

TOE INTRODUCTION

The full introduction to this course is only available online at www.throughthereyes.org.uk

This introduction provides an overview of the objectives, framework and methodology of this course, so that you can understand what you will be invited to do in the learning activities and why.

We strongly encourage you to go through this introduction before you start the course.

TOE CONCEPTUAL FRAMEWORK

This conceptual framework is the basis for the pedagogic organization and orientation of each part or section of each unit.

LEARNING TO UNLEARN

– learning to perceive that what one considers as neutral and objective is a perspective and is related to where one is coming from socially, historically and culturally (deconstruction: making visible the origins and hidden agendas of taken for granted concepts)

LEARNING TO LISTEN

– learning to perceive the effects and limitations of one's perspective and to acquire new conceptual models (toolbox)

LEARNING TO LEARN

– learning to situate oneself and others and to compare, contrast and juxtapose conceptual models (thinking outside the box)

LEARNING TO REACH OUT

– learning to apply/adapt/situate/re-arrange this learning to one's own context (putting one's learning into practice)

This framework addresses different levels of reading

WORLDCENTRIC

Other possible framings, narratives and representations

HUMANCENTRIC

The framings, narratives and representations of other social groups

ETHNOCENTRIC

The framings, narratives and representations of the social groups I belong to

EGOCENTRIC

My framings, narratives and representations

METHODOLOGY

Each learning activity has six components and extra online resources (e.g. short videos and classroom activities). Each component was designed with a specific rationale (see below).

GETTING STARTED

– learning to unlearn (ego-ethno relationships)

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

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

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.

THROUGH OTHER EYES

– learning to listen (ethno-human)

Exposure to other personal narratives (the metaphor in action).

CASE STUDY

– learning to learn (world-human-ethno)

Examination of the complexity of issues related to coloniser-colonised relationships.

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.

You will find three types of activities in each section:



LEARNING JOURNAL: each learning activity of Through Other Eyes (including the introduction) has 6 learning journal tasks that should be completed online or as part of your institution's coursework (according to the advice you have received from your tutors).



REFLECTIONS: these are questions that are key to your learning journal task



FURTHER REFLECTIONS: these are extra questions for you to start thinking about if you want to go deeper into this issue

TOE THEORETICAL BACKGROUND AND RESEARCH PROCESS

If you are interested in the theoretical background and research process of TOE, please visit our FAQ section on the website or read the article available in the same section.

Comments and suggestions can be sent to the authors at:

vanessa.andreotti@canterbury.ac.nz
or mdesouza@usp.br