



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Enhancing Knowledge equity through use of grounded theory for social justice and decolonisation approaches.



**Institute for Lifecourse and Society (ILAS) Public Engagement Methods
Training Second Series (2025)**

Session 1: March 31 2025

Launching ILAS Methods Training Series 2025: Innovative methods for inclusive research



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- **Aims and objectives:**
- To provide opportunity for **training and dialogue** on innovative methods for inclusive research
- To explore **creative approaches** to research that promote holistic analyses of core social issues
- To **share expertise from the work of colleagues in ILAS and across the University** on inclusive methodologies in research across the life course
- To consider how **inclusive methodology can be expanded to contribute to greater knowledge equity and increased societal impact.**
- [Institute for Lifecourse and Society \(ILAS\) - University of Galway](#)
- **for further EVENTS**





The Programme for Today

- 11:00 - 11:15 **Enhancing Knowledge Equity and Challenging Epistemic Injustice: Opportunities and Challenges.** **Prof. Caroline McGregor, Director of ILAS**
- 11:15 - 12:00 **Constructivist Grounded Theory in Qualitative Research for Social Justice: Purpose, Process, and Promise.** **Prof. Elaine Keane, Head of the Discipline of Education, Deputy Head of School of Education**
- 12:00 - 12:15 Discussion and Dialogue
- 12:15 - 12:45: Refreshments
- 12.45-13.30: **Where margin meets the centre: Decolonising Curriculum Initiative at University of Galway, Ireland.** **Dr Tanja Kovačič Office of the Vice President for Equality, Diversity & Inclusion**
- 13.30 – 14:15 Discussion and Dialogue
- 14:15 - 14:30 Close: Continuing Dialogues towards Affirmative Action.

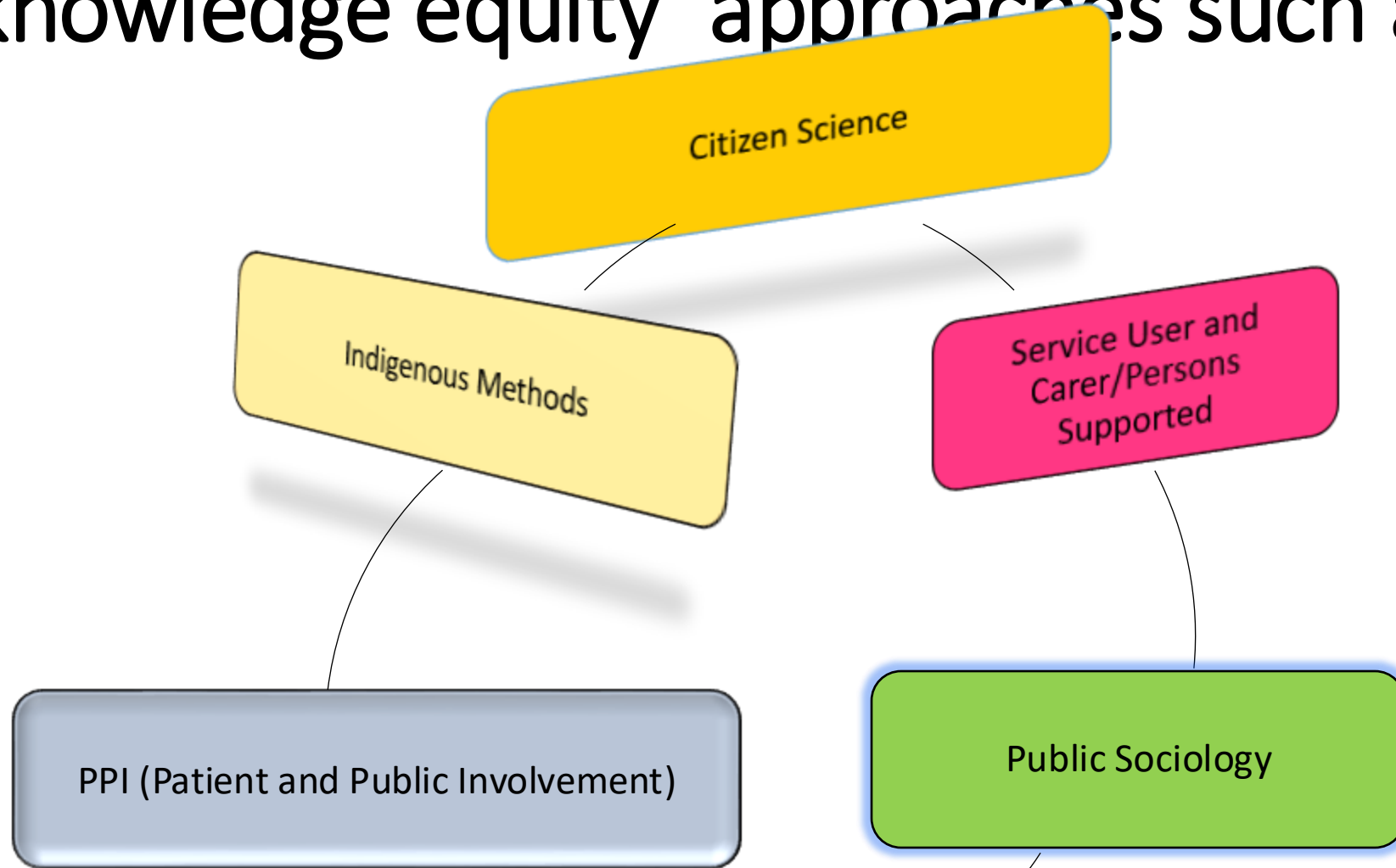
Enhancing Knowledge Equity and Challenging Epistemic Injustice: Opportunities and Challenges

Prof. Caroline McGregor



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Opportunities Through Advancement in 'knowledge equity' approaches such as...



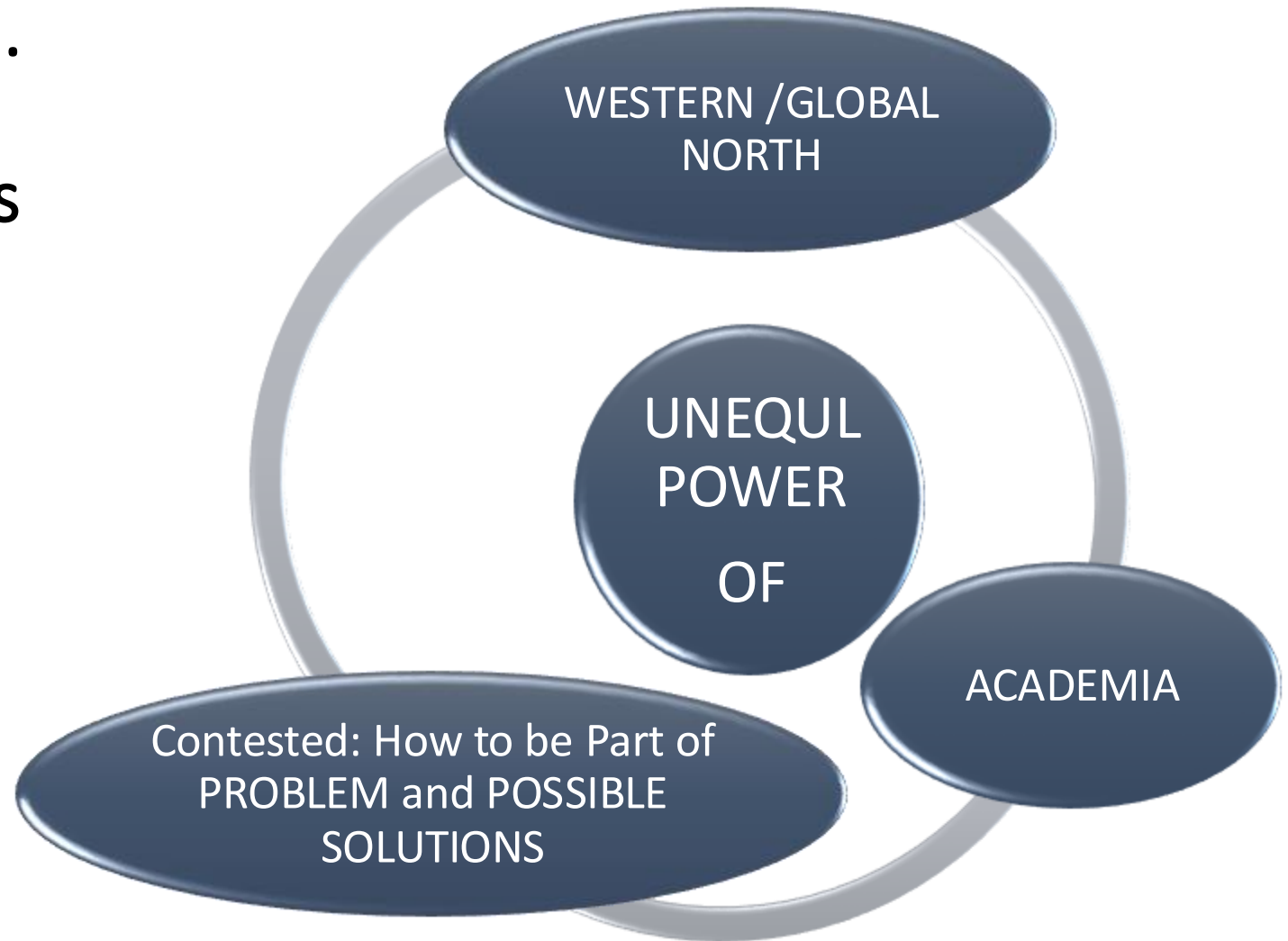
Epistemic Injustice (M. Fricker, 2007, 2017) and related challenges

CONCERNED WITH

**FAIRNESS of DISTRIBUTION OF
KNOWLEDGE**

KNOWLEDGE EQUITY

***EPISTEMIC INJUSTICE OCCURS
WHEN CERTAIN FORMS OF
KNOWLEDGE DOMINATE
THROUGH POWER STRUCTURES
AND INEQUAITY***

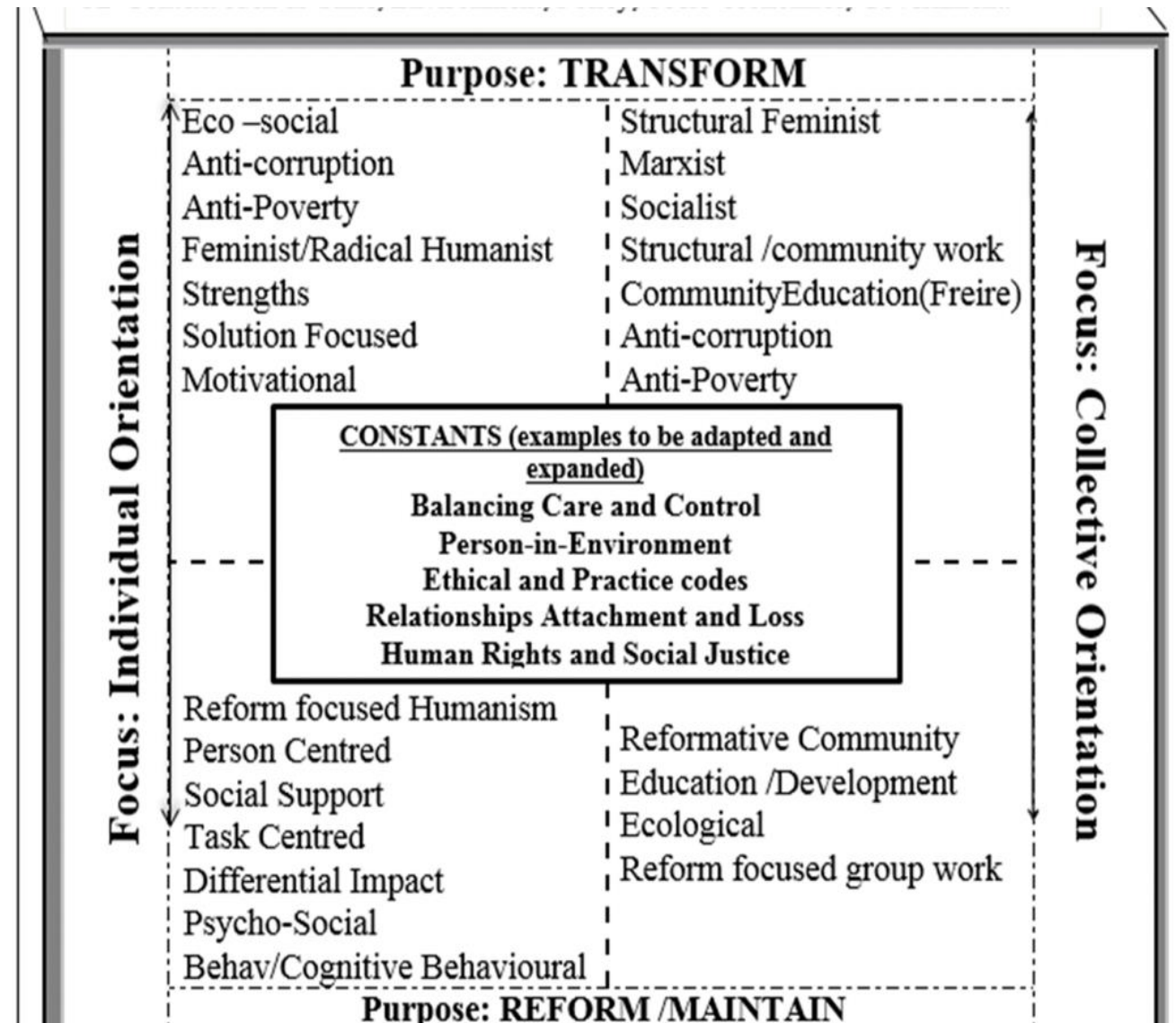


‘TWEAKING’ EXISTING
PARADIGMS...Example
of Social Work

WHILE RECOGNISING NEED
FOR DECOLONISATION,
PRACTICE RESEARCH

PUBLIC, SERVICE USER,CITIZEN
involvement.....

‘**LOCKED INTO**’ predominant
academic and westernised
traditional structure for
understanding and
constructing knowledge in
the field



[Paradigm Framework for Social Work Theory for Early 21st
Century Practice | The British Journal of Social Work | Oxford
Academic \(oup.com\)](#)



C Prof Caroline McGregor created Feb-May 2023

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Today focus on methods/approaches that can inform ongoing complex and varied work towards knowledge equity across the lifecourse/disciplines

Constructivist Grounded Theory in Qualitative Research for Social

- **Justice: Purpose, Process, and Promise.**
- Prof. Prof Elaine Keane, Head of the Discipline of Education and Deputy Head of School of Education



- **Where margin meets the centre: Decolonising Curriculum**
- Initiative at University of Galway, Ireland.
- Dr Tanja Kovačič Office of the Vice President for Equality,
- Diversity & Inclusion



References

- Fricker, M. (2007) Epistemic Injustice: Power and the Ethics of Knowing. Oxford, Oxford University Press.
- Fricker, M. (2017) 'Evolving concepts of Epistemic Injustice' in Kidd, I. J., Medina, J. and Pohlhaus G. Jn, The Routledge Handbook of Epistemic Injustice. Routledge, pp. 53-60
- McGregor C. (2019) [Paradigm Framework for Social Work Theory for Early 21st Century Practice | The British Journal of Social Work | Oxford Academic \(oup.com\)](#)