

Cite as:

Ravenscroft, A. & Maisuria, A. (2017). Politics, Public Pedagogy and Action: Beyond a Pedagogy of Hope, Proceedings of International Conference on Critical Education, 25-28 July, 2018, pp 23.

<https://icce2018.files.wordpress.com/2018/07/24-july-final-icce-2018-revised-conference-book-docx-final.pdf>

Politics, Public Pedagogy and Action: Beyond a Pedagogy of Hope

Presenters: Andrew Ravenscroft & Alpesh Maisuria, members of UEL's International Centre for Public Pedagogy (ICPUP)*, the audience

It is implicit that political discourses, and particularly those of the far left, play a particularly prominent role in critical education and critical pedagogy. A relatively new field of Public Pedagogy has many similarities and synergies with critical pedagogy, but through having a broad and yet sophisticated focus on the public and non-formal sphere, popular media and 'designing' or 'doing' pedagogy in these contexts, the political framing of this work can be more problematic and fluid compared to critical education.

This problematisation and its implications becomes clearer when we look at projects emerging from, or inspired by, Public Pedagogy that focus on intervention, action 'on the ground' and positive social change through educational innovation. A typical example of this is the RadioActive101 initiative (see radioactive101.org) that has used participatory internet radio as a complex intervention for empowerment, non-formal learning and psychoeducation for a range of socially excluded groups. Through reflecting on the attested achievements of this initiative that have occurred on a relatively large scale and across a diverse range of contexts, and other initiatives undertaken by the International Centre for Public Pedagogy (ICPUP) this symposium will reflect upon, challenge and discuss the political problematisations of pedagogy.

We will encourage audience contributions, especially in relation to questions like: What is a practical politics of pedagogy (and vice versa) in action? How can historical political paradigms apply to learning activity in the digital age for action? And, perhaps more ambitiously, what might an emerging politics of public pedagogy look like and feel like? Or, putting this another way, how can we move beyond critical pedagogy and move towards critically informed radical/revolutionary pedagogies that have high impact on learning and positive social change 'on the ground'?

* <https://www.uel.ac.uk/schools/cass/research/the-international-centre-for-public-pedagogy>