6. Disrupting the Discourse: Toward a Disruptive Pedagogy

Kevin J Brazant.

Summary of Poster

The Higher Education Sector in the United Kingdom (UK) is currently being taken to task regarding structural inequality and unfair outcomes for student learners from non-white backgrounds, also referred to as the degree-awarding gap. How do we disrupt the narrative concerning race and, more specifically, as part of our learning, teaching and assessment practices? Using Critical Race Theory, a project, 'Disrupt the Discourse,' an initiative launched in 2021, is a small-scale case study piloting the application of the aforementioned theory as part of learning and teaching in a Higher Education Institution based in London. The project explored issues of curriculum design and assessment practices in response to the issue of the degree awarding gap. The initiative explicitly explores uncomfortable conversations about race as part of learning and teaching practice and, by working with a team of antiracist scholars, a curriculum framework and digital toolkit were created to explore the lived experiences of students and staff. This infographic depicts the journey towards a 'Disruptive Pedagogy.' The feedback from academics was that this initiative was instrumental in re-considering education as a vehicle for social justice through assessment practices, curriculum content and pedagogy as part of learning and teaching practice.
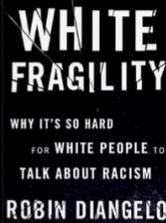
TOWARD A DISRUPTIVE PEDAGOGY

DISRUPT **THE** DISCOURSE

INFOGRAPHIC

WHITE FRAGILITY
WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM
ROBIN DIANGELO

DEFINING WHITENESS

"We use the term 'Whiteness' as a social construct, rather than to refer to an essentialised notion of racial categories or colour. The British historical and political context has shaped the use of terminology, where Whiteness refers to the invisible privileges and power relations which systematically maintain structural, racialised, and intersectional hierarchies and oppression, via various ideological and cultural practices."
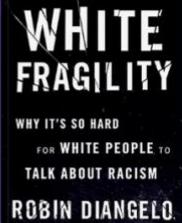
(Clark & Garner, 2009).

BUILD A COMMUNITY

"Communities of practice (CoP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." Note that this allows for, but does not require intentionality. Learning can be, and often is, an incidental outcome that accompanies these social processes." (Lave and Wenger 1998).

INTERSECTIONALITY

Our mission is to foster a sense of belonging and learning communities among our students and staff through using dialogue, and content creation. Using live podcasts to create intimate sit downs with professionals, educational influencers and students to explore our social identities, positionality and the challenges and rewards that these bring to our learning and teaching.
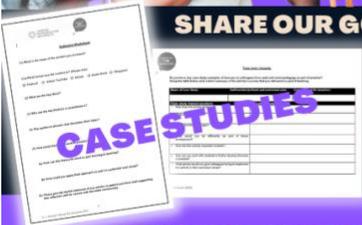
AGREE   DISAGREE

MARGINALISED VOICES

NO   BLM   GO HOME   YES
INCLUSION   MISOGYNOIR
DECOLONISE
FREE SPEECH   I'M NOT RACIST   ALL LIVES MATTER   BLM

SHARE OUR GOOD PRACTICE

CASE STUDIES

To boost confidence in navigating themes of race, ethnicity and inequality as part of learning and teaching practice. By producing case studies from the Disrupt the Discourse project as a body of exemplary practice.
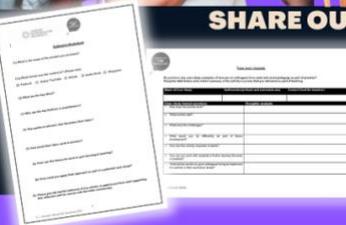
JOIN OUR DISRUPTIVE COMMUNITY

This toolkit has been co created with anti racist scholars, students, academics and researchers. This resource, along with other opportunities to share practice, will deepen your understanding of how to dismantle structural Racism as part of our pedagogy.

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Author Biography

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Ethics and Funding Statement