

# **Let's do diversity**

Appendix Chapter 4:  
Diversity in teaching and learning

Report of the  
University of Amsterdam  
Diversity Commission

This appendix outlines the theoretical framework used in chapter 4.

The information gathered through the 'Diversity Discussion Circles', the interviews and the expert workshop were analyzed in relation to the core question of looking at the practices of knowledge that foster or reduce difference at the university. The information was collected in relation to *what* is being taught and learned and *how* it is being taught and learned. Additionally, an analytical framework was developed and employed to better understand the different levels at which the knowledge practices at the university lead towards the fostering or reduction of difference and hence diversity. The analytic framework to assess the practices of teaching and learning is centered around three core concepts: positionality (Collins, 2000), (Haraway, 1988) (Vazquez, 2015), participation (Walsh, 2014), transitionality (Escobar, 2015) and (Alexander, 2006).

In order to make visible how teaching and learning practices are conducive, or not, to the enhancement of diversity we developed a framework under these three headings:

- Pedagogies of positionality: in order to recognize how the practices of teaching and learning are conducive to an understanding of the geo-historical position and the social and environmental context in which knowledge is produced and reproduced, as well as the researcher, teacher and students' own geo-historical and contextual location. The pedagogies of positionality enable the academic community to understand the context and partiality of their knowledge practices and see the benefits of inclusive and diverse approaches to knowledge.
- Pedagogies of participation; in order to see to what extent the practices of teaching and learning are open to inclusive forms of interaction. To what extent can students and teachers actively participate, own and engage in democratic and participatory practices of teaching and learning? To what extent are these practices leading to inclusive approaches in which a broad diversity of voices and perspectives is nurtured?
- Pedagogies of transition; in order to assess to what extent teaching and learning practices enable teachers and students and the wider university community to actively relate to social and ecological processes outside the university, in such a way as to give social and/or ecological meaning to the knowledge processes that happen within the university. The pedagogies of transition add a meaningful dimension to knowledge practices by highlighting the question of their direct impact on environmental and or social processes.

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