Using International students as a global learning resource in the primary classroom

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LUCAS is an interdisciplinary centre within the University of Leeds that brings together academics with a shared interest to promote African Studies

• Under-graduate and post-graduate modules
• Conferences, lectures and seminars
• Schools Outreach Project

GLP Conference, 12th May 2014
LUCAS Schools Project

Aim
To provide young people with an alternative perspective of Africa that challenges their stereotypical perceptions of the continent and its peoples.

Approach
To recruit and train African postgraduate students to deliver activity days in local primary schools to young people.

GLP Conference, 12th May 2014
Perceptions of Africa

Africa Maps

Africa Maps are a way of assessing initial perceptions of Africa and its peoples.

Have a look at the Africa maps completed by Year 5 and 6 pupils.

Identify any similarities that could indicate where the pupils obtained their information about Africa.

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Perceptions of Africa

- Hot and Sunny
- Fair Trade
- Exotic Culture
- Disney Film
- Water Aid
- Wildlife Programmes

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Perceptions of Africa

Year 3
- Sun
- Pyramid
- Elephant
- Savannah
- House
- People that are ill
- People that fight
- Why can't we help them?

Year 5
- Houses that are huts
- We speak differently
- Refugees
- War
- Animals are killed for food
- Thousands of animals
The Danger of a Single Story

Chimamanda Ngozi Adichie
The Danger of a Single Story

GLP Conference, 12th May 2014
The Danger of a Single Story

GLP Conference, 12th May 2014
Perceptions of Africa

Chinua Achebe

‘People go to Africa and confirm what they already have in their heads and so they fail to see what is there in front of them. This is what people have come to expect. It's not viewed as a serious continent. It's a place of strange, bizarre and illogical things, where people don't do what common sense demands.’

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Perceptions of Africa

Bono

‘Africa is a continent in flames. And deep down, if we really accepted that Africans were equal to us, we would all do more to put the fire out. We're standing around with watering cans, when what we really need is the fire brigade.’

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Linguistic Perceptions

- Clumsy
- Kind
- Cruel
- Angry
- Considerate
- Miserable
- Joyful
- Humble
- Skilled
- Regretful
- Caring
- Ignorant
- Sympathetic
- Frightening
- Arrogant
- Clever
- Helpless
- Powerful
- Loving
- Spiteful
- Friendly
- Aggressive
- Selfish
Linguistic Perceptions

Positive Sociability Words

- People in Britain: 60.0%
- People in Africa: 80.0%
- People in Asia: 30.0%

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Linguistic Perceptions

Positive Sociability Words

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Perceptions of Africa

Said, E (1985) - Orientalism
‘On the one hand there are Westerners, and on the other there are Arab-Orientals; the former are (in no particular order) rational, peaceful, liberal, logical, capable of holding real values, without natural suspicion; the latter are none of these things.’
Leyens J, (2000) - Infrahumanisation

‘If people think that their group is superior to other groups, are concerned about their own group, and attribute different essences to their ingroups and outgroups, then they will attribute “the” human essence to their ingroup and infrahumanize outgroups by attributing to the latter fewer secondary emotions, or even by denying secondary emotions, which are considered typically human characteristics.’
African Voices

Recruitment

LUCAS recruits MA and PhD students from Africa. The students come from a wide range of African countries but mainly from English speaking regions of the continent.

They are recruited from across the University and study a broad range of courses such as Development Studies, Education, TESOL, Economics and Finance, Communication Studies, Sociology, Public Health and even Chemical & Civil Engineering.
African Voices

Training

The African students recruited to the project have a very different experience of schools - ‘chalk and talk’ lessons and classrooms with little technology.

To prepare them to deliver lessons in UK schools they are provided with a course of training about the UK school system, active learning methodology, teaching strategies and classroom management and lesson planning.
African Voices

Delivery

The activity days delivered by the African post-graduate students consist of a mixture of activities:

- Introductory activities
- Generic activities about Africa
- Focused country profiles
- Development issues
- Cultural activities
African Voices Methodology

Preconceptions - Acknowledgement of where our perceptions of Africa come from

Humanisation - Emotional engagement between students and pupils

Misunderstandings - Challenging misunderstandings of Africa and its peoples

New Perspectives - Introducing new knowledge, understanding and perspectives

Perceptual Change - Reflecting on what has been learnt and acknowledging perceptual change

Edward Said ‘Orientalism’
Jacques Leyens ‘Infrahumanisation’
Gayatri Spivak ‘Learning to Unlearning’
Homi Bhabha ‘Third Space’
Ngũgĩ wa Thiong’o ‘Decolonisation of the Mind’
Impact of African Voices Methodology

**Role Models** - The students challenge the stereotypical view of an African – highly educated, relatively wealthy and articulate

**Personal Bond** - The students become a ‘real’ person that the pupils can relate to and value what they have to say

**Active Learning** - Active learning approaches encourage discussion, critical analysis and peer group interactions

**New Information** - The students are a source of new information about Africa and present a different perspective of the continent
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Challenging Misconceptions

Africa True / False Quiz

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Africa True / False Quiz

- Start with any statement
- Decide whether it is true or false
- Go to the statement number indicated by your decision
- If all your decisions are correct you will return to the statement you started with and you will have no statements left over
- If you have any statements left over then one or more of your decisions were incorrect
Introducing New Perspectives

Diverse Africa
<table>
<thead>
<tr>
<th></th>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
<th>Country 4</th>
<th>Country 5</th>
<th>Country 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landscape</strong></td>
<td>Savannah, Rainforest</td>
<td>Desert</td>
<td>Rain Forest</td>
<td>Rain Forest, Savannah</td>
<td>Savannah</td>
<td>Savannah</td>
</tr>
<tr>
<td><strong>Coast</strong></td>
<td>None</td>
<td>Mediterranean</td>
<td>South Atlantic</td>
<td>South Atlantic</td>
<td>Indian Ocean</td>
<td>Atlantic and Indian Ocean</td>
</tr>
<tr>
<td><strong>European</strong></td>
<td>None</td>
<td>Great Britain</td>
<td>France</td>
<td>Portugal</td>
<td>Germany</td>
<td>Great Britain</td>
</tr>
<tr>
<td><strong>Rulers</strong></td>
<td>Independent (Amharic)</td>
<td>Arabic</td>
<td>French</td>
<td>Portuguese</td>
<td>English, Swahili</td>
<td>English, Afrikaans</td>
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<tr>
<td><strong>Official</strong></td>
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<td><strong>Languages</strong></td>
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<td><strong>Major</strong></td>
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<tr>
<td><strong>Resources</strong></td>
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</tbody>
</table>

Country Name

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Introducing New Perspectives

Aspirations and Achievements

What did they want to do?

What are they doing now?

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose class size was 120?</td>
<td>Abay</td>
</tr>
<tr>
<td>Who trains teachers to teach English?</td>
<td>Dame / Abay</td>
</tr>
<tr>
<td>Who started primary school at 10 years old?</td>
<td>Albini</td>
</tr>
<tr>
<td>Whose father is a member of parliament?</td>
<td>Kwame</td>
</tr>
<tr>
<td>Who connects people to broadband?</td>
<td>Nseya</td>
</tr>
<tr>
<td>Who lives in the ‘city of gold’?</td>
<td>Carla</td>
</tr>
<tr>
<td>Who wanted to be Spiderman?</td>
<td>Ibraheem</td>
</tr>
<tr>
<td>Who likes playing tennis?</td>
<td>Abay</td>
</tr>
<tr>
<td>Whose favourite subject at school was Ndebele?</td>
<td>Chiko</td>
</tr>
<tr>
<td>Who likes picnics and braais?</td>
<td>Carla</td>
</tr>
<tr>
<td>Who has met the queen?</td>
<td>Albini</td>
</tr>
<tr>
<td>Whose primary school only had one classroom?</td>
<td>Dame</td>
</tr>
<tr>
<td>Who goes to work on a ferry?</td>
<td>Nseya</td>
</tr>
<tr>
<td>Who had to walk 6km to get to school?</td>
<td>Ibraheem</td>
</tr>
<tr>
<td>Who wanted to be a housemaid?</td>
<td>Chiko</td>
</tr>
<tr>
<td>Who is a Pastor?</td>
<td>Kwame</td>
</tr>
</tbody>
</table>
Acknowledging Perceptual Change

Africa Questions - Reflection

Through the use of an Africa Questions sheet pupils can reflect upon what they have learnt and acknowledge perceptual changes.

Have a look at the Africa Questions sheets completed by Year 5 and 6 pupils.

What have they learnt and how have their perceptions changed?

Return