

From Violence to Caring

Violence and the Frames for Compassion and Non-Violence

HEIKKINEN – PIHKALA – SUNNARI

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MURMANSK, RUSSIA

Professori Morwenna Griffiths – “conceptualisation of self”

Particularly influential on the feminist non-violent pedagogical praxis in our study programme has been the philosophical work of professor Morwenna Griffiths.

Of her fascinating and inspiring theoretical work, we stress her **conceptualisation of self** in the context of **feeling, belonging, authenticity, and interdependency**.

We contend that these conceptualisations aptly describe the particular challenges of learning and empowerment in virtual space.

Our focal point is therefore ***“the caring empowered self.”***



A multidisciplinary study programme on gendered and sexualised violence

1. A caring empowered self is important for developing **the quality of learning** from the point of view of non-violence, human agency and equity/equality.
 1. Feeling violence - constructing new knowledge
 2. Belonging to a learning community
 3. Authenticity as a challenge in e-learning
 4. Interdependency -prerequisites for belonging online



How technology affects a feminist pedagogy of non-violence?

e-learning allows themes of violence to be handled with **more ease** than permitted by traditional learning methods

a student may find it easier **to identify, elaborate on, and exchange experiences** about difficult issues

the time and space accorded by e-studies offer the possibility to examine a topic from **different angles**

Instructors must constantly be **available and actively offer support.**

Balancing the **emotional and intellectual** is also challenging.

Our experiences of planning and running the

The programme – 5 courses

(in FIN and ENG)

I Violence and the Premises for Compassion

II Multiple forms of violence in global contexts

III Sexual exploitation, trafficking and prostitution

IV Practices for Preventing and Intervening in Violence and
Constructing Compassionate Environments

V Equality and Compassion as Foundation for the Theory and Culture
of Non-violence

Courses for professionals

- Violence, Compassion and Practices for Prevention: The Barents Perspective
 - FVC 8 week basic e-learning course: (Languages Russian & English)
- The Basis for Professional and Communal Development for Violence Prevention, Compassion and Non-violence
 - FVC 12- week continuing course «(Language: Russian)
- Violence prevention through the culture of compassion and non-violence: educational course targeted to teachers in various educational institutions (Language: English)

Activities of Russian/English languages FVC Programme for the period 2013-2015

Tutor - Anna [Studentcova](#)

8W - 8 week basic e-learning course: «Violence, Compassion and Practices for Prevention: The Barents Perspective»

12W - 12 week continuing e-learning course: «The Basis for Professional and Communal Development for Violence Prevention, Compassion and Non-violence»

Period	Lang	Courses	Women	Men	Youth (<29)	Graduates													
						Murmansk	Arkhangelsk	Komi republic	Karelia republic	Sweden		Norway		Finland		Others** (not BR)	Barents region	TOTAL	
										BR*	not BR	BR	not BR	BR	not BR				
2013-2014																			
23.09 – 15.11.2013	RU	8W	14	-	7	4	7	2	1	-	-	-	-	-	-	-	14	14	
18.11.2013 – 28.02.2014	RU	12W	11	-	13	1	-	10	-	-	-	-	-	-	-		11	11	
03.02 – 28.03.2014	RU	8W	39	1	15	4	14	22	-	-	-	-	-	-	-	-	40	40	
31.03 – 20.06.2014	RU	12W	21	1	10	2	5	14	1	-	-	-	-	-	-		22	22	
01.09 – 24.10.2014	EN	8W	10	1	6	-	4	2	-	-	1	-	1	3	-	5	6	11	
2014-2015																			
26.01 – 20.03.2015	RU	8W	57	3	18	17	18	9	2	-	-	-	-	-	-	14	46	60	
09.02 – 30.04.2015	RU	12W	53	3	16	12	14	10	- (+1?)	-	-	-	-	-	-	20	36(37?)	56(57?)	
		1070 ECTS (1075?)	205	9(10?)	85	40	62	69	4(+1?)	-	-	-	-	-	-	39	175 (176?)	214 (215?)	

*BR – Barents region

**Others - Kyrgyz and Chuvash Republics, Altai and Sverdlovsk regions, cities of Moscow, St. Petersburg, Samara, Novosibirsk, Belgorod, [Kiselevsk](#).

Thank You for Your attention!

*Questions?
Comments?*

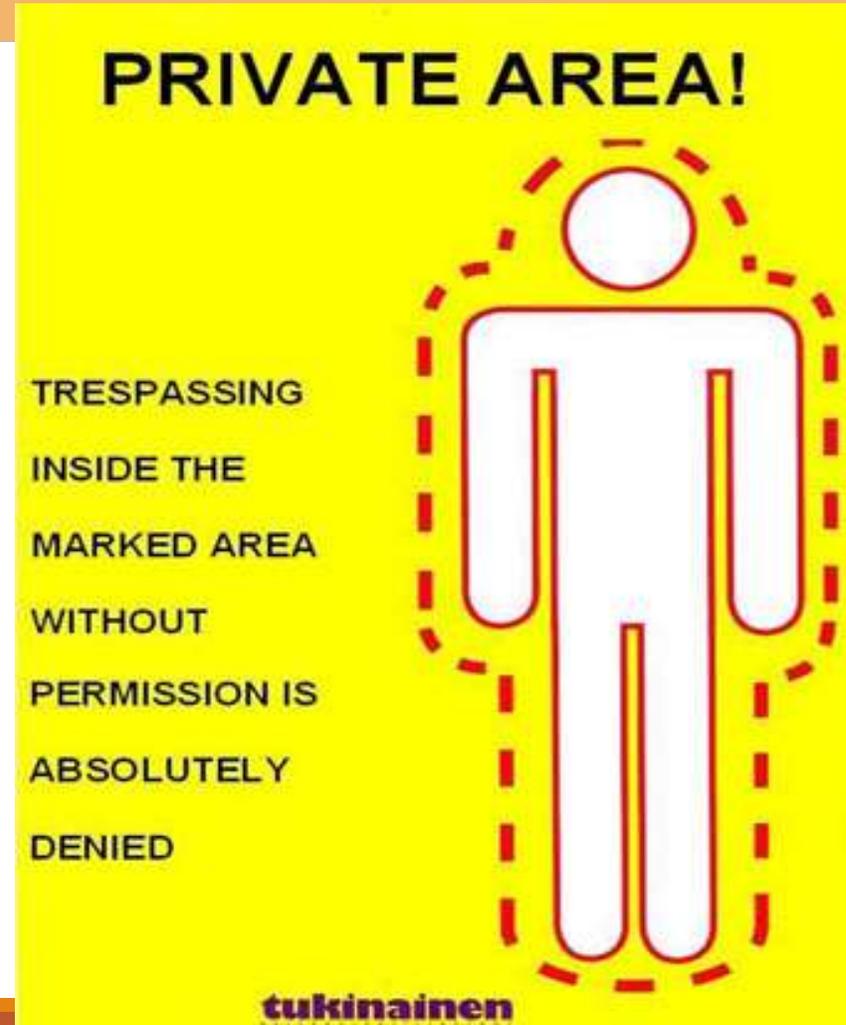
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1. Feeling violence - constructing new knowledge

*“...because some things felt repulsive at times **it was good that one was able to be flexible with familiarising oneself with the contents:** you could have a break if it felt like it and choose to spend more time on other content if you wanted to...”*



2. Belonging to a learning community

*“It was nice to meet persons from Germany, England, Finland, and Italy; **even if we didn’t meet personally, we shared a lot and in a deep way.** I’m still in contact with some of those persons and perhaps one day we will meet, and hopefully do something together to put in practice what was learnt.”*



3. Authenticity as a challenge in e-learning

*“When we are not face-to-face it’s possible to share even painful things more easily. Facelessness is both good and bad. On one hand, **you have the possibility to share experiences that you probably would not share in other ways, but on the other, trusting is more difficult than when you do not see others.**”*



4. Interdependency -prerequisites for belonging online

*“I got the feeling that **we started with our own circles, did one round on the globe, and returned to our own subjective sphere of experiences.** I do not know if that was the plan but it works for me.”*



**UN
WOMEN**

United Nations Entity for Gender Equality and the Empowerment of Women