTS-AP			Art LV	Weekly hours per term, 45 min	Real hours, 60 Min.		ECTS-AP
Module title **Sociality and relationality as educational factors**	ABG	FW/FD	PPS		Study modules with presence	Supervised study modules	Un-supervised self-study	
Sociality and relationality	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
Life Course	0,00	0,00	1,00	SE	1,00	11,25	13,75	1,00
sum	**0,00**	**0,00**	**2,00**		**2,00**	**22,50**	**27,50**	**2,00**