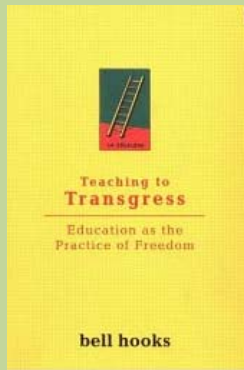


Urbanisation & *Social Policy in the Global South*
SA4H7



TEACHING

to

Transgress

a play on words ...

bell hooks (1994) *Teaching to Transgress: Education as the Practice of Freedom*, Routledge: London. pp. 5.

TRANSGRESSING

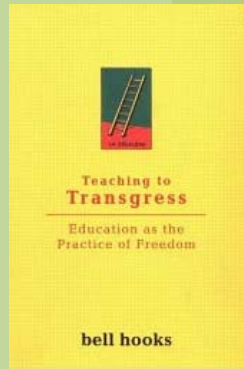
to

Teach

Dr Sunil Kumar, Social Policy
LSE Teaching Day, 22 May 2012

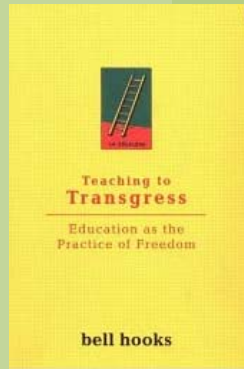
bell hooks does not believe in a ... “**banking system of education** (based on the assumption that memorizing information and regurgitating it represented gaining knowledge that could be deposited, stored and used at a later date)” ...

for her ... “being a **critical thinker** (was seen as a) **threat to authority**”.



bell hooks (1994)
**Teaching to
Transgress:**
Education as the
Practice of
Freedom ,
Routledge: London,
page 8 and 13 (my
emphasis in red).

Bell hooks found that ... **“excitement about ideas was **not sufficient** to create an exciting learning process”**. She notes that, ... **“as a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognising one another’s presence”**.

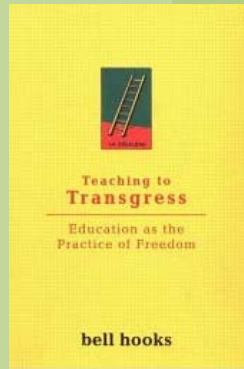


bell hooks (1994)
**Teaching to
Transgress:**
Education as the
Practice of
Freedom ,
Routledge: London,
page 8 and 13 (my
emphasis in red).

She argues that, ... “since a vast majority of students learn through **conservative, traditional** educational practices and concern themselves only with the presence of the professor, any radical pedagogy must insist that everyone’s presence is acknowledged”.

That insistence cannot simply be stated.

Bell hooks believe that ... “it has to be demonstrated through pedagogical practices. ... the professor must genuinely *value* everyone’s presence.... an ongoing recognition that everyone influences the class room dynamic, that everyone contributes. **These contribution are resources.** Used creatively they enhance the capacity of any class to create an open learning community”.

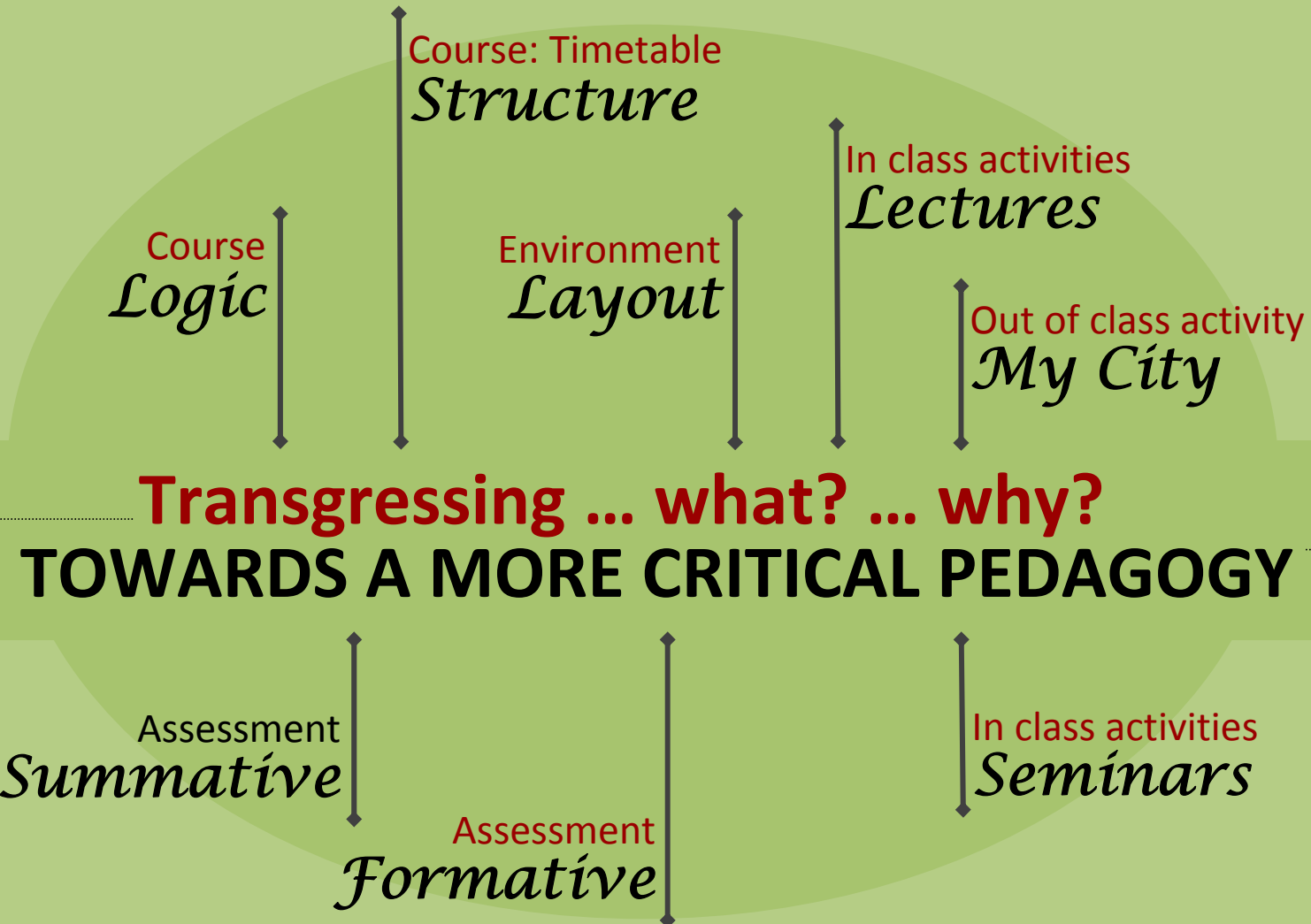


bell hooks (1994)
**Teaching to
Transgress:**
Education as the
Practice of
Freedom ,
Routledge: London,
page 11 (my
emphasis in red).

she notes that ... “teaching is a **performative** act. And it is that aspect of our work that offers the space for change, invention, spontaneous shifts, that can serve as a **catalyst** drawing out the unique elements in each classroom”.

bell hooks argues that ... “just as the way we perform changes, so should our sense of “voice” ... The engaged voice must **never** be fixed and absolute but always changing, always evolving in dialogue with a world beyond itself”.

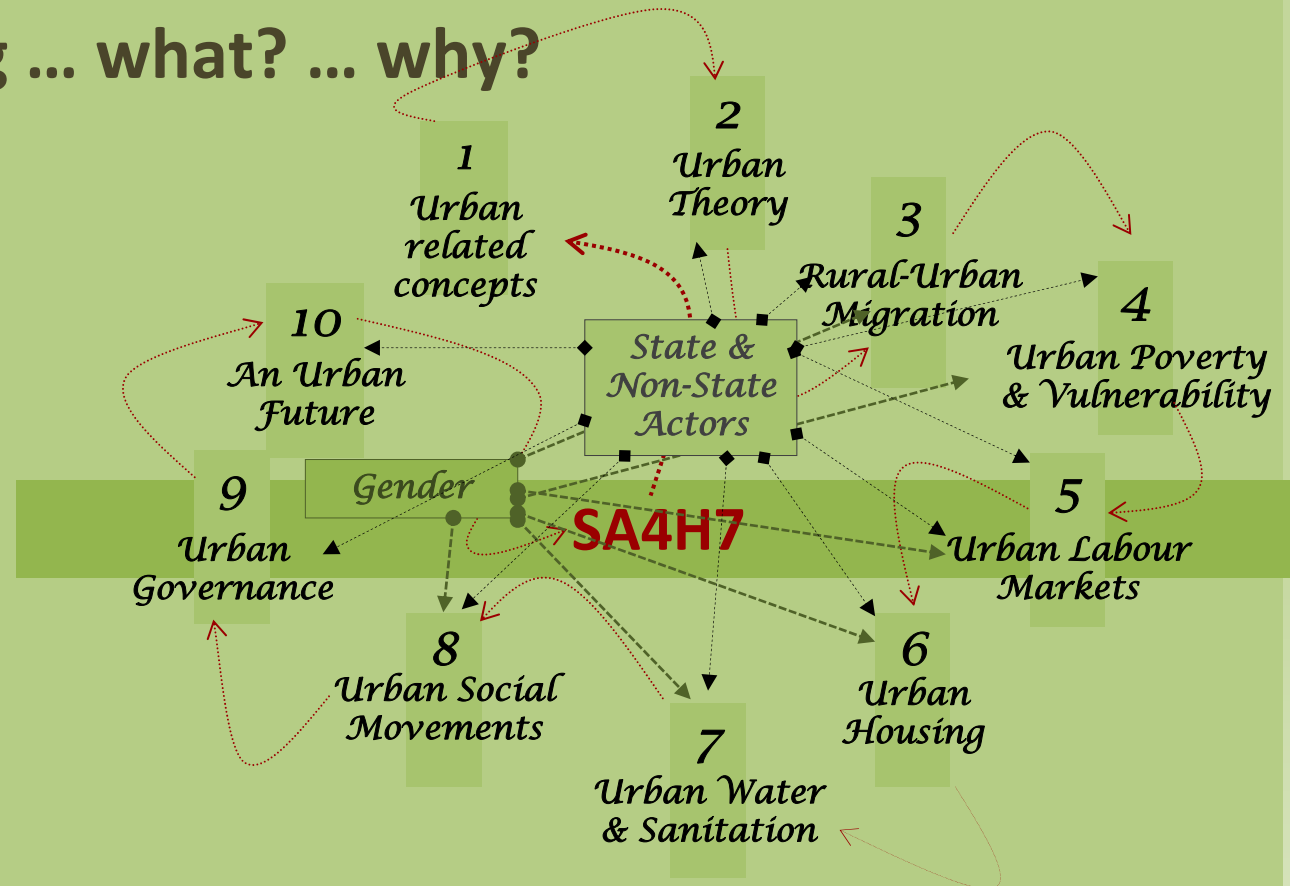
TO EDUCATE AS THE PRACTICE OF FREEDOM IS A WAY OF TEACHING THAT ANYONE CAN LEARN.



... “just as the way we perform changes, so should our sense of “voice” ... The engaged voice must **never** be fixed and absolute but always changing, always evolving in dialogue with a world beyond itself” (bell hooks, 1994, p.11).

Transgressing ... what? ... why?

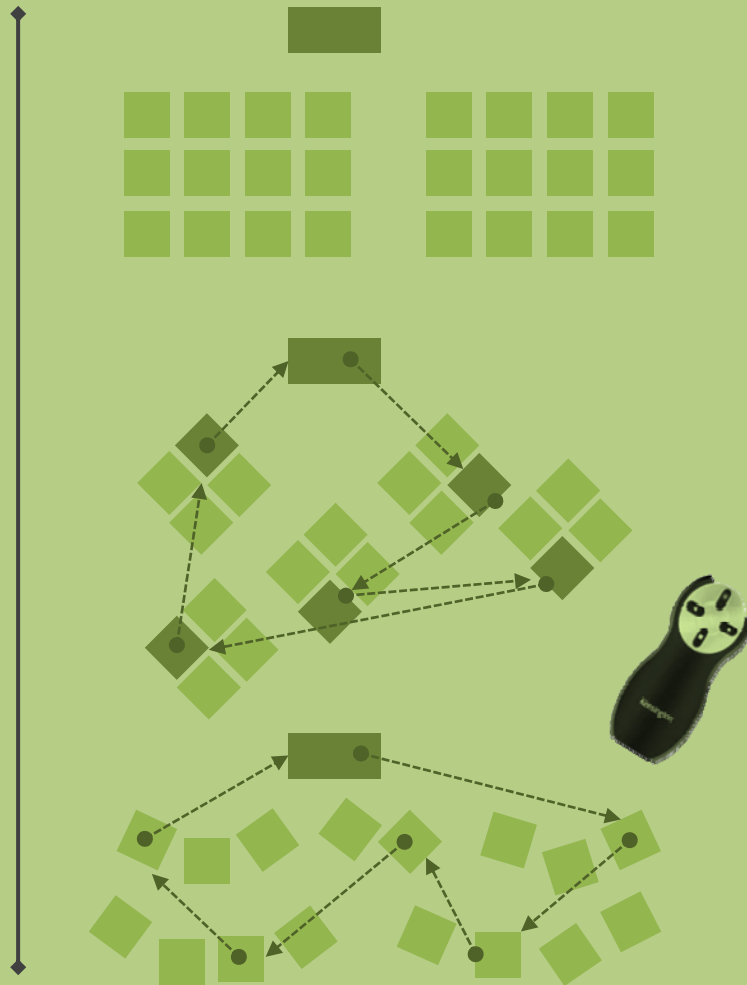
Course
LOGIC



- the course as a **mental map** ... a **picture**
- The mental map as **logic** ... a **heuristic** device
- **backward** link **before** each lecture ... **reflection**
- **forward** link **after** each lecture ... **anticipation**

Transgressing ... what? ... why?

Environment *LAYOUT*



CONVENTIONAL

- Lectern | audience in rows
- Lectern forms boundary
- Lecture is pulpit of power

UNCONVENTIONAL

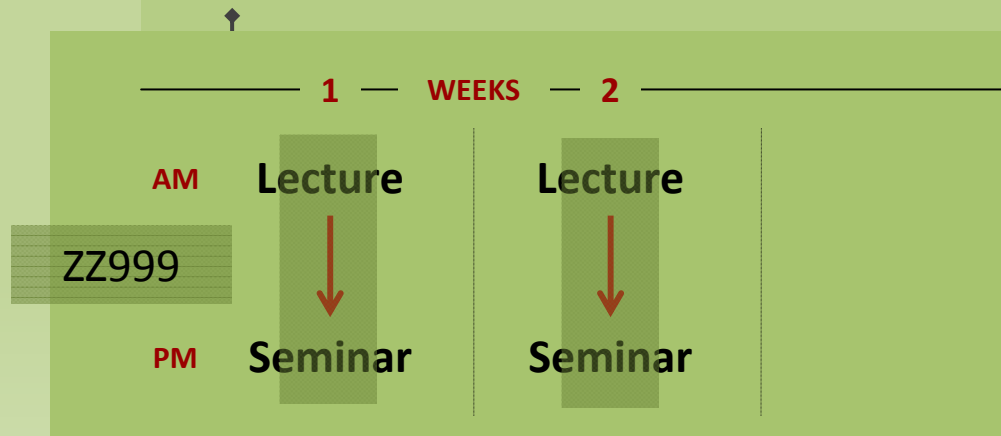
- Lecture | audience in groups
- Facilitates group work & discussion
- Teacher moves & is part of the audience

MIDDLE WAY

- Alter the linear as much as possible
- Teacher still moves around

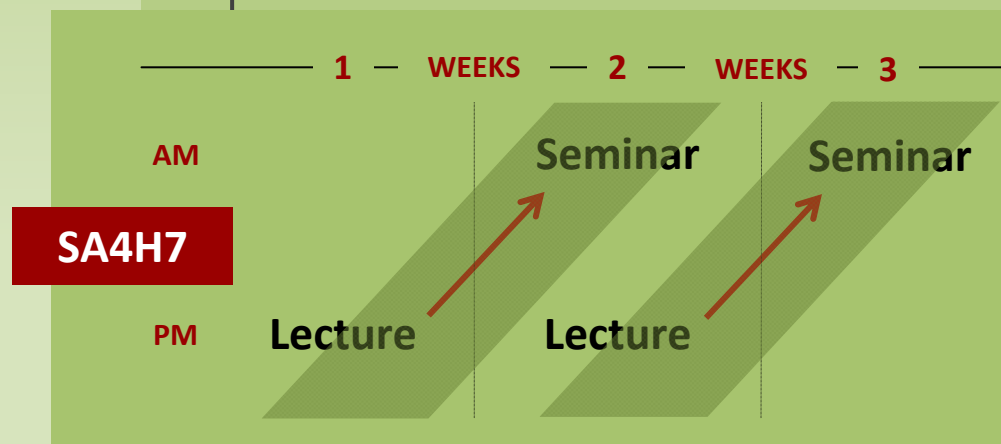
Transgressing ... what? ... why?

Course: Timetable *STRUCTURE*



CONVENTIONAL

- Lecture | seminar same week.
- Lack of time between the two to digest material.
- Neatly fits into a full-half unit.



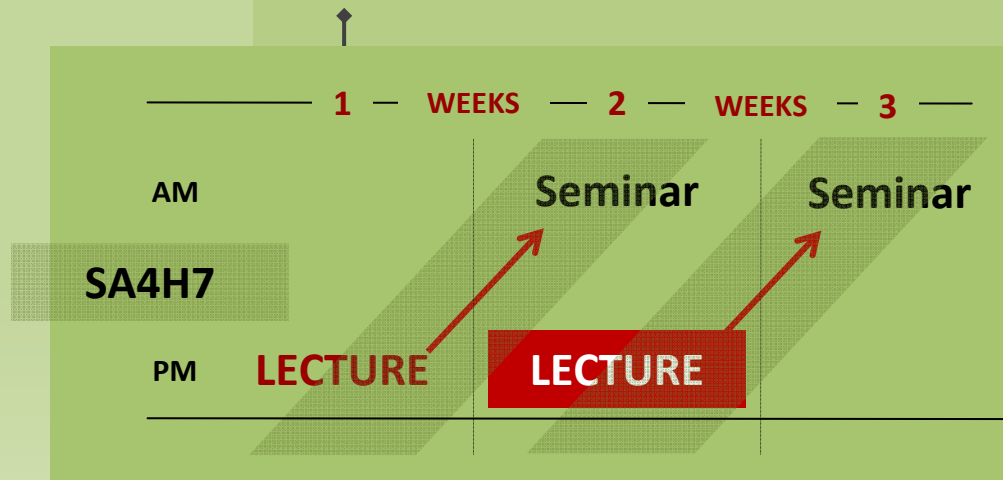
UNCONVENTIONAL

- Lecture | seminar next week.
- Provides time to digest material.
- Does not neatly fit into a full-half unit.

Transgressing ... what? ... why?

In class activities

LECTURES



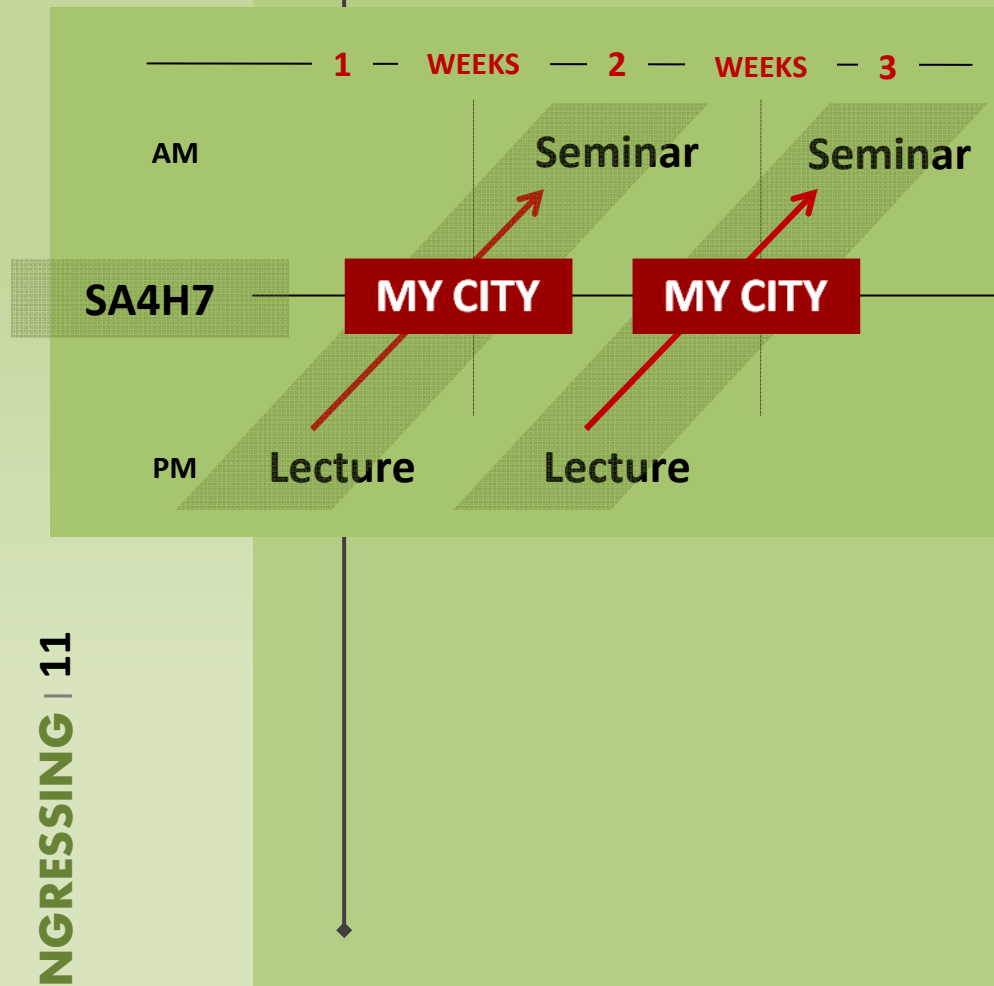
UNCONVENTIONAL

- Break into bite size chunks
- Incorporate
- Questions
- Discussion
- Reflection
- Listen to student position
- Challenge where appropriate

Transgressing ... what? ... why?

Out of class activity

MY CITY



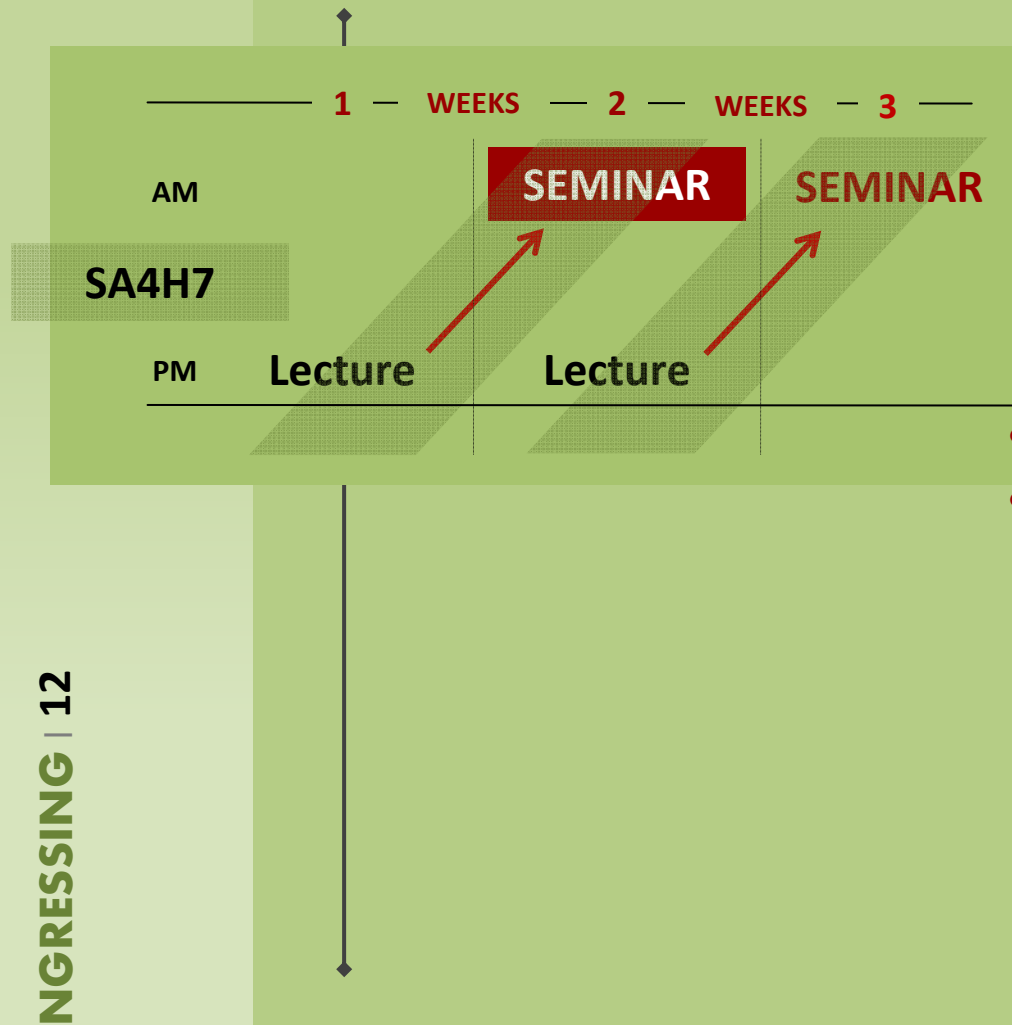
UNCONVENTIONAL

- Weekly non-assessed research task
- Requires application of key concepts covered in the lecture to chosen city
- Aims to embed concepts in real life contexts
- Alerts students to the extent & quality of information available
- Identifies possible essay topics

Transgressing ... what? ... why?

In class activities

SEMINARS



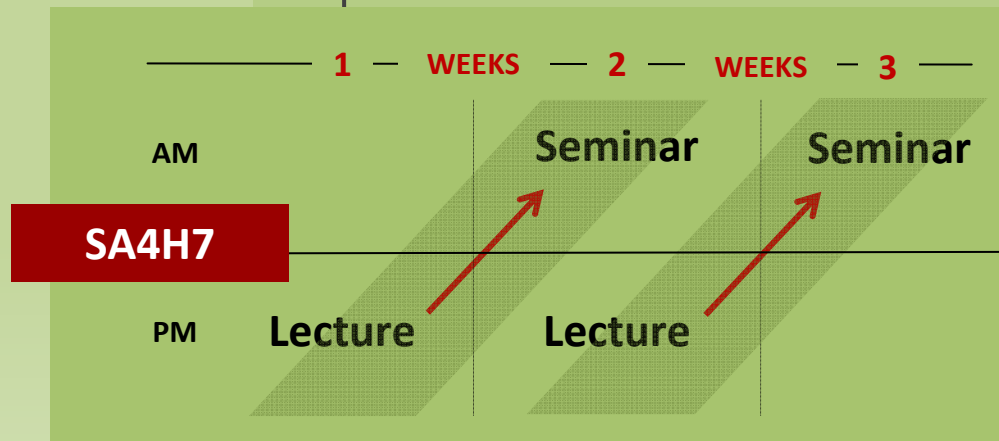
UNCONVENTIONAL

- Mix activities
- Incorporate opportunities for:
 - Questions
 - Discussion
 - Reflection

Transgressing ... what? ... why?

Assessment

FORMATIVE



ESSAY

- Comment on outline provided

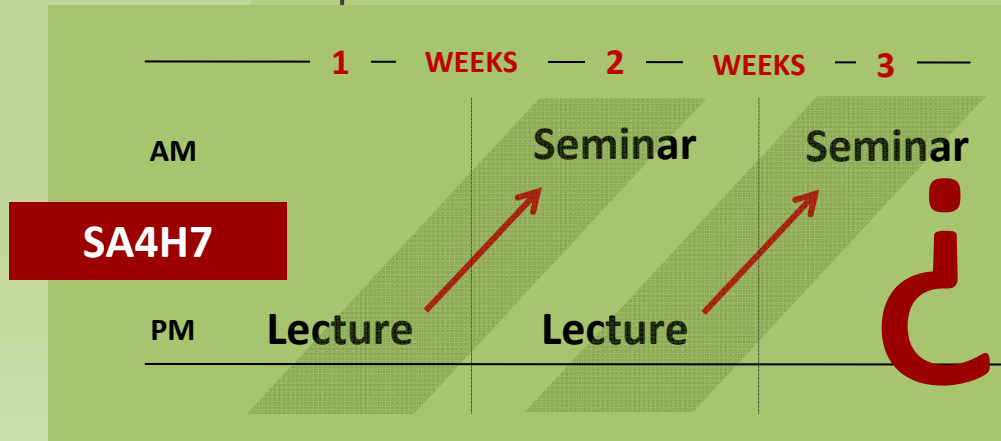
ONLINE TEST

- Practice test | Remotely & in own time (week 8)
- Simulated test (week 10)
 - 3 handwritten questions
 - 12 online questions
 - All questions related to concepts
 - Aimed to provide opportunity for demonstrating understanding & seeking clarification

Transgressing ... what? ... why?

Assessment

SUMMATIVE



UNCONVENTIONAL

• Yet to change this ...