

Delivering the Consumer-Citizen: Student emotions and 'new' pedagogies

Barbara M. Grant

The University of Auckland, Auckland, Aotearoa/New Zealand

bm.grant@auckland.ac.nz

Pedagogical spaces in higher education are not only physical but also social, imaginative and lived (Gulson & Symes, 2007; Lefebvre, 1974; Middleton & McKinley, 2010). An often under-considered dimension of pedagogy at this advanced level is the emotion – or affect – produced through social, imagined and lived experience, yet much evidence suggests the significance of these responses for education. In this showcase, student emotions in teaching and learning spaces are considered through two assumptions: one, that emotions, as capacities, are targets of disciplinary power (Foucault, 1986) and, two, that emotions are produced in collisions between individuals and the world (Ahmed, 2004). In my presentation, I am interested in critically exploring current trends in higher education pedagogies to ask the following questions: in the decisions that universities are making about teaching and learning, what kinds of affective economy are being mobilised? What kinds of collisions between teacher, student and curriculum are being engineered into being and what kinds are being made intolerable? What are the possible effects of those changed pedagogical spaces on students' emotions and their subjectivities, and why does this question even matter?