
Hoping, Resisting, Loving

Imagining SoTL through Beauty

— Anna Santucci

Joshua Caulkins

Mays Imad

Brad Wuetherick

Acknowledging Territory

Banff has a long history as a sacred gathering place for ceremony, trade, sharing, visions, and celebration.

Banff is located on the side of Sacred Buffalo Guardian Mountain. The Banff area, known as "Minhrpa" (translated in Stoney Nakoda as "the waterfalls") is part of the Treaty 7 territory where we recognise oral practices of the Îyârhe Nakoda (Stoney Nakoda) – comprised of the Bearspaw, Chiniki, and Wesley First Nations – as well as the Tsuut'ina First Nation and the Blackfoot Confederacy comprised of the Siksika, Piikani, Kainai. This territory is home to the Shuswap Nations, Ktunaxa Nations, and Métis Nation of Alberta, Region 3.



Sleeping Buffalo Mountain
(image from Banff Centre)

An Intro to your Facilitators

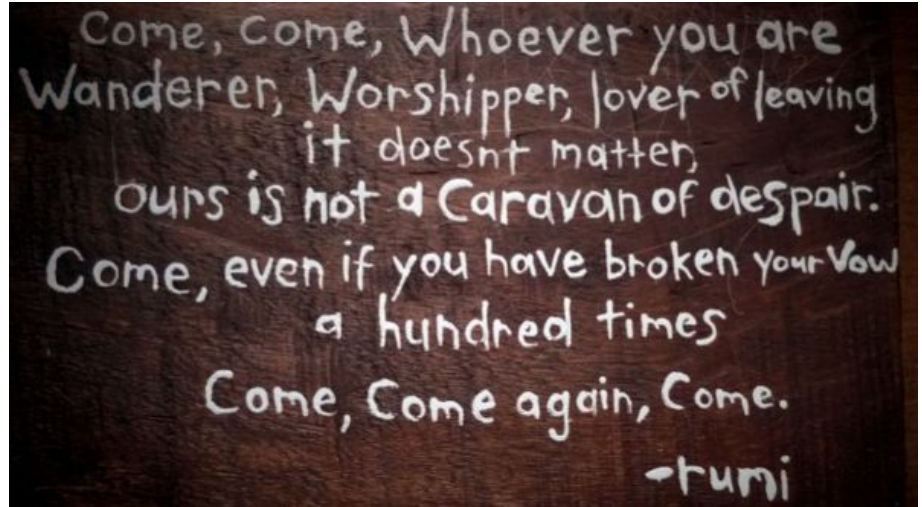


Our Loving and Hopeful Colleagues



Metaphor

“Ours is not a
Caravan of
Despair.”



Come, Come, Whoever you are
Wanderer, Worshipper, lover of leaving
it doesn't matter,
ours is not a Caravan of despair.
Come, even if you have broken your Vow
a hundred times
Come, Come again, Come.
-tumi

Reflect and Write ... From Your



What brings you here?

What do “Hope, Resistance, Love, Beauty” mean to you?

How do you feel they impact your work?

‘Hope’ in Teaching and Learning

“Freire (1994) warned against a ‘naïve hope’ that assumes individual and social transformation is easily achieved, and also against the view that change is impossible. [...]

This is hard, long-term labor with no shortcuts that will ensure our success, or even progress. Still, we must persist: ‘to hope is to gamble. It is to bet on the **future**, on your desires, on the **possibility** that an open heart and uncertainty is better than gloom and safety ... **Hope calls for action**’ (Solnit, 2016).” (McGowan & Felten, 2021)

'Hope' in Teaching and Learning

"Learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. **In that field of possibility we have the opportunity to labor for freedom**, to demand of ourselves and our comrades an openness of mind and heart that allows us to face reality even as we **collectively imagine** ways to move beyond boundaries, to transgress. This is education as the practice of freedom." (hooks, 1994)

"Because I have hope, I cannot abide by the status quo because I know what could be, not just what should be." (Gannon, 2020)

“Love Is at the Root of Our Resistance.”



Colin Kaepernick,
Amnesty International
Ambassador of
Conscience, 2018

‘Love’ in Teaching and Learning

“My real hope is to open up a conversation about what I consider to be the real secret of great teaching, a force more powerful and disruptive than any technology: love”

(Wesch, 2011)

“To love well is the task in all meaningful relationships, not just romantic bonds.”

(Hooks, 2001)



‘Love’ in Teaching and Learning

“I did not (indeed, would not have dared) use the word love explicitly during my early career” (Artze-Vega, 2018, 2)

Why is love so neglected in academic work? (Dewey, 1933/Schubert, 2009)

How are we to reclaim a language of love for learning, to put the heart back into our writing about education? (Rowland, 1997, p. 244)

What do we mean by love?

‘Beauty’ in Teaching and Learning

“Beauty is at the heart of the humanities: we spend time with our students gazing at slides of beautiful objects, helping them craft beautiful conclusions to their essays, deconstructing the influence of gender stereotypes and body politics upon notions of beauty, and analyzing philosophical theories of aesthetic judgment. The experience of a great class discussion feels, to me, much closer to beauty than to the mere satisfaction of time used well in the pursuit of learning outcomes. But to name it as such in our current climate feels odd, even dangerous.”

“Beauty is why we teach, and how we learn.”

(Rosenblatt, 2015)

What do we mean by beauty?

What resonates from what we shared?

Share as you're comfortable
from your writing

“(Students) deserve the best learning environment that we can provide, given the limits of our human imaginations and our resources. Every one of our students deserves nothing less.”
(Toohey, 2006)



Our Hope Stories

How are we practicing & imagining SoTL through Hope,
Love, Resistance, Beauty?

The Brad Wuetherick Story



Love as a frame for Inquiry

sâkihtowin
mino-pimatsiwin



Jerry Whitehead (2015) *Inspirations*

The Anna Santucci Story



Imagining, together ...

difficult to teach in higher education than in our current moment. Nearly

RADICAL HOPE kevin m. gannon

a teaching manifesto

HOPE RESISTANCE LOVE BEAUTY

Photo by Sabri Tuzcu on Unsplash

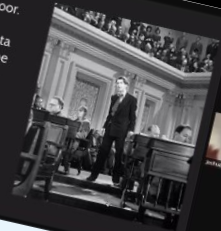
UTOPIA in PERFORMANCE

FINDING HOPE AT THE THEATER



5B. We cannot yield the floor.

- Continually promote data and scholarship about the effects of the pandemic.
- Refuse to let the conversation change.
- Consider leadership roles.



This is our moment
(people who care about student-centered learning)

Now that the conversation is starting to shift back to "normal," we cannot yield the floor.

You tell 'em, @joshua_r_eyler
#PSUOpen



Sarah Rose Cavanagh

twitter.com



Teaching & Learning as Utopian Performative

“The utopian is powerfully real in the sense that hope and desire (and even fantasies) are real, never ‘merely’ fantasy. It is a force that moves and shapes history.” (Bammer, 2015)

“Utopia is always a metaphor, always a wish, a desire, a no-place that performance can sometimes help us map if not find. But a performative is not a metaphor; it’s a **doing**, and it’s in the performative’s gesture that hope adheres, that communitas happens, that the **not-yet-conscious is glimpsed and felt and strained forward.**” (Dolan, 2005)

Improv as Signature Pedagogy for “Education in an Ethic of Hospitality”?

(Ruitenbergh, 2011)

YES! AND...

- Relational curiosity
- Generous vulnerability
- Intentional trust
- Dialectic of being/becoming
- Completion (co-creation)

From: Perone, Santucci, Lobman, McAllister, White, et al. (2023) Improvising community, development, and learning: A performance approach to higher education. *Studies In Play, Performance, Learning, and Development*

“SoTL Through Beauty”

Harmony

Imagined Future

Ideas

Relationships

Transformed

Spirit

Understandings

Knowledge

Our Disciplines

**How are we trying to enact a SoTL Practice
Grounded in Love, Hope, Beauty?**

**What does it look like to do
things differently?**

A call to action...

Keep walking, though there's no place to get to.
Don't try to see through the distances.
That's not for human beings.
Move within, but don't move the way fear makes you move.
Today, like every other day, we wake up empty & frightened.
Don't open the door to the study and begin reading.
Take down a musical instrument.
Let the beauty we love be what we do.
There are hundreds of ways to kneel and kiss the ground.

- Rumi

