

CONFERENCE NOTE



Rethinking transformative pedagogy for remote online learning

In an endeavour to critically reflect on what we could consider in the process of *Rethinking transformative pedagogy for remote online learning*, I use *Student Voice* as data. I then draw on the work of Therborn (2009: 20–32; 2012: 579–589; 2013; 2020) to critically reflect and analyse what emerges from this *Student Voice*. More particularly, I use the conceptualisation of inequality as having three aspects - *vital*, *resource* and *existential* to suggest aspects to consider for effective *transformative pedagogy for remote online learning*. I argue that the pandemic has certainly exposed inequality and, in the process, compelled Higher Education Institutions to revisit what the 2015 *#FeesMust Fall Student Movement* already told us. This conceptual lens, as I hope to show, has potential to enable an honest, collective reflection and analysis of *Student Voice*, and how we might use it to suggest ways in which we can tackle these to ensure transformative pedagogies for student access and success.

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