



The UKZN Teaching & Learning Office (UTLO)

Cordially invites you to a Seminar by

Professor Raisuyah Bhagwan

On

Creating Pathways for Transformative Holistic Engagement in Teaching and Learning

Seminar Details

DATE: Friday, 24 May 2019
TIME: 13h00 - 15h00
VENUE: Unite Building, Room 1 & 2, School of Engineering, Gate 8, Howard College Campus

RSVP Essential

ONLINE: <https://goo.gl/forms/gmho521gBW4PCSPh1>
BY: Tuesday, 21 May 2019

Biography



Prof R. Bhagwan

Raisuyah Bhagwan, is a Professor in the Department of Community Health Studies at Durban University of Technology. She completed her Doctoral study at UKZN, in 2002 and used her research to guide how spirituality and indigenous knowledges may be embedded within social work education nationally. She is passionate about issues of social justice, community development, spirituality and indigenous knowledge systems and has published extensively on these topics .

Professor Bhagwan was a recipient of the Community Engagement Grant from the National Research Foundation in 2015, which enabled a study on how community engagement has been conceptualised, theorised and implemented at higher education institutions across South Africa. She is also a recipient of the CHE-HELTASA Award for 2018.

Seminar Overview

Wendell Berry reminded us that humanity is conceived within the university. HEIs however, have arguably drifted away from the values which centre on the dignity and worth of a person, on empowerment, social justice and the community. Instead, there has been an increased emphasis on neoliberal fundamentalism, an outcomes oriented, competency based education, that has silenced the inherent interconnectedness amongst mind-body-spirit-environment/community within the teaching and learning space. Education is fundamentally about human relationships, co-teaching, co-learning, reflection, dismantling power and research - which enables the co-creation of contextually relevant knowledge with communities.

A case for the use pedagogies of holistic engagement, which values the whole selves of educators, and students and the communities surrounding them. Proposing a transformational model depicting how holistic pedagogies can be used in teaching and learning. Drawing on Freire's notion of education for liberation, this presentation weaves together various participatory and holistic methodologies of teaching and how it can enable transformative learning. Using these perspectives the presentation highlights journaling, reflection, storytelling, meditation, music, singing and dance, labyrinth walking, retreats, volunteering and pilgrimages to sacred sites as possibilities that holistic pedagogies can offer. More importantly, it makes a case for embedding community engagement within the teaching and learning space. It does so by illustrating how community engagement activities can be integrated into faculty scholarly experience through teaching research, creative activity and service.

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