The Student Journey – Making it Matter

‘A critical, self-reflexive analysis of pedagogic practice’

Illustration: Joan Wong

David Dennison  University of Central Lancashire
An opening question – we will return to this later:

“\textquote{We’ve found that lots of students lack a sense of belonging. This tends to make them less engaged with the university ...}”
What might we gain from this session?

• Co-creation of knowledge
• share experiences
• think about our own practice
• reflect on what we do and how we do it
• think about our students …
Points of reference

Paulo Freire
Andria Zafirakou
Mariya Hussain
Yinka Shonibare
Chelsea Kwakye & Ore Ogunbiyi
DASH & #ThingsDisabledPeopleKnow
James Agee & Walker Evans
HEA D2 dialogue

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Paulo Freire

... ideas of a critical pedagogy ...
... accepting that education is never neutral and always political ...
... the co-creation of knowledge ...

“... teachers have little control over what students take away from an educational experience …”
(Neumann, 2016)

“... so the priority must be to “make such a journey matter for students”
(Roberts, 2013)
“Get your kids on board, connect with them, find out what it is that they’re interested in.

Build the relationship, build that trust. And then everything else can happen.”

(Zafirakou, 2018)
“... Colonialism ... 

... places white, Eurocentric writers and thinkers above others without much concern.”

(Hussain, 2015)
Yinka Shonibare

Diary of a Victorian Dandy

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“I was always being told [by my tutors] to explore my cultural heritage ... 

... I never heard anyone tell the white kids to start a project on Morris Dancing.”

Yinka Shonibare (paraphrased)
“What I struggled with the most was expectation.

There was an expectation that I was a “professional black person”.

Someone who supposedly knew everything about race or black feminism or “Africa”.

Chelsea Kwakye (2019)
“... I've always said that when we talk about diversity ... we tend to talk a lot about ethnicity, race, sexuality, yet disability gets left by the wayside massively.”

Niamh Hughes (2019)
(Ouch, the disability talk podcast on #ThingsDisabledPeopleKnow)
“Who are you who will read these words and study these photographs …

… and what will you do about it …?”

(James Agee, 1939)
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Walker Evans, Allie Mae Burroughs
Dorothea Lange, *Migrant Mother*
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Florence Owens Thompson
HEA D2 dialogue

Professional Values

V1 - Respect individual learners and diverse learning communities.
Our opening question:

“We’ve found that lots of XXXX students lack a sense of belonging.

This tends to make them less engaged with the university …”

What was your XXXX word? Or words?
“We’ve found that lots of BAME students lack a sense of belonging.

This tends to make them less engaged with the university, specifically in terms of reading lists, module content and assessments.

A diversified curriculum with more books and journal articles by BAME authors can help, and in any case developing more inclusive curriculums is good for everyone.

Adesewa Esther Adebisi
As a black student, I know why our grades are worse: universities don’t listen to us.
“Representation matters: if a person is able to identify with something or someone they will be more likely to emulate and imitate.”

Adesewa Esther Adebisi  
As a black student, I know why our grades are worse: universities don’t listen to us.
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We all have a

**Canon** [n]

[1] Writings or other works that are generally agreed to be good, important, and worth studying.

[2] The list of works considered to be permanently established as being of the highest quality.
Final question: what is my **Canon**?

- How does it relate to the interests and experiences of my students?
- How can we involve students in the co-creation of knowledge?
- Can we create a canon together? One that is relevant to them?
Thank you

David Dennison
University of Central Lancashire
References


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Links
Why is my curriculum White?
https://www.nusconnect.org.uk/articles/why-is-my-curriculum-white-decolonising-the-academy
Hidden Figures – the importance of remembering Black Classicists
Our teaching has to go beyond elite white men
Taking up Space: What Cambridge University taught us about Racism
Chelsea Kwakye and Ore Ogunbiyi
As a black student, I know why our grades are worse: universities don’t listen to us
Adesewa Esther Adebisi
https://www.theguardian.com/education/2019/may/02/as-a-black-student-i-know-why-our-grades-are-worse-universities-dont-listen-to-us
Transcript: Why the hashtag #ThingsDisabledPeopleKnow went viral
Ouch, the disability talk podcast from the BBC, 28 January 2019
https://www.bbc.co.uk/news/disability-47026981