

# The “pedagogy of discomfort” as an approach to support curriculum development for inclusive education

Colloquium on Hopeful Pedagogies

SU: 19 November 2010

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# The essential dilemma

“How was one to break through all these borders? ‘Suture’, I think. Perhaps ‘suture’ is the word that can wash this world. Carefully, to stitch, to weave, this side to that side, so that border becomes a heart-hammered seam.”

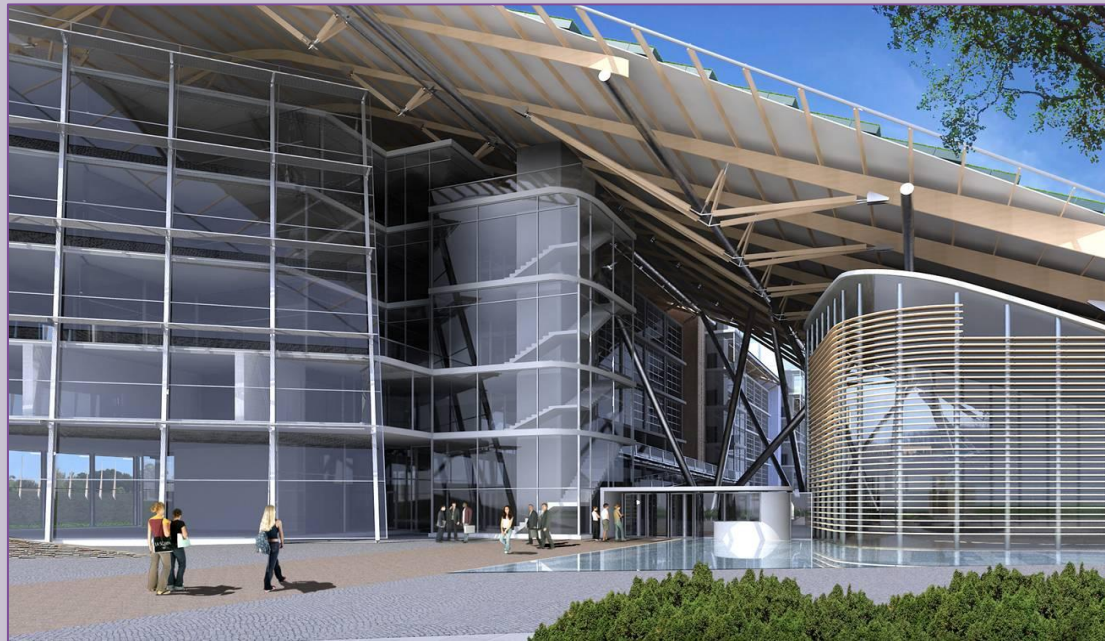


Antjie Krog (2009) *Begging to be Black*. Cape Town: Random House. p. 123



... apart (heid)/hate

Institutions  
and spaces  
may be  
new forms  
of ...



# Initial objectives

To bring fourth year social work, psychology and occupational therapy students from two universities together,  
in which they learn, across boundaries of institution, race, class and discipline,  
about community, self and identity.

# Our model: “pedagogy of discomfort”



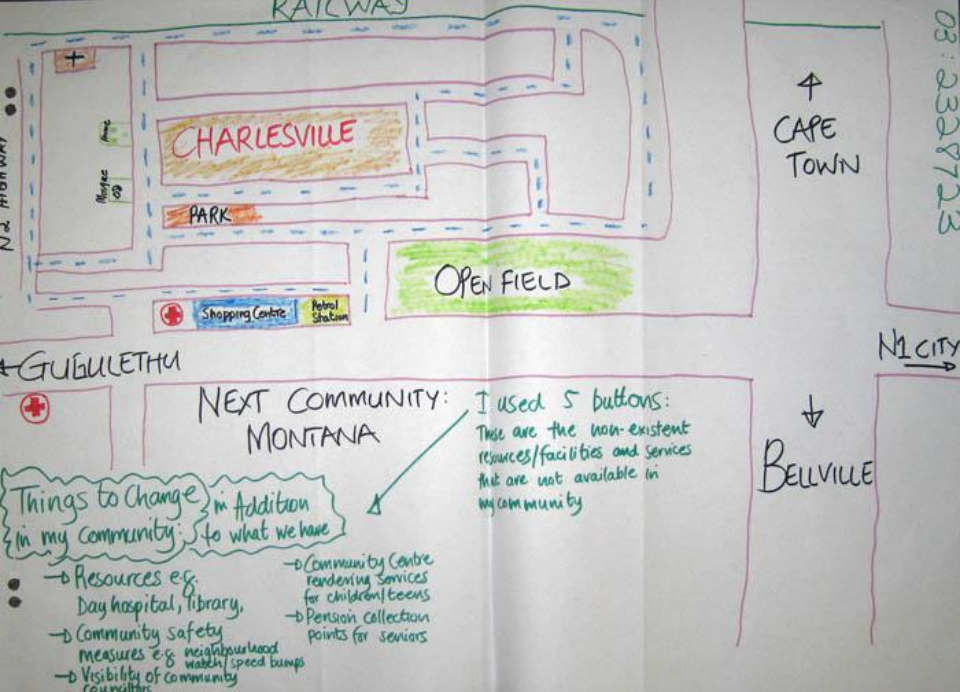
“cognitive dissonance... emotional fire inside me cannot be contained”. (SU)



# A 'structured' learning experience

- Blended: on-line learning and face to face
- Blended: experiential and theoretical
- Use of participatory learning and action
- Use of groups of six to facilitate dialogue





## Use of participatory learning and action techniques

“Draw the map of your community, showing services, ..., use beans to show areas where there are problems requiring attention”



# Structured opportunities for learning

CSI - CSI2007: Community, Self and Identity - Assignments and Evaluation - Microsoft Internet Explorer

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- Table of Contents
  - Introduction
  - Rationale for the module
  - Module designers
  - Outcomes of the module
  - Module outline and timetable**
  - Working in Groups
  - Workgroup Facilitators
  - Assignments and Evaluation**
    - Worksheet 1
    - Assignment 1
    - Assignment 2
    - Assignment 3
    - Individual Essay
  - Marking Rubrics
  - Readings
  - Troubleshooting

For this module you will be evaluated on the various assignments. The weighting of marks for the assignments are broken down as follows:

1. Worksheet 1: 10% of total mark
2. Assignment 1: 10% of total mark
3. Assignment 2: 15% of total Mark
4. Assignment 3: 25% of total mark
5. Individual Essay: 30% of total mark
6. Participation in the module: 10% of total mark

Please note that all marks are provisional and may be altered after moderation at the end of the course. You can view the various marking rubrics that will be used as a marking guide for facilitators, under 'Rubrics' in the table of content.

For further details on the various assignments go to the subpages on the table of contents



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start

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15:58 Tuesday 2007/05/29



# Guest lectures: Remix Theatre Company



Guest lectures: local  
artist: Bernie searle



*TELL ME YOUR RACE THEN I WILL  
GIVE YOU OUR IDENTITY*





# Group presentations

## COMMUNITY, SELF AND IDENTITY



LYNNE  
MONIQUE  
DE BRUYN

MINNETTE  
OELSCHIG

NICOLENE  
ZUZETTE  
ANDRIES

SERAHINI  
ALBERTZE

LAURIKA ANN  
DANIELS

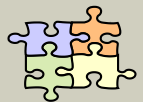
Welcome to our experience of the Community, Self and Identity. Through our definitions, remaining questions and new learnt information of these terms, for our professional lives; we hope that you will learn as much as we did!

GROUP N: Transcending Boundaries!



Left to right: Fundiswa Seti, Nina Rossouw (A), Tembela Mgini, Simon Lolliot, Ntsikelelo Mahobe and Miriam Amieerm

## Conclusion



In a multi-dimensional society, it is important to embrace that people, even professionals, are individuals and have different ideas about life, but that everyone has a unique and important contribution to make. (This is the main lesson we learned from being a part of this programme). It does not mean that we cannot have our own opinion, the importance is accepting our own identities while acknowledging and respecting others. Like the puzzle, every piece is a different colour, but together it forms a whole. All the pieces have one purpose, to form a puzzle. All of us differ, but we all share the same goal – to help people in need.



# Outcome for students

“Would you recommend repeating the idea of learning with students from another university?”

84 – yes; 1 – no.

“Would you recommend repeating the idea of learning with students from another discipline?”

83 – yes; 1 – no.

“Would you recommend using a mix of workshops and electronic communication?”

77 – yes; 7 – no; 2 – maybe.



# Multiple lessons learnt

- What students were able to learn, and how much, about identity, difference, etc
- What factors facilitated this learning:
  - Pedagogic
  - Socio-cultural
- Negotiating learning
  - Strategies students used
- What theories were useful to us

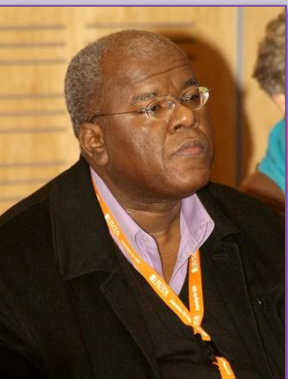
# Theories we drew upon

- Contact hypothesis and refutations (Dixon, Durrheim and Tredoux)
- SA literature on difference, international literature
- Human capabilities (Sen, Nussbaum, Walker)
- Pedagogy of discomfort (Boler and Zembylas)
- Critical race theory (various)
- Participatory learning and action (Chambers)
- Reflexivity – various
- Community of practice/community of enquiry (Wenger)

The teacher is implicated within the social and pedagogical narrative, not some empowered educator who has figured out the problems of an unequal world and stands to dispense this wisdom to receiving students. ... the teachers are themselves carriers of troubled knowledge, and this has serious implications for critical education.

Jonathan Jansen (2009)  
*Knowledge in the Blood;  
Confronting Race and the  
Apartheid Past.*

Cape Town: UCT Press



# Team process

Critical friends

Action research

2005 - 2006

Planning

Fundraising

2006 – 2008

Implementation

Reflection

2009 - 2010

Planning

New phase

2006



2007





# Team Process: Writing for learning

- Bozalek, V., Rohleder, P., Carolissen, R., Leibowitz, B., Nicholls, L., & Swartz, L. (2007). Students learning across differences in a multi-disciplinary virtual learning community. *South African Journal of Higher Education*, 21(7):812-825.
- Carolissen, R., Rohleder, P., Swartz, L., Leibowitz, B., Bozalek, V. (in press). "Community psychology is for poor, black people": Challenges in teaching community psychology in South Africa. *Equity and Excellence in Education*
- Leibowitz, B., Bozalek, V., Rohleder, P., Carolissen, R., & Swartz, L. (2010). "Whiteys Love to Talk About Themselves": Discomfort as a pedagogy for change. *Race, Ethnicity and Education*, 13(1):83-100.
- Rohleder, P., Bozalek, V., Carolissen, R., Leibowitz, B., & Swartz, L. (2008). Students' evaluations of e-learning as a tool in a collaborative project between two South African universities. *Higher Education*, 56(1), 95-107.
- Swartz, L., Rohleder, P., Bozalek, V., Carolissen, R., Leibowitz, B., & Nicholls, L. (2009). "Your mind is the battlefield": South African trainee health workers engage with the past. *Social Work Education*, 28(5):488-501.

# Team process

## Diversity training for team and facilitators



“It was a very intense and emotional experience for all of the participants, leaving many feeling vulnerable and exposed. “

# On reflection

## Students

Enjoyed traversing  
different spaces  
Experienced process as  
difficult  
Small number crossed the  
threshold  
Need to work towards a  
goal

## Success factors for the team

Reflexivity  
Team work, commitment,  
investment  
Hard work  
Successful fundraisers  
Interdisciplinarity