

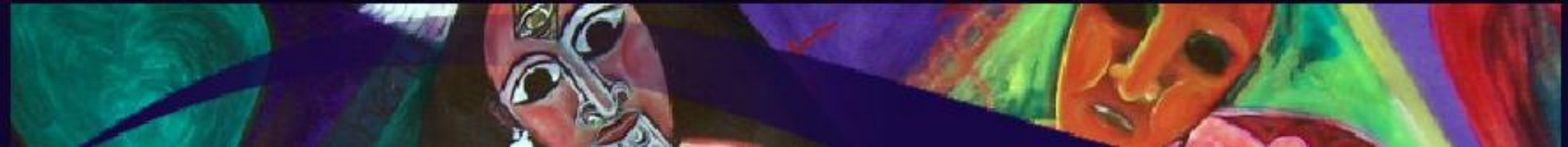
THROUGH OTHER EYES: CONCEPTUAL FRAMEWORK AND METHODOLOGY

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The **CONCEPTUAL FRAMEWORK** of the Through Other Eyes Project consists of 4 ideas of learning.

Learning to unlearn – learning to perceive that what we consider ‘good and ideal’ is **only one** perspective. Our perspective is related to where we come from socially, historically and culturally.

Learning to listen – learning to recognise the effects and limits of our perspective, and to be receptive to new understandings of the world.

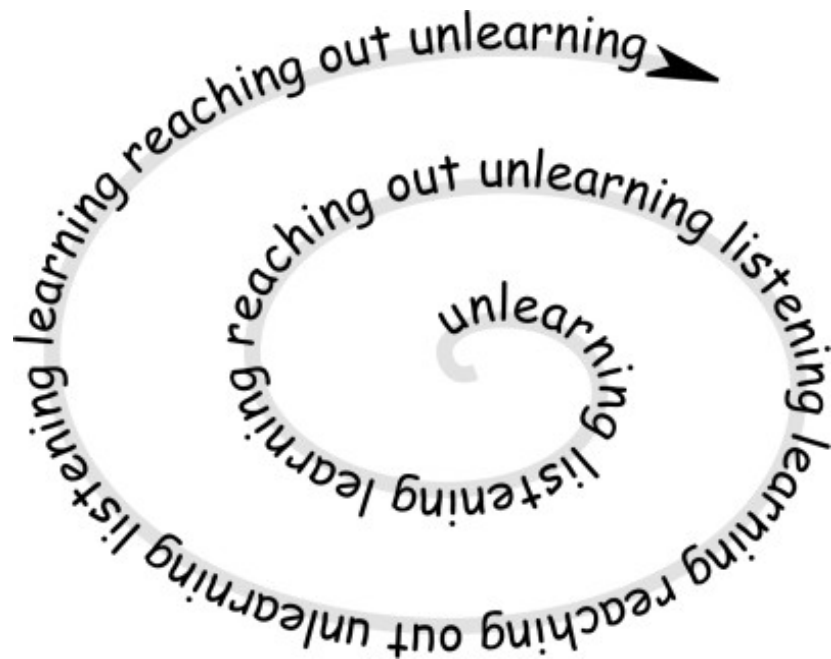
Learning to learn – learning to receive new perspectives, to re-arrange and expand our own and to deepen our understanding - thinking beyond our limits.

Learning to reach out – learning to apply this learning to our own contexts and in our relationships with others continuing to reflect and explore new ways of being, thinking, doing, knowing and relating.

This framework is reflected in the components of each learning activity.



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This framework also addresses different levels of engagement and reading the world:

- ego-centric
- ethno-centric
- human-centric
- world-centric

WORLD-CENTRIC

Other possible framings, narratives and representations (thinking beyond)

HUMAN-CENTRIC

Other groups' framings, narratives and representations

ETHNO-CENTRIC

My group's framings, narratives and representations

EGO-CENTRIC

My own framings, narratives and representations

This framework is reflected in the components of each learning activity.



The Through Other Eyes **METHODOLOGY** consists of 6 components:

1. Getting started – learning to unlearn (ego-ethno relationships)

Brainstorm of individual perspectives, invitation to relate it to different perspectives in one's social group

2. Mainstream perspectives – learning to unlearn (heterogeneity at the ethno level)

Analysis and deconstruction of mainstream: exposing learners to the heterogeneity within the 'ethno' narrative and to an outline of different strands in the debate



The Through Other Eyes **METHODOLOGY** consists of 6 components:

3. Different logics – learning to listen (ethno-human-world)
Analysis of another possible (and logical) way of thinking about the issue (through metaphors). The interviews with indigenous people served as a basis for the metaphor strands, however, the perspective presented is the authors' interpretation of the collected data.
4. Through other eyes – learning to listen (ethno-human)
Exposure to other personal narratives (the metaphor in action).



The Through Other Eyes **METHODOLOGY** consists of 6 components:

5. Case study – learning to learn (world-human-ethno)
Examination of the complexity of issues related to coloniser-colonised relationships.

6. Reading the world again – learning to reach out (world-human-ethno-ego)
Self-assessment in terms of potential transformation in thinking and implications for professional practice.



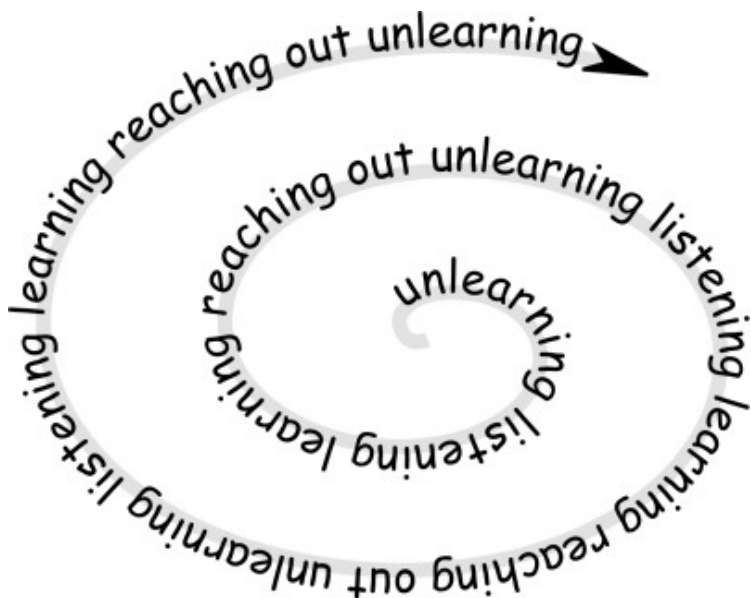
The Through Other Eyes **METHODOLOGY**
was the basis of 5 **LEARNING ACTIVITIES**:

3. Engaging with indigenous knowledges (introduction)
4. Notions of Development
5. Notions of Education
6. Notions of Equality and Difference
7. Notions of Poverty and Wealth

More learning activities are currently being developed.



The Through Other Eyes framework is reflected in the components of each learning activity in the Through Other Eyes project.

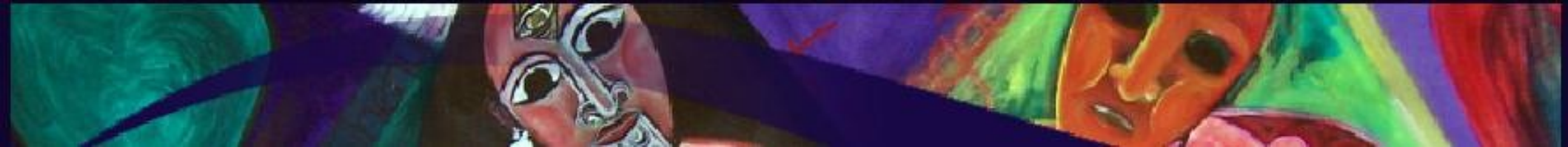


WORLD-CENTRIC

HUMAN-CENTRIC

ETHNO-CENTRIC

EGO-CENTRIC



We hope these learning activities will enable learners:

- to develop an understanding of how language and systems of belief, values and representation affect the way people interpret the world
- to identify how different groups understand issues related to development and their implications for the development agenda
- to critically examine these interpretations – both ‘Western’ and indigenous - looking at origins and potential implications of assumptions
- to identify an ethics for improved dialogue, engagement and mutual learning
- to transfer the methodology developed in the programme into the classroom context through the analysis and piloting of sample classroom materials



You are invited to pilot or review these activities.

If you would like to be involved in this project, please contact:

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