Engaged Pedagogy

Caroline Brady
bell hooks

Gloria Jean Watkins (b. 1952), is known by her pen name bell hooks, is an American author, feminist, and social activist.
Engaged Pedagogy

In *Teaching to Transgress*, social theorist and critic, bell hooks, opposes conventional educational practices and argues that instead, education should be a source of liberation. Hooks expresses her conviction that learning should excite and engage the whole person: mind, body and soul; It connects the, 
"...will to know with the will to become" (hooks, 1994, p. 19).
Teaching to Transgress
Education as the Practice of Freedom
bell hooks
Thesis

hooks proposes a new pedagogical model that transforms the educational experience for both students and instructors, where education becomes the practice of freedom. “Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process” (Hooks, 1994, p. 21). The resulting classroom environment is one that encourages the participation of all students and supports their quest for knowledge.

hooks’ approach rejects the traditional academic pedagogy where a professor’s authority over the student is embraced, and the student’s only function is to ingest material; instead, learning should be “fun”. She believes student and teacher are equally responsible for cultivating this dynamic. In doing so, however, hooks’ model essentially ends up reflecting the educational framework she objects.
Color Quest, 2016
Color Quest is a large-scale, coloring book-inspired installation. Viewers are invited to engage with the work by drawing directly on the surface. Viewers will work to complete the image by coloring in the work.

In Teaching to Transgress Bell Hooks proposes a new pedagogical model that transforms the educational experience for both students and instructors. The aim of her “Engaged Pedagogy” is to transgress conventional biases, which operate within traditional educational institutions and obstruct one’s journey towards self-actualization. Hooks states that learning should excite and engage the whole person: mind, body and soul.

Hooks’ pedagogical model fosters a classroom environment that encourages and values the input of all students. Hook suggests that “learning should be exciting sometimes even fun” (Hooks, 1994, p. 298). Her approach rejects the traditional academic pedagogy that embraces a professor’s authority over students and proposes that student and teacher equally share the responsibility for learning. To create this motivating atmosphere, Hooks’ model actually ends up following the educational framework she opposes. Her pedagogy only requires students to participate, while demanding more from the teacher; a responsibility is put on the instructor to maintain a flexible curriculum to meet student’s needs and for employing educational strategies to promote engagement.

My piece reflects Hooks’ model by requiring minimal participation from individuals. I have presented the audience with a reason to engage and a platform to do so. Yet, through the act of coloring they are participating in this theoretical ‘conversation’ while remaining passive participants.