

# HOW CHANGE LABORATORIES CAN TRANSFORM SCHOOLING: CULTURALLY RESPONSIBLE AND RESPONSIVE PEDAGOGY



School of Education

UNIVERSITY OF WISCONSIN-MADISON



Global Engagement Office  
School of Education

## Abstract:

How can researchers take a stance alongside teachers and school leaders in school transformation? Change Laboratories offer a means to do this: they work by presenting tools promoting affective engagement with meaningful issues in practice and intellectual distancing to deeply understand problems. Participant-generated tools bring these together and help to set the direction for change. This change is not incremental improvement but a fundamental redesign of activity into a 'created new' form. In this talk Nick will show how this process unfolded in two schools in Kathmandu, capital of Nepal. In the first school, teachers transcended a conflict between needing to cover curriculum content, and wanting students to be more active in class. In the second school, teachers developed a new collaborative way of using local cultural, spiritual and Indigenous heritage as a basis for integrated approaches to teaching and learning. These have since become a signature pedagogy for the school.

**May 29 at 11AM CST**  
**198 Education Building**

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**Zoom option is  
available:**

<https://uwmadison.zoom.us/my/aydinbal>



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## Bio

Nick Hopwood is Professor of Professional Learning at University of Technology Sydney (UTS) School of International Studies and Education. He uses Cultural Historical Activity Theory to investigate how to promote agency in school, workplace and family settings. Across these contexts Nick is interested in how learning, pedagogy and agency intersect, and in approaches to research that bring different knowledges into generative interaction.