

### ***The Pedagogy of Anti-Oppression***

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This interdisciplinary qualitative research project proposes to explore broad questions of pedagogy and anti-oppression. *What do we teach? How do we teach it?* Issues of critical education and “working across difference” (Narayan, 1988) are not novel nor are they particular to only a few discrete discipline areas (see Ellsworth, E. 1989). Numerous studies have explored these issues, many in a Canadian context (in education see for example, Schick, 2000 and Britzman, 1997; in medicine see Rosenfield, Lingard, Kachan, and Tallett, 2002; in social work see N. Razack 1999). This research project seeks to further build on my own recently completed research into anti-racism education and the conditions which shape the debates over terminology such as racism, oppression and diversity in the process of developing professional accreditation standards and the ways in which race is conceptualized as a curricular addition to a professional pedagogy that remains, in many ways, skill- or competency- based (Jeffery, 2002). Simply put, this research seeks to understand what students who have taken courses on anti-oppressive theory and practice or who have experienced the anti-oppressive classroom *do* with what they have learned.

One of the goals of social work education is to prepare students to work with marginalized populations in ways that, ideally, benefit people and, at the least, do not inflict further harm. As students strive to integrate anti-oppressive theory and practice, the classroom comes to be a critical site where understandings of identity formation, knowledge production and becoming an accountable and effective social worker through processes of inquiry directed at both self and practice can occur. I am particularly curious about how students talk about what they think they have learned, how they conceptualize these complex concepts and how they believe they will apply them to their practice worlds.

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