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Descrizione fisica	1 online resource
Collana	Teaching and learning in higher education
Disciplina	370.115
Soggetti	Critical pedagogy Reflective teaching Education, Higher - Philosophy College teaching - Psychological aspects
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references (pages 153-162) and index.
Nota di contenuto	Introduction -- Classrooms of death -- The things we tell our students -- Cultivating transformative teaching -- Teaching and learning inclusively -- Making access mean something -- Encouraging choice, collaboration, and agency -- A syllabus worth reading -- Pedagogy is not a weapon -- Platforms and power -- I don't know . . . ye -- Coda: Radical hope, even when it seems hopeless.
Sommario/riassunto	Higher education has seen better days. Harsh budget cuts, the precarious nature of employment in college teaching, and political hostility to the entire enterprise of education have made for an increasingly fraught landscape. Radical Hope is an ambitious response to this state of affairs, at once political and practical-- the work of an activist, teacher, and public intellectual grappling with some of the most pressing topics at the intersection of higher education and social justice. Kevin Gannon asks that the contemporary university's manifold problems be approached as opportunities for critical engagement, arguing that, when done effectively, teaching is by definition emancipatory and hopeful. Considering individual pedagogical practice, the students who are the primary audience and beneficiaries of teaching, and the institutions and systems within which teaching occurs, Radical Hope surveys the field, tackling everything from

impostor syndrome to cell phones in class to allegations of a campus “free speech crisis.” Throughout, Gannon translates ideals into tangible strategies and practices (including key takeaways at the conclusion of each chapter), with the goal of reclaiming teachers’ essential role in the discourse of higher education.
