‘Voice’: a key dimension in the development of graduate attributes in a globalized world
‘There can be no semiotic act that leaves the world exactly as it was before.’

(Halliday 1994)
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Teaching and learning as a deliberative encounter: on the possibility of new imaginings
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they conduct their conversations. I have read as much about conversation as I could, which meant having conversations with authors I met only on pages. I then thought about this, which was a conversation with myself. I discussed the result with my wife, Deirdre Wilson, who has spent two years investigating what happens in people's minds when they communicate; we disagreed and argued and gave each other ideas we had not had before.

That is the aspect of conversation that particularly concerns me: how conversation changes the way you see the world, and even changes the world. I want to discern how this happens.

But how can conversations make so much difference? They can't, if you believe that the world is ruled by overpowering economic and political forces, that conflict is the essence of life, that humans are basically animals and that history is just a long struggle for survival and dominance. If that's true, you can't change much. All you can do is have conversations which distract or amuse you. But I see the world differently, as made of individuals searching for a partner, for a lover, for a guru, for God. The most important life-changing events are the meetings of these individuals. Some people get disappointed, give up searching and become cynics. But some keep on searching for new meetings.
HE discourses on preparing graduates

‘generic or core skills’
(Harvey & Green 1994)

‘graduate employability’
(Oliver 2013)

‘USEM employability model’
(Knight & York 2003)
HE discourses on preparing graduates

- ‘generic or core skills’ (Harvey & Green 1994)
- ‘preparation for life’ (Barnett 2012)
- ‘epistemic virtues’ (Barnett 2014)
- ‘graduate employability’ (Oliver 2013)
- ‘USEM employability model’ (Knight & York 2003)
conceptions of higher education (Barnett 2014)
a social semiotic model of knowledge-making

- making claims; finding supporting evidence; reasoning

- engaging readers; appealing to disciplinary and professional values & interests

- presenting oneself as credible & authoritative; asserting affiliations & identities
‘voice’ as positioning

Positioning within the discourses of knowledge making

Positioning within the discipline and/or profession

Positioning in relation to other individuals or groups

ontological-epistemological

intertextual

interpersonal
interpersonal positioning

positioning in relation to other individuals or groups

the choices of semiotic resources:

• construct both the ‘writer/s’ and the ‘reader/s’
• position them in relation to each other
intertextual positioning

- texts are linked to other texts explicitly (‘intertextuality’) and implicitly (‘interdiscursivity’)

- the ‘writer’ constructs a ‘textual voice’ that is positioned in relation to authoritative perspectives or ‘voices’ from source texts

positioning within the discipline and/or profession
‘audience and author knowledge of the subject is built on prior texts; the audience knowledge and orientation is based on their reading; and the author’s authority, resources, interests, and current stance grow out of an engagement with the literature’

(Bazerman 2004: 61)
ontological-epistemological positioning

positioning within the discourses of knowledge making

Meta-level linguistic/discursive resources of ‘inquiry’ and ‘persuasion’ position ‘writers’ and ‘readers’ in relation to what can be said to exist & how we can come to know what exists.
key discursive resources: intertextual positioning (Martin & White 2005)

multiple voices

- dialogical expansion
  - acknowledgment of other voices
- dialogical contraction
  - assertion of writer’s voice
dialogical expansion

- ‘entertain’ an idea
  - ...can/may ...
  - It seems ...
  - ‘expository’ questions

- acknowledge an idea by attributing it to a source
  - ‘Bernstein (2000) proposes that ...’
  - ‘According to Maton (2007), ...’

- acknowledge an idea in a way that distances writer from the source
  - Chomsky claimed that ...
all discourse, “in any of its forms, quotidian, rhetorical, scholarly – cannot fail to be oriented toward the ‘already uttered’, the ‘already known’, the ‘common opinion’” (Bakhtin 1981: 279)
Essay topic for the “Development: discourses and debates” course

The question to be interrogated is:
What is globalisation?
What is human security?
Is the globalisation process beneficial for the security of the third world’s majority?
These days it is impossible for one to look at their lives without considering the processes of globalisation. Business men, politicians, environmentalists, feminists, poor rural farmers, and victims of poverty, are linked as their current and future prospects are affected by the events occurring around the world. To some, globalisation offers opportunity, while to others it is a threat to their security. As Koenig-Archibugi (2003: 7) states, “Globalisation generates losers as well as winners. Often the losers are those who are already disadvantaged for other reasons.”
In this paper I argue that the losers are those in Third World countries and their disadvantaged position is the result of their colonial histories. Those who benefit from globalisation are known as the ‘West’ and through international organisations: they make the rules of the game and ensure their winning position. I admit that I approach this study with this biased point of view and a set of assumptions to be weakened or strengthened. The assumptions that outline [underpin] the paper are:
the direction and agenda of globalisation are designed by the west for the west,
in theory and under certain circumstances globalisation has the potential to improve human security,
in reality and in many Third World condition, globalisation has worsened human security,
The negative will outweigh the positive on moral and ethical grounds.
These days it is impossible for one to look at their lives without considering the processes of globalisation. Business men, politicians, environmentalists, feminists, poor rural farmers, and victims of poverty, are linked as their current and future prospects are affected by the events occurring around the world.

An interpersonal ‘move’ functions to contextualise the topic for discussion, and draw the reader into the discussion by explicitly linking academic concerns with everyday life-world issues that affect and connect different social groups.
To some, globalisation offers opportunity, while to others it is a threat to their security. As Koenig-Archibugi (2003: 7) states, “Globalisation generates losers as well as winners. Often the losers are those who are already disadvantaged for other reasons.”

Lexical opposites & balanced grammatical construction introduce heteroglossic tension.

A legitimate authoritative source is used as an intertextual resource to introduce a negative evaluation of globalisation.

‘game’ metaphor is appropriated as a discursive resource, which is creatively extended and woven into the whole essay text.
In this paper, I argue that the losers are those in Third World countries and their disadvantaged position is the result of their colonial histories. Those who benefit from globalisation are known as the ‘West’ and through international organisations: they make the rules of the game and ensure their winning position.
I admit that I approach this study with this biased point of view and a set of assumptions to be weakened or strengthened. The assumptions that outline [underpin] the paper are:

- A self-reflexive move that inscribes subjectivity and positionality
- An inquiry-oriented openness to adjust the position asserted
- A rhetorical device that constructs an apparently objective textual voice.

Paradoxically, the strategy is one of persuasion.
• the direction and agenda of globalisation are designed by the west for the west,
• in theory and under certain circumstances globalisation has the potential to improve human security,
• in reality and in many Third World conditions, globalisation has worsened human security,
• The negative will outweigh the positive on moral and ethical grounds.
preparing graduates for a globalized world

• What attributes and capabilities do higher education graduates require to excel in a globalized world? Voice: sense of agency to make effective use of diverse semiotic resources

• How to engage a diversity of learners with more complex learning needs? ‘deliberative encounters’ (Waghid 2013), or ‘conversation’

• How to work with students to build an inclusive and culturally diverse learning environment to maximise students’ development? Raise awareness of and enable building of a range of semiotic resources used in the disciplines and/or profession.
“‘As linguistic creatures, humans are inevitably caught up in the social drama of unfolding webs of utterances, to which we add only our next turn.’” (Bazerman 2004: 63)

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