

# Transformers



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**In different ways our projects reflect on the significance for higher education of the quiet violences of inequalities structured around race, class, gender, sexuality, ethnicity, religion, etc., that are taken for granted, commonplace, normal.**

## Reflections

No matter whether we looked at teachers or students, the power of existing beliefs and the seeming immutability and the resistance to change (even amongst those professing to be open to change) has been evident in all three research contexts.

We deal with the significance of the body and embodiment in the SA context. One of the problems of HE is us! This raises the question: who are we? Working in a transformative way has to start and finish with personal intention - personal agency.

The curriculum is supposedly based on logic rather than emotion, validating reason above feeling. But emotions matter because they are central to our relationships with our students as well as with our colleagues. Our anxieties and fears shape the possibilities for our teaching for example.

Undine developed a curriculum that challenges old orthodoxies reflecting on who is teaching, and how they are teaching. Undine's work reveals how difficult it is for teachers to innovate.

Elmarie's work explores the content of the hidden curriculum and exposes some of the emotional attachments that emerge when teachers attempt to challenge that curriculum.

Lindsay's work aims to deepen her understanding of what students understood as natural and normal, and to bring to the surface assumptions around who matters and who does not.