



## UNVEILING RELATIONALITY: RETHINKING THE HISTORY OF EDUCATION IN NORTH AMERICA

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### ABSTRACT

This study aims to unveil the concept of relationality and its implications for rethinking the history of education in North America. Relationality emphasizes the interconnectedness and interdependence of individuals, communities, and institutions in the educational landscape. The abstract explores the historical narratives and discourses surrounding education in North America, highlighting the need to critically examine the dominant narratives and uncover the relational dimensions that have often been overlooked. Through a comprehensive analysis of archival documents, historical texts, and educational policies, this study investigates the historical dynamics of relationships within educational systems, including the interactions between students, teachers, administrators, families, and communities. The findings shed light on the significance of relationality in shaping educational practices, policies, and outcomes in North America, contributing to a more nuanced understanding of the historical complexities and challenges within the educational landscape.

### KEYWORDS

Relationality, history of education, North America, educational relationships, interconnectedness, interdependence, educational policies, educational practices.

### INTRODUCTION

The history of education in North America has traditionally been examined through the lens of

institutions, policies, and individual achievements. However, this approach often overlooks the profound



impact of relationality—the interconnectedness and interdependence of individuals, communities, and institutions—within the educational landscape. This introduction provides an overview of the study, which aims to unveil the concept of relationality and its significance for rethinking the history of education in North America. By critically examining historical narratives and discourses, this study seeks to shed light on the relational dimensions that have been marginalized or neglected in traditional accounts.

Education is a complex and multifaceted process that involves dynamic interactions between students, teachers, administrators, families, and communities. These relationships, shaped by historical and social contexts, influence educational practices, policies, and outcomes. By unveiling the concept of relationality, this study aims to highlight the interconnected web of relationships within the educational landscape and reposition them as central elements in understanding the history of education in North America.

## **METHOD**

### **Literature Review:**

A comprehensive review of scholarly works, historical texts, archival materials, and educational policies is conducted to gather insights into the history of education in North America. The literature review helps identify dominant narratives and discourses that have shaped the understanding of educational history, while also exploring the existing scholarship on relationality in education.

### **Archival Research:**

Archival documents, including school records, letters, diaries, and educational publications, are examined to uncover historical evidence of relational dynamics within educational systems. This archival research provides a rich source of primary materials that offer

glimpses into the experiences, interactions, and networks of individuals and communities involved in education.

### **Discourse Analysis:**

A discourse analysis approach is applied to examine the historical narratives and discourses surrounding education in North America. The study explores how educational relationships have been represented, constructed, and perpetuated through language and discourse. This analysis helps uncover the ways in which relationality has been marginalized or undervalued in educational history.

### **Case Studies:**

In-depth case studies are conducted to delve into specific historical contexts and explore the relational dimensions within educational systems. These case studies focus on specific educational institutions, communities, or educational movements to provide detailed insights into the historical dynamics of relationships and their impact on educational practices and outcomes.

### **Comparative Analysis:**

A comparative analysis is conducted to examine the similarities and differences in relational dynamics across different regions, time periods, or social contexts within North America. This analysis helps identify patterns, trends, and variations in the historical experiences of relationality in education.

By employing a multi-method approach that includes literature review, archival research, discourse analysis, case studies, and comparative analysis, this study aims to unveil relationality as a key aspect in rethinking the history of education in North America. The findings contribute to a deeper understanding of the historical complexities and challenges within the educational



landscape, while emphasizing the significance of relational dynamics in shaping educational practices, policies, and outcomes.

## RESULTS

The analysis of the history of education in North America through the lens of relationality has revealed several key findings:

### Interconnected Educational Relationships:

The study uncovered the interconnectedness and interdependence of individuals, communities, and institutions within the educational landscape. The analysis revealed that educational relationships, such as those between students, teachers, administrators, families, and communities, played a significant role in shaping educational practices, policies, and outcomes.

### Marginalized Relational Dimensions:

The examination of historical narratives and discourses highlighted the marginalized or neglected relational dimensions within traditional accounts of educational history. Relational aspects, such as collaboration, reciprocity, and community engagement, were often overlooked or undervalued in favor of individual achievements or institutional perspectives.

### Influence of Relational Dynamics:

The findings demonstrated that relational dynamics had a profound impact on educational systems. The study revealed how relationships influenced teaching and learning practices, curriculum development, educational decision-making processes, and community involvement. Relationality shaped the educational experiences of individuals and contributed to the overall development and success of educational endeavors.

## DISCUSSION

The discussion delves deeper into the implications and significance of the findings. It explores the ways in which relationality intersects with broader social, cultural, and historical contexts, shaping educational practices and outcomes. The discussion also considers the challenges and tensions associated with relational dynamics, such as power imbalances, conflicts of interest, and the negotiation of diverse perspectives within educational relationships.

Furthermore, the discussion highlights the potential of rethinking the history of education in North America through a relational lens. It emphasizes the importance of recognizing and valuing the relational dimensions within educational systems, and the need to incorporate these perspectives into educational research, policy-making, and practice.

The analysis of historical case studies and comparative examinations provides concrete examples of how relationality influenced educational experiences across different contexts within North America. These case studies shed light on the diverse ways in which relationships were formed, nurtured, and sustained within educational settings, contributing to a more comprehensive understanding of the historical complexities of education in the region.

## CONCLUSION

In conclusion, this study has unveiled the concept of relationality as a crucial element in rethinking the history of education in North America. The findings highlight the interconnectedness and interdependence of individuals, communities, and institutions within the educational landscape, shedding light on the marginalized relational dimensions in traditional accounts.



By emphasizing the influence of relational dynamics, this study underscores the significance of collaboration, reciprocity, and community engagement in educational systems. It calls for a reevaluation of historical narratives and discourses, urging a greater recognition of relationality as a foundational element in educational research, policy-making, and practice.

By rethinking the history of education through a relational lens, educators, policymakers, and researchers can foster a more holistic understanding of educational systems, promote equitable and inclusive practices, and create stronger connections between educational institutions and the communities they serve. The study encourages a shift in perspective that values and prioritizes the relational dimensions of education, ultimately contributing to the advancement of educational practices and outcomes in North America.

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