

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green. These shapes are primarily located on the right side of the slide, with some extending towards the center. The overall aesthetic is modern and clean.

# **BRIDGING THE GAP: TRANSFORMING MY PEDAGOGY**

# OBJECTIVES

- ▶ **IMPROVE SELF AND PRACTICE  
IN CULTURALLY RESPONSIVE  
WAYS**
- ▶ **BRIDGE THE GAP BETWEEN  
SELF, STUDENTS AND A  
VICTORIAN NOVEL**

**Uuuuh.... What I would like in lectures is ummmmmmm.....sometimes we have those students who are shy and those who are not, just pop up [sic] and answer. To ask these who are shy you [talking to me] can just point. I would like it if you point me [sic] and demand an answer. Using what I know about me [sic] with the knowledge that you have taught me, I will be able to give you an answer. Honestly, my answers will never be correct but it is a learning experience. That is how I feel in terms of how it should be, but sometimes when a lecturer does this some students think that they are out in a hot spot [sic]. We could also have our own groups without a lecturer to dominate those. Like we can talk together. I have groups that I go to so that is where I get to talk, so we study together as well, that it where I can talk because I am comfortable with those people.**

***(Student group discussion, 3 April 2016)***

# FINDINGS

- ▶ **My professional learning was strengthened by my engagement with the concept of purposeful pedagogies, which are generated by noticing (Samaras, 2011).**
- ▶ **Heightened awareness of students contexts through my engagement with them, my own reflections, my students reflections and my noticing.**
- ▶ **This awareness resulted in teaching that was more relevant which is advocated by critical pedagogy that is culturally relevant.**
- ▶ **I realised the importance of relationships and interactions with students both inside and outside the classroom.**

- ▶ **NEED TO ADMIT THAT BLACK STUDENTS DO NOT FEEL AT HOME IN SA UNIVERSITIES**
- ▶ **SEE BEYOND THE SELF AND OWN EXPERIENCES – DO NOT DISREGARD OR DEVALUE OUR STUDENTS' EXPERIENCES**
- ▶ **CRITICALLY ANALYSE OWN EXPERIENCES AND ENCOURAGE STUDENTS TO DO THE SAME**
- ▶ **IS OUR RESEARCH MAKING A DIFFERENCE IN THE CLASSROOM?**
- ▶ **ARE WE RELEVANT?**

# CONCLUSION

**TO ESTABLISH SOME OF THE BELIEFS, ATTITUDES AND EXPERIENCES THAT STUDENTS BROUGHT TO LECTURES, GETTING TO KNOW THEIR WANTS AND NEEDS AND ENCOURAGING ALL TO PARTICIPATE BRIDGED THE GAP BETWEEN A VICTORIAN NOVEL, MYSELF AND THE STUDENTS.**