

Pedagogy Series

Issue 5, June 2022

Contents

From the Editors

Featured Essays

Curious Citizens: Curriculum, Care and Social Good in Online Enabling Pathways Education

Evonne Irwin, Joel McGregor, Iryna Khodos, Susie Wright, Jennifer Irwin, Valerie Djenidi, and Sharon Cooper

From the Editors

Dear colleagues,

This summer, we present the fifth issue of the *Pedagogy Series*, edited by the ISA's 'Sociological Teaching' Thematic Group and housed on the ISA's *Social Justice and Democratization Space*. The goal of the *Pedagogy Series* is to facilitate the global exchange of dialogue between sociology educators through the sharing of research, reflections and best practices for sociology teaching.

This issue centres a paper from Australia written collaboratively by colleagues from the University of Newcastle, Swinburne University of Technology, and Curtin University. Irwin et al. critically discuss the curriculum design for the Open Foundation program offered by the University of Newcastle. The open-access program seeks to increase participation of underrepresented groups in higher education by providing students who do not meet formal admission criteria with an alternate route to university. Drawing on data generated through the Collaborative Inquiry Project, Irwin et al. argue that educators in the program had to manage the tension between providing access to higher education and a neo-liberal social context that frames educational success as an individual accomplishment and draws on market principles to justify reductions in funding for higher education. However, educators in the program remained committed to the social justice project of increasing access to higher education. Moreover, through their teaching practices educators sought to help program participants to not only become university students, but also 'curious citizens.'

We thank you for your readership.

Sincerely,



Katherine A. Lyon
Department of Sociology
University of British Columbia



Annette Tézli
Department of Sociology
University of Calgary

Editors, ISA Pedagogy Series