

# The Student Journey – Making it Matter

*'A critical, self-reflexive analysis of pedagogic practice'*

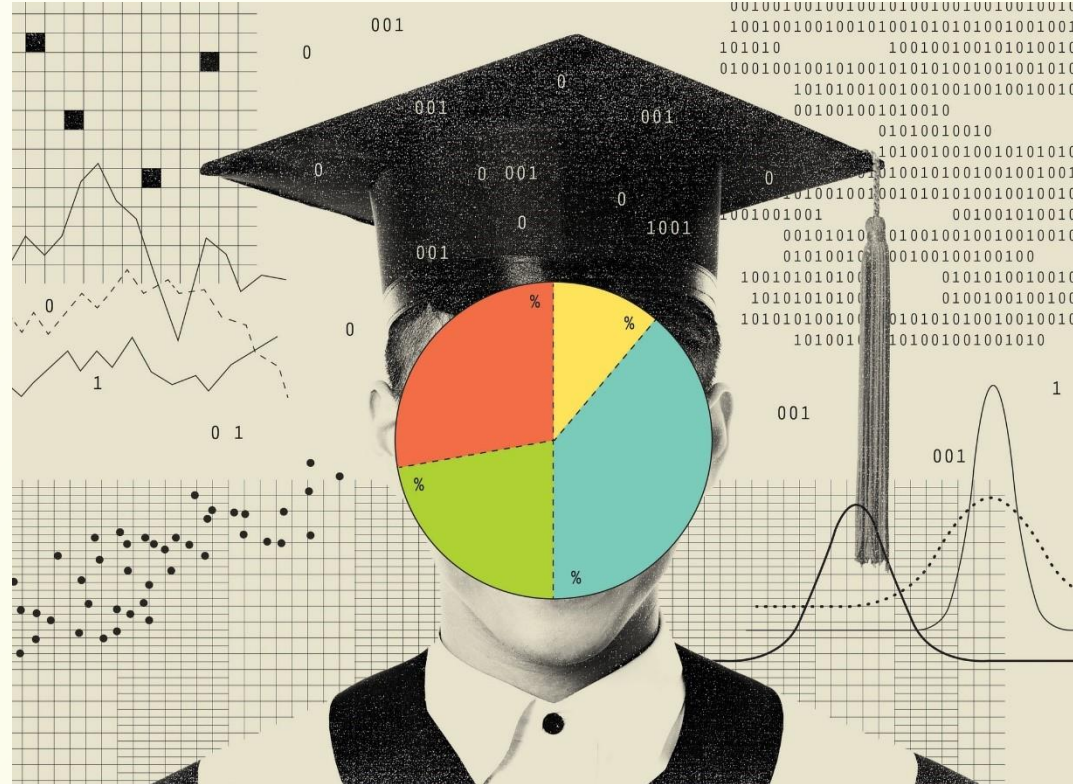


Illustration: Joan Wong

David Dennison      University of Central Lancashire

An opening question – we will return to this later:

“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

## 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)

## Interview

# Best teacher in the world Andria Zafirakou: ‘Build trust with your kids – then everything else can happen’

By Decca Aitkenhead

After the London art teacher won her \$1m prize, she was showered with praise by Theresa May and the education secretary – but she is exactly the kind of teacher this government actively discourages



▲ 'For me, a success for some of our children is: 'He came into school today. Oh my God, he came into school today' ... Andria Zafirakou. Photograph: Sarah Lee for the Guardian



“... Colonialism ...

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

(Hussain, 2015)

## Why is My Curriculum White?

By Mariya Hussain

Wednesday 11 March 2015 • [Student Journalists](#)

[BACK TO NEWS](#)

Universities love to highlight their inclusivity and diversity, be it in the student body or the range of courses taught. What we find however is that the content of those courses, the things we are being taught are not inclusive or diverse, reports NUS Journalist *Mariya Hussain*.



The education we receive at many universities is one that has been largely shaped by colonialism. It is one that places white, Eurocentric writers and thinkers above others without much concern.

Yinka Shonibare

*Diary of a Victorian Dandy*





“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.”

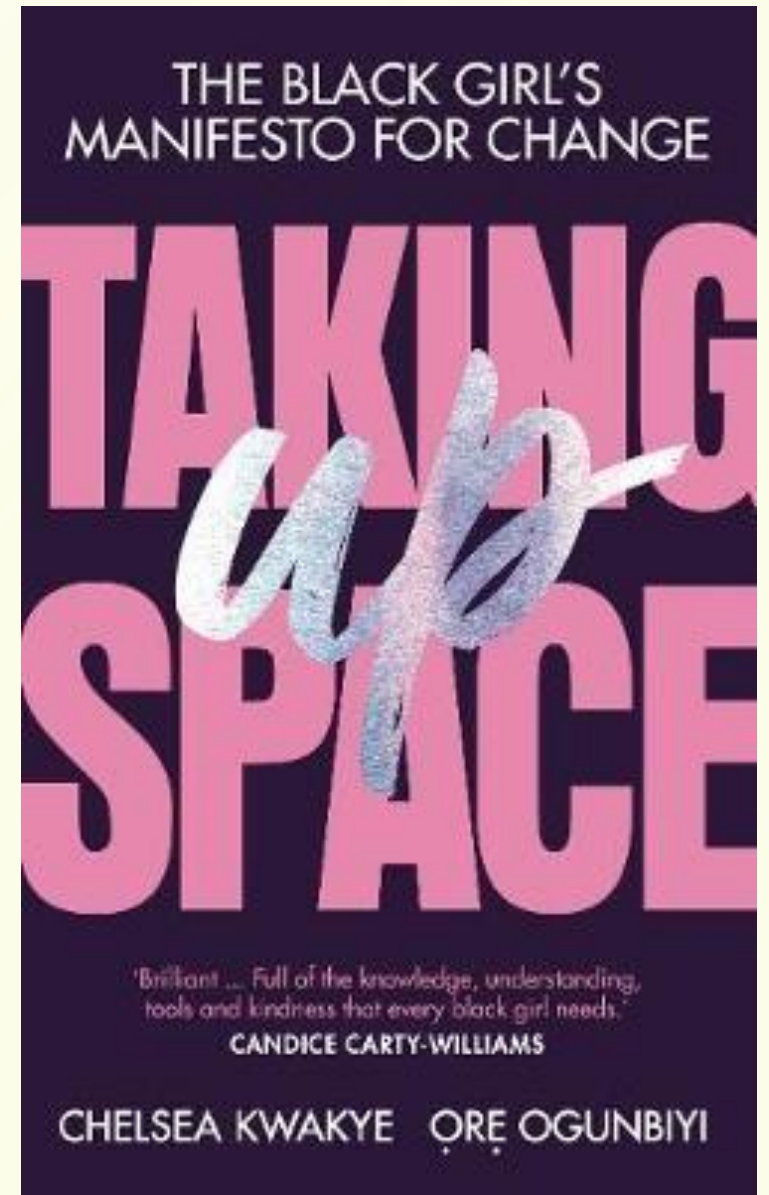
Yinka Shonibare (paraphrased)

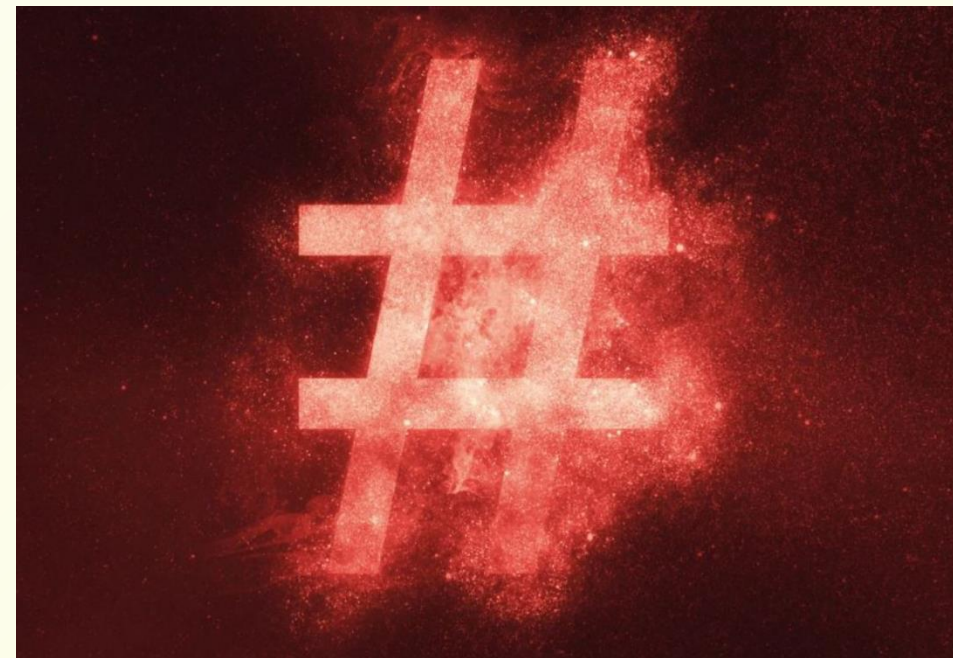
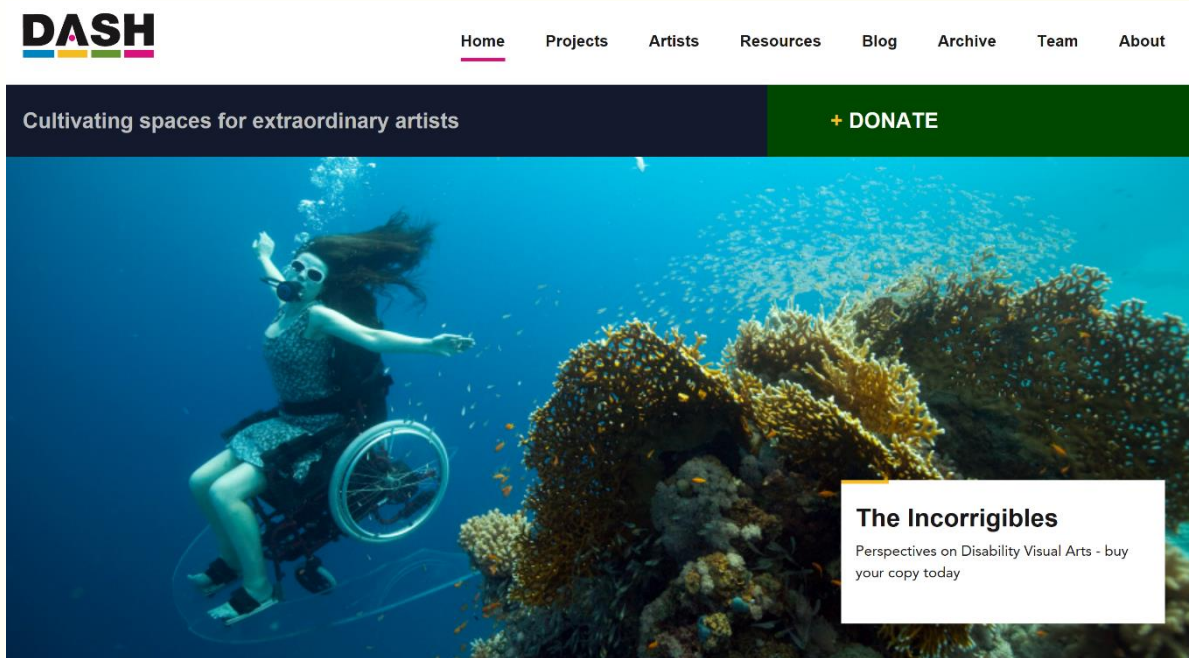
“What I struggled with the most was expectation.

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.”

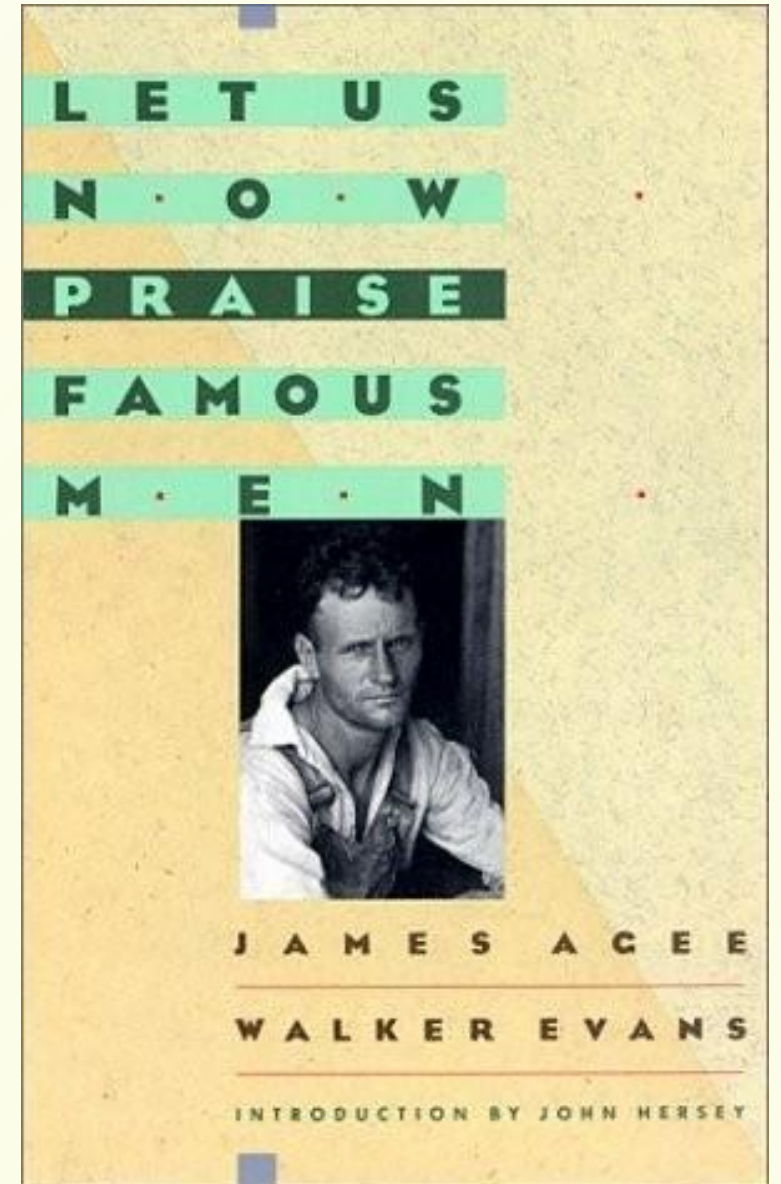
Niamh Hughes (2019)

(Ouch, the disability talk podcast on #ThingsDisabledPeopleKnow)

“Who are you who will read these words  
and study these photographs ...

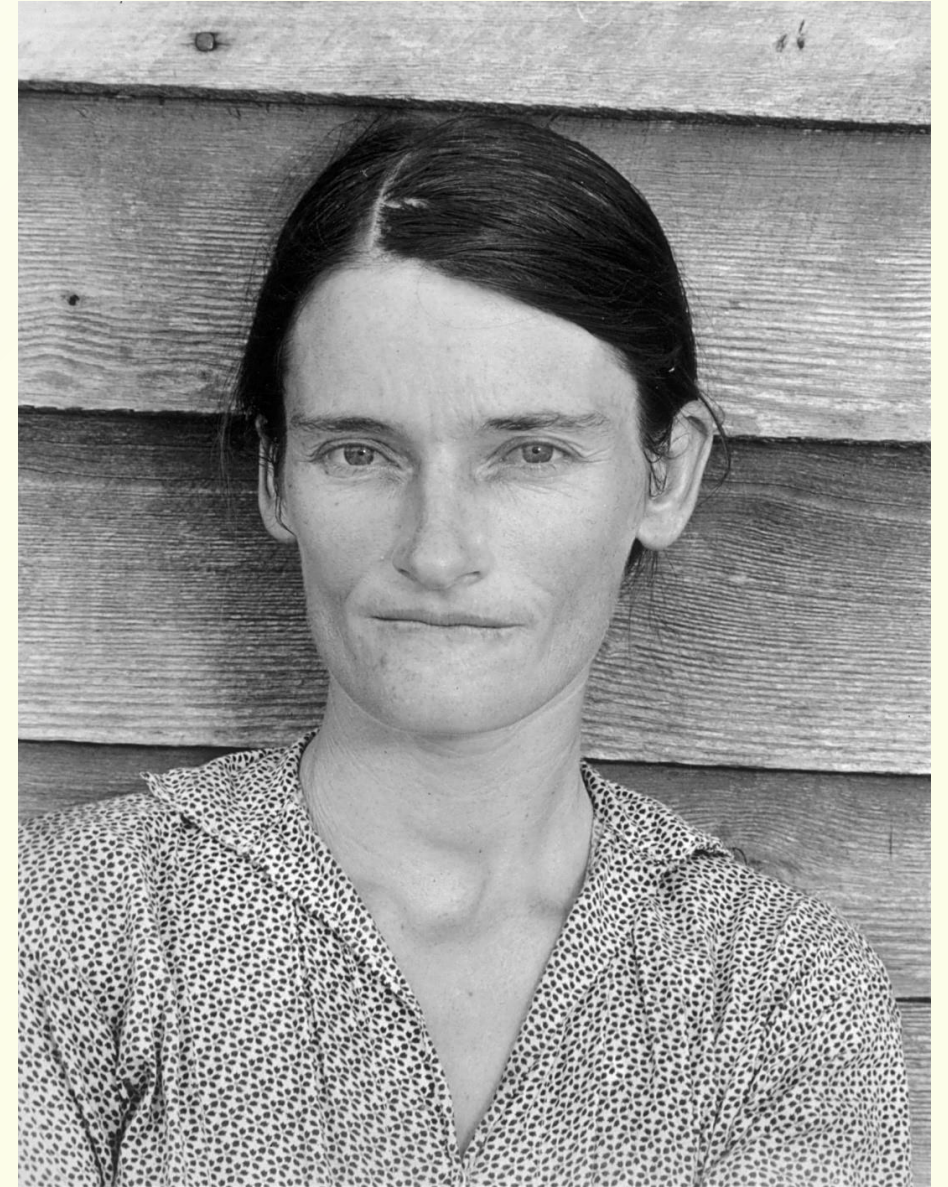
... and what will you do about it ...?”

(James Agee, 1939)

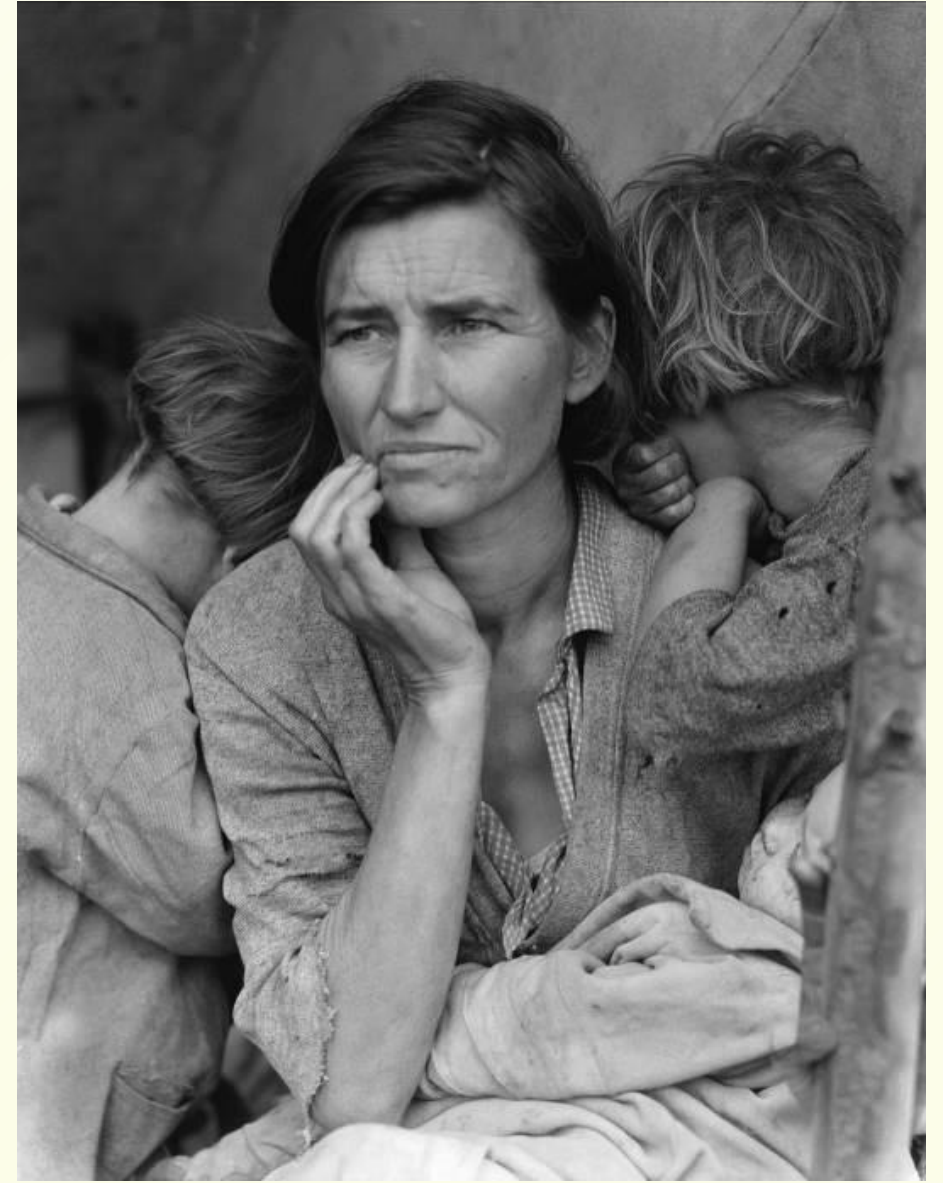




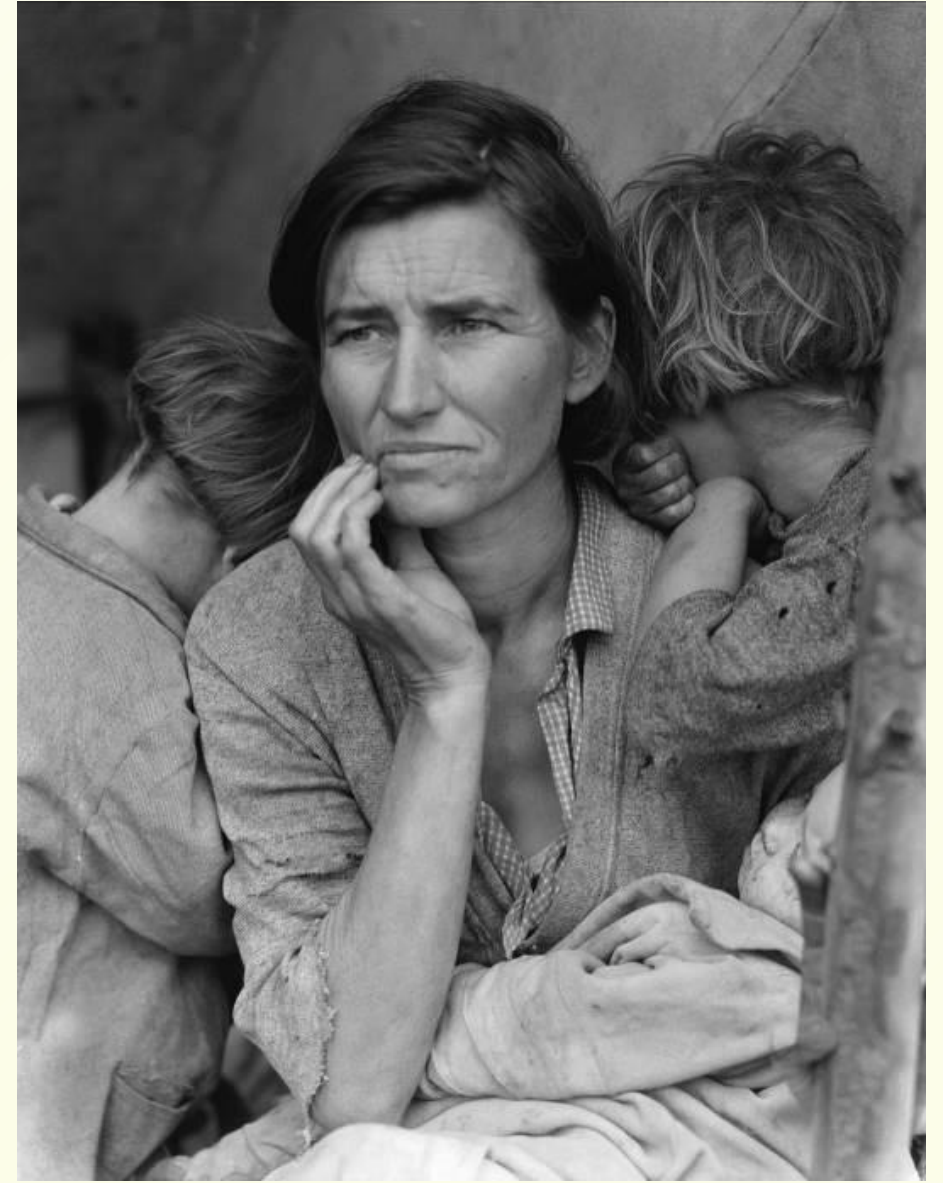
Walker Evans, *Allie Mae Burroughs*



Dorothea Lange, *Migrant Mother*



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 [redacted] students lack a sense of belonging.

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

What was your [redacted] 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.

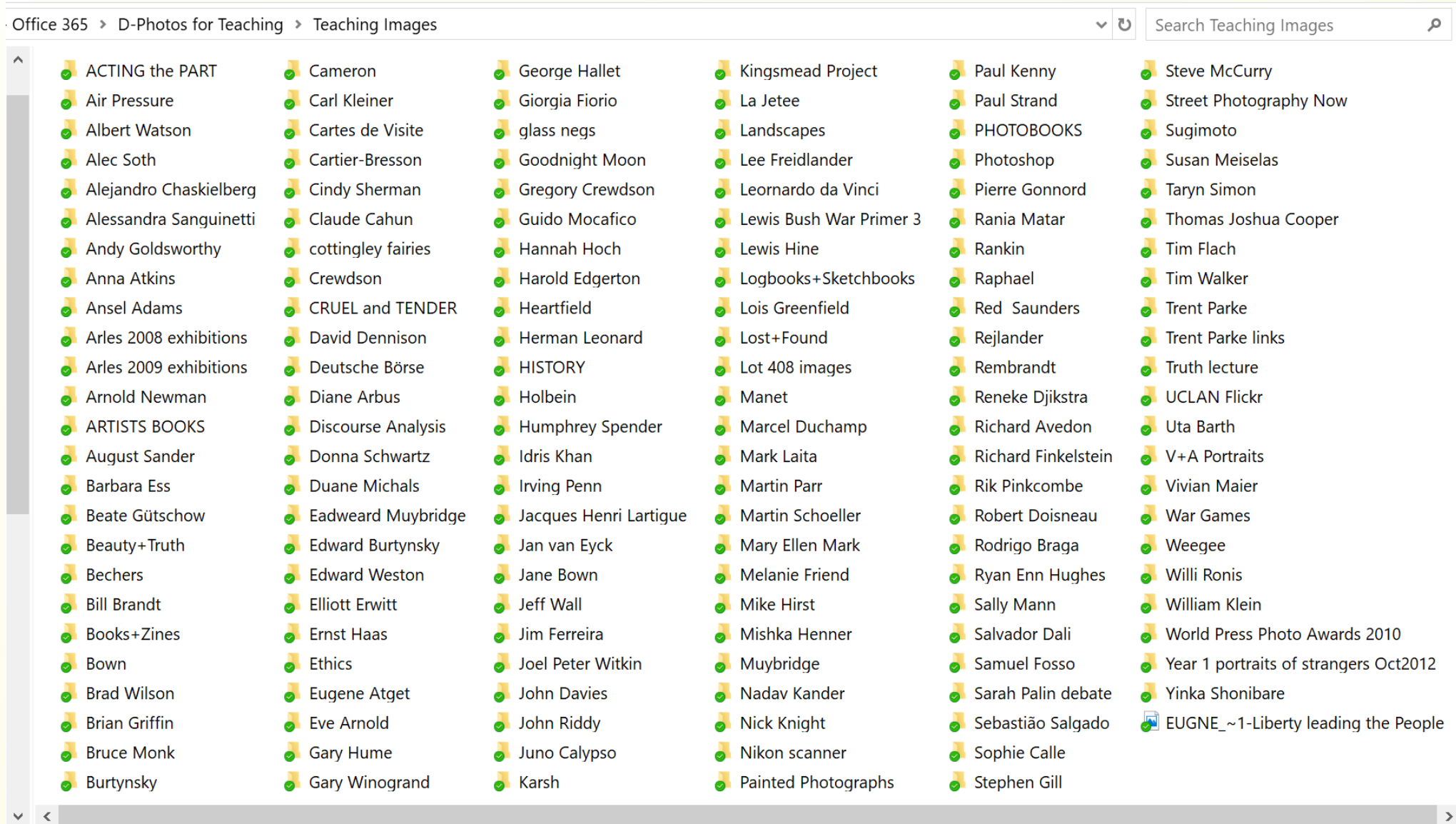
**Adesewa Esther Adebisi**

*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.*



Re-examining the curriculum in terms of inclusion, diversity & equality 'A critical, self-reflexive analysis of pedagogic practice'



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

Agee, James & Walker Evans (1939) *Let Us Now Praise Famous Men*.

Neumann, Jacob W. (2016) *A limited, apolitical, and open Paulo Freire*, Educational Philosophy and Theory, 48:6, 634-644, DOI: 10.1080/00131857.2015.1026302

Roberts, Peter (2013) *A critical engagement with Paulo Freire in the 21st Century: Education, Dialog, and Transformation*



## 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

<https://www.theguardian.com/artanddesign/2018/jun/04/hidden-figures-the-importance-of-remembering-black-classicists>

Our teaching has to go beyond elite white men

<https://www.theguardian.com/commentisfree/2017/oct/27/decolonise-elite-white-men-decolonising-cambridge-university-english-curriculum-literature>

Taking up Space: What Cambridge University taught us about Racism

Chelsea Kwakye and Ore Ogunbiyi

<https://www.theguardian.com/books/2019/jun/15/chelsea-kwakye-and-ore-ogunbiyi-taking-up-space-merky-books-interview>

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>