

Seminario: Pedagogías de mundos comunes y educación ambiental

Período: 1 cuatrimestre 2024

Carga horaria: 16 horas

Frecuencia del dictado: Intensivo

Días y horarios de cursada: Lunes a Jueves, 10-13 horas, Viernes 10-14 horas

Fechas de dictado: 22, 23, 24, 25 y 26 de abril, 2024

Carrera/s para las que se dicta la asignatura: Doctorado en Ciencias Humanas
Líneas del LICH con que articula: Educación, Cultura y Subjetividad; DDHH, género, infancias y juventudes; Perspectivas Conceptuales en Ciencias Humanas y Sociales

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Docente: Verónica Pacini-Ketchabaw

Resumen (200 palabras)

Este curso ofrece una introducción a las pedagogías de mundos comunes. Situadas en el trabajo de Isabelle Stengers y Bruno Latour, pedagogías de mundos comunes son inclusivas de todo aquello que va más allá de lo humano y están interesadas en evitar la típica división entre sociedad y naturaleza. Las pedagogías de mundo comunes se basan en enfoques y metodologías que entienden la relación de la niñez y el lugar como un entrelazado del uno con el otro y tratan de distanciarse de pedagogías basadas en la supremacía humana. Con este fin, el curso está organizado en dos partes. La primera parte se basa en una serie de lecturas y discusiones que nos permitirán problematizar y desestabilizar los preámbulos de los marcos teóricos y enfoques pedagógicos que están a la base de las propuestas pedagógicas del siglo xx. Por ejemplo, estudiantes cuestionarán la psicología del desarrollo, la concentración en la idea del niño como protagonista principal de la relación pedagógica, y la división entre naturaleza y sociedad en relaciones pedagógicas. La segunda parte del curso consistirá en una introducción a las pedagogías de mundos comunes y su intención de responder a las problemáticas socio-ambientales del siglo XXI. En esta segunda parte se estudiarán las inspiraciones teóricas y multidisciplinarias que influyen estas pedagogías. Analizaremos sus propósitos, métodos y prácticas. El estudio y reflexión sobre estas pedagogías estará íntimamente relacionado a discusiones y conversaciones sobre la propuesta de considerar nuestra época como la época del Antropoceno. Durante la segunda parte del curso los estudiantes realizarán una serie de pequeños proyectos basados en estas pedagogías con el fin de cultivar ciertas disposiciones pedagógicas hacia el ethos del lugar donde uno vive. Estos proyectos se apoyarán en las artes contemporáneas como una inspiración que puede ayudar a generar nuevas discusiones e ideas sobre la niñez, la educación y el lugar en el que vivimos.



Palabras clave: siglo XXI pedagogías, mundos comunes, catástrofe climática

Síntesis CV

Veronica Pacini-Ketchabaw – Research Contributions

1. Relevant Research Contributions 2018–2023 (student coauthors +underlined)

Refereed Contributions

Books

*Taylor, A., & Pacini-Ketchabaw, V. (2018). *The common worlds of children and animals: Relational ethics for entangled lives*. Routledge. 50%

Book Chapters

*Pacini-Ketchabaw, V., & Blaise, M. (2023). Common worlding pedagogies in postqualitative methodologies. In L. Mazzei & A. Jackson (Eds.), *Postfoundational approaches to qualitative inquiry*. Routledge.

Blaise, M., Pollitt, J., Merewether, J. & Pacini-Ketchabaw, V. (2022). Resilience as more-than-human. In P. Kelly, P. Kraftl, D. Padilla & R. Black (Eds.), *Young people and stories for the Anthropocene*. Rowman and Littlefield.

*Pacini-Ketchabaw, V., Vintimilla, C. D., & +Berry, A. (2021). Cañari children, cows and milk production: Toward ch'ixi temporalities in the Andes. *Childhood*. 20 pp. 50%

*Pacini-Ketchabaw, V., & Blaise, M. (2021). Feminist ethicality in child-animal research: Worlding through complex stories. *Children's Geographies*. 25 pp. 60%

Pacini-Ketchabaw, V., & +Hennessy, S. (2020). Childhood. In D. Cook (Ed.), *The SAGE encyclopedia of children and childhood studies* (pp. 314-317). SAGE. 60%

*Pacini-Ketchabaw, V., Khattar, R., & +Black, S. (2020). Childhood and nature. In D. Cook (Ed.), *The SAGE encyclopedia of children and childhood studies* (pp. 298-305). SAGE. 70%

*Pacini-Ketchabaw, V., & +Montpetit, M. (2019). More-than-human kinship relations within Indigenous children's picture books. In C. Brown & F. Nxumalo (Eds.), *Disrupting and countering deficits in early childhood education* (pp. 136-150). Taylor and Francis. 50%

*+Jobb, C., +MacAlpine, K., & Pacini-Ketchabaw, V. (2019). Educators experimenting with common world pedagogies. In L. Gibbs & M. Gasper (Eds.), *Challenging the intersection of policy with pedagogy* (pp. 35-48). Routledge. 20%

*Pacini-Ketchabaw, V., & Boucher, K. (2019). Claying: Attending to earth's caring relations. In B. D. Hodgins (Ed.), *Feminist research for 21st-century childhoods: Common worlds methods* (pp. 25-34). Bloomsbury. 60%

Blaise, M., & Pacini-Ketchabaw, V. (2019). Enacting feminist materialist movement pedagogies in the early years. In J. Osgood & K. Robinson (Eds.), *Feminists researching gendered childhoods: Generative entanglements* (pp. 109-120). Bloomsbury. 40%

*Pacini-Ketchabaw, V., Khattar, R., & +Montpetit, M. (2019). Reconfiguring early childhood education: Common worlding pedagogies. In S. Jagger (Ed.), *Early years*



education and care in Canada: A historical and philosophical overview (pp. 191-206). Canadian Scholars Press. 70%

+MacAlpine, K., & Pacini-Ketchabaw, V. (2019). Overview of early childhood education (Canada). In R. Heydon & M. Waniganayake (Eds.), *Bloomsbury education and childhood studies: Early childhood education*. Bloomsbury. doi:10.5040/9781474209441.0047. 20%

+Land, N., & Pacini-Ketchabaw, V. (2019). Creepers, pixels, and the nether: Performing Minecraft worlds. In D. Fancy & H. Skott-Myhre (Eds.), *Immanence, politics, and the aesthetic: Thinking revolt in the 21st century* (pp. 91-108). McGill-Queens University Press. 50%

Taylor, A., & Pacini-Ketchabaw, V. (2018). Learning with children, ants, and worms in the Anthropocene: Towards a common world pedagogy of multispecies vulnerability. In J. Ringrose et al. (Eds.), *Feminist posthumanisms, new materialisms and education* (pp. 125-147). Routledge. 50%

Articles in Scholarly Refereed Journals

Pacini-Ketchabaw, V. (2023). Microfragmentos of reinvention: Ch'ixi food practices with women and children. *Ethnography and Education*, 18(2), 219–231.

Nxumalo, F., & Pacini-Ketchabaw, V. (2022). Centering Black life in Canadian early childhood education. *Gender and Education*, 1–13.

*Pacini-Ketchabaw, V., & McAlpine, K. (2022). Storying with plastic excess: Relations with plastic in early childhood education. *Pedagogy, Culture & Society*. <https://doi.org/10.1080/14681366.2022.2156582>

Pacini-Ketchabaw, V, Kummen, K., & Hodgins, B. D. (2022). A qualitative examination of early childhood educators' participation in professional learning: Investigating social constructionist understandings of quality. *Journal of Early Childhood Teacher Education*. <https://www.tandfonline.com/doi/full/10.1080/10901027.2022.2099324>

*Pacini-Ketchabaw, V., & MacAlpine, K. A. (2022). Queer synthetic curriculum for the Chthulucene: Common worlding waste pedagogies. *Catalyst: Feminism, Theory, Technoscience*, 8(1).

Pacini-Ketchabaw, V. (2021). Witnessing encounters: A response to Nicole Ineese-Nash's "Ontologies of Welcoming". *Occasional Paper Series*, 2021(45), 5.

*Pacini-Ketchabaw, V., & Blaise, M. (2021). Feminist ethicality in child-animal research: Worlding through complex stories. *Children's Geographies*, 1–12.

*Pacini-Ketchabaw, V., Vintimilla, C. D., & Berry, A. (2021). Cañari children, cows and milk production: Toward ch'ixi temporalities in the Andes. *Childhood*, 28(2), 203–215.

*Vintimilla, C. D., Pacini-Ketchabaw, V., & Land, N. (2021). Manifesting living knowledges: A pedagogists' working manifesto. *Journal of Curriculum and Pedagogy*, 1–10.

Vintimilla, C. D., & Pacini-Ketchabaw, V. (2020). Weaving pedagogy in early childhood education: On openings and their foreclosure. *European Early Childhood Education Research Journal*, 28(5), 628–641. 50%



- *+Berry, A., Vintimilla, C. D., & Pacini-Ketchabaw, V. (2020). Interrupting purity in Andean early childhood education: Documenting the impurities of a river. *Equity and Excellence in Education*, 53(3), 276–287. 20%
- Land, N., Vintimilla, C. D., Pacini-Ketchabaw, V., & Angus, L. (2020). Propositions toward educating pedagogists: Decentering the child. *Contemporary Issues in Early Childhood*. 13 pp. 20%
- *Kind, S., Vintimilla, C., & Pacini-Ketchabaw, V. (2018). Material choreographies: Fabric as a living language of exchange. *Innovations in Early Education: The International Reggio Emilia Exchange*, September, 40–51. 20%
- *+Berry, A., +Do Nascimento, A., & Pacini-Ketchabaw, V. (2018). Pedagogies of care: Thinking-with and paying attention. *Journal of the International Child & Youth Care Network*, 235, 49–57. 30%
- *+Nelson, N., Pacini-Ketchabaw, V., & Nxumalo, F. (2018). Rethinking nature-based approaches in early childhood: Common worlding practices. *Journal of Childhood Studies*, 43(1), 4–14. 30%
- *+Nxumalo, F., & Pacini-Ketchabaw, V. (2017). “Staying with the trouble” in child-insect-educator common worlds. *Environmental Education Research*, 23(10), 1414–1426. 50%
- *Taylor, A., & Pacini-Ketchabaw, V. (2017). Kids, raccoons, and roos: Awkward encounters and mixed affects. *Children’s Geographies*, 15(2), 131–145. 50%

Non-refereed Contributions

- *Pacini-Ketchabaw, V. (2022, April 25). How early childhood education is responding to climate change. *The Conversation*. <https://theconversation.com/how-early-childhood-education-is-responding-to-climate-change-175107>
- *Vintimilla, C & Pacini-Ketchabaw, V. (2022, May 3). Weaving is helping strengthen ancestral knowledge among women and children in Ingapirca, Ecuador. *The Conversation*. <https://theconversation.com/weaving-is-helping-strengthen-ancestral-knowledge-among-women-and-children-in-ingapirca-ecuador-177137>
- Pacini-Ketchabaw, V. et al. (2021, April 20). Federal budget 2021: 7 actions to ensure Canada’s “child care plan” is about education. *The Conversation*. <https://theconversation.com/federal-budget-2021-7-actions-to-ensure-canadas-child-care-plan-is-about-education-159191>
- *Common Worlds Research Collective. (2020). *Learning to become with the world: Education for future survival*. UNESCO background paper for the Futures of Education Initiative.
- *Pacini-Ketchabaw, V., & Khattar, R. (2018). Pedagogies for times of climate change: Closing the gap between nature and culture. In Ontario Ministry of Education, *Think, feel, act: Empowering children in the middle years*. http://www.edu.gov.on.ca/childcare/brief_5_pedagogies_en.pdf . 80%

Forthcoming (Refereed) Contributions

- *Common Worlds Research Collective. (forthcoming). *Reworlding education in the Anthropocene*. Punctum Books.
- Pacini-Ketchabaw, V. (in press). Early childhood curriculum studies: An intellectual engagement. In A. Phelan & W. Pinar (Eds.), *Curriculum studies in Canada: Present preoccupations*. University of Toronto Press.
- *Pacini-Ketchabaw, V., Blaise, M., & Krafft, P. (Eds). (forthcoming). Collaboratories in childhood climate action. *Children’s Geographies*.



- Rotas, N., Nxumalo, F., Higgins, M., Madden, B., & Pacini-Ketchabaw, V. (in press). Doing homework: Encountering Indigenous and new materialist onto-epistemologies in educational research. In O. Cielemecka & W. Stark (Eds.), *Politics of new materialisms: Organizational experiments and pedagogical practices*. Edinburgh University Press.
- * Vintimilla, C. D., & Pacini-Ketchabaw, V. (forthcoming). The itinerant school: Pedagogies for viral times. *Contemporary Issues in Early Childhood*.

2. Other Research Contributions

In the past six years, Dr. Pacini-Ketchabaw has delivered 15 keynote addresses at scholarly conferences. She has coedited 4 special issues of peer-reviewed journals, the most recent one in *Gender & Education* (2023). She has recorded 6 episodes to date of *Rethinking Childhoods*, an open-access podcast produced at Western University with the intention of thinking collectively about the construction of concepts such as young child, childhood, children and education. This podcast is assigned in courses in early childhood at other universities (York University, Toronto Metropolitan University, Capilano University).

Since 2011, she has coedited *Journal of Childhood Studies*, Canada's only peer-reviewed early childhood education journal. Under her guidance and with funding from a SSHRC Aid to Scholarly Journals grant, the journal transitioned to open-access format and tripled the number of annual issues. Since 2015, she has been series coeditor of the Bloomsbury book series *Feminist Thought in Childhood Research*, which attracts outstanding contributions from early career scholars. She is currently director of the Interdisciplinary Centre for Research in Curriculum as a Social Practice, Western University; providing a space for graduate students at Western's Faculty of Education to debate ideas and engage in multidisciplinary conversations.

Dr. Pacini-Ketchabaw codirects the Early Childhood Pedagogy Network in British Columbia. This network is the first in Canada to create, implement and evaluate the role of the pedagogist. Pedagogists enact situated and dialogical pedagogical projects in early childhood centres.

Dr. Pacini-Ketchabaw also codirected the first Ontario Early Childhood Education Centre of Excellence between 2018 and 2020, shifting early childhood education practices in Ontario and mobilizing the call for transformational change in ECE.