



Seminar Series 2018-19

in conjunction with



University of Glasgow | Glasgow Centre for
International Development

**29th November 2018, Room 432, School of Education, St Andrew's Building,
11 Eldon St., University of Glasgow, Glasgow G3 6NH,
1200-1245**

Lunch will be available from 1245-1315

RSVP to cradall@glasgow.ac.uk

The Academy/Technology, Indigenous Worldviews and Globalisation: Participatory Research as knowledge Integration for Sustainable Development.

Professor Seth Agbo, Lakehead University

Contemporary characterization of global sustainability has demonstrated that Indigenous worldviews approximate important attributes of sustainable development. In this context, Indigenous epistemology is a crucial component in the selection of the criteria for sustainable development and the formulation of corresponding goals for sustainability in a global economy. However, the culture of the academy and its politics of educational borderlands have been on the attack as representing knowledge that is encapsulated in positivistic, objective principles, which in retrospect, exclude Indigenous epistemologies. This paper explores how Indigenous epistemologies and cultural ideas can be grafted onto academic knowledge and technology in a way that considers Indigenous epistemology as crucial in the generation of knowledge for sustainable development. The paper attempts to demonstrate the efficacy of participatory research in integrating academic knowledge/technology and Indigenous knowledge by creating a model of knowledge integration that goes beyond Eurocentric positivistic traditions and culture, and encourages a cross-fertilization of insights, practices and worldviews of Indigenous knowledge and cultures with academic knowledge and technology. The paper concludes that Indigenous knowledge and the traditions of the academy can be mediated and defined in terms of a system of culturally structured and shared values, beliefs and symbols about knowledge in a participatory, collaborative knowledge generation model that emphasizes meaning and mutual exercise of control and power and placing Indigenous knowledge in a conspicuous place in academic knowledge/technology traditions.

Dr. Seth Agbo is Associate Professor of Research, Socio-cultural Foundations of Education, Lifelong Learning Policy, and Comparative and International Education at Lakehead University, Orillia Campus, Canada. He holds a PhD from the University of British Columbia (UBC). He has taught at the State University of New York at Potsdam and Pacific University in Oregon. His research interests include the socio-cultural context of education; comparative and international education; Indigenous knowledge management and, lifelong learning and educational policy. This C&RDALL seminar is part of a larger

study sponsored by the Social Sciences and Humanities Research Council (SSHRC) of Canada to study the possibility of creating Internet high schools in Aboriginal communities in Northern Ontario, Canada which has led to the development of a model to use participatory research in integrating Indigenous knowledge and academic knowledge/technology. Dr. Agbo's research on Internet high schools in Aboriginal communities has received international recognition with three best paper awards at international conferences in London, UK (2010), Paris, France (2013), and Berlin, Germany (2016) respectively. Dr. Agbo serves on the Editorial Board of the premiere journal for scholarship on Indigenous education—the *Journal of American Indian Education* and also sits on several editorial review boards around the world and a peer-reviewer for more than a dozen journals. Further insights into Dr. Agbo's work on integrating Indigenous knowledge and academic traditions can be found in the following publications:

Agbo, S. (2016). The academy, internet, and Indigenous knowledge: Paradox of integrating technology and tradition. *International Journal of Knowledge, Innovation and Entrepreneurship* 4(1-3), 5—20.

Agbo, S. (2016). Paradox of Internet and tradition: Dialogical integration of technology and Indigenous knowledge. *Research Papers on Knowledge, Innovation and Enterprise*, 4, pp. 7-26.

Agbo, S.A. (2013). Integrating University-based research, technology, and culture in fly-in Canadian Indigenous community schools. In Carmo, M. (ed.), *Education and New Developments*, pp. 92-96. Lisbon: W.I.A.R. Publishers.

Agbo, S.A. (2012). Conformity and rationality in indigenous schooling: The education situation on First Nations reserves. *Interchange, A Quarterly Review of Education*, 42(4), pp. 333-362.

Agbo, S.A. (2010). The university-based researcher in indigenous communities: Participatory research as a dialogue for redefining the “Other” in university-community relations. In Inman, P. & Schuetze, H. (eds.), *Community Engagement and Service Mission of Universities* pp. 181-196. Leicester : NIACE Publications.