

ABSTRACT

North to South mobility experiences are increasingly offered as components of higher education, be it in the form of international service learning or study abroad. While these experiences are often associated with transformation on the part of the participants, the conceptualizations of what this transformation is or could be are dependent on whether it is undertaken through a traditional, critical or post-critical conceptual approach. This study grows out of an identified lack of well-documented alternatives to the dominant (traditional and critical) approaches to North-South mobility experiences in higher education as well as a frustration with scholarly work that is limited to critique. This thesis explores the possibility of a post-critical approach to educational North to South mobility experiences and how this might foster transformation that shifts how participants of the program relate to themselves, others, and knowledge. This thesis aims to investigate how a post-critical conceptualization, as distinct from a traditional or critical one, might contribute to widened possibilities for the North to South mobility encounter in higher education that could allow for dominant narratives and affective patterns to begin to be disrupted.

This research study is an ethnographic case study which included participant observation and in-depth semi-structured interviews with participants of the Social Innovation and Community Development program in Fortaleza, Brazil in 2017. The case is a living example of the tensions and paradoxes inherent in North to South mobility experiences. The findings that emerge illustrate the challenges of articulation and challenges of design involved in implementing an educational North to South mobility experience characterized by a post-critical approach. The analysis showed that participants' experiences of transformation were very much framed within the scripts of North to South mobility experience that are most dominant and available to them. The case study highlighted challenges of articulation and design of a post-critical approach, but also demonstrated how there continues to be pedagogical potential in these types of encounters to engage with an education that disrupts the persistent narratives and desires that constrain relationships (with self, others and knowledge) in ways that are epistemologically and ontologically limiting.

BIOGRAPHICAL NOTES

Academic Studies: B.A. Honours with Distinction, Queen's University, 2015

GRADUATE STUDIES

Field of Study: Educational Studies

AWARDS

Michael Smith Foreign Study Supplement, SSHRC 2016
Joseph Armand Bombardier CGS- M, SSHRC 2015
University of British Columbia Faculty of Education Award, UBC 2015

PUBLICATIONS

Arshad-Ayaz, A., Andreotti, V. and Sutherland, A. (2016). A critical reading of the National Youth White Paper on Global Citizenship: What are youth saying and what is missing? *International Journal of Development Education and Global Learning*.

PRESENTATIONS

Sutherland, A. (2017). *EthiKaz: An Ethical International Educational Placement Tool*. Presented at AACE World Conference on E-Learning Education Innovation Challenge on October 19, 2017 at 1088 Burrard St., Vancouver, BC.

Sutherland, A. (2016). *Moving between the personal, the political, and the existential: An exploration of approaches to service learning and what it means to 'transform'*. Presented at an online, interactive webinar as a guest seminar for the University of British Columbia graduate student course EDST 523A: *Paradoxes of Internationalization* on October 21st, 2016.

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THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF EDUCATIONAL STUDIES

PROGRAMME

The Final Oral Examination
For the Degree of

MASTER OF ARTS (Educational Studies)

ALI SUTHERLAND

B.A. (Honours), Queen's University, 2015

Tuesday, February 6, 2018, 10:00 am
Room PCOH 1306A, Ponderosa Commons Oak House
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**Exploring the Possibilities of a Post-Critical Approach to Student
North to South Mobility Experiences: A case study of the Social
Innovation and Community Development Program in Fortaleza,
Brazil**

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