



Mahatma Gandhi 2017 Summer Institute: Building Peaceful Communities July 4 to 13, 2017

The Departments of Secondary Education and Elementary Education at the University of Alberta and the Mahatma Gandhi Canadian Foundation for World Peace are pleased to sponsor the Mahatma Gandhi 2017 Summer Institute: Building Peaceful Communities. This Institute is coordinated by the Centre for Research for Teacher Education and Development, University of Alberta.

Objectives: The purpose of the Summer Institute is to provide students with:

1. A background in theoretical and research work in community building;
2. An opportunity to infuse their understandings of community with a Gandhian perspective;
3. An opportunity to engage with other practitioners around issues of building peaceful and socially just communities.

Structure: There are 4 separate 3-credit graduate level courses organized into an Institute format. Each student will enroll in 1 course. The 4 courses are in the areas of narrative inquiry with children, youth, and families, curriculum making around community, Gandhian inspired social action research, and reconciliation and building peaceful communities. In addition to the courses, there will be 3 afternoon lectures, which all students are required to attend. The lectures will also be open to the public.

Open To: Current graduate students at the University of Alberta and other universities; teachers, principals, and other school personnel not currently registered in graduate programs; adult educators; former graduate students; and other professionals.

Anticipated Costs: Standard University of Alberta tuition and fees apply. Information is available at www.registraroffice.ualberta.ca/Cost-Tuition-Fees.aspx

Partial Tuition Scholarships: Funding for a limited number of partial tuition scholarships is available based on need. If you are interested in applying, please send your name, a brief C.V. and a statement outlining your financial need to Janice Huber at jhuber@ualberta.ca by June 1, 2017.

Residence: The Department of Housing and Food Services offers students a variety of residence communities. For information please call 780-492-6056. St. Joseph's College also offers summer residency. For information please call 780-492-9026. For information about other options, please visit: <https://residence.ualberta.ca>

Registration: Registered University of Alberta students may enroll on Bear Tracks beginning February 14, 2017. Students not currently registered at the University of Alberta must apply as an Open Studies student at <http://www.registrar.ualberta.ca/Special-Registrations/Open-Studies.aspx> Students are encouraged to register early and before June 19, 2017.

ALL STUDENTS are asked to contact Joanne Farmer prior to, or during, registration for important additional scheduling information: jfarmer@ualberta.ca



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Courses Offered:

EDES 501 SEM B1 Narrative Inquiries with Children, Youth and Families
Instructor: Sean Lessard

This course is intended to engage students in an exploration of the narrative inquiry process. A central focus will be on engaging in narrative inquiries with children, youth, and their families. The course will create spaces for participants to narratively inquire into their experiences with children, youth, and families and to explore how, as narrative inquirers, we might attend more closely to teachers', children's/youth's, and families' complex lives in relational ways. Concepts for consideration will include, among others, narrative inquiry as a relational research methodology and peace education. The course intent is to explore how these concepts can be woven together to understand the living of lives, contributing to more just, peaceful, and meaningful schools and communities.

EDES 501 SEM B2 Toward a Curriculum of Community
Instructor: Florence Glanfield

This course will begin with teachers' and administrators' experiential knowledge of community building in classrooms and schools. Using this knowledge as a starting point for inquiry, students will explore the works of philosophers, sociologists, and curriculum theorists alongside the work of peace educators and activists to help us think further about shaping peaceful and inclusive communities. Using a reflexive approach, the course will allow participants to re-imagine their experiential knowing with new insights into their practices as curriculum makers of community.

EDES 501 SEM B3 Gandhian Inspired Social Action Research
Instructor: Reva Joshee

The key principle undergirding the work and ideas of Mahatma Gandhi was the concept of ahimsa—usually translated into English as “non-violence” but literally meaning “to not do harm” and usually understood in Jain and Hindu practice as to not do harm in thought, word, or deed. Gandhi spent a lifetime trying to understand what true ahimsa looked like in practice. This course will situate Gandhi's principle of ahimsa as central in shaping a methodology for engaging in practitioner led and community-connected social action research projects. Alongside work by Gandhi and other peace scholars and teachers, students will draw on their current practice to design a social action research project.

EDES 501 SEM B4 Possibilities for Reconciliation and Peaceful School Communities
Instructor: Brooke Madden

The Truth and Reconciliation Commission of Canada's recent calls to action and Alberta Education's quality standards emphasize the central position of reconciliation in pursuing school improvement for FNMI students and healing colonial relationships. This course explores the connection between reconciliation and peaceful communities in the specific context of K-12 schooling in Canada. School leaders and teachers will braid Indigenous, decolonizing, and peace scholarship to examine conceptions and enactments of reconciliation across diverse wisdom and disciplinary traditions. Paying particular attention to participants' positionalities and gifts, we will consider how reconciliation might be engaged in schools through mobilizing Indigenous knowledges and counternarratives, nurturing relationships, drawing on Indigenous pedagogical approaches, and navigating the complexities of teaching about Canada's Indian residential school system.

For More Information Contact:

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or
Mary Peace-Effray Email: mp2@ualberta.ca