Introduction to the CHANCE framework

The CHANCE framework is rooted in **C**ulturally responsive **Humanising A**pproaches situated in **N**arrative **C**entered **E**ducation.

This is a three-pillar framework combining socially responsive educational approaches:

- Humanising Pedagogy as the **foundation**
- Narrative-Based Learning as the **method**
- Culturally Responsive Pedagogy as the **context**

1. Humanising pedagogy as foundation

Basics of humanising pedagogy

Humanising pedagogy, rooted in Paulo Freire's work, recognises education as an act of liberation that affirms the full humanity of learners. It rejects "banking" models of education where knowledge is deposited into passive recipients, instead positioning students as co-creators of knowledge who bring valuable lived experiences to the learning process. This approach directly challenges dehumanising systems by developing critical consciousness, promoting dialogue, and creating spaces where both educators and learners engage in mutual humanisation.

The key constructs associated with humanising pedagogy are

- Acknowledging the full humanity of learners
- Respecting students as co-creators of knowledge
- Developing critical consciousness
- Encouraging dialogue
- Emphasising mutual humanisation

Humanising pedagogy in refugee contexts

In refugee and displaced contexts, humanising pedagogy takes on particular significance as it directly counters the dehumanising experiences often encountered in displacement. By centering dignity, agency, and mutual recognition, this approach helps rebuild a sense of personhood that

may have been diminished through traumatic experiences, bureaucratic processing, and the reduction of complex identities to the singular label of "refugee." Educational practices in these contexts should aim to foster reconciliation through shared vulnerability, critical self-reflection, and the disruption of entrenched power dynamics. In particular, the concept of 'mutual vulnerability' could be considered. Often cultural injustices arise when individuals are forced to abandon their own cultural identity and adopt and integrate into another dominant group. To address this, it is required of all to share the burden where conditions are created for understanding and reciprocity in the community. It is through mutual vulnerability that these burdens could be shared by all in the educational context, including those in positions of authority.

Humanising pedagogy in the digital space

There are a number of approaches that could be considered when enacting humanising pedagogy in the digital sphere. Consider the following:

- **Digital dignity practices**
    - o Ensure privacy protections in all digital interactions
    - o Create opportunities for digital agency and choice
    - o Design interfaces that recognise and affirm full personhood
    - o Provide options for self-representation in digital spaces

- **Critical digital engagement**
    - o Design digital activities that encourage questioning and analysis
    - o Develop simple tools for collaborative problem-solving
    - o Use available technology to document and address community challenges

- **Digital dialogue spaces**
    - o Create asynchronous discussion platforms that work with limited connectivity
    - o Develop offline digital reflection tools
    - o Design simple audio recording options for dialogue capture
    - o Create mechanisms for sharing recorded dialogues across the learning community

Potential challenges and mitigations in digital learning

There are challenges to be considered and mitigated where possible when drawing on humanising pedagogical principles in the online environment.

- **Accessibility & inclusivity**
    - o Course accessibility features
        - Ensure that all online material and platforms are accessible to learners with disabilities (e.g., screen reader compatibility, closed captions)
    - o Cultural sensitivity
        - Work towards an inclusive online learning environment where all the diverse background and experiences of learners are acknowledged

- **Building online community and relationships**
    - o Lack of face-to-face interaction
        - The absence of in-person interaction can complicate building rapport and a sense of community among learners and facilitators
        - Consider designing collaborative projects (e.g. digital storytelling) to foster teamwork

- **Limited non-verbal cues**
    - o Online communication mostly relies on text, which can limit the ability to convey

emotions and nuances that are essential in building and fostering relationships
  - o What about using emojis to convey tone

- **Managing online interactions**
  - o Ensuring constructive and respectful online discussions and addressing potential uncomfortable situations
  - o This could be addressed by establishing clear community guidelines for respectful communication

- **Maintaining learner engagement**
o Keeping learners engaged in online learning environments can be challenging and require innovative and interactive strategies
  - o A possible way to address this is to regularly survey learners to adapt content to their needs and interests

2. Narrative-based learning as method

Basics of narrative-based learning

Narrative-based learning recognises storytelling as a fundamental human meaning-making approach and leverages it through educational methods that prioritise personal and collective narratives. This approach acknowledges that individuals structure their experiences through narratives and that stories offer a strong framework for learning by linking new information to established narrative patterns. By acknowledging and valuing personal stories as an important knowledge source, the lived experiences of learners are affirmed while promoting critical engagement, emotional consideration, and community development.

Narrative-based learning in refugee and displaced contexts

For refugee learners, narrative-based learning offers particular value in processing and exploring displacement experiences, preserving cultural heritage, and creating continuity between past, present, and future selves. Sharing one's experiences can be healing, assisting in the transformation of fragmented experiences into cohesive life stories while empowering learners to control their narratives within broader historical and social contexts.

Narrative-based learning in the digital space

Consider some of these suggestions below to further embed narrative-based learning practices in your curriculum design.

- **Digital storytelling platforms**
  - o Consider offline mobile applications for story recording
  - o Explore story archiving systems with minimal technical requirements

- **Collaborative narrative spaces**
  - o Develop methods or activities for multimedia narrative co-creation
  - o Implement simple mechanisms for community curation of stories

- **Narrative learning integration**
  - o Develop curriculum frameworks or learning activities that incorporate narrative elements
  - o Design reflection prompts in teaching activities that encourage narrative sense-making

Potential challenges and mitigations in digital learning

Here are some of the challenges and potential mitigations when considering narrative-based learning in the digital space:

- **Accessibility & equity**
  - o Not all learners have equal access to technology or internet connectivity, or have the necessary skills to participate effectively
  - o Device or software malfunctions, slow internet or other technical glitches could disrupt the learning experience and create additional barriers for learners
  - o Ensuring that all learners with diverse needs (e.g. visual, auditory or cognitive impairments) require careful design and implementation

- **Learner engagement and motivation**
  - o Developing compelling and context-specific narratives that capture everyone's attention and foster further engagement, requires practice, creativity and various levels of expertise

- **Managing content and information**
  - o Selecting and organising digital narratives that align with learning objectives, pedagogical approaches and learner abilities require careful planning and appropriate knowledge
  - o It is essential to ensure that all digital narratives are free from bias and accurate with no misinformation

- **Ethical considerations**
  - o Consider where to store and share digital artefacts to respect privacy and confidentiality of learners' data and personal information
  - o Allowing AI-generated content could raise concerns about the danger of generic content, lack of creativity and issues related to authorship and originality
  - o Being knowledgeable enough to ensure that digital narratives comply with copyright laws and intellectual property

3. Culturally Responsive Pedagogy as Context

Basics of culturally responsive pedagogy

Culturally responsive pedagogy recognises that learning is deeply embedded in cultural contexts and seeks to create educational experiences that acknowledge, respect, and build upon students' cultural identities and knowledge systems. This approach challenges the cultural dominance often present in educational systems by acknowledging diverse ways of knowing, incorporating culturally relevant content, and developing cultural competence. By bridging home and educational cultures, this approach creates learning environments where students' full cultural selves are welcomed and affirmed.

Culturally responsive pedagogy in refugee contexts

In refugee settings, cultural responsiveness takes on increased importance as learners navigate multiple cultural contexts simultaneously—their heritage cultures, host community cultures, and the emergent cultures within refugee settlements. A culturally responsive approach supports this complex navigation by affirming cultural identities, preventing cultural erasure, and creating spaces where cultural knowledge is valued as a resource rather than viewed as a deficit or obstacle.

Culturally responsive pedagogy in the digital space

These are some of the practices you can consider when embedding culturally responsive practices in your curricula and lessons:

- **Cultural knowledge repositories**
    - o Create offline digital archives of cultural knowledge
    - o Develop multilingual digital resources

- **Culturally Adaptive Interfaces**
    - o Design culturally responsive digital interfaces
    - o Develop culturally appropriate icons and symbols

- **Digital Cultural Exchange**
    - o Create platforms for cross-cultural digital dialogue
    - o Develop simple tools for cultural sharing
    - o Design digital cultural celebration spaces
    - o Implement mechanisms for intergenerational cultural transmission

Potential challenges and mitigations in digital learning

There are some key considerations when implementing culturally responsive pedagogies in the online space:

- **Digital tools and content often reflect dominant cultural norms and languages, marginalising local cultures and languages**
    - o Prioritise the creation and use of open educational resources (OER) that are co-created with local communities, reflecting their languages, histories, knowledge systems, and cultural practices
    - o Adapt existing digital content to incorporate local examples, case studies, and perspectives

- **Assessment methods embedded in digital platforms may not be culturally fair or reflect diverse ways of knowing and demonstrating learning**
    - o Utilise a variety of assessment methods within the digital environment that value different forms of expression and knowledge, such as digital storytelling, multimedia presentations, community-based projects documented digitally, and oral assessments conducted via audio/video calls where feasible

- **The design of digital interfaces and navigation may not be intuitive or culturally familiar to learners from diverse backgrounds**
    - o Involve community members and learners in the design and testing of digital learning platforms to ensure cultural appropriateness and usability
    - o Prioritise clear, simple, and multilingual interfaces with culturally relevant visual elements and metaphors

- **Digital resources may lack representation of refugees' experiences, histories, and cultural identities, potentially leading to feelings of exclusion and marginalisation**
    - o Curate and create digital content that explicitly acknowledges and celebrates the diverse backgrounds, resilience, and contributions of refugees
    - o Encourage learners to share their unique stories and cultural heritage through digital media in a safe and supportive environment

- **Digital learning environments may inadvertently perpetuate biases or stereotypes if not**

designed and facilitated with a culturally responsive lens

- o Train educators to facilitate online discussions and activities in a way that promotes critical thinking about cultural biases and stereotypes
- o Curate digital resources that present diverse perspectives and challenge dominant narratives
- o Establish clear community guidelines for respectful online interactions

4. Weaving and integrating the three approaches

We have focused on two main aspects of the CHANCE framework, namely the theoretical outline of the three approaches as well as practical ways of implementing these in online learning practices. Here are some practical suggestions to get you started on a practical level.

Getting started with the CHANCE framework

Foundation building	Narrative integration	Cultural contextualisation
Begin with humanising practices that establish dignity & agency	Introduce storytelling as a core learning approach	Layer cultural responsiveness throughout learning experience
Create safe spaces for authentic self-expression	Connect personal narratives to learning objectives	Integrate cultural knowledge validation practices
Develop trust through transparency, respect and mutual vulnerability	Use stories as bridges between experiences & academic content	Create culturally affirming learning environments
Establish collaborative learning principles	Develop narrative competencies gradually	Develop cultural bridging competencies

Getting started with digital implementation

Humanising digital foundations	Narrative digital integration	Digital cultural responsiveness
Co-develop digital dignity guidelines	Introduce basic digital storytelling tools	Create basic cultural knowledge repository
Introduce basic digital dialogue tools	Create a narrative archiving system	Design cultural expression digital resource
Implement privacy-first design principles	Co-create narrative sharing approaches	

Concluding remarks

The CHANCE framework offers a novel approach to blending three proven scholarly methodologies within both physical and digital educational settings. While not every strategy will yield identical results across diverse learning contexts, we can embrace the core tenets of these foundational approaches to foster an equitable and socially conscious learning environment that welcomes all students—regardless of their background or capabilities.

Declaration The CHANCE framework's conceptualisation and components were formulated through a combination of generative AI tools (Claude, CoPilot, and Perplexity) alongside verification from credible academic references. For a deeper understanding of both the theoretical foundations and practical applications of these key principles, please review this introduction alongside the "CHANCE Framework Principles in Practice" document.