



COGNITIVE Justice

- whose knowledge counts AND why?

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SOCIAL RESPONSIBILITY of universities:

- locally
- globally



cognitive justice & internationalisation of the curriculum of



Brazil: teaching history & culture of Africa & Afro-Brazilians

South Africa: introducing local languages appointing new academics re-thinking content/pedagogy

Womirjeka La Trobe

internationalis. = de-westernis.

global

CONTENT * learning outcomes of the curriculum

- * assessment tasks
- * teaching
- * support

→ cognitive justice?

Global Citizenship otherwise

- VUCA World → from "either-or" to "both & more"

1	otherwise	another
2		Sort of
3		global citizenship

Challenges: WAYS:

- * safe spaces
- * challenge yourself
- * recognise Cogn. justice as initiation

Curriculum: - learning (experiences)

- content, teaching

in-formal

formal

HIDDEN → what's in

check & disciplines (tribes)

privileges

decolonialise the curriculum

→ including indigenous knowledge (not from western perspective!)

VALUES?

- * critical understanding
- * social consciousness
- * sense of belonging globally

a challenge to the world post-covid:

Now is the time

- * cognitive justice
- + decolonialise the curriculum

but respect plurality



4

Ask yourself!

how to foster & encourage whilst others don't?

discuss. is important & new

raise issues, use safe spaces

how to avoid 'anything goes'?

watch out - manage triggers & discussions

include content - DOCUMENTATION

EDUCATION is needs DISRUPTIVE & discussion

CM21