

**Editorial****Socially just pedagogies: perspectives from the 'global south'****Amanda Hlengwa**Centre for Higher Education Research,  
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Knowing who our students are, and their potentialities, is essential for socially just teaching and learning, which is characterised by an acute awareness of the political, social, cultural and material context that influences learning (Looker 2018). The role of higher education, in relation to this, is to harness student potentialities (in all their complexity and diversity) and create contextually relevant opportunities for the development of socially responsive and critically reflexive students. How do we as academics come to know not just who our students are, but also who we are as teachers – in relation to students, the contexts in which we work, and the broader society? This is particularly challenging in education, a sector often characterised by large student numbers and diversity. This is one of the valuable contributions of a scholarship of teaching and learning (SOTL).

SOTL is defined by Angela Brew (2007:1-2) as the process “where academics frame questions that they systematically investigate in relation to their teaching and their students’ learning”. SOTL practitioners also need to engage in critical reflection, introspection and theorisation which are key to socially just and transformative teaching and learning (see Leibowitz, Naidoo & Mayet 2017). In relation to this journal and its emphasis on the ‘global south’, it is also crucial to acknowledge the importance of context and be mindful of Peter Looker’s (2018) critique of SOTL as tending to ignore contextual influences on student learning. He highlights the importance of teaching as a social act and argues, therefore, that SOTL cannot be understood in decontextualised ways.

All the articles in this issue have taken note of this, resulting in a collection of papers that are deeply embedded in national, institutional, disciplinary and cultural context. The articles also take up the challenge of developing teaching and learning approaches that celebrate diversity and multiculturalism and give rise to practices that are innovative, socially just and transformative. Nan O’Sullivan and David Hakaraia exemplify this very well in the first article in this issue. Drawing on ‘Indigenous Wisdom’ in combination with Transition Design, in the context of Māori and Pasifika

knowledge, the authors exemplify how a well-conceived and respectful integration of Indigenous world views and ideologies in design education can enhance student learning, resulting in students developing design solutions that show an appreciation for social and cultural interconnectivity.

In the previous issue of this journal, Kim Berman and Shoni Netshia (2018:4) contend that the arts provide a safe and empathetic way for students to gain perspective and “develop a compassionate and enlarged view of the world”. In this issue, Donlisha Moahi and Elmarie Costandius further illustrate the value of art by using a multicultural education framework to explore the role of art education in challenging stereotypes and developing a critical understanding of diversity. Although this article is set in the context of high school education in Botswana, its emphasis on the importance of teachers and students addressing issues, feeling and emotions about experiences of dominance and marginalisation – and how art may be used to do this – is relevant across all sectors of education.

The contribution of Nomakhaya Mashiyi reflects more explicitly the importance of understanding student identities and their conceptions of teaching and learning. By integrating an inquiry-based approach into an academic literacy course Mashiyi was able to systematically examine student perceptions and experiences of the course and gain greater insight into the contextual, including disciplinary, influences of learning.

Students’ access to material resources is essential for teaching in a socially just manner. However, in their study on the use of mobile devices, which draws on Nancy Fraser’s idea of participation parity, Carina van Rooyen and Ingrid Marais argue that teaching in a socially just manner requires both material *and* functional access. In order for transformative learning to occur, they believe that it is crucial to expand the notion of functional access to include access to digital resources and, more importantly, access to digital literacies and fluencies.

In the academy, transformation and social justice concerns ought to be integrated into qualifications – a point made by Mashiyi in relation to academic literacies. In addition, these concerns need to be reinforced in individual modules or courses. Initiatives at both programme and module levels are all designed to provide university students with a learning experience that brings awareness of, and encourages, socially just actions and attitudes long after they have graduated. In the last paper in the issue – by Maite Jiménez, Gladys Jiménez, Carmen Márquez, Carolina Astudillo, Loreto Morales, Lorena González and Jonathan Hermosilla – the authors focus on the modular level. They explore the extent to which including participative service learning as a teaching methodology into the curriculum helps students develop a better understanding of their professional engagement with social responsibility. They argue that service learning, which is deeply contextual, enables students to address problems in the South in more relevant and appropriate ways. Their study demonstrates that service learning as a methodology contributes to university teaching and learning that is multicultural, inclusive and reflexive.

## References

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