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**TITLE: TRANSPARENT PEDAGOGIES AND THE NEOLIBERAL
EPISTEME: CREATING THE CONDITIONS FOR A
TRANSFORMATIVE
EDUCATION**

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Whilst there has been much discussion of the massification of Higher Education and its impact on contemporary universities in terms of increased demands on academic staff in the context of neoliberal managerialism, and the power regimes which govern the sector, there has been less written about the pedagogies used in this space. For many academics with a commitment to viewing tertiary education as both an individually and socially transformative process, there is a sense that the current discursive environment engenders an inertia wherein this commitment is lost. Focussing on a small qualitative study of diverse academic staff working in two universities at the bottom of the league tables, it discusses their perceptions of their pedagogical work using transparent pedagogies and their views of their transformative potential under neoliberalism. Drawing on Foucault's notions of *savoir* and *connaissance* the argument is made that there is the potential for building a space for critical education in contemporary universities. This paper explores these issues, arguing that the use of transparent pedagogies can help create a transformative education.