

2021 AERA Annual Meeting Thursday, April 8 – Monday, April 12



Session Summary



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Reaffirming Critical Education's Commitment to the Radicalization of Democracy and the Constitution of Active Citizenship

Mon, April 12, 4:30 to 6:00pm EDT (9:30 to 11:00pm BST), SIG Sessions, SIG-Paulo Freire, Critical Pedagogy, and Emancipation Paper and Symposium Sessions

Session Type: Paper Session

Sub Unit

SIG-Paulo Freire

Chair

Inny Accioly, Universidade Federal Fluminense

Papers

The Influence of Social Media Usage on Citizen Participation and Engagement - *Paul R. Carr*, Université du Québec en Outaouais; *Michael Hoechsmann*, McGill University; *Gina Thesee*, University of Quebec, Montreal

Nurturing Biophilic Pedagogies Against Neoliberal Practices: A Case for a Freirean-Based Ecological Practitioner Inquiry - *Anna Costantino*, University of Greenwich

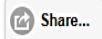
Indigenous Learning Lab: Inclusive Systemic Design Toward Indigenous Praxis - *Aydin Bal*, University of Wisconsin - Madison; *Aaron Bird Bear*, University of Wisconsin - Madison; *Dosun Ko*, Wichita State University; *Dian Mawene*, University of Wisconsin - Madison

Educational Management Beyond School Walls - *Monica Lemos*, University of Helsinki

Leading as a Political Act Through a Crises: A Conceptual Framework Toward Liberation - *Patricia M Virella*, Montclair State University



Person Summary



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Anna Costantino, University of Greenwich

Mon, April 12

4:30 to 6:00pm EDT (9:30 to 11:00pm BST)

SIG Sessions, SIG-Paulo Freire, Critical Pedagogy, and Emancipation Paper and Symposium Sessions

In Paper Session: *Reaffirming Critical Education's Commitment to the Radicalization of Democracy and the Constitution of Active Citizenship*
On Paper: *Nurturing Biophilic Pedagogies Against Neoliberal Practices: A Case for a Freirean-Based Ecological Practitioner Inquiry*



Presenting Author



Paper Summary



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Nurturing Biophilic Pedagogies Against Neoliberal Practices: A Case for a Freirean-Based Ecological Practitioner Inquiry

In Event: *Reaffirming Critical Education's Commitment to the Radicalization of Democracy and the Constitution of Active Citizenship*



Mon, April 12, 4:30 to 6:00pm EDT (9:30 to 11:00pm BST), SIG Sessions, SIG-Paulo Freire, Critical Pedagogy, and Emancipation Paper and Symposium Sessions

Abstract

This paper focuses on three Freirean tenets, which I deploy as a springboard to make a case for an inclusive ecological practitioner inquiry that can be levelled against neoliberal objectifying practices. I argue that incorporating those tenets in practitioner inquiry enables educational practitioners to overcome two educational contradictions: the Freirean teacher/student and the teacher/student-researcher contradictions. The Freirean tenets are unraveled in relation to analogies Freire mentions in relation to dialogical and problem-posing pedagogy vs banking education: biophilic education, "object", and the *corpo consciente*. In this conceptual discussion, drawing on my practical and conceptual work as a practitioner-researcher, I develop those analogies to argue for a practitioner inquiry as a biophilic practice to be embedded in our daily pedagogy.

Author

Anna Costantino, University of Greenwich

