Pedagogies of Hope in Higher Education: Capturing Visions of Hopeful Pedagogies

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From Encounter to Action: Global Conversations as a Pedagogy of Hope

Dr. Macarena Gordillo de Paz

The image represents Global Conversations, an online learning initiative developed through a KTP (Key Technology Partnerships Seed Funding Scheme) between the University of Technology Sydney (UTS) and Pontificia Universidad Católica de Chile (UC - Chile). These conversations connect students in Sydney and Santiago through dialogue about interculturality, social justice and sustainability, while exploring how hope can become a pedagogical practice.

These Global Conversations represent hope as a pedagogical movement:

- 🌎 **Encounter:** connecting across cultures
- 💬 **Dialogue**: listening, asking and sharing
- 🪞 **Reflection**: questioning assumptions and challenging perspectives
- 🤝 **Connection**: building an international learning community
- 🚀 **Action**: moving from global learning towards active global citizenship

Before the conversations, students engage with activities, readings and interviews with academics, activists and community leaders. During the moderated Zoom conversations, they put theory into practice by engaging in discussion and exchanging perspectives. Afterwards, they reflect on what may have shifted in their understanding and consider how their learning might inform their studies, future professions or communities.

We need to keep in mind that intercultural education is not enough with encounters, as we must question unequal relationships and create possibilities for transformation (Walsh, 2009). **Global Conversations create a context for dialogue** where students can listen across differences, reconsider assumptions, reflect on their own perspectives, build reciprocal relationships and imagine what forms of collective action might become possible. We do not assume that a short online encounter will automatically produce intercultural competence or social change. However, through dialogue, community building, care and collective responsibility, Global Conversations position education as a shared and transformative practice (hooks, 2003). These conversations offer a steppingstone, a space where hope begins to connect dialogue with action.

Hope begins with encounter, grows through dialogue and reflection, becomes relational through connection and moves towards the world through action

Global Conversation 1. Interculturality: Social Justice in Action

One interactive activity asks: What is one small action students could take to support social justice through intercultural understanding?

Global Conversation 2. Interculturality: Sustainability in Action

Another interactive activity invites students to design an intercultural sustainability micro-action. What could students from both universities create together that would be a small, realistic and meaningful action?

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Hope is something we practise together. It begins by creating spaces such as Global Conversations, where students can meet, listen with curiosity, ask thoughtful questions, reconsider what they know, build meaningful connections and discover what becomes possible when they act together.

Hope begins with encounter, but it lives in what we choose to do next.

We cannot know where Global Conversation will lead, but we can create the conditions for encounter, dialogue, reflection, connection and action to begin.

Social Justice and Sustainability begin with listening, but they grow through action.

References

hooks, b. (2003). *Teaching community: A pedagogy of hope*. Routledge.

Walsh, C. (2009). Interculturalidad crítica y pedagogía decolonial: Apuestas (des)de el in-surgir, re-existir y re-vivir. *Educação On-Line*, (4).