

Designation: Prof Logamurthie Athiemoolam
Ms Mavuso Njabulo

Affiliated University: Nelson Mandela University

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ABSTRACT

The pedagogy that characterises teaching and learning in higher education contexts focuses predominantly on a '*one-size fits all*' approach, where the lecturer occupies centre-stage. This approach is aligned to a banking approach, because students are denied of a voice, since the content is regarded as pivotal to the learning process. The implementation of arts-based approaches such as poetry, drama, music, dance and storytelling in university classes, however, have the potential to subvert banking approaches to teaching, since they offer immense opportunities for student engagement, agency and success. Taking this into consideration, and with this background in mind, this paper provides a critical reflection on how arts-based approaches were implemented in an English methodology module and how a lecturer and his student experienced the process. Through engaging in their self-reflective accounts of their learning, they share their experiences through their narratives, anecdotes and poetry of how the use of arts-based approaches created novel opportunities for the development of student voice and agency, and contributed to their personal and professional development. Furthermore, they shed light on how the implementation of arts-based approaches enhanced their understanding of the self through collaborative meaning-making.