Creating a Community of Praxis
At University College Cork

Academic Report Part 1 – SUMMARY ONLY
Full report available from Gertrude.cotter@ucc.ie

An Academic Report documenting the work of staff at University College Cork (UCC) who participated in the Praxis Project 2020-2021

The report presents the findings of their collaborative efforts to deepen the integration of Global Citizenship and Development Education (GCDE) at UCC, with a view to informing academic research in the field of GCDE in Higher Education

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The Praxis Project is University College Cork's

Global Citizenship and Development Education Project which seeks to integrate GCDE across the University

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This study is based on the early work of the Praxis Project, University College Cork (UCC) which was established in September 2018 with funding from Irish Aid, the Irish State International Development Agency. Located at the Centre for Global Development (CGC) in UCC, the Praxis Project aims to integrate 'Global Citizenship and Development Education' (GCDE) into pedagogy, research and capacity building activities across UCC. GCDE asks educators to empower learners to "analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues" (Irish Aid, 2017: 6). It encourages reflecting and acting to transform the world and considers educational theory and practice. It seeks to promote experiential learning and participative methodologies (Daly, Regan and Regan: 2015: 1). The Praxis Project works with both students and staff, but this research project relates specifically to staff. It asks, "how can we integrate the theory and practice of GCDE into the work of UCC across all disciplines and across the work of the university as a whole and what are we learning as we do so"? This academic report is part one of what will be a three-year report based on the work of the Praxis Project with UCC staff from 2020 to 2023. This first study began in October 2020 and relates to the academic year 2020-2021 at UCC. Twenty UCC staff participated on a voluntary basis in this, the first year of the study.

Theoretically the study is grounded in a Critical Pedagogy (CP) theoretical framework with a GCDE lens. From a methodological perspective, it explores how critical participatory action research (CPAR) can foster personal transformation and global citizenship while creating bridges of understanding between local and global development, human rights and social justice issues. It encourages debate and explores the potential for social transformation through the process of integration of GCDE into pedagogy, research, policy and practice.

The findings are set broadly within three categories: Pedagogy, Research and 'University-Wide' work. From a pedagogical and research perspective we are learning how GCDE approaches can be applied to different disciplines and how we can learn from the theoretical underpinnings of GCDE and other disciplines. The study finds that keeping the justice and human rights 'intent' of GCDE at the centre of all aspects of GCDE is important. This helps to focus on themes, values, skills and methodologies which are relevant to transformative education. Forming a community of practice within the university can also help staff to share experiences. Participants are at different stages in their career development. The study also points to the importance of taking learning out of the classroom. Real-world engagement is important, for instance through linking learning to community or to civic society organisations. At the same time encouraging active citizenship engagement does not have to result in 'big actions' which may be unrealistic within the constraints of curricula, time and resources. What matters is instilling a culture of active citizenship, one that also incorporates a sense of local/global interconnectivity and responsibility. It is about setting seeds and providing signposts and tools to students on facilitate them to act upon what they are learning individually and collectively.

GCDE is not well developed as a discipline in UCC and it needs to be recognised as a discipline in its own right. This means creating a research culture both for specialist GCDE scholarship and as it interlinks with other disciplines, policy initiatives and practices in UCC. This task is not helped by the confusion about terminology in this field and the meanings attached to various branches of what we can broadly call Global Education. There are many 'faces' to Global Education in UCC, perhaps leading GCDE to lose sight of its radical roots.

The study shows however that there is great potential for GCDE in all aspects of university life. Participants acknowledge the great interest by the current generation of students. We need to listen deeply to students, be led by their passion, and establish mechanisms to include the student voice in the GCDE work of the university. This study shows that leadership is also happening at a staff level. It is important that this leadership results in a more strategic approach to the integration of GCDE within UCC's structures, policies and strategies.

GCDE is a pedagogy of discomfort (Boler, 1999) but it is also a pedagogy of hope (Freire, 1992) and the interest by participants in this idea is encouraging. This 'Pedagogy in Hope' should not be mistaken for idealism, although idealism is also useful. Rather, it is based on an understanding that as a pedagogy GCDE seeks to act in the world to transform oppressive conditions and expand possibilities for global justice. Paolo Freire's (1970) central position that education should be about "reflection and action upon the world in order to transform it" remains relevant. This idea remains at the centre of GCDE in this study and it remains essential for emancipatory praxis in higher education.

CHAPTER 1: INTRODUCTION

1.1 OVERVIEW

This research report is based on the work of the Praxis Project over the academic year 2020-2021. Praxis is an Irish Aid[1]-funded project at University College Cork (UCC), which aims to promote Global Citizenship and Development Education across the work of the university. It is housed at the Centre for Global Development (CGD), UCC. The study is led by Dr. Gertrude Cotter who is a lecturer in Global Citizenship and Development Education (GCDE) and the academic coordinator of the Praxis Project. The Praxis Project aims to integrate 'Global Citizenship and Development Education' (GCDE) into pedagogy, research and capacity building activities across University College Cork. She was joined in the academic year 2020-2021 by a group of eighteen academic and two administrative staff at UCC who worked collaboratively to explore the power, challenges and potential of GCDE in Higher Education pedagogy and practice. This report is part 1 of what we are referring to as a 'living' report, one which will deepen further over three years as we discover how best to instil a culture of GCDE in our university, how we can learn from the experience of others in our sector and how we can contribute to academic discourse relating to GCDE in Higher Education in Ireland and beyond. It is envisaged that the process of working together will create not just an academic report but also a 'community of Praxis' within the university, which will continue into the future to welcome new members and participants.

This is a collaborative research process and one which provides a deep, critical reflection on what we are learning as a university community. Participating staff attended six, two-hour collaborative GCDE sessions, participated in seminars and experiential workshops and developed a series of case studies on how they might apply GCDE approaches to their work at UCC. These case studies are described in Chapter 5 and are also available on the Praxis website www.praxisucc.ie. Chapters 1 to 3 are adapted from Dr. Gertrude Cotter's PhD dissertation (Cotter, 2019). Chapter 1 describes the historical, human development, research and policy contexts in which GCDE works. It touches on some current discourses within the field of GCDE and it contextualises the research in the context of the aims and aspirations of the Praxis Project. Chapter 2 explores GCDE in more detail, explaining how we might describe our understanding of characteristics and components of GCDE. Chapter 3 presents a literature review which contextualises this research report within its theoretical and philosophical underpinnings. Chapter 4 explains the research methodology, while chapter 5 presents and analyses findings. These findings are based on a collaborative approach to exploring what we have learned and are followed in chapter 6 by a set of conclusions and recommendations.

We hope that this project will contribute not just to our own development as educators and practitioners in a Higher Education institution, but that our experience of integrating GCDE into our university, can contribute to academic debate and practice in a wider national and

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[1] Irish Aid is the Irish Government's programme for overseas development. The programme is managed by the Development Co-operation Division of the Department of Foreign Affairs.

international context. We hope to disseminate our learnings widely across the Higher Education sector and wider GCDE sectors. We welcome comment and suggestions for the ongoing development of this project.

1.2 RESEARCH AIMS AND QUESTIONS

Overall Aim

The overall aim of this research study is to understand, through critical engagement with UCC staff, how best to integrate the theory and practice of GCDE into the work of UCC across all disciplines and across the work of the university.

Central Question

How can we integrate the theory and practice of GCDE into the work of UCC across all disciplines and across the work of the university as a whole and what are we learning as we do so?

Subsidiary Questions

1. What approaches to GCDE are most effective in engaging Higher Education staff from across the university?
2. What are the key challenges in integrating GCDE across the university and how can we best address such challenges?
3. What can Higher Education institutions and the GCDE sector learn about enhancing staff engagement and in turn student engagement with the theory and practice of GCDE?
4. What is the impact of integration GCDE into the work of the university?

1.3 THE PRAXIS PROJECT

The Praxis Project began in September 2018 with funding from Irish Aid for a part time lecturer/academic coordinator. It is housed at the Centre for Global Development. Over the first two years the work of the project (September 2018-August 2020) involved exploring how to best enhance GCDE approaches at UCC, initiating contact with both staff and students and developing the first strategic plan. An early survey with staff revealed that GCDE was of interest to 88% of the 52 staff who responded. 66% of 230 students who responded expressed interest. The remit of the project was set out as follows:

The Praxis Project aims to integrate 'Global Citizenship and Development Education' (GCDE) into pedagogy, research and capacity building activities across University College Cork. It is housed at the Centre for Global Development (CGD) in UCC and funded by Irish Aid, under the Department of Foreign Affairs in Ireland.

Vision

The UCC community, staff and students, are actively promoting and encouraging critical reflective engagement with the meaning and effectiveness of development education and global (which includes local) citizenship education.

Mission

To provide quality Development and Global Citizenship Education to UCC students, staff and local communities and to develop UCC as a centre of research excellence, knowledge exchange and publications in this field.

Objectives

1. To integrate GCDE into UCC **pedagogy** at all academic levels;
2. To establish UCC as a centre of **research** excellence in the field of GCDE;
3. To ensure that UCC staff and students are enabled to engage in sustained, sustainable **action** for social change relevant to GCDE
4. UCC staff build their GCDE **capacity.**

A university wide module was developed and piloted in 2019 with students invited from all disciplines. Eighteen students participated. The module (UW0012 Development and Global Citizenship Education) was developed and accepted for UCC's Book of Modules. The module has five credits which equates to 24 hours of student contact. The course was formally launched in October 2019 by Government of Ireland Senator Alice-Mary Higgins who has a long-term interest in Development Education.

Also, in the first two years an advisory group was set up which included UCC staff and GCDE practitioners from civic society organisations and other universities. A website www.praxisucc.ie was built with a view to showcasing the work of the project, work of both students and staff. We established good working relations with the international aid agency Trócaire who supported the work with a small project fund and by providing a training session to students on the theme of Business and Human Rights. Praxis Lecturer, Dr. Cotter presented an online seminar as part of the Centre for Global Development's Seminar Series on the Sustainable Development Goals. This seminar was attended by twenty staff members of UCC. We found new allies for our work through this process. We began to o develop a programme for staff which would bring together staff already engaging with GCDE or related work and staff interested in learning more and bringing GCDE approaches into their work. Staff from all aspects of UCC life were invited to join the Praxis Project, so that we could begin to talk about a GCDE culture across UCC both inside and outside of the classroom. In year 3 we successfully applied for UCC to recognise this work as a digital badge[2] called The Global Citizenship and Development Education Award for Higher Education Staff. The Praxis Project again successfully applied to Irish Aid and a full-time lecturer/academic coordinator was appointed, firstly for one year (2020-2021), then for two years (2021-2022). A three-year strategic plan was now in place starting in September 2020.

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[2] Within UCC, a digital badge is a validated micro-credential awarded to earners in an online format. It is a means for the university to recognise non-accredited learning that support the values and attributes the university seeks to foster.

Year three of the Praxis Project began in September 2020. This was year 1 of a new three-year strategic plan, which includes this significant research study. While the work of UCC was impacted greatly by the covid-19 pandemic, both the University Wide Module and the new Digital Badge for staff, went ahead in an online format. Twenty-four students completed UW0012, and 20 staff actively participated in the new Digital Badge. A further three online seminars were also presented by the Praxis Project and work continued with partnerships with non-governmental organisations.

Staff participating in the digital badge were also invited to participate in this three-year research study and all participants agreed to become research participants. This study documents what we are learning and the impact of our work as we embark on this exciting GCDE journey in our university. This research study is based on the work of the Praxis Project with staff at UCC (the student experience is documented elsewhere). This first report of a three-year research project is based on the work of the first cohort of 20 staff who have participated in the first digital badge. In addition to documenting what we are learning together in group sessions, the lead researcher also met with each staff member individually at least twice to discuss their work within the context of this research study. This is described in more detail in the methodology section. Each staff member has developed a case study based on the integration of GCDE into their existing work, with a view to implementing and evaluating this work next year. Our collective learning is analysed in this report which will also inform a collaborative peer-reviewed journal article. We hope to continue to work together as a community of Praxis and to invite a new cohort of staff to join us each year. We acknowledge the many other initiatives in UCC which focus on global issues in different ways and this research also aims to map these initiatives. In this way we will form a clearer picture of what 'Global Education' means in UCC and of where and how the Praxis Project, with its focus on GCDE, can best contribute a unique but complimentary academic scholarship and university-wide interest in GCDE.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 CENTRAL QUESTION

How can we integrate the theory and practice of GCDE into the work of UCC across all disciplines and across the work of the university as a whole and what are we learning as we do so?

6.1.1 Subsidiary Questions

What are the key challenges in integrating GCDE across the university and how can we best address such challenges?

What can Higher Education institutions and the GCDE sector as a whole learn about enhancing staff engagement and in turn student engagement with the theory and practice of GCDE?

What is the impact of integration GCDE into the work of the university?

6.2 CONCLUSIONS AND RECOMMENDATIONS

6.2.1 GCDE as a Pedagogy of Radical Hope

> *I liked the idea of Education in Hope. It is not as wishy washy as it sounds. In fact, the way Professor Bourn explained it, I found it not merely hopeful, but radical. It could transform education if we all worked 'in' hope. Really working towards changing culture, education and the purpose of the university.*

This was a comment by one participant in this research study. It was a response to a talk given at a Praxis seminar in April 2021 where Professor Douglas Bourn[3] spoke about radical hope.

At an intergenerational seminar in Cork County Council, the President of Ireland, Dr. Michael D. Higgins asked Where have they been? The scholars? The philosophers.

> *What has happened to the institutions – we need to keep our head down to get money to go on? Riches from around world. And the power of emancipatory education? We must make the connection to emancipation through our own lives. Not through bad economics. You cannot go on imagining that you can have a significant contribution to make without addressing the issue of power. Power matters. Powerful interests e.g., fossil fuel industries. We have to use our numbers and information in a clever way, in a media that will ignore you.*

In this book Pedagogy of Hope, published in 1991, Paolo Freire said:

> *No hay cambio sin sueño, como no hay sueño sin esperanza (Freire, 1991:81)*
>
> *There is no change without dreams, as there is no dream without hope*

Many times, during this research process, the participating staff commented that this time together offered space for reflection. In doing so we gave ourselves some time to talk, think and plan what actions we might take in our classrooms, in our projects, in our research. Time to think of what we value in our institution and in our work, time to listen to one another, to the voices of experience and to reflect on how we can deeply listen to the voices of our students. When we stop, we can also be a community of learners.

Recommendation 1: Stop

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[3] Professor of Development Education and Director of the Development Education Research Centre at University College London's Institute of Education.

Stop. Slow down. Listen deeply to the wisdom of experience and to the voices of new generations of learners. Reclaim the role of a University as a space for reflection, dialogue, dreaming, courage, theorising. A space where cocreation of a present and a future for ourselves and our wider communities. Whether through art, digital media, music, dance, play, literature, ancient classics, medicine, business, law, humanities, engineering or the Irish language, let us reclaim a space, not in frenzied action but in thoughtful, courageous and radical hope.

6.2.2 GCDE and Student Voice

While it is acknowledged that many students do not take an interest in critical active citizenship, the general opinion of participants is that the current generation of students are highly engaged with global issues, especially on environmental issues and that we are 'pushing an open door'. In relation to the work of the Praxis project we need to consider what structure or some form of consultation mechanism which allows students to guide our work. The first cohort of students who have participated in the Praxis university wide module. Students who took the Praxis university wide module UW0012 (Global Citizenship and Development Education), in previous years could be invited to form part of an advisory panel. Students from the class of 2020-2021 have already expressed an interest in continuing as a community of Praxis. The Praxis Project as a whole has an advisory group which was established as the project was being established. Now that both students and staff have engaged with Praxis it is time to think of how best to include alumni of Praxis courses as representatives on this advisory group.

> *…there are a lot of issues, from decolonising curriculum, to sustainability. This work is a way of linking a lot of issues together and what to do with them. And it is not just about being aware but also what you do with them, how act, social engagement. We are trying to do is encourage engagement in social change. It is about understanding and perspective and what you do with that. It is important not to reproduce bodies of knowledge, we need to engage with students leading initiatives, we need to help to join up the dots, make connections across all these issues.*

Recommendation 2: Include Student Representation on the Praxis Advisory Group

The recommendation is to establish a structure which includes student voices on the Praxis advisory working group. This representation could come from alumni of the UW0012 module, it could include students from each faculty, and it could include representation from the Students Union.

6.2.3 Terminology and Articulation

Key Learnings

There is a certain confusion in the university about the terminology used in the general field of GCDE. Terminology such as Development Education, Global Education, Global Citizenship, Global Citizenship Education and Education for Sustainable Development, are often used interchangeably. This is reflective of a certain confusion in wider society and literature. From an academic perspective, and universities are locations of academic scholarship, we need to clarify that while all of these terms are used interchangeably at times, from a scholarly perspective they are not the same. For instance, Global Citizenship as an academic discipline is a different discipline than either Global Citizenship Education or Development Education. Education for Sustainable Development is not the same as Global Citizenship Education. Yet many participants in this research have expressed the view that to those outside of certain circles, they do all seem to be 'more or less the same thing and it is confusing'.

Academic rigour matters if we are to stand on the roots of what is a strong activist and academic tradition in Ireland. Part of our job of an academic 'body of knowledge' is to reflect upon our sector, the landscape within which we work and the histories as well as the future possibilities in terms of theory, dialogue and action for change.

We need to be cautious that we are a community of Praxis, and that the GCDE academic / activist tradition that we are part of, is steered by us and not by international bodies, government agencies or powerful forces such as the promotion of SDGs. In Ireland Development Education has traditionally reflected on, critiqued and acted to change dominant global models of development which do not serve people or planet well. The continuation of wars, poverty, inequality and lack of access to basic needs and human rights across the globe, means that this work is still utterly relevant. We need to not be blinded by positions, compromise or terminology that distracts us from our basic purpose as an activist and academic tradition. Praxis is about reflection and action upon the world in order to transform it, it is not about being complicit in a world which is not serving people and planet well.

There was agreement on the need to be very clear on the terminology used, with consensus on the fact that there are many different interpretations and perspectives on what they mean. We have not yet agreed on the terminology we might finally use as a community of Praxis, but we have agreed that whatever terminology we finally agree on, we are clear that our philosophical underpinnings come from a critical pedagogical tradition that invites educators to encourage students to critique structures of power and oppression, promote social justice, equality and human rights and encourage active citizenship engagement. This does not mean that we have a very prescriptive approach or rigid interpretation, but rather that we have a set of guiding principles which we are articulating clearly and that our work is grounded in a Critical Pedagogical and Active Global Citizenship positioning. Clear messaging is required into the future, to explain the different (yet also the compatible) roots and philosophical underpinnings of Education for Sustainable Development and GCDE.

Our description and messaging will draw on the description of Development Education provided by Daly, Regan and Regan (2015: 1) which draws together the various attributes of GCDE. Global Citizenship and Development Education:

- Focuses directly on key development and human rights issues locally and internationally;
- Seeks to stimulate, inform and raise awareness of issues from a justice and/or rights perspective;
- Routinely links local and global issues;
- Explores key dimensions such as individual and public dispositions and values; ideas and understandings, capabilities and skills;
- Critically engages with the causes and effects of poverty and injustice;
- Encourages public enquiry, discussion, debate and judgement of key issues;
- Encourages, supports and informs action-orientated activities and reflection in support of greater justice;
- Takes significant account of educational theory and practice;
- Emphasises critical thinking and self-directed action;
- Seeks to promote experiential learning and participative methodologies;
- Routinely challenges assumptions by engaging with multiple, diverse and contested perspectives

Recommendation 3: Provide Clarity when Describing GCDE

This recommendation suggests that those engaging with the Praxis Project might continue to have a conversation about terminology and for the moment will continue to use the term Global Citizenship and Development Education. However, we are clearly defining our positioning as having strong critical pedagogy and active global citizenship philosophical underpinnings. A description of GCDE is already set out clearly and articulated in the Praxis website and strategic plan. However, it also needs to be encapsulated in a succinct statement which is easily understood by those who will not read the details above. The recommendation is also to agree on this wording as soon as possible in the new academic year.

6.2.4 GCDE as an Academic Discipline

The previous point links directly to the development of GCDE as an academic discipline within UCC. The section entitled 'The Many Faces of Global' above, shows both the great interest in the wider area of what we will call Global Education, as well as the confusion that this can lead to. One has to question if this is a result of Development Education in particular, not being fully established as an academic discipline in UCC. Because UCC does have good leadership in the field of sustainability, there is a question as to whether Development and Global Citizenship Education is getting lost and misunderstood? What we have tried to do in this active research project is to clarify meaning. It should be emphasised that this is not about a competition between terms, but rather a matter of academic rigour and a deep understanding of the philosophical positioning of GCDE as an academic discipline.

If we are making a conscious effort to develop GCDE as a higher education discipline, we ought not to change the name or the focus of our discipline because of prevailing global or national policies, but rather name it ourselves. DE is an approach to pedagogy while Global Citizenship in this tradition has a critical, active and transformative role. It is sometimes not understood that it is about knowledge of global issues, but it is also about values, skills, how we do our work and importantly, how and what we do, and what actions we take, in order to transform our world. The very essence of DE from a Freirean perspective is critical reflection (Freire and Macedo, 2001). Academics and practitioners must be critically aware of what they are seeking to achieve. We must work with others, but we must also hold onto our core aspirations, articulate them, strive to achieve them and understand more clearly who our allies are from all traditions and disciplines. The term DE in Ireland has a very specific political, action-orientated and social justice pedigree, and the SDGs are a vital DE theme, alongside other themes such as human rights, gender equality, migration, neoliberalism, population or trade.

It is recognised that while the development of expertise at third level in this field is important it is also the case that many, who work in their own disciplines and departments, might use GCDE as just one of many approaches to their work. In this way it is a lens through which they may choose to frame their work, but they may not necessarily be interested in specialising in this field. However, it is important that they too receive the support that they seek, both practical support and in terms of understanding how GCDE relates to their work. Ultimately it is about creating a culture across the university. In the words of one contributor:

> *…there are a lot of issues, from decolonising curriculum, to sustainability. This work is a way of linking a lot of issues together and what to do with them. It is not just about being aware but also what you do with them, how act, social engagement. We are trying to do is encourage engagement in social change. It is about understanding and perspective and what you do with that. It is important not to reproduce bodies of knowledge, we need to engage with students leading initiatives, we need to help to join up the dots, make connections across all these issues.*

Recommendation 4: Support the Development of GCDE as a Discipline

It would be helpful if UCC recognised GCDE as an academic discipline in its own right, supported initiatives to mainstream it in a range of courses, supported the development of academic specialists, including specialists in GCDE as they interlink with other disciplines and programme at UCC. For instance, GCDE and Health, GCDE and Engineering, GCDE in UCC policy.

6.2.5 Practical Considerations and Challenges

Key Learnings

Several challenges were identified by staff. The first, mentioned by most participants, was the issue of time. Staff are feeling great pressure at this time. More resources would be

needed if this work were to happen in the way we would wish it to be. The second issue also related to time restraints, but in this case, staff referred to the difficulty of integrating GCDE into already full course curricula. A third consideration is funding. Participants identified specific costs which may be incurred including the cost of external facilitators to run a workshop, the cost of guest speakers and the cost of transcription services for research. There was reference too to a feeling of treading on "someone else's turf", that this general field is the preserve of 'others' in a department and that there can be a need to thread carefully. There was also a discussion on the need for practical web-based resources which busy academics could draw upon for their teaching. Funding constraints were also highlighted here. In addition, many participants were interested in being recognised for their contribution to this work. This latter discussion led to the development in Year 1, of a digital badge for staff, which was accepted by the committee responsible for approving digital badges at UCC. Participants are also co-authoring a journal article which also serves to recognise their contribution to this project. Some participant views were as follows:

> *With all the goodwill in the world, I think this work should be rewarded for staff and for students. I think it should be a compulsory part of all undergraduate learning.*

> *We are situated within an environment where our work has pivoted from being about education to being a business. So much so our heads are falling off.*

Finally, it also proved challenging to integrate a Whole 'School' (e.g., an academic discipline) approach to this work. For many disciplines there is already a busy schedule and taking time to develop an all school or discipline approach is too ambitious. Suggestions have been put forward by two interested parties. Theatre Studies will pilot GCDE in one course module in Year 2 (see case study below). A team of two people who work at the Language Centre will work together to integrate GCDE into a research project they will carry out together. It was noted that the staff welcomed the opportunity to carry out research, with new ideas in an area which is very relevant to their pedagogy.

Recommendation 5: Don't bite off more than we can chew, but the current bite is insufficient.

Encouraging higher education staff to integrate a GCDE lens into their work, does not necessarily require huge changes in core content and an unsustainable work burden. Staff can be invited to consider setting seeds within their teaching or within their work programmes, so that taking a global justice lens becomes an integral part of how they do their work and not an 'add-on' requiring time and resources which are not available to them. This is the only way such work can itself be sustainable.

At the same time, achieving the aspirations of the Praxis Project as a collective, requires further support, particularly in the form of administrative and research assistance and funding for specific projects. This applies to the work of individual participants and also to the Praxis Project. Individual participants have expressed a need for some resources for instance for projects, events, administrative supports, seminars, resources, whole school approaches,

interdisciplinary work and translation services. The Praxis Project does not have the resources to support this work. The creation of more specific resources based on themes, skills or methodologies, is also desirable. Without further resources, it would not be realistic to guarantee that such resources could be created.

It is recommended that the University should support the project in sourcing additional funding.

6.2.6 GCDE Pedagogy Part 1: Themes and Theory

Key Learnings

The case studies presented by staff illustrate how GCDE approaches can be applied to any disciplines. Some may place more emphasis on including GCDE themes while others might focus on values, methodologies, skills or active citizenship.   Theoretical positioning is important in the third level classroom. GCDE as a discipline tends to emphasise thinking relating to for instance post-colonial analysis, critical pedagogy, critical global citizenship and critical post structural (e.g., theories of 'race' and ethnicity, gender, class, disability, intersectionality, etc). Educators have reflected upon how these might apply to their work.

From an academic perspective it has also been very enriching to discover philosophies and ideas from a range of disciplines which align with the aims of GCDE. Examples we have discovered together include 'cross-cultural and intercultural communications'; theories of nationalism, 'imagined communities', invented traditions, and theories relating to 'Sinicisation', 'Lumpenproletariat' or 'active structuring' (the unorganized and unpolitical lower orders of society who are not interested in revolutionary advancement). The Sociology lecturer draws our attention to the value too of theories which relate to how students learn, how we approach our teaching (theories relating to classroom-based methodologies). For instance, he refers Multiple Intelligences (MI) theories and the pedagogical framework of Teaching for Understanding (TfU), which create a learning environment conducive to Universal Design for Learning (UDL). We discussed how our work can be framed within an 'Open Access' debate in relation to digital humanities and how the global politics of Open Access links to colonial influences; epistemologies; publics and politics; archives and preservation; infrastructures and platforms; and global communities. We have discussed too of theories which relate to how students learn, how we approach our teaching (theories relating to classroom-based methodologies).   For instance, Multiple Intelligences (MI) theories and the pedagogical framework of Teaching for Understanding (TfU), which create a learning environment conducive to Universal Design for Learning (UDL).

We have discussed too how theories can be underpinned by individualistic assumptions, a predominant Western worldview, often overlooking the macro-level environmental processes which shape and contribute to inequities and injustices. Our education can be influenced by theorists from well-educated, urban, middle-class, middle-aged, able-bodied, white, and anglophone with Judeo-Christian cultural perspectives. These characteristics do not match with the world's majority population.

Again, the group were very interested in the idea of radical hope and radical transformation for social change. One lecturer quotes Freire, Pedagogy of Hope - in Gannon, Radical Hope:

> *The essential thing … is this: hope, as an ontological need, demands an anchoring in practice.*

Another speaks of swimming between theory and practice:

> *…we are swimming between theory and practice, between critical thinking and the felt sense of inventive theatricality, is actually achieving the goals of engendering reflexive, activist and grounded thought about the place of the GCDE themes and goals in its learning spaces and outcomes might be up for debate. There, so far, has been no explicit emphasis on questions of interculturality, of post-colonial dynamics, or on the development of what we might call a critical, global, perspective, on what it means to use theatre to transformative messages or involve audiences in transformative feelings and actions vis a vis the cultivation of better global empathy, justice, and action.*

Recommendation 6: Sharing Academic Learning

GCDE is one which can draw on many themes and many theories, depending on the needs and focus of the discipline, the students and the educator. It is recommended that we collate examples of the theoretical influences on our collective work. This would be a very valuable contribution to the literature in this field.

6.2.7 GCDE Pedagogy Part 2: Skills Development

Key Learnings

On the question of skills, one participant said:

> *On global citizenship, the tendency by a lot of universities that promote the term is to see it as a marketing tool, of encouraging all their graduates to be global citizenship- which means in reality being able to get a job anywhere around the world. Some add references to skills and competencies but what is often missing is any reference to actual student engagement in terms of societal change, of developing a sense of global social and environmental responsibility. This is what we should mean by active global citizenship to distinguish it from a lot of what happens in many universities.*

We need to be clear what we mean when we talk about skills. We also discussed again, that when supporting the development of skills, with a GCDE approach in mind, keeping the 'intent' in mind is important. GCDE has a purpose therefore the skills are not just about developing skills 'for the sake of' developing skills. The same is true of all aspects of this work.

While we felt we had strengths in some areas, for instance critical thinking, research and communication skills, we need to understand what GCDE skills mean in the context of our work. It is interesting to note that, as with the 'active citizenship' aspects of this study, some academics are finding it difficult to integrate skills which will support them and their students to be social justice advocates, as described in Chapter 2 above. It stands to reason that if it is

difficult to integrate active citizenship in a particular course, it will also be difficult to develop certain kinds of skills. Understanding of these 'skills' overlaps considerably with understandings of values and actions. As Regan (2006:9) says DE develops skills and capabilities "that help us understand and engage with our world – analytical and communication skills, interpersonal and social skills, the ability to link knowledge and understanding with action, etc (2006: 9).

Recommendation 7: Build our Capacity

It is recommended that the Praxis Project introduces specific seminars, case studies and workshops which explore skills the development in the context of GCDE. This may be a generic approach, or such capacity building might be aimed at specific faculties.

6.2.8 GCDE Pedagogy Part 3: Values

Key Learnings

Values are valued by the participants and were discussed in some way at most group meetings. The discussions on values acknowledged that the idea of values can raise questions such as 'whose values'? Participants in this group view values as important and central to GCDE but recognise that values can be contentious. The group do not consider there to be one 'set of values', there are a range of perspectives, both at university level and at a global level. Different parts of the world have different societal values. One participant said "We are UCC. This should be about UCC's values, we are under the umbrella of the university as a whole". It was argued however that many, including in this group, would question some of the business-like approaches being taken by universities at this time. It was agreed by all those present that we would favour a statement regarding our position. This participant made a suggestion which was broadly agreed to by all who were present at the session (see recommendation below).

It was also pointed out that UCC is not a homogenous group coming from one set of values. Values are contested, as evidenced by the discussion within this group. A point was also made that at a global level, the SDGs for instance have been critiqued as being Western led. At the same time, it was argued that GCDE does have a broad set of values which promotes social responsibility, global justice, human rights and being student cantered. It does not for instance stand for a set of values which promote neoliberalism, racism, sexism, homophobia or unsustainable economic policies based on growth models which serve to increase global and local inequalities. There are certain values which are not for negotiation, but within that as Global Citizens, we understand that there are different perspectives on how to achieve goals and we welcome what can often be negotiated spaces and relationship building.

Recommendation 8: Acknowledge the need for Authentic Values

As a community of Praxis, we should continue to reflect on values and how we instil those values in our work. It would be helpful to devise a list of values or principles for the work of the project. It was also agreed that we should make a statement that:

> *… while we share values of social justice, active citizenship and human rights, our work is being carried out within a context. We are situated within an environment where our work has pivoted from being about education to being a business. So much so our heads are falling off. Our work is moving away from higher education. It is about bums on seats. We need to out that. So, we need to interrogate the values of the university in the first place. We also need to be cognizant that we are coming from a predominantly high income, white neoliberal perspective.*

6.2.9 GCDE Pedagogy Part 4: Teaching Methodologies

Key Learnings

It is clear that the majority of participants are using participatory teaching methodologies. One academic summarised her teaching methodologies as follows:

> *Class discussions are led by GCDE-informed methodologies. In order to structure discussions, I use methods from didactics in higher education such as "Brainstorming", "Concept-mapping", "Case study", "Role game", "Simulation game", "Kick-off presentations", "Pro-and-contra argumentation", "Partner interview", and "Active structuring".[4] With help of these methods, I aim at enhancing students' experience with and understanding of power relations and how they influence inequalities between different ethnic, class and gender groups. I also hope to increase awareness and empathy with discriminated and disadvantaged groups, and further broaden this to a move towards the political and analytical assessments of each situation.*

It is also evident that while there is a deep appreciation of the need for critically-orientated engaged methodologies, some are also seeking advice and guidance on how best to introduce such approaches. In some of the case studies and individual discussions, it is apparent that the lecturer has not been using such participatory methods for a variety of reasons. Reasons which are cited are: it is difficult in 'my discipline'; it is hard to find time; it is difficult 'online'; 'I don't really know enough about these methodologies but would like to learn more'.

Staff are at different stages in their development as academics. Some are at earlier career stages and while they may be very experience academically or in a particular field, they may not have been exposed to methodologies in this particular field. It is also the case that others have practiced these kinds of skills in disciplines that are related or similar to GCDE and feel as though they are being introduced as 'new' approaches. We can forget that while the approaches are not new, they may be new to some who have not yet had the opportunity or time to prioritise them in their work to date. We can also conclude that this illustrates how useful a community of practice (and praxis) can be and sharing of experiences could be very

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[4] Macke, Hanke, and Viehmann 2012, 177f., 183-7, 202f., 215f., 241f., 245f., 253f., 257f..

valuable. We can over time also develop our experience and understanding of methodologies over time and collate our ideas and case studies in a manner which is available and accessible.

As with the discussion on skills and values, it was felt that the 'intent' of a methodology is important. One can learn for instance about storytelling as simply a storyteller, or you can learn how to tell stories with social change in mind with all the ethical issues that that might entail. It was felt too that while pedagogy had changed, it is not always the case that educators and students are open to such approaches. A move away from the banking system of education requires a radical shift. If students are introduced to different approaches to education from the beginning of their time in college, then they won't feel so strange to either the student or the educator. It is about developing a pedagogical culture from the beginning,

We discussed too the importance of taking learning out of the classroom. Real-world engagement is important, firstly because students can really enjoy working in real world situations and feel that they are contributing something meaningful. Secondly, how else can students develop their active citizenship and civic engagement skills if they are not in some way connected to the wider community both locally and globally. Learning through and with the wider environment is important. It was suggested that we can work with student societies and with local communities, so that we are "practicing what we are preaching".

Recommendation 9: Build Staff Capacity in GCDE Teaching Methodologies

It is recommended that we develop resources for third level educators which document the methodologies mentioned in our case studies and new methodologies which we come across in our work. This resource bank will provide information on how to best use the approach and discuss their usefulness, potential and challenges, in the third level classroom. A further recommendation is to run workshops on GCDE methodologies that are appropriate to a third level classroom.

6.2.10 GCDE Pedagogy Part 5: Encourage Active Global Citizenship Across all Disciplines

Key Learnings

These discussions illustrate that within the third level classroom the 'action' does not have to be a big action, it does not have to be about 'changing the world' but it can be about instilling a culture of 'taking action' and not just reflecting or receiving information. It is about providing signposts to students on how to act upon what they are learning and it is about setting seeds, enabling students to think about what might be possible as individuals and collectively. It was agreed that as we gather more case study examples this in itself will help us as educators to understand how we might encourage social action in our classroom environment. It is important to be realistic about what is manageable within a twelve week

module. Again, a community of Praxis will hopefully help us to share ideas and will also offer support including practical support to one another.

One participant said that she found the conversations about what she might do to be very interesting. She said:

> *…collectively there is a coming together of a lot of people who are doing this work. We are pushing an open door, there is awareness amongst young people, but they do still need guidance to join the dots as well as interdisciplinary action. What we can do is offer opportunities within our learning environments where students can shape and evolve their ideas.*

In individual discussions it became clear that many lecturers were not including an 'action' element to their pedagogy. It is not part of their usual engagement with students. For those who are interested in introducing even small active citizenship approaches, some of the barriers include 'lack of time within a busy module', 'no experience of doing such work' and 'it would mean changing the book of modules and this is difficult'. This was one of the areas that presented us with some very interesting discussion and while not all saw it as a possibility, nevertheless many academics were willing to explore some level of active citizenship engagement into their work.

Many students are interested in taking action for change and we need to listen and respond to their leadership on this – taking action is often seen as relevant and important to students. Even small changes in our modules can have an impact and if necessary and possible we might also find ways to make changes to the Book of Modules or Departmental approaches to Assessment. In addition, the Praxis Project should provide examples of what action projects can look like within modules and between disciplines or across the university.

Recommendation 10: Encourage Active Global Citizenship across all Disciplines

Showcase work that is being done by staff and students which have a global justice action perspective (political, economic, social, environmental – through any medium e.g., digital, literature, creative arts, student societies, organisation of speakers, seminars, conferences and so on. In developing a bank of ideas, it becomes possible to imagine small or more ambitious actions which might be possible in the context of classroom work.

At the end of each academic year showcase the work of both staff and students. This could be a yearly celebration of UCC's GCDE achievements and can in turn create a culture of normalising GCDE within disciplines.

6.2.11 GCDE Pedagogy Part 6: Local Global Interconnectivity

Key Learnings

What can be difficult, in relation to civic engagement and in relation to GCDE work as a whole, is how to show the interconnection between local and global issues. While some participants and observers provided examples of community-linked learning and active citizenship, it was not as clear the extent to which local and global connections were being made. It was of great benefit to have a staff member from UCC's civic engagement programme who wishes to continue to explore what this means in the work of her programme. Again, examples and understandings are needed so that staff can explore in a safe space how we can help ourselves and students to link the local to the global and vice versa.

Andreotti's (2006: 40-51) influential article 'Soft Versus Critical Global Citizenship Education' may help us to explore how critical global citizenship can be an effective way to support learners in that process. Her argument is that if we fail to understand these local/global complexities in global citizenship education:

> *… we may end up promoting a new 'civilising mission' as the slogan for a generation who take up the 'burden' of saving/educating/civilising the world. This generation encouraged and motivated to 'make a difference', will then project their beliefs and myths as universal and reproduce power relations and violence similar to those in colonial times. How can we design educational processes that move learners away from this tendency?*

Recommendation 11: Show what we mean by 'Linking the Local and the Global'

Again, we need to provide specific examples of how to make local and global connections. As part of work, for instance when we organise a seminar or a project, we can instil an understanding of local/global interconnectivity to provide discussion and reflection on what this means and why it is important. For example, if we are exploring an issue of housing, we might question the role of international finance, corporations and global markets and what the role of Irish, European or indeed university level policy is in relation to global neoliberal forces. When discussing war and conflict we might ask in what ways are we complicit in upholding trade and policies which favour selling of arms. There are many examples and again this recommendation is about documenting examples which are suitable for our classroom work, but also instilling a culture of questioning when we are participating in seminars, conferences, or discourse in general.

6.2.12 GCDE Pedagogy Part 7: Assessment

Key Learning

The question regarding assessment of the GCDE dimensions of teaching did attract attention from the participants and good examples were provided. Some examples were more subtle, with GCDE related ideas incorporated into existing assessment, while others suggested a specific assessment relating to GCDE.

Recommendation 12: Let's Talk about Assessment

While participants did provide examples of possible ways of assessing their GCDE work, we as a group did not focus enough on the question of assessment, to suggest meaningful recommendations. Therefore, the recommendation here is to ensure that assessment becomes part of our ongoing discussion.

6.2.13 Research

Key Learnings

Another important area of work for any university is that of research. While in year 1 we have just two case studies to draw upon, nevertheless interesting discussion emerged from the individual and group discussions. For instance, discussion developed on the ways in which staff who are interested in GCDE could introduce GCDE themes which relate to their disciplines.   An interesting discussion emerged about the implications for research methodologies when our focus is on GCDE. We discussed for instance how the methodology for this research study, has a critical intent, which aligns well with GCDE as a transformative education. One participant said:

> *We do want to do a simple questionnaire, but let us think too of how we could introduce different methodologies, going beyond our comfort zone?*

One of the research studies discussed their approach to methodology, concluding that the methodology they intend to use for their research project, ought to be more congruous with their GCDE intent.

> *…we can never be ensnared by power: we can always modify its grip in determinate conditions and according to a precise strategy (Foucault 1988d: 123).*

> *…whereas traditional researchers cling to the guardrail of neutrality, critical researchers frequently announce their partisanship in the struggle for a better world …Whereas traditional researchers see their task as the description, interpretation, or reanimation of a slice of reality, critical researchers often regard their work as a first step toward forms of political action that can redress the injustices found in the field site or constructed in the very act of research itself.*

One conclusion we can draw is that as critical educators we want to think about how we do our research. As outlined earlier, this Praxis study as a whole, for instance, is framed by a critical theoretical perspective. Horkheimer (1982: 244) defined critical theory as "A theory is critical to the extent that it seeks human emancipation, to liberate human beings from the circumstances that enslave them". In thinking about research projects in UCC which take a GCDE focus, we are finding that it is helpful if GCDE research methodologies align with the overarching philosophical underpinnings of a study as a whole. For instance, in the case of the TESOL study the overarching philosophical approaches are critical pedagogy and

postcolonial analysis. Therefore, an approach to methodology which is framed by a critical perspective is also needed.

We are finding that alongside critical theory and postcolonial analysis, poststructuralist analysis is also helpful. In both of the research case study examples, as with this study as a whole, theories of power, cultural capital and hegemony are helpful too for framing our research methodologies. As discussed earlier, Joe Kincheloe (2008: 7-8) argues that the purpose of education is to alleviate oppression and human suffering. Critical pedagogy and its associated research is political, and its role is to promote freedom and intellectual growth. It requires strong, real strategies that will contribute to ongoing movements and counter-hegemonic struggles already active in education today. Likewise, Michael Apple (2012b: 195-196) says that education cannot be separated from political and economic life. The entire process of education is political in the way it is funded, its goals and objectives, the manner in which the goals are evaluated, the nature of textbooks, who attends and does not attend and who has the power to make decisions. In this study 'critical' means to actively participate in the shaping of a more socially just reality and aligns with Carspecken's (1996: x-xi) view that "critical qualitative research" to be a form of social "activism".

We also discussed how research is essential if GCDE is to grow as a discipline. There is very little research happening in UCC in this field and it would be helpful if the Praxis Project could become a space where researchers with a critical perspective can come together and can encourage the development of a research culture in this field in UCC.

Recommendation 13: Encourage GCDE research within UCC

This recommendation encourages the promotion of research in the field of GCDE. To grow as an academic discipline this field needs more research. From a praxis project perspective, the invitation is to develop expertise in the field of GCDE in Higher Education. At the same time, we want to encourage individual disciplines to think about integrating GCDE into their research culture so that there are specialists emerging about GCDE in Higher Education in general, but also with a focus on individual faculties or departments.

6.2.14 University-wide Examples

Key Learnings

What is very encouraging about the outcomes of this study, is that there are so many opportunities to introduce GCDE themes and approaches to all aspects of college life. Clearly the perception by staff is that there is great interest in this agenda by third level students, but this study shows that leadership is also happening at a staff level. UCC staff are very open to and want to engage with global justice issues. We have seen one staff member finding

creative mechanisms for engaging with GCDE through a book club, a tree-growing project and a staff dialogue group. One participant said:

> *We need to find ways 'in' for all staff, not just for academic staff. There would be a great interest, but we need to show by example, what can be done.*

Two staff members who joined this study are engaged in programmes that cut across the work of the university. One is a member of staff at UCC's Civic Engagement Programme and the other is a staff member who works on UCC's sustainable development programme. Both programmes are leading the way nationally and internationally in terms of good practice in both fields and their contribution is very welcome for the Praxis Project. One participant made this point:

> *In practice, this close alignment makes it easy for me to continuously push for a GDE perspective and approach when carrying out my own civic engagement activities and when supporting colleagues to make progress in this area.*

This collegial approach is highly important, and it is clear that working together we can more effectively achieve our mutual objectives. In addition, it is important that the GCDE work of the Praxis Project does work alongside programmes that are part of UCC's institutional approaches and policies. While working in a bottom-up manner with individual staff and disciplines is very important, so too is working to influence policy and practice within UCC.

Recommendation 14

It is important that these valuable contributions can lead the way and show that Global Citizenship can apply to any aspect of the work and life of the university.   The recommendation in the case of university-wide contributions relates to building relationships and establishing contact with individual staff who might welcome introducing global citizenship into their work or other activities in the University. At the same time, it is important to consider strategic impact and target policies and initiatives in UCC which can enhance the impact of our work. This is discussed in section 6.2.7 below.

6.2.15 Institution and Policy

The discussion on this theme touched on how on the one hand it is helpful to have individual advocates of GCDE while on the other hand, given our collective interest in global justice, we would like to see a more strategic approach to GCDE within UCC and Higher Education in general. A strong argument in favour of policy development within UCC is student interest. We discussed how we need to see students as allies and the importance of meeting student representatives such as the students union, clubs and societies. We discussed too how we might initiate public dialogue about the role of the university and the role of GCDE within our

university. If we are, as an academic and activist community, going to retain the 'radical' traditions of DE as it has developed in the Irish context, we need to create safe spaces for independent voices. 'The University' can provide that space if there is clear leadership and courage amongst academics particularly those in leadership roles.

One difficulty for GCDE is that the university wide modules which is run under the Centre for Global Development and particularly the module on GCDE is not part of students' degree programmes, and is taken as an extra 'add on' course. The five credits are of little value other than having a record on their final transcript. While this has a value and offers an opportunity to students, if a course is part of a degree programme students do have more time to give it serious attention.

We have already been invited onto the Graduates Attributes programme to present a three hour session. Another possibility is to develop a PhD module and while this may be acceptable to UCC, it would mean that financial commitments to GCDE work would need to be increased considerably.

These measures would also serve to mainstream and indeed 'normalise' this work. As one participant said:

> It should be like reading, writing and digital literacy, global justice literacy should just be normal". the underlying issue here is the need for a wider cultural shift in how we perceive both the role of a university and the nature of pedagogy and assessment.

Recommendation 15

The recommendation here is to talk to students, starting with the Students Union and work with them to highlight the need for mainstreaming of this work within university degrees. In addition, it is recommended that we discuss mainstreaming of the Praxis university-wide course with senior management. The suggestion is that students might be allowed to take one university-wide module as part of their degree which provides an opportunity for the 'connected curriculum' and interdisciplinary which UCC is promoting for students and staff.

More broadly GCDE needs to be acknowledged by UCC as an academic discipline in its own right. In this way it can be afforded the kind of resources it requires to develop serious academic research, debate and pedagogy.

6.2.16 Working Collaboratively

Part of the work of this participatory action research study has been to also create a community of practice within UCC. We have been calling this a Community of Praxis. It is hoped that staff and students who have completed either the Praxis Digital Badge, or the

University Wide module, will continue to meet to share experiences, invite speakers, run workshops and generally support one another in this work. It is not clear at this point if staff and students will meet together on a regular basis or if they will meet separately. Further conversations are required with both groups to understand how they can best work together.

In any case participating staff will continue to form a Community of Praxis which will form a hub where those interested in GCDE work can find space to continue this work. As new staff become involved each year, through the Digital Badge in particular, they will be invited to join in our ongoing collaboration.

As the first year together came to an end several ideas were emerging for collaboration and at the same time staff were conscious of their individual project plans which will also require commitment of time.

As part of this discussion there was also some discussion about how we might best ethically partner with communities in Ireland or in the Global South, with a view to mutual learning and practically supporting communities in a part of the world where resources, expertise or research are scarce.

The group are working together on a journal article based on the findings of this research study and it is hoped that the article will be published before the end of 2021 or in early 2022.

All of the work of the project is being recorded on the website www.praxisucc.ie which forms an online space to showcase the work of participants.

Recommendation 16

Participants should be given time to complete their individual projects in Year 2. At the same time, it is suggested that we plan a realistic collaborative agenda for Year 2 which addresses some of our concerns above. It is suggested that running a series of talks or workshops on the following themes might be of interest, but priorities will be discussed at the first meeting of year 2. Some of the themes for such workshops which are emerging are:

1. An exploration of specific GCDE themes (given the food security issues for UCC students at the present time, food security might be a good place to start), with a facilitated session on how to explore the issue from a GCDE and interdisciplinary perspectives with sharing of ideas on how to address this in the third level classroom or other aspects of UCC's work;
2. GCDE methodologies: for instance, developing critical thinking skills in the third level classroom;
3. GCDE skills;
4. Invite a speaker with extensive experience of North/South partnerships to discuss both possibilities and challenges;
5. Asking the question "Is GCDE neutral?" or "What is the purpose of Education?"

It is suggested that the group might consider practical considerations about how they might work together in the future, how they will welcome new members and how they can support one another in their ongoing work.

It is suggested that participants be invited to collectively launch this research report and in so doing also talk about their GCDE plans for this year.

At the end of this academic year, it is suggested that those who wish to might work together to run a workshop together for a wider UCC staff, to talk about what they have been learning from implementing the plans which are outlined in this study.

6.2.17   Impact

While the impact of this work will not be fully understood until after participants implement their plans, there were some broad opinions expressed on the impact of the work in general. Some of the opinions expressed at session six were as follows:

"This has been a very positive development. Praxis has raised discussion and conversation".

"I found it very useful that GCDE asks people to be critical of own practices and self-assess and reflect. It is so impactful at individual level and at cultural level. It encourages self-critique and reflection".

"The process initiated conversations in different ways. We can see synergies between our own work".

"There are different ways in which we can come together. Like doing anti-racism work together in UCC. Planning and supporting one another in this work. Ideas for future collaborations. Clairifcations

"It built links between people in the university who had no contact before. It created internal links through the project".

"Having allies in itself is so nice - to have people you know, are generally same place".

"We can disagree in a safe space too".

"We are also contributing to a global conversation on GCDE. More heads to think about these things".

"Once we get resources up we can map and track our impact better, see who is downloading. It will be ongoing work".

"It is great to be writing the article together, that is an outcome".

"I like the idea of having some kind of seminar/present something in person or online which will bring attention. To showcase and invite the wider sector and also in UCC".

"We are contributing to a conversation".

"We need to talk too about strategic engagement and I think the mapping and the research will help to push our case".

"Even doing things in different way is an impact, to question, if we include other voices, other perspectives, we are more than half ways there".

"Remember that we should not be so busy 'doing' and forgetting to 'tell' our story".

"We have to work strategically as well as bottom-up work".

"There are opportunities in UCC. We need to closely explore strategic priorities. This work should be mainstreamed".

"I am learning so much".

6.2.18 Final Words

This has been a deep journey between a group of colleagues who hitherto had never worked together, were from different disciplines and departments in UCC, but who shared a curiosity and an openness to learning together. They were willing too to experience discomfort. There were challenging questions about the purpose of education, the role of a university, and their positioning as academics and administrators. Being presented for instance with Freire's comment: "washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral" (1973), is a challenging idea. It may even be frightening when faced with the realities and responsibilities of freedom of speech.

Developing a community of Praxis brings together students and staff who do want to learn how they, in their positions in a third level institution can think, talk and act to transform the world and the world around them. This may be in small ways or it may be at a wider institutional level. Perhaps the Irish saying 'Ní neart go cur le chéile', 'there is no strength without unity', can also sum up the sense of belonging to this learning community. The study has brought educators, researchers and administrators together to think about the culture of the university. It has provided us with many insights, questions and learnings. There have been both transformative and challenging moments in what has also been a very busy schedule for all concerned.

At third level it is important that theoretical positioning accompanies the practice of GCDE. If this does not happen, the discipline becomes a set of uninformed actions with no clear emancipatory or transformative intent. No academic discipline or community perspective is static, and frameworks can change and be refined, but the core tenets of GCDE do come from a deep-rooted commitment to social, economic, political, cultural and environmental justice and equality and from a human rights perspective. One of the strengths of this study has been how brining different disciplines and other parts of UCC life can add a richness to GCDE as a discipline. We can shine a GCDE light upon all aspects of UCC's work but GCDE can also learn from the array of critical theoretical positions in other disciplines and initiatives. Such solid philosophical underpinnings are important. Imagine the tree that can grow from critically informed seeds which can nurture one another. We all have plants that fail to grow because they were not watered well in their early stages. If those of us with an interest in GCDE are really committed to strong branches, we need strong seeds and strong roots. From there our leaves will blossom and we can build new narratives about the role of education and the role of a university . We can link learners, educators and the local and global communities in which we live and disrupt dominant narratives which do not serve the needs of so many people around the world, and the planet which we caretake.

GCDE is a pedagogy of disruption, but it is also a pedagogy of hope. Hope that comes from the courage of communities and individuals who act in the name of justice; hope that comes from the aspirations and concern for the future by third level students and staff; and hope that comes from the enduring power of GCDE as a consciously political, transformative and relevant approach to education. GCDE continues to respond to changing times, new ways of relating to the world and new technologies that enhance and challenge our work. In the final analysis, we do come back to the basics, and the foundational values and characteristics of DE have lasted the test of time, because they matter. The stories we tell and the actions we take are what makes us human. They are what make this world. To change the shadow spaces in our world, we need to shine a strong light on what we do with our word and our actions.