

Educational Studies presents

Story Telling in University Education: Emotion, Teachable Moments, and the Value of Life

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Abstract

Teaching as a process of story telling allows faculty to reach out to students' emotions, breathing life into the ideas that are being taught and learned. Story telling among indigenous peoples emphasizes the importance of balanced relationships with the land, with all living creatures, and with the cosmos. It serves different functions in other societies that can also enhance teaching and learning. Alfred North Whitehead's account of emotions is relevant to the learning process and to teachable moments better understood as learning opportunities that enhance the value of students' lives. I provide an example of such a learning opportunity in which one of my students experienced an energetic connection with her colleagues as a living community. Teachable moments and story telling can strengthen students' range of comprehension, their imaginative and aesthetic appreciation, as well as their growing capacity to learn. True stories—those based on a process which more coherently and inclusively takes into account life coordinates—enable students and faculty to critique the money sequence of value of the global market. A pedagogy based on true story telling opens up spaces for the expression of different groups whose voices have been marginalized.

Bionote

Has a PhD in History and Philosophy of Education from the University of Toronto, and is currently Professor in the Department of Educational Foundations and Co-Director of the University of Saskatchewan Process Philosophy Research Unit. He has taught at several leading Canadian universities and at a university in Nigeria. He is currently a Visiting Professor at the University of British Columbia.

His book *Selling Out: Academic Freedom and the Corporate Market*, published by McGill-Queen's University Press in 2009, was short-listed for a scholarly writing prize by the Saskatchewan Book Awards.

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a place of mind

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