



Emerging Perspectives on the Internationalization of Curriculum Studies

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Abstract:

This symposium is concerned with understanding the forces that shape and influence curriculum in international contexts. The study of curriculum in international contexts reveals the insidious impacts of colonial, ideological and neoliberal influences on contemporary curriculum development in a variety of geo-cultural, political and economic contexts (Kumar, 2019). Four theoretical responses—Indigenous, critical, autobiographical and meditative—that provide thoughtful perspectives to challenge these negative influences will be explored in the symposium. The impact of intellectual movements such as Marxism and postmodernism on curriculum theory in varied political and economic settings will also be underscored. The symposium invites and initiates a complicated conversation around the internationalization of

curriculum studies by inviting panelists from posthuman, Indigenous, black feminist, critical discursive and foundational perspectives to respond to the aforementioned colonial, ideological and neoliberal influences on curriculum development.

Keywords: internationalization of curriculum studies; colonialism; ideology; neoliberalism; Indigenous; autobiography; meditative inquiry

References

Kumar, A. (2019). *Curriculum in international contexts: Understanding colonial, ideological, and neoliberal influences*. Palgrave Macmillan.

Biographical Notes

Ashwani Kumar is an associate professor at Mount Saint Vincent University, where he teaches and conducts research in fields of curriculum studies, holistic education and philosophy of education. He is the author of *Curriculum as Meditative Inquiry* (2013) and *Curriculum in International Contexts: Understanding Colonial, Ideological, and Neoliberal Influences* (2019).

Susan M. Brigham is a full professor in the Faculty of Education at Mount Saint Vincent University (MSVU). Her research interests include adult education, higher education, immigration, critical theories and arts-informed research methods. Susan has conducted research and presented her work in North America, the Caribbean, Africa, Asia and Europe.

Adrian M. Downey is a Mi'kmaw PhD candidate at the University of New Brunswick, Fredericton. He holds undergraduate degrees from Bishop's University in music and education and has a Master of Arts in Education degree from Mount Saint Vincent University. His research area is curriculum theory and his dissertation work is focused on death education.

Amélie Lemieux is an assistant professor of literacy and technology at the Faculty of Education at Mount Saint Vincent University, Nova Scotia, Canada. Her research interests include maker education and literacy development informed by new materialist and posthumanist perspectives. A Lieutenant-Governor's Medal Recipient (Quebec) for academic excellence and community engagement, she received SSHRC and FRQSC funding to investigate digital literacy practices. She works with adolescents and teachers to document literacy event processes using mapping and arts-based methodologies.

Mohamed Kharbach is a PhD candidate at Mount Saint Vincent University in Halifax, Canada. His doctoral research centers on the critical analysis of the discourse of ISIS textbooks. Mohamed has presented his academic work at various national and international conferences. He is also a junior affiliate with the Canadian Network for Research on Terrorism, Security and Society.

Bonnie Petersen grew up in Halifax, NS and worked for many years as an educator in the UK at colleges for 16-25 year-olds experiencing social, behavioural or learning difficulties. Living again in Nova Scotia, Bonnie is currently a doctoral student in the Education Program at Mount Saint Vincent University, where she is exploring the fundamentals of teaching, learning and experiential education.

Sean Wiebe is a professor of education at the University of Prince Edward Island. He teaches courses in multiliteracies, curriculum theory and critical pedagogy. He has been the principal investigator on four Canadian Social Sciences and Humanities Research Council (SSHRC) funded projects that explore the intersections of creativity, the creative economy, language and literacies, and arts informed inquiry. Based on findings generated from multiple sites across Canada, his current grant-funded research investigates how cultivating a creative ethos in schools might support teachers as contributors to Canada's creative economy.