

Keynote Abstract: Deborah Gabriel



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Race, Racism and Resistance in Media Interactions and Environments and the Power of 3D Pedagogy™: Decolonising, Democratising and Diversifying Media Education and Practice

Our day to day lives in the home and at work, whether through entertainment or education and learning, occur through complex media interactions and environments that are both dynamic and paradoxical. For example, media education can and should contribute to social justice and equity, but too often perpetuates Eurocentric ideologies and epistemologies. At the same time, varied sites and uses of media, whether in a professional context, such as public relations and advertising or personal context, such as the internet and social media, are both democratic spaces and ones which undermine equality by marginalising some voices while privileging others – and through which hegemonic and counterhegemonic struggles are waged. These spaces and interactions uphold the hierarchy of race and hegemonic whiteness, reproducing racism and intersectional racial inequalities that cannot be addressed merely through repeated naming, re-naming and theorising. Terms such as intersectionality and decolonisation which have their origins in the scholar activism of people of colour have been appropriated by higher education institutions, private and public organisations and the White academics, operational staff and media professionals that dominate these spaces, further contributing to White privilege and maintaining the status quo. Addressing racism and racial inequality in media interactions and environments requires radical and critical interventions informed by the lived experience, knowledge and expertise of people of colour, who should play key roles in the delivery of these interventions. The 3D Pedagogy Framework™ is one such example, as a strategic model of culturally democratic education practice designed to Decolonise, Democratise and Diversify the higher education curriculum. Its origins are rooted in the intellectual capital of Black British Academics®, developed to effect radical change



for institutions and organisations seeking strategic initiatives for social transformation. The 3D Pedagogy Framework™ is a global solution, having been developed with the participation of scholars and practitioners around the world. It is delivered from a critical race/gender standpoint drawing on Black feminism and critical race theory, with a focus on critical consciousness (Collins, 1990) and liberatory practice (hooks, 1994). This keynote provides examples of racism and racial inequality in media interactions and environments along with examples evidencing 3D Pedagogy™ as a powerful form of resistance by people of colour and a radical intervention strategy for progressive institutions and organisations.

Reference Cited

Collins, P. H. (1990). *Black Feminist Thought: Knowledge, consciousness, and the politics of empowerment*. London: Routledge.

hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.