

A Pedagogy of Hope







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Britain must learn to live with COVID-19, it could be with us forever - Javid

6 hours ago



COVID: Sajid Javid says COVID could be with us forever but hopes all...

6 hours ago



The virus is here to stay. We must learn to live with it

1 day ago

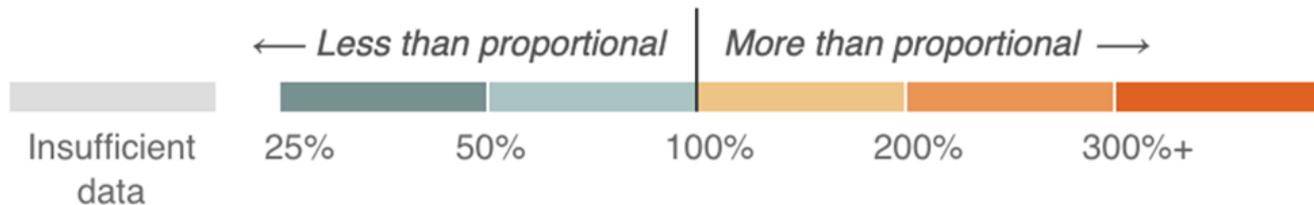


The world must learn to live with Covid this year

2 weeks ago



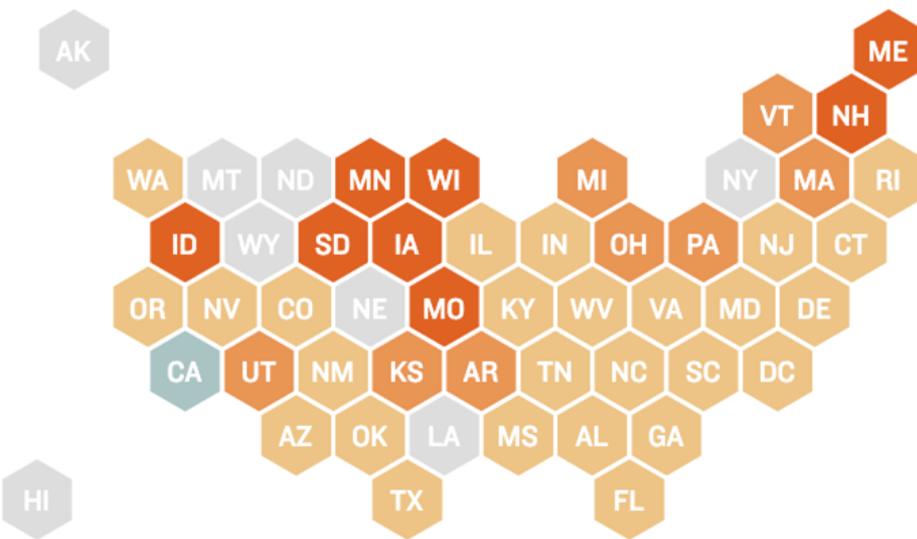
Coronavirus Deaths and Cases Disproportionately Affect African Americans In Most States



DEATHS



CASES



Yonitas
Asian

MASSAGE

★ *Gabby's* ★
BOUTIQUE
ENVIOS DE DINERO

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“The crisis consists precisely in the fact that the old is dying and the new cannot be born; in this interregnum a great variety of morbid symptoms appear.”

Antonio Gramsci



“The old world is dying, and the new world struggles to be born: now is the time of monsters.”

Slavoj Žižek's (loose) translation of Gramsci

Without an unflinching honesty about where we are, we cannot discern where we need to go.



What does a pedagogical praxis rooted in hope look like?



**What does a pedagogical praxis rooted in hope look like
during the “time of monsters?”**



Hope is not a lottery ticket you can sit on the sofa and clutch, feeling lucky. It is an axe you break down doors with in an emergency....To hope is to give yourself to the future - and that commitment to the future is what makes the present inhabitable.”

Rebecca Solnit, *Hope in the Dark*



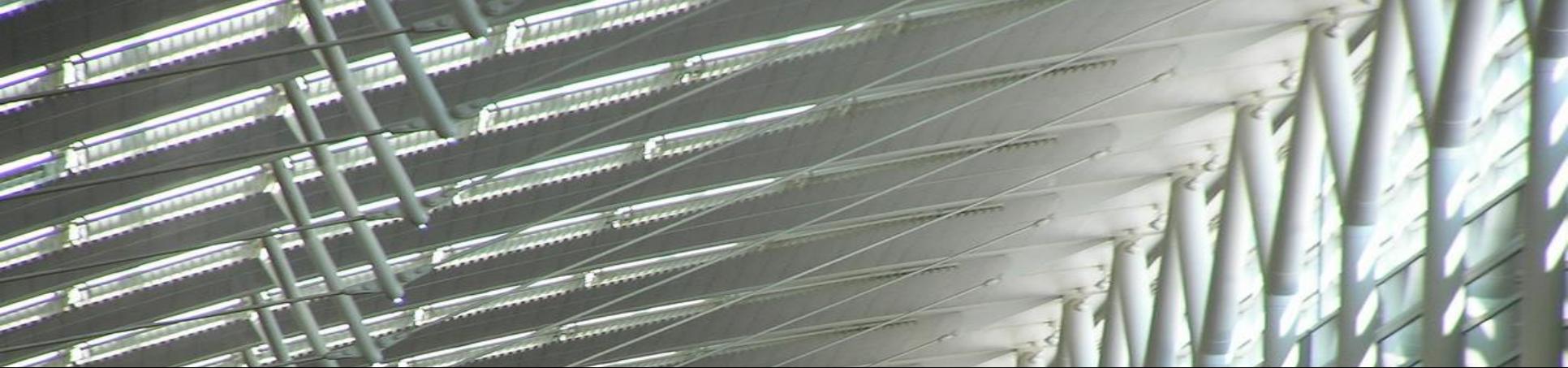
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Hope = Agency + Pathway(s)

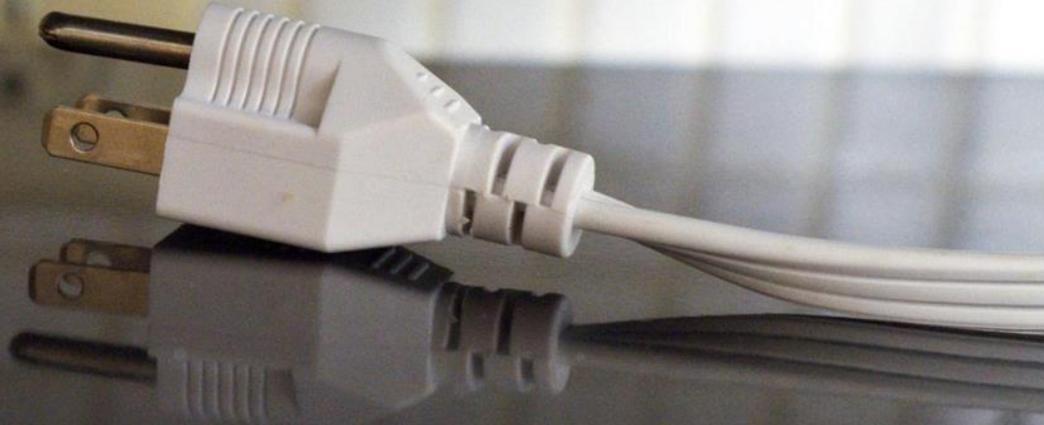
(McGowan & Felten, 2021)



Structures of inequality will always reproduce themselves until we intervene to stop that reproduction.



How do we intervene?





College-Ready
Student



Student-Ready
College

What can we no longer ignore about our students and their learning?

And what are we going to do with this knowledge?





In education, the opposite of hope is fear.



Are we making decisions from a place of fear?

When we make decisions based in fear, we become hoarders. We clutch harder at what we see as scarce, because it gives us the illusion of control.



YOU ARE NOW ENTERING

A SPACE OF PRIVILEGE

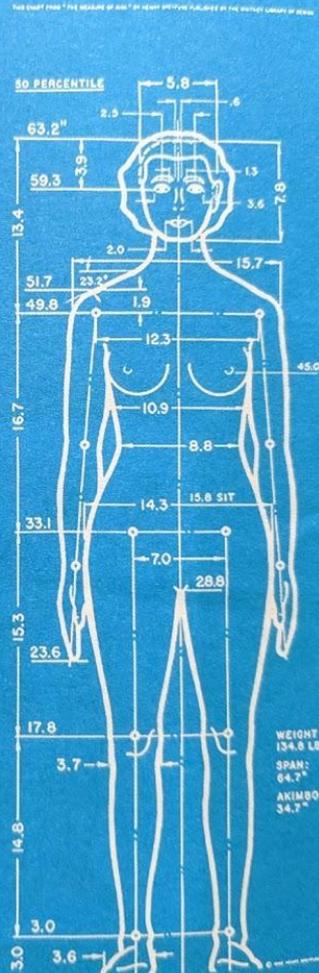
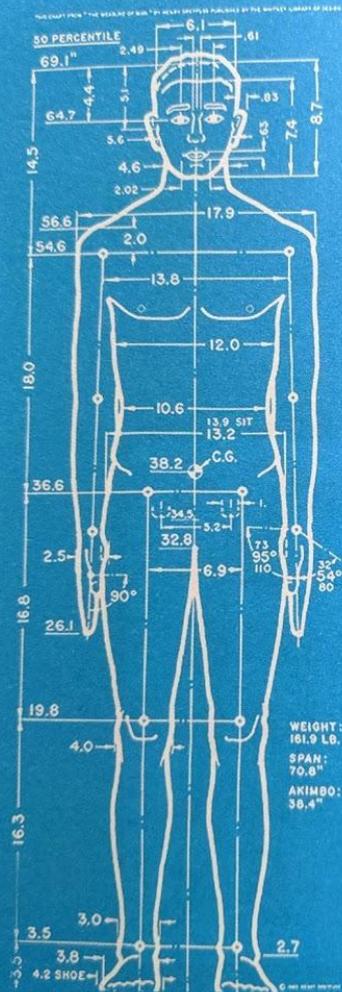
AND PREJUDICE

How many students are experiencing college this way?

Weaponized Design

“electronic systems whose designs either do not account for abusive application or whose user experiences directly empower attackers.” -Cade, [*On Weaponised Design*](#)





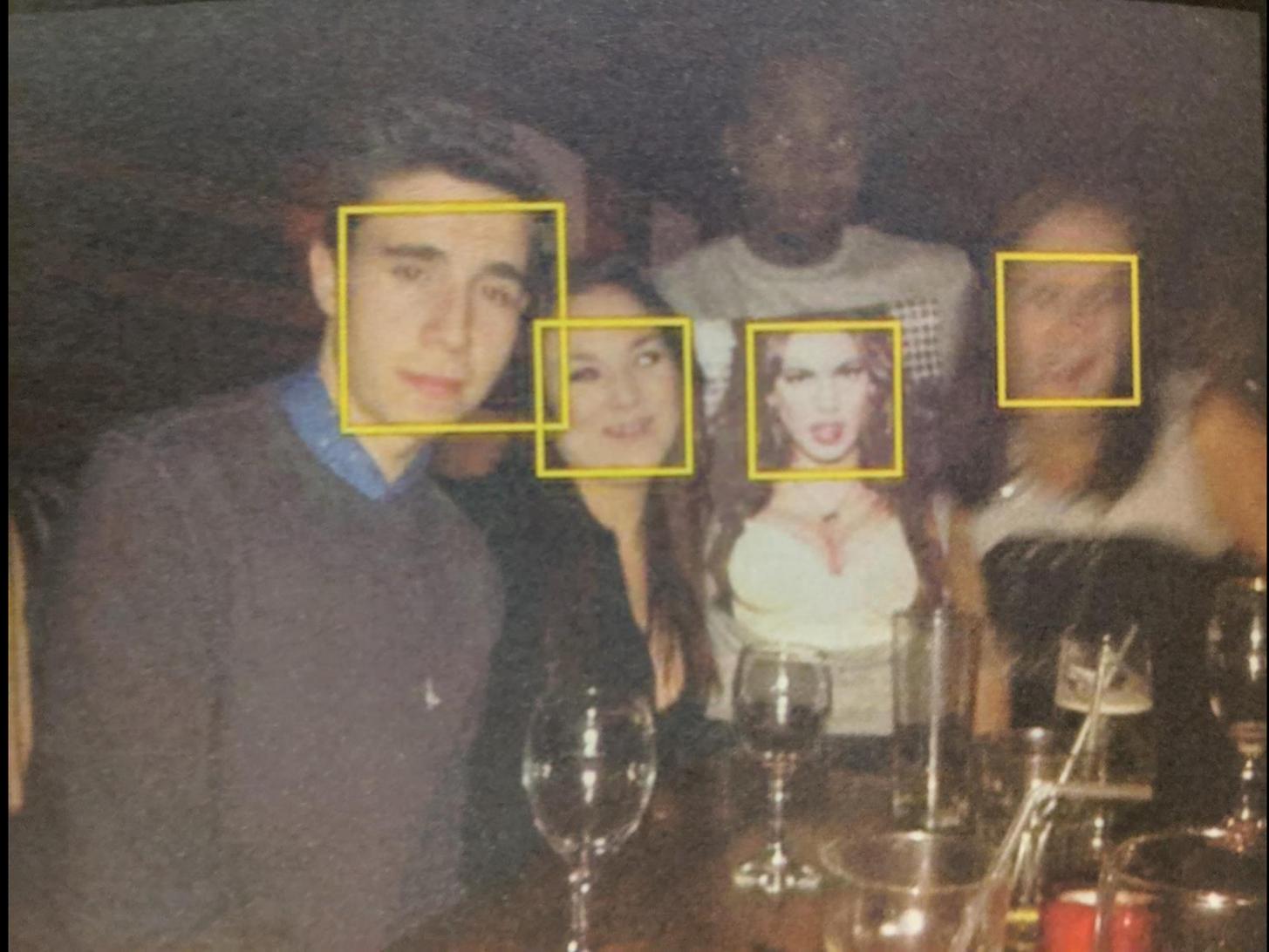
Henry Dreyfuss,

The Measure of Man (1959)

“It is not customary to design for everyone. The few at either end of the normal curve may be so extreme that an encompassing design could become too large or too expensive to produce.”

Quoted in [Pater \(2016\)](#)





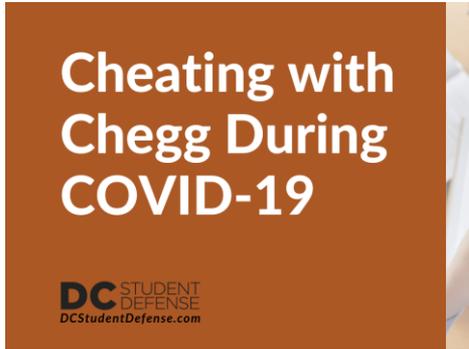


“Mismatch”

“Mismatches are barriers to interacting with the world around us. They are a byproduct of how our world is designed...
mismatches are the building blocks of exclusion.”

-[Kat](#)

[Holmes](#)



Technology

Cheating-detection companies made millions during the pandemic. Now students are fighting back.

With remote proctors watching them take tests, some worry that even leaving for the bathroom will brand them as cheaters.

ASSESSMENT

How to Prevent Student Cheating During Remote Learning: 4 Tips

Dehumanization, which marks not only those whose humanity has been stolen, but also (though in a different way) those who have stolen it, is a *distortion* of the vocation of becoming more fully human.

Paulo Freire, *Pedagogy of the Oppressed*, ch. 1

YOU ARE NOW ENTERING

A SPACE OF PRIVILEGE

AND PREJUDICE

How many students are experiencing college this way?

A white picket fence runs from the left side of the frame towards the center, where it meets a brick pillar. The fence is slightly out of focus in the foreground. To the right of the pillar is a grassy area with several tall, thin trees. The background is dark and dense with foliage. The overall scene is a quiet, outdoor setting.

Educere (Latin): to draw out, to draw forth



It's hard to draw something forth if it's behind a fence.

Diversity statements are not enough.





“We are open to having the tough conversations...”





We should design courses *for* students, not in spite of them.

“Covering content” is something teachers do, not students.





Let's create spaces that foster meaningful and genuine PRESENCE



Where, and How, does the most meaningful learning occur?



Where, to whom, and how do we allocate resources?



A photograph of a classroom or lecture hall. The room is filled with rows of wooden desks and purple upholstered chairs. The desks are arranged in a slightly curved pattern, and the chairs are tucked under them. The lighting is bright, suggesting a window in the background. The floor is a light-colored, polished surface.

Teacher working conditions are
student learning conditions.



Learning is both a *cognitive* and *affective* process.

A close-up, low-angle shot of a railway track with a switch, set against a blurred background of a station or yard. The tracks are made of metal rails on wooden sleepers, and the switch mechanism is visible in the foreground. The background shows a dirt area with some scattered debris and a few small figures in the distance, all out of focus.

“The first revolution is when you change your mind.”

Gil Scott-Heron

imagine *different.*

imagine *better.*

“When it becomes a program, hopelessness paralyzes us, immobilizes us. We succumb to fatalism, and then it becomes impossible to muster the strength we absolutely need for a fierce struggle that will re-create the world.

I am hopeful not out of mere stubbornness, but out of an existential, concrete imperative.”

Paulo Freire, *Pedagogy of Hope*



A photograph of ancient stone ruins under a clear blue sky. In the foreground, a single vibrant red rose is in focus, growing from a crack in the stone. The background shows several tall, fluted columns and a partially reconstructed structure with a pediment. The scene is bright and sunny.

Commit radical acts of hope.

References and Further Resources
available [at THIS LINK.](#)



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