Ana Carolina Rodrigues, Reflective Report, PGCert, Inclusive Unit.

Reflective Report on the Collage workshop on Post-Humanism

"posthumanism is a vital construct we need to grasp right now, and urgently so, since the concept encompasses the causes of colossal issues like climate change as well as racism and sexism(...). Posthumanism shows us how social justice and ecology are interdependent; trying to fix each separately will not work in the long run"
Giovanni Aloi, Flash Art.
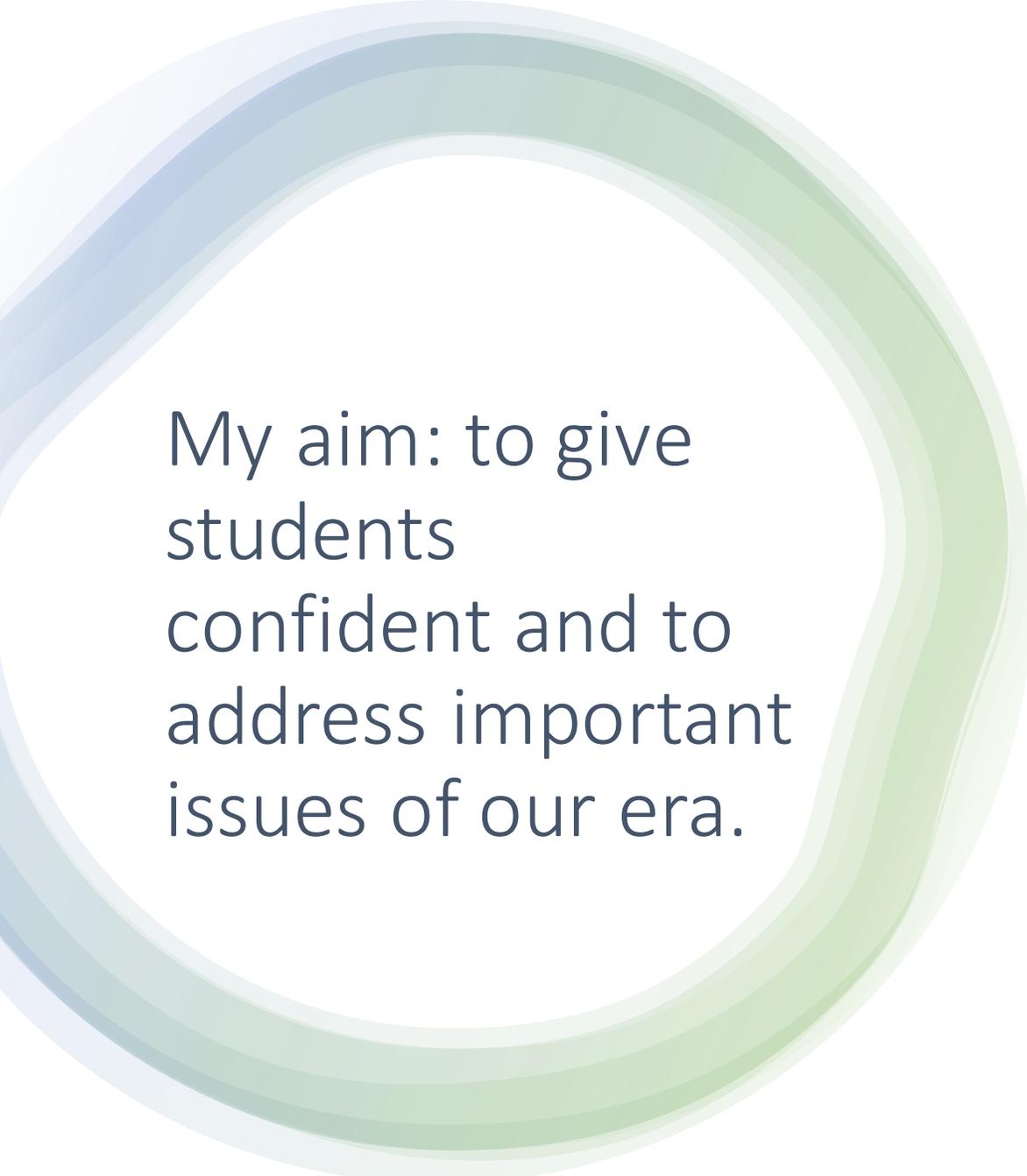
My aim: to give students confident and to address important issues of our era.

- "All students of whatever background became transformed – become ´other` - through the process of art college education, if they genuinely engage with the dynamics of the process. This is the nature of ´adaptation` as defined by Fosnot and Perry. It is important to remember, however, that adaptation, so conceptualized, is not solely a matter of a subject adapting to a set environmental situation. The subject also contributes to its shaping – in other words, they have an active role as an agent in its formation and, in however small a way make the environment adapt to them. Any claim for inclusivity and diversity as an encounter of ´being-with` must, therefore, address the centrality of reciprocity as an aim" Donszelmann (2008).
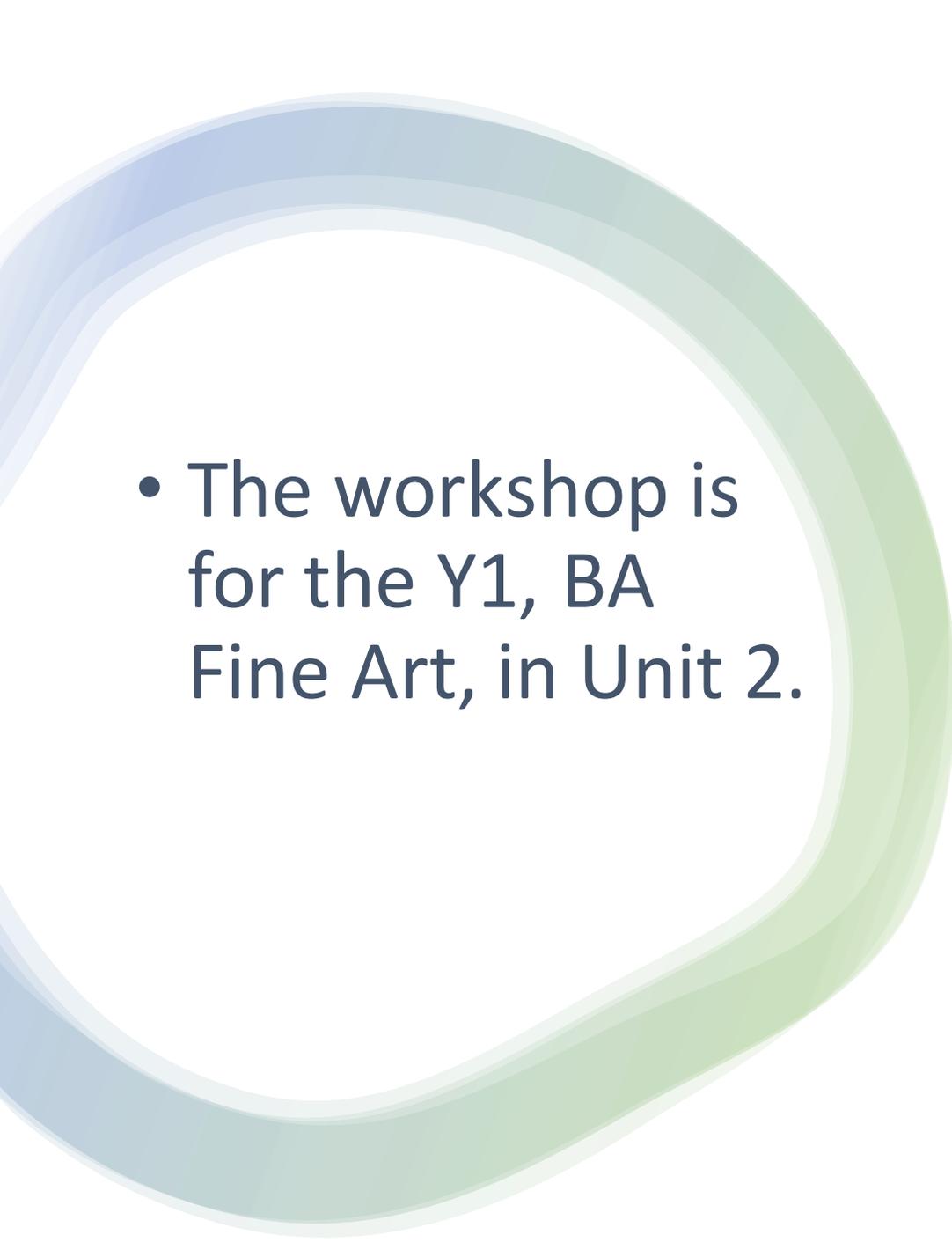
- The workshop is for the Y1, BA Fine Art, in Unit 2.

- The Unit 2 is already a unit where the students can choose a variety of workshops to explore issues that may interested them. However, reviewing last year choice of the workshops none of them addresses issues of race, some of them address issues of climate change. I am interested in exploring how social justice and ecology are linked. I truly believe this work must start from the Y1.

- Also, after meeting with my colleagues on the department, at the end of the academic year we all agreed that "**Unit 2 - Practice Workshops**: generally worked well and students enjoyed working with peers with similar interests" (Fine Art tutors, Y1 Chelsea)

"Unit 1 Good Practice Guide

- Be Welcoming

- Be representational of future study

- Opportunities to make friends

- Be understandable by all

- Draw on student´s prior experiences

- Give students confidence for future study"

- [Student learning, Understanding the impact and effectiveness of Unit 1 on the overall student experience](), Leanne Grice, UAL Education Conference 2022 Online

"For some, entering the 'great conversation' fully implies a devaluation and diminishment

of their personal identity and community affiliation. (…) Rather than be subjected to such a perspective,

they prefer the company of those who they feel share their particular interests in order to

have their ideas constructively considered. The only alternative to intellectual segregation

in such contexts, the only 'appropriate and understandable motive' for those in power

to initiate engagement, they write, is the pursuit of friendship." (Jackson, 2008)

All Students
Current Year | Trends

82%
1st/2:1
2020/21
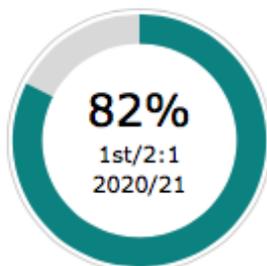
Full size

Home
Current Year | Trends

86%
1st/2:1
2020/21
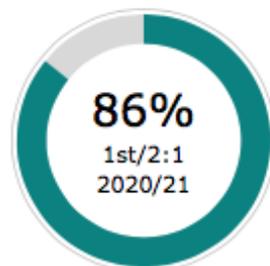
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EU
Current Year | Trends

87%
1st/2:1
2020/21
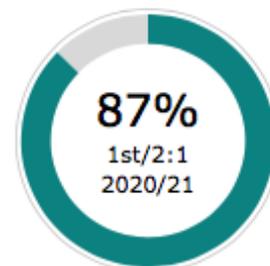
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International
Current Year | Trends

75%
1st/2:1
2020/21
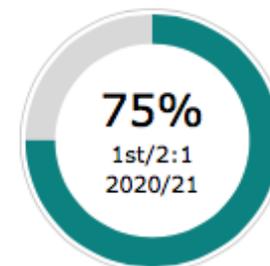
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Home White
Current Year | Trends

89%
1st/2:1
2020/21
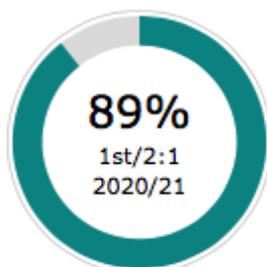
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Home BAME
Current Year | Trends

78%
1st/2:1
2020/21
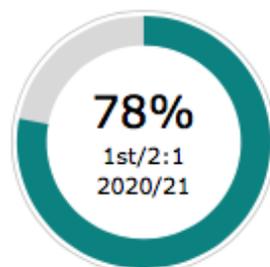
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Home SEC 1-3
Current Year | Trends

88%
1st/2:1
2020/21
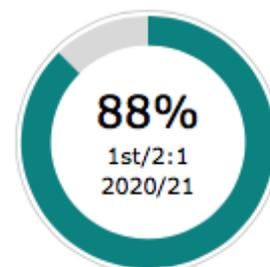
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Home SEC 4-7
Current Year | Trends

83%
1st/2:1
2020/21
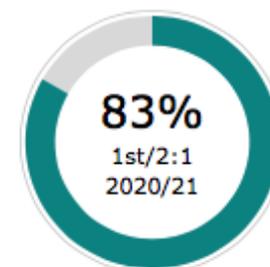
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Home Asian
Current Year | Trends

79%
1st/2:1
2020/21
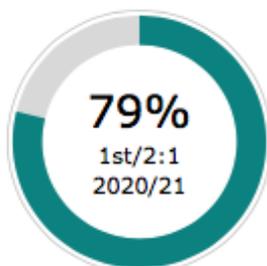
Home Black
Current Year | Trends

73%
1st/2:1
2020/21
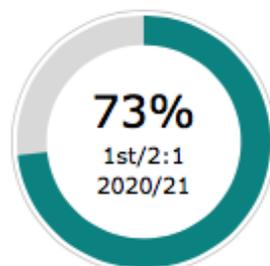
Home Mixed
Current Year | Trends

81%
1st/2:1
2020/21
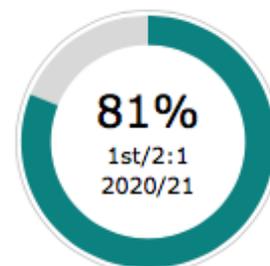
Home Other
Current Year | Trends

74%
1st/2:1
2020/21
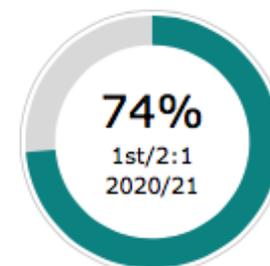
"how we can 'forget that the uniqueness of classrooms,
historically, is that
they have effectively accomplished and authorized
social relations of hierarchy and subordination,
that they have a provided a public space for the
exercise of power and the
legitimizing of racism and oppression in the name of
truth, rationality, justice'." (Jackson, 2008)

| Items to consider	Description
Inclusive language	Research current and developing terms with regards to identity and intersectional identities. Illustrate this understanding through all forms of communication and at all levels. Engage with diverse organisations and community representative of all ages to contribute.
Cultural value	Recognise power, privilege and disparity of experience both internal and external to higher education and industry sectors. Highlight examples of good practice and processes that respond to social justice, illustrate examples of diverse leadership and activities that level the playing field.
Create opportunity	Generate prospects for participants to contribute pre, during and post event session virtually and in person. Share external events, jobs and organisations openly for all.
Build trust	Share diverse narratives, select diverse presentations, activities pre, during and post event or session.
Seek expertise	Collaborate with community specialists and practitioners, where possible gain training yourself around mental health and well being, cultural competence, diverse critical theories, and pedagogies of social justice and find a way to share the experts pre, during and post event or session.
Reduce hierarchy	Foster spaces for all to contribute staff, students, alumni, industry both in person and virtually. Make visible spaces for students and alumni to articulate for themselves, to help others and share practices for positive change.

- Introduction: We all introduce ourselves thorugh the lens of nature.

- I was first introduced to this by Jheni Arboine and it was lovely to hear what everyone had in common and also their connection with their surroundings.

- I also already tried this introduction in a microteaching session and all the students responded very well and everyone was at ease at the start of the session.

- "If education is to have content as it normally does, then one of its goals must be to develop a sense of shared understanding

regarding common values among students." (Jackshon, 2008)

- Why a workshop?

"Perceived as mavericks, they are often simply cultural activists who make interventions some children and young people remember for the rest of their lives." (McMillan, 2015).

- Why collage?

I am an artist and the idea of the collage come from my practice. I was in my studio, and I wanted to combine different ideas together, in a visual and cheap way. I also wanted to be ambitious in putting different things together. These were always work in practice, to organize ideas. "The act of making and reflecting on practice is useful in helping us navigate complexity" (Knight, L. 2022 // Educational Developer Climate Justice / Teaching & Learning Exchange, UAL, MA/PGCert Academic Practice).

- When I run the workshop at Maxilla the outcome was fun, provocative, innovative, ambitions and gave rise to a lot of discussions.

Asking the students to bring their own images:

- The feedback I had from my peers (Monica, Michael and Suki), everyone said that it is a good approach to ask the students to bring their own images "because it is something that relates with their identity and intersectionality (The Core Pillars of the Organization's Pedagogy of Social Justice Education, by Aaron Hahn Tapper) and create connection to the group;". (peer review)

- In Pedagogy of the Oppressed, Freire recommends that students explore interdisciplinary themes of personal and social significance before engaging, ideally, in collaborative, student-led projects to better their lives.
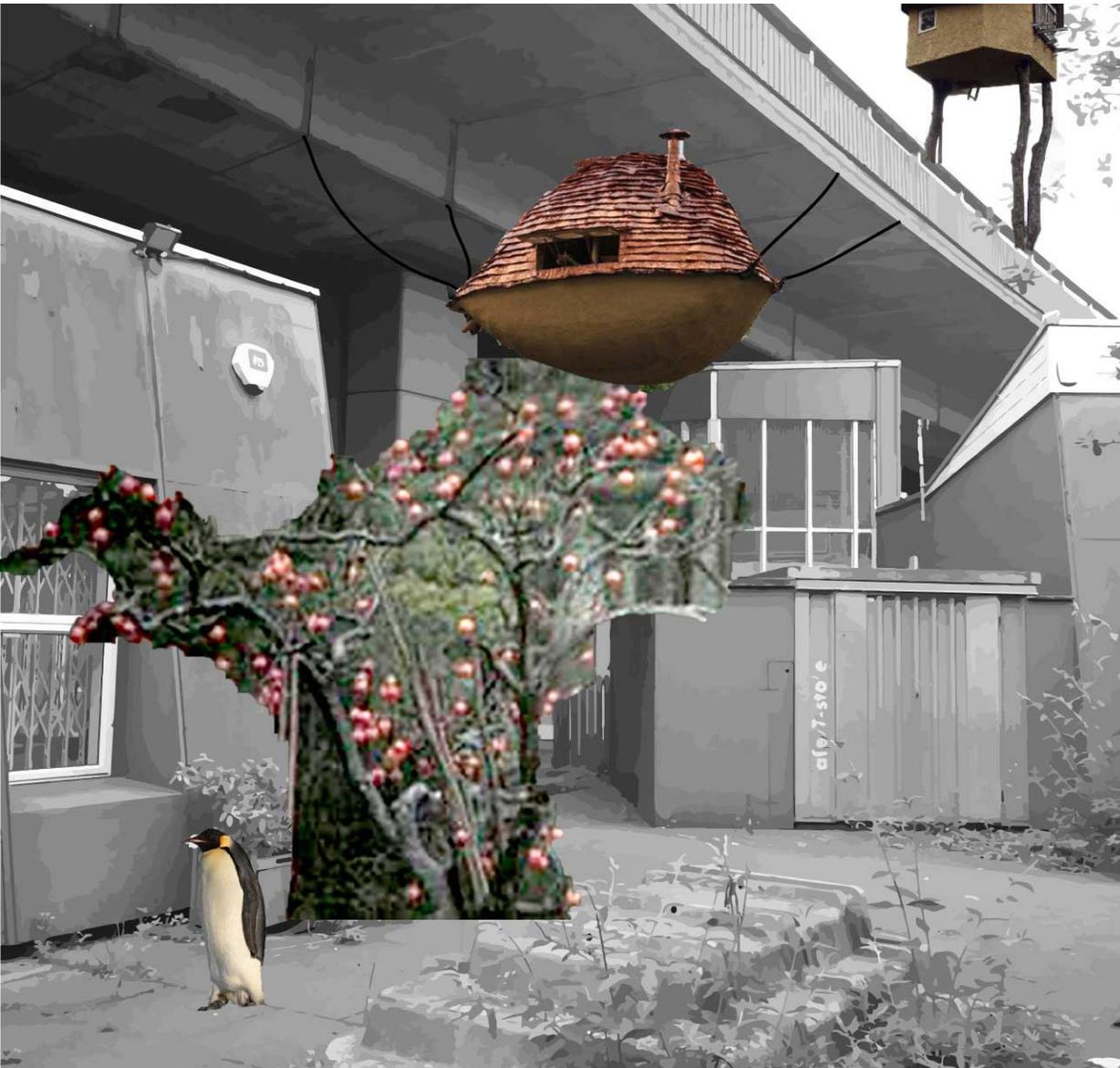
## Task 2 - Quiz: Who's Who? (10m)

ual:

Unit 2: Inclusive Practices Unit 2022.

The images that I will bring: (please see framework) are

Inspired by the Task 2 - Quiz: Who's Who? (from the Session 3: Race & Ethnicity: Privilege, Power and The Sociology Of Dominance)

I would like to bring images of people that are engaged with social justice, and to expand this to images of man-made natural changes.
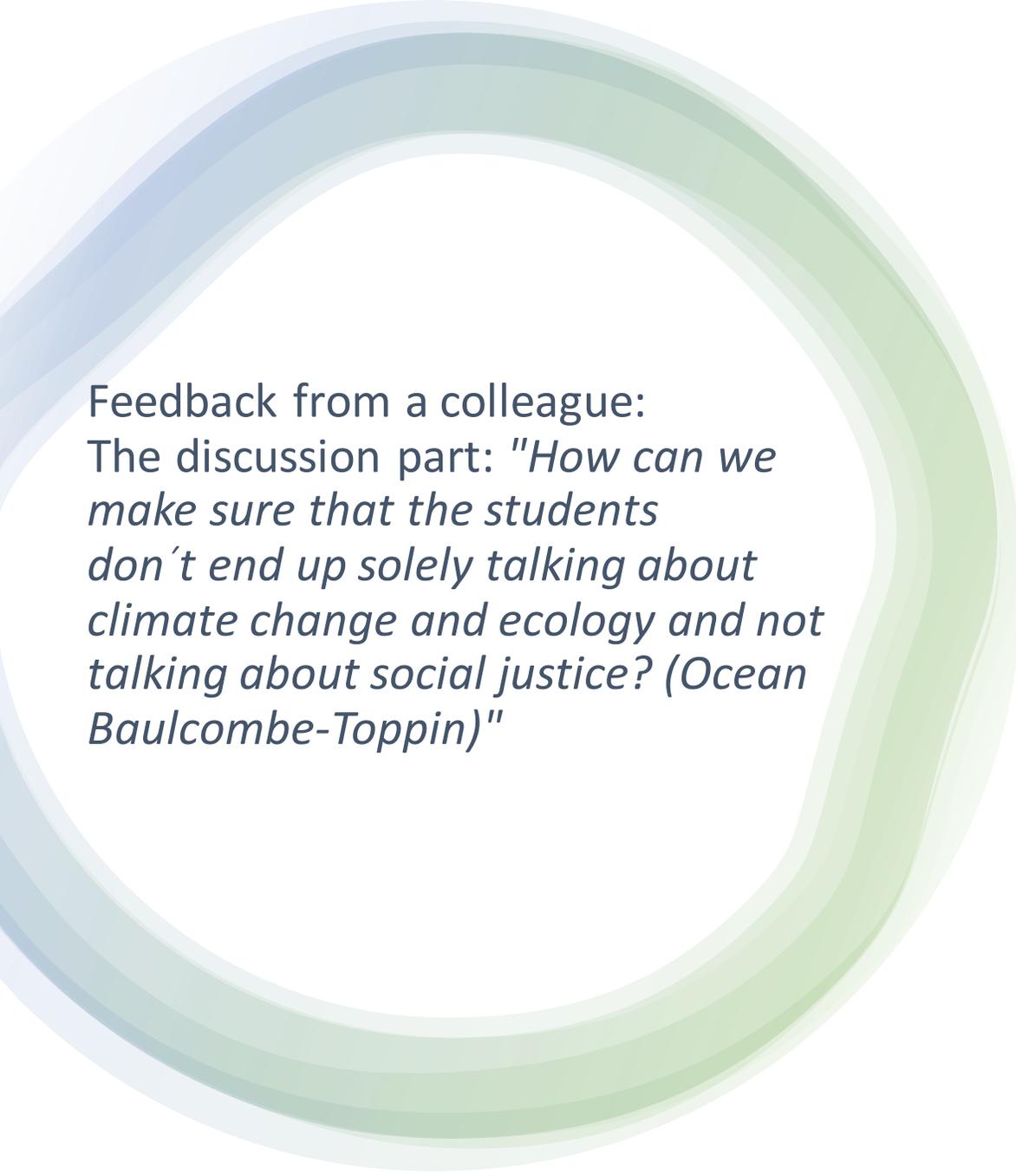
Feedback from a colleague:
The discussion part: *"How can we make sure that the students don´t end up solely talking about climate change and ecology and not talking about social justice? (Ocean Baulcombe-Toppin)"*

"(…)teachers often feel frustrated when

their attempts to present multicultural curricula and raise multicultural issues seem to persist at a

"contributions" level even when teachers desire pushing themselves and their students further. (Haviland, 2008)

- My positionality as a white women, in an institution predominantly white is important.

  Apart from the tutor, I also, position my-self as an artist to help equalizing my understanding of the intersectional and sensitive nature of issues that may arise.

"White teachers and students spoke, behaved, interacted, and thought about race, racism, and White supremacy in ways that were powerful yet power-evasive. There were several ways that we accomplished this power-evasion, including the following:

- Avoiding words

- False starts

- Safe self-critique

- Asserting ignorance or uncertainty

- Letting others off the hook

- Citing authority

- Silence

- Changing the topic" (Haviland, 2008)
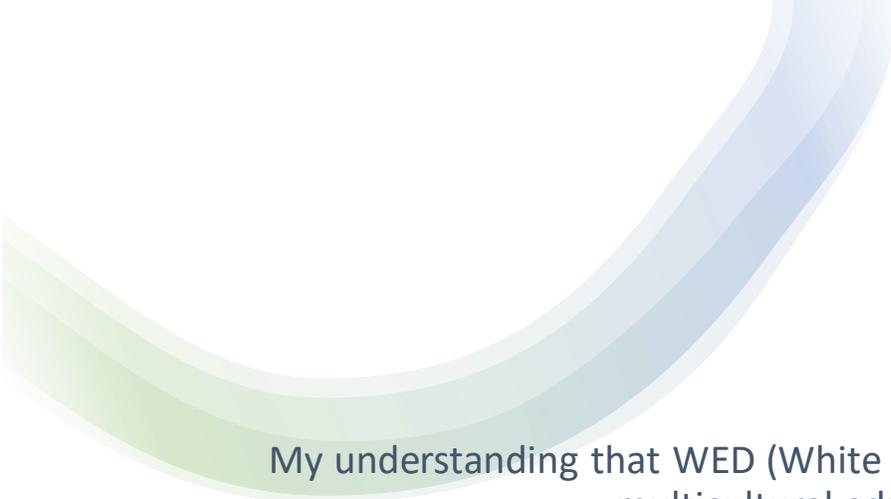
My understanding that WED (White educational discourse) can be a barrier to move forward to TME (Transformative multicultural education)/SAME (Social-action multicultural education) helps.

"However, recognition is only a first step; the very "ordinary-ness" of WED to White

teachers and students may make it seem impossible to overcome without complete

rejection of familiar ways of being in the world. And because WED may impact White teacher

educators as well as beginning teachers and their secondary students, we have as much

work to do as they do." (Haviland, 2008)
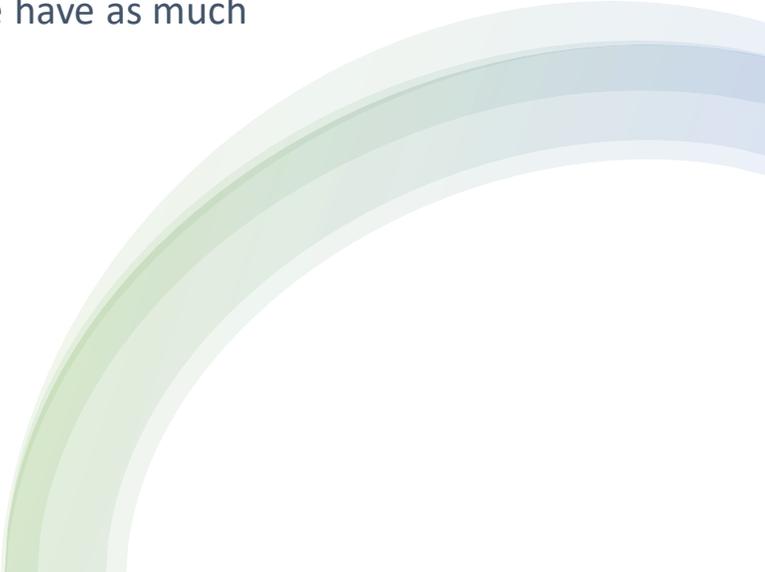
The other main question from the feedback received from my peers is how can I make sure I provide a safe but brave space? With the choice of the workshop, I am conscious that it can come across like this:

"(...)it as inappropriately morally self-righteous for privileged members of society to engage less privileged members out of an apparent moral or ethical obligation. (...) for example, the power to use your language in our meetings, the power to overwhelm us with your education... to power to engrain in us a sense that we are members of dying cultures and are doomed to assimilate, the power to keep us in a defensive posture with respect to our own cultures."(Jackson, 2008)

So, what to do:

"As Mitchell Chang observes: 'one irony of the benefits of [diversity] is that bringing together people of different races adds educational value because racism causes people of different races to have distinctly different experiences in the first place.'"(Jackson, 2008)

- The key to measure the success of this workshop is to know how people felt creating their collages and having the discussion afterwards and if that was a catalyst to explore the issue further.

- For that, interviews would be carried out after the workshop. Discussing with my peers we agree that interviews are personal and richer.

- At the same time of carrying out a series of questions I found inspiring listen to Dr Bernadine, on the *MA – PGcert cross-programme session,* when Dr Bernadine said to talk to the students:"ask the students rather than make them feel they need to fit the pocket; ask the students what they want.".
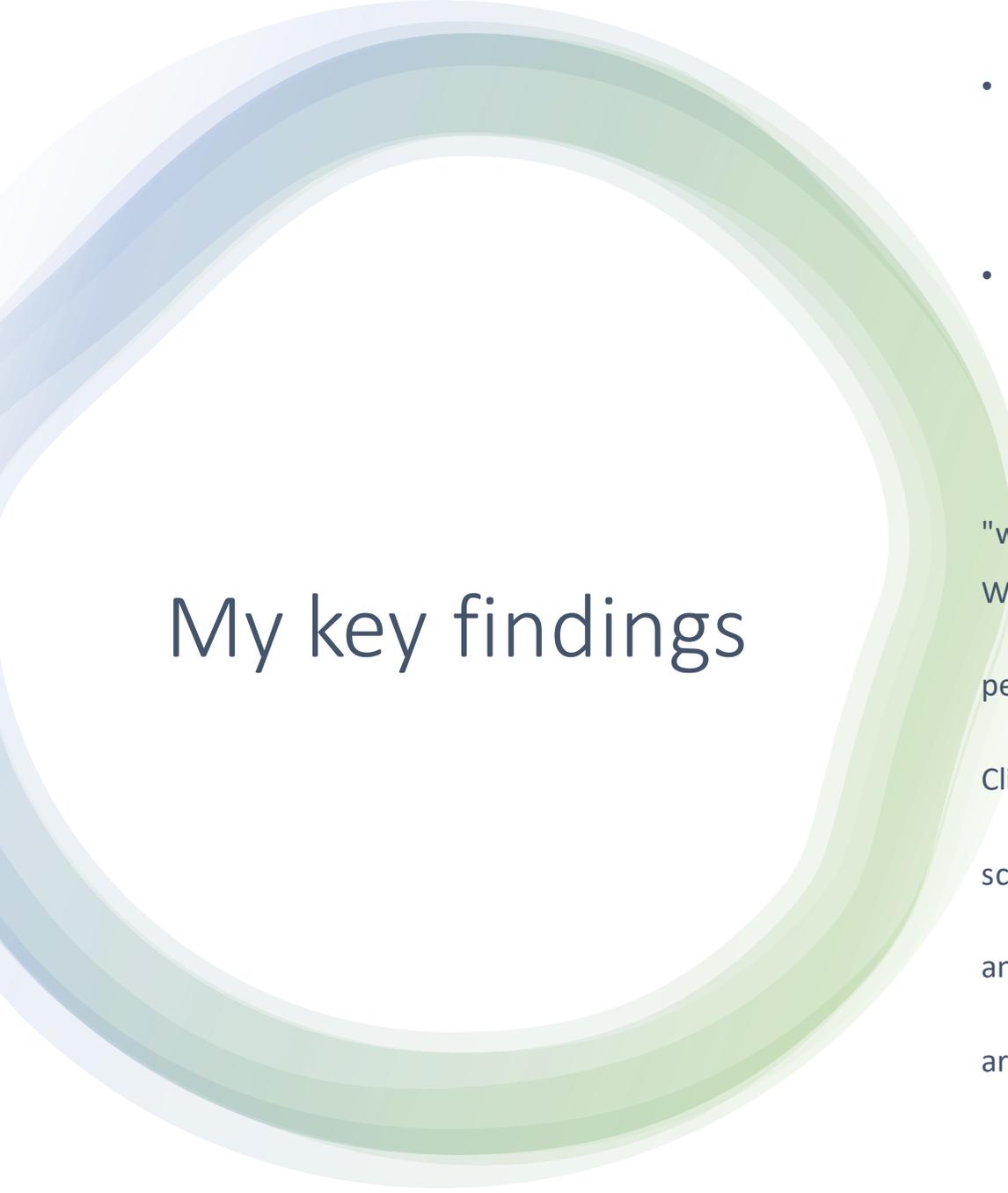
My key findings

- This is a topic that is work in progress: reflecting on what was done at the same time as exploring new ways of doing; engaging with the subject and sharing it with the students is the way to go;

- Theories of social justice cannot be discussed in only one workshop; We (students on the PGCert) have been discussing these issues for one Unit and it is not enough. It must be a constant work in progress. First a reflection between feelings and discussions with others. Then further research and action on these issues.

"what I am suggesting does imply a frequent meta-processing for

White people interacting in White-dominated educational settings. It may feel daunting, tiring,

pedantic, or self-absorbed to consider such hypersensitivity and self-consciousness. Chubbuck,

Clift, Allard, and Quinlan (2001, p. 330) suggested that this process requires "a degree of

scrutiny, honesty, and accountability rare in the teaching profession" and that both "support

and accountability" are necessary for changes to take place, so the challenges of this approach

are great." (Haviland, 2008)

Leanne Grice, (2022). *Student learning, Understanding the impact and effectiveness of Unit 1 on the overall student experience, UAL Education Conference 2022,* 12 July Online.

Aloi, G. (2022) ´"The Milk of Dreams": A Posthuman Revolutions at the 59th Venice Biennale`. *Flash Art.* 55. (No.339, Summer), 35.

Donszelman, B. (2015) ´Art college and the postcolonial encounter: Student diversity within he "sociality of learning`. In Hatton, K. (ed) *Towards an Inclusive Arts Education*. London: Trentham Books, 104.
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Friere, P. (1970) 'Pedagogy of the Oppressed'. London: Continuum

Shades of Noir (2020) 'Creating Safe Spaces' Available at: https://issuu.com/teachingwithinson/docs/creating_safe_spaces_2018_web (Accessed: 22 July 2022).

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Idowu, Dr Bernadine (2022), ´*Decolonising Higher Education, by Dr Danielle Tran, Dr Bernadine Idowu and Nelly Kibirige`. MA – PGcert cross-programme session, UAL, Online

McMillan, M. (2015) ´Pedagogy of the workshop: An "Expert-intuitive" practice`. In Hatton, K. (ed) *Towards an Inclusive Arts Education*. London: Trentham Books, 78-80.

HAVILAN, V. S. (2008) ´Things get glossed over: rearticulating the silencing power of whiteness in education`, University of Michigan. Article first published online: February 1, 2008; Available at: https://doi.org/10.1177/0022487107310751 (Accessed: 12 July 2022).

Jackson, L. Dialogic Pedagogy for Social Justice: A Critical Examination. *Stud Philos Educ* 27, 137–148 (2008). Published: 29 January 2008. Available at: https://doi.org/10.1007/s11217-007-9085-8 (Accessed: 22 July, 2022).

Appendices

- Collage workshops to promote discourse and reflection on Post-Humanism and social justice

- Students to bring images; screenshots; texts, words they are interested.

- I will also bring images of nature, cities, people of different ethnicity, animals, plants, community, power, racism, global warming, feminism, toxic masculinity, patriarchy, sources of energy. We will discuss these, and we'll imagine things together. Each one will create a collage.

- Talk about the meaning of the words, who are these people?

- Afterwords, we discuss the collages, and this will encourage the students to think about their positionality and individuality, though their choices, at the same time as speculate on other worlds.

- I will do the activity as well.