Adopting a Pedagogy of Education of the Heart

First Year Forum
Flinders University November 15th 2013

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Theoretical ideas

- Phenomenology – lived experience
- Sociology
- Education
- Philosophy
Philosophical

• Phenomenology
  – The lived experience
  – Practical pedagogy
    • Tutorial reflexive dwelling with the experience
    • Evocative portrayal of the experience
    • Emotional portrayal provides insight into the heart
Educational Theory

• MacDonald (1981) mythopoeisis
• Jack Mezirow (1991) ideas around transformative learning
• Herron and Peter Reason-
• Jamie Bradbeer- imaginal knowledge

• 1 FACTS OR EVIDENCE: THE SCIENTIFIC OR RATIONAL
• 2 CRITIQUE AND ANALYSIS: THE EMANCIPATORY FORM OF KNOWLEDGE
• 3 THE PRACTICAL; SKILLS,
• 4 THE IMAGINAL/THE MYTHOPOETIC, TRANSFORMATIVE OR EDUCATION OF THE HEART
HLTH 1306: Health Practitioner Practice 2

What do we do??
Developing professionalism

- Becoming a health professional encompasses but is not simply:
  - Getting the facts
  - Having a point of view
  - Having an informed opinion
  - Developing clinical skills

*Health professionals need an orientation to care and nurture, and understand “the lived experience”*
What is it, what does it do???

– Evocative knowledge
  • Stirs emotions
  • Evokes a response
  • Imaginal
  • Generates new knowledge and understanding
  • May challenge existing knowledge and understanding

– Reflective: what is the ‘lived experience’
  • What is it like?
  • How does this feel?
  • What can I do?
Evocative Production

Guidelines

- Choose one of the population health issues covered
- Create a piece of work using any artistic medium you choose that evokes the sociological themes and lived experiences explored in the lectures, readings, tutorial presentations and tutorial discussions for that issue
Written Reflection

Guidelines

- Explain:
  - why you chose the population group/issue
  - what concepts or themes you are trying to portray
  - why you chose the medium and to create the work in this way

- Link your evocative piece to the key sociological themes you wish to convey such as institutionalisation, stigma, stereotyping, prejudice.
The Social Moth: Evocative

• What do you see??
The Social Moth: Reflection

- What do you see now??
- Have you changed your initial response??
Can such transformative learning even be assessed at all?
Common themes?
Effectiveness of the approach? Students

2011

• Student representatives met with the Topic Coordinator and a senior tutor on three occasions across the semester
  – Informal
  – General

• At the end of the semester an independent focus group was conducted
  – Specifically related to the evocative assessment
Effectiveness of the approach? Students

Strengths:

• Students reported gaining an insight into the ‘lived experience’ of the population groups and sociological themes explored
• Existing knowledge and beliefs were challenged and in some cases changed
• New knowledge, understanding and compassion
• Greater understanding of professional identity and connection to future practice
Challenges:

• Formal assessment pieces such as academic writing were perceived by students as having more value and acceptance than the evocative assignments

• Students enjoyed being able to express their own emotions through the artistic production HOWEVER

• Worried about the interpretation by the marker

• Grades more important

• High achievers
Student-teacher relationships

Student responses identified the importance of:

- The student teacher relationship
- The responsibility of the teacher in setting clear guidelines in assignment criteria
- Enabling students to feel comfortable in expressing their observation of evocative knowledge
- Being confident that assessment has a high degree of rigour
Effectiveness of the approach? Tutors

2012

- Prior to semester start tutor training session
  - Theory behind the pedagogy
  - In-depth discussion on assessment
- At the end of the semester an independent focus group was conducted
  - Effectiveness of the assessment
  - Strengths
  - Weaknesses
  - Barriers
Effectiveness of the approach? Tutors

Strengths:

• Successful in engaging students in exploring the lived experience
• Good method of incorporating theory and practice
• Impressed with quality of work and enthusiasm shown by students
• Pleasant change from other traditional forms of assessment
• Training session prior to semester start re-enforced pedagogy
Effectiveness of the approach? Tutors

Challenges:

- Difficulty differentiating own values and experiences
- Awareness of student anxiety around grades
- Need for clear guidance with assignment criteria and marking guides
- The artistic piece and written reflection needed to be considered collectively
- Self disclosure
Can such transformative learning even be assessed at all?
Education of the Heart
More information about our approach:


- Eileen Willis & Tania Leiman (2013): In defence of a pedagogy of the heart: theory and practice in the use of imaginal knowledge, Higher Education Research & Development. DOI:10.1080/07294360.2012.706747
References


Eileen Willis & Tania Leiman (2013): In defence of a pedagogy of the heart: theory and practice in the use of imaginal knowledge, Higher Education Research & Development
