

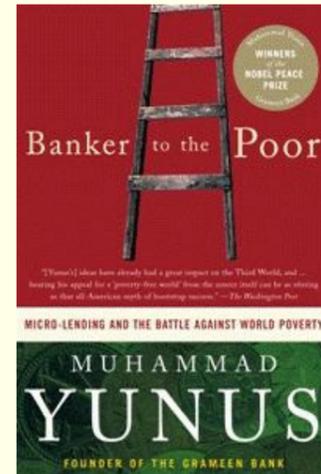
Development Education Book and Video Club: Educating Teacher Educators

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Purpose

- In what ways can a book/video club promote a dialogue about development issues and Development Education (DE) in teaching and teacher education?
- What is the potential of a book/video club to create context for a *community of practice* focused on integrating Development Education into teaching and teacher education?



'The Constant Gardener' and 'Banker to the Poor' were discussed at the book/video club

Findings

- Power, relevance and compelling nature of video (especially) and to lesser extent biography to promote **DE dialogue**
- “My impression initially is that it is hard to actually **SEE** what we already know is going on. Facing it on TV and talking about the issues is something we quite often avoid”
– Quote from data following discussion of *The Constant Gardener*
- Interlinkage between **global and local** issues
- “...I was struck by the ways in which this film **Paveen Lackeen** generated many themes and was linked to previous film viewings (i.e. **Rabbit Proof Fence**)”
– Quote from data following discussion of *Paveen Lackeen*
- **Rethinking** core concepts and assumptions
- “...relationship between dominant disciplinary frameworks and how they construct and restrict our understanding of poverty”
○ Quote from data after *Banker to the Poor*
- Consider how **West is positioned** vis-à-vis development issues in other parts of world
- “...it was interesting to focus on an Asian example of development – having already looked at African and Australian vis-à-vis the role of Western power and people”
– Quote from data following *Banker to the Poor* discussion

Methodology

The book/video club met 4 times during 2006/07. Each session was facilitated by one member of the group. Field notes, reflection sheets on book/video club meetings and transcript of dialogue at selected meetings was collected.

The Book/Video Club Process

