



## DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

### INNOVATION I UNDERVISNING OG LÆRING

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<b>Titel på præsentation:</b>	<b>Post- and decolonial interruptions, and (lost) opportunities for critical thinking in teacher education</b>
<b>Type af præsentation:</b>	Oral presentation
<b>Sprog:</b>	English
<b>Tema:</b>	<b>3. Innovative education within the area of inclusion, gender and multicultural</b>
<b>Abstrakt:</b>	Co-author: Kristin Gregers Eriksen

"A variety of scholarship shed light on colonial legacy in the Nordics, but implications for education are little explored. The objective of this presentation is to explore what post- and decolonial perspectives may contribute to the understanding of critical thinking. As projects for critical thinking, post- and decolonial are derived from Saidian critiques of power and knowledge. The approaches highlight systematic absences and sanctioned ignorance in narratives about history and society (Spivak, 1988), ambivalences, and dismissal of western modernity as universal project. There are also distinctions. While postcolonial theory is directed against epistemological interruptions within the framework of a reformed enlightenment project 2 (Chakrabarty, 2008), decolonial perspectives point towards ontological conflicts and an ecology of knowledges (Santos, 2018).

Methodologically, the article is informed by the «telling case», in which validity is related to the explanatory power of the case to make obscure theoretical relationships apparent (Andreotti, 2011). Empirical examples are derived from ethnographic studies in schools at levels 5-10 (Jore, 2018, 2019; Eriksen, 2021). The focus for this presentation, is a discussion of how these studies may inform future needs of knowledges and competencies in teacher education. The examples illustrate how post- and decolonial perspectives make possible critical thinking about society that is lost through the lack of acknowledgement of coloniality. The analysis shed light on limitations and dilemmas when applying post- and decolonial perspectives, notably connected to the tension between critical thinking and normativity, and the possibility of transformative education."



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