A Pedagogy of Hope
Top stories

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

sky news
COVID: Sajid Javid says COVID could be with us forever but hopes all...
6 hours ago

The Indian Express
The virus is here to stay. We must learn to live with it
1 day ago

Financial Times
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
“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 Zizek’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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Rebecca Solnit, *Hope in the Dark*
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)*
Did someone blink?

OK: Exit
“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
Cheating with Chegg During COVID-19

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 cheats.

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
How many students are experiencing college this way?
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?
Teacher working conditions are student learning conditions.
At its fundamental level, learning is social.
Learning is both a cognitive and affective process.
“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*
Commit radical acts of hope.
References and Further Resources available at THIS LINK.

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