



Re-envisioning SoTL: A Socially Just Pedagogical Perspective

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Introduction

The Scholarship of Teaching and Learning –
“where academics frame questions that they systematically investigate in relation to their teaching and their students’ learning” (Brew, 2007:1/2)

It remains a ‘contested concept’ (Kreber, 2013)

There *is* literature arguing for a more values-based approach (Gale, 2009; Leibowitz, 2010)

Socially Just Pedagogy

Socially just pedagogy

v. social justice pedagogy
(Moje, 2007)



Social Justice

- Participatory parity - the economic, cultural and political - social arrangements to make participatory parity in education possible (Fraser, 2008; 2009; 2013)
- Capabilities - valuable and valued beings and doings (Nussbaum, 2011; Sen)



Social Justice

- Ethic of care - attentiveness, responsibility, competence, responsiveness, trust - vulnerability, interdependence, dialogue
(Tronto, 1993; 2011; 2013)



Social Justice

Politics of emotions - Ahmed; Boler;
Griffiths; Zembylas

Politics of knowledge - content, process of
construction and process of acquisition;

Powerful knowledge v. local and indigenous
knowledges

tensions between different
approaches)



Implications for Pedagogy

- process as well as outcome (Griffiths, 2012)
- attention to marginalised as well as powerful
- education, critical and responsible citizenship (Bozalek & Carolissen, 2013)
- capabilities (Bozalek, 2010)
- working towards participatory parity (Bozalek, 2012; Bozalek & Boughey, 2012)
- dialogical teaching, attentiveness to learning needs, responsibility (Bozalek et al., 2014)

Implications for Pedagogy

- productive pedagogies (Keddie, 2008; Lingard & Keddie, 2011)
- Universal design (Burg)
- disrupting deficit discourses, redesigning new pedagogies (Comber & Kamler, 2004)
- bringing emotions into pedagogy - moving educators and students out of their comfort zones (Zembylas & McGlynn, 2012; Leibowitz et al, 2010)

Implications for the *Scholarship* of Teaching and Learning

Research would be based on *teaching* that is based on a social justice approach

Research as well as teaching should be informed by philosophical, as well as sociological and learning-theory, as well as teaching and design approaches

Implications for the *Scholarship* of Teaching and Learning

Value of collaboration

Importance of reflexivity - towards data, ourselves, our students

Value of interdisciplinarity and interdisciplinary conversations



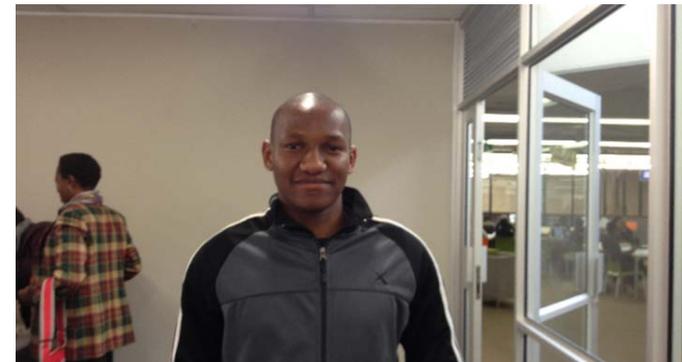
Implications for *Scholarship of Teaching and Learning*

Importance of making research public

Value of attention to writing up of research

Activism

Relationship with students as learners and as research partners



Implications for Professional Development

Projects we draw from:

- Participatory Parity (NRF funded, UWC-led)
- SOTL @ UJ - Towards a Socially Just Pedagogy
- (“Universities as Spaces for Social Justice”... pedagogies to advance capabilities - UFS and UWC, NL and Cyprus, led by Melanie Walker)
- Critical Professionalism (Stellenbosch University)
- CSID (UWC and SU)
- CHEC short course on
- Developing Research
- Proposals (CPUT, SU, UCT, UWC)

QUALITY TEACHING IN HIGHER EDUCATION
Short Courses in 2013

UNIVERSITY OF CAPE TOWN
UNIVERSITY OF STELLENBOSCH
UNIVERSITY OF THE WESTERN CAPE
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY



CHEC
Cape Higher Education Consortium

Research on Teaching and Learning: Preparing for your proposal



Implications for Professional Development

University systems and policies to support this Academic developers have a role to play (in advocating for an enabling environment - Brew and Jewell, 2012)

Supportive projects are usefully incorporated into short courses, programmes or research project

Implications for Professional Development

(Some) lecturers find this beneficial
as a teacher, as a person, as a researcher
They report students' appreciation



Implications for Professional Development

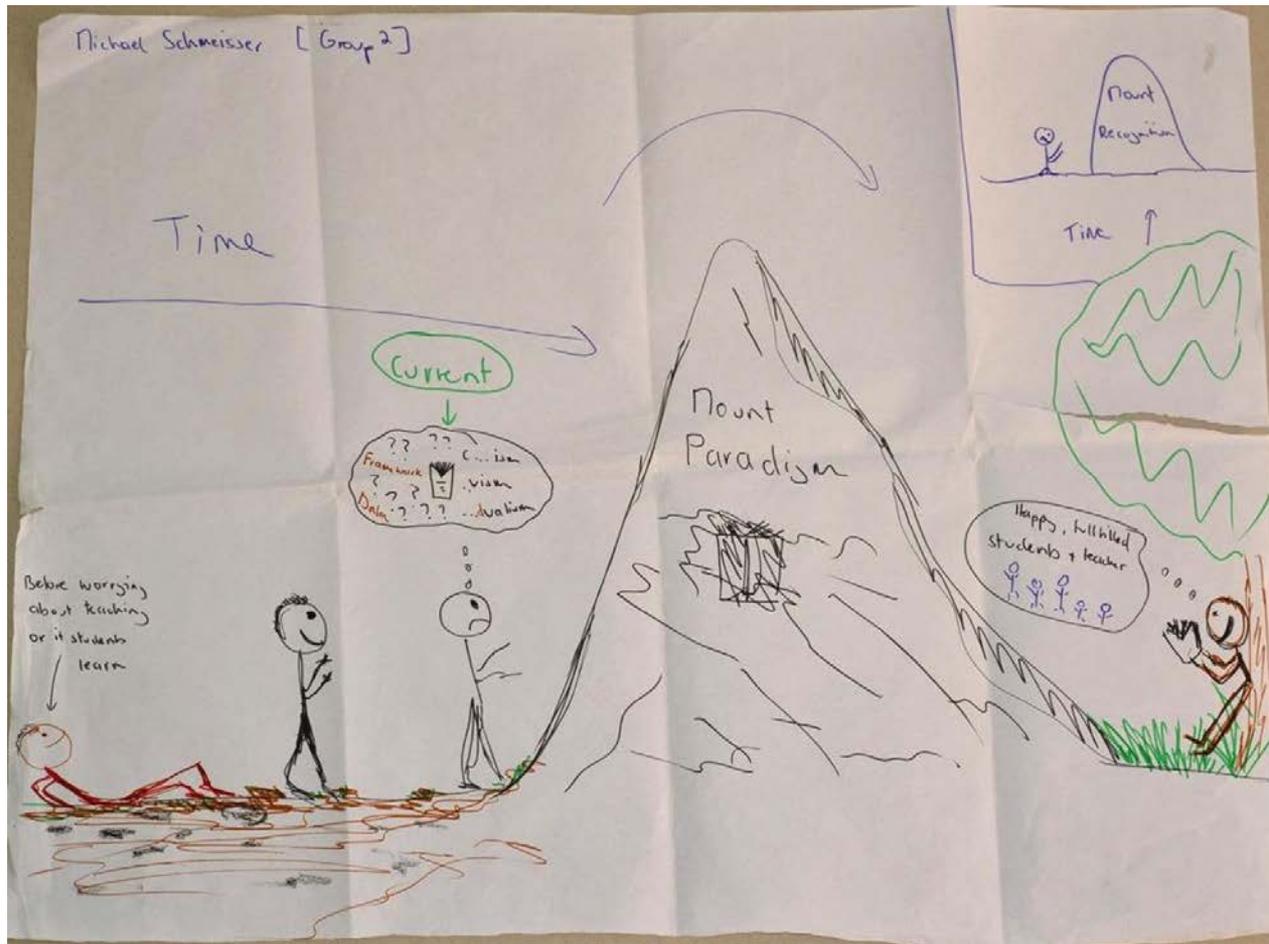
and:

“It is surprisingly easy”

but

it is also surprisingly difficult...

Implications for Professional Development - “Climbing Mount Paradigm”



Framework: SOTL for a Socially Just Pedagogy

A socially just pedagogy pays attention to:

- Issues of access to higher education (widening participation)
- Epistemological access to those within higher education ('success' and 'throughput')
- Appropriate graduate outcomes (so that graduates can find employment; so they can flourish and contribute to society).

Framework

- A socially just pedagogy also pays attention to the curriculum and pedagogic approaches
- Attention to knowledge/s as well as *how* students are given a platform to learn.

Framework cont.

- A socially just pedagogy requires academics to explore their own assumptions and experience the kinds of discovery and vulnerability that they require from their students.
- A socially just pedagogy is fostered by methods of research which see students as partners and participants, not as objects of the research.

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