

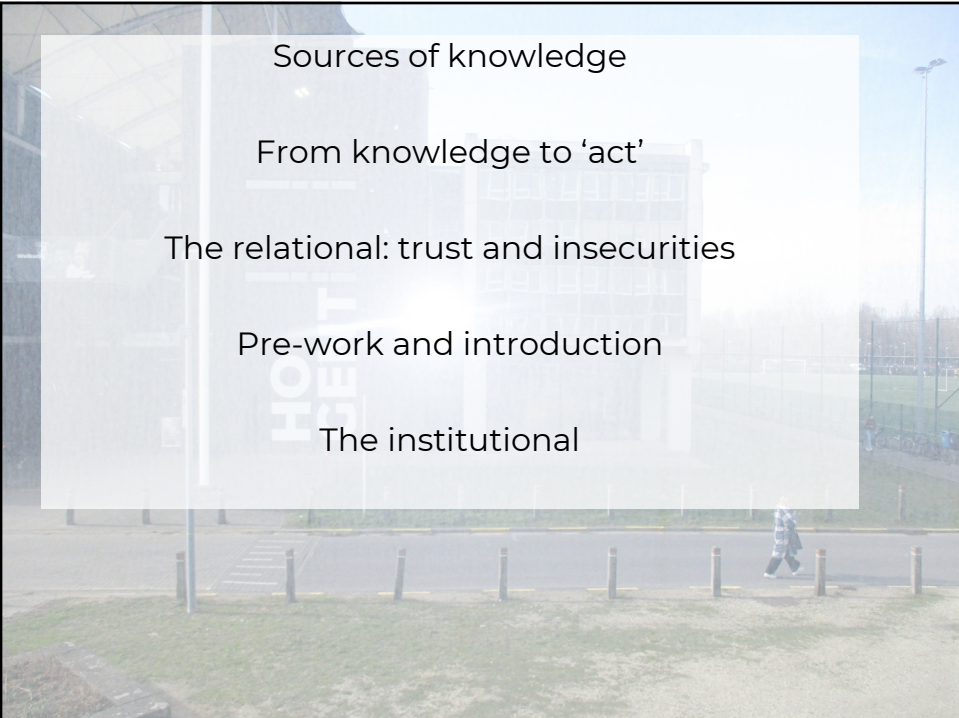


WHAT DID YOU LEARN 'EMBEDDING KNOWLEDGE BY EXPERIENCE IN HIGHER EDUCATION'?

**LOOKING BACK**

SEHEHE  
EQUALITY RESEARCH COLLECTIVE HO GENT  
Co-funded by the European Union

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Sources of knowledge

From knowledge to 'act'

The relational: trust and insecurities

Pre-work and introduction

The institutional

**LOOKING BACK**

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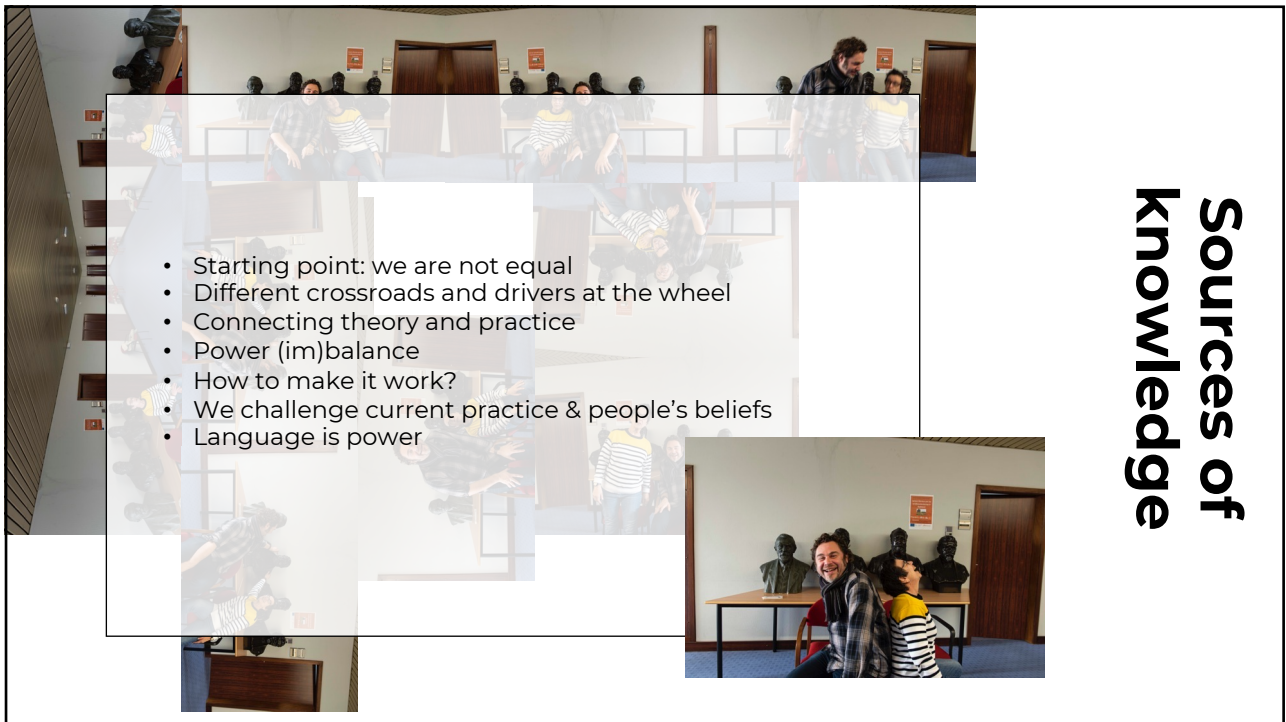
**Sources of Knowledge**

3



**Sources of Knowledge**

4



**Sources of Knowledge**

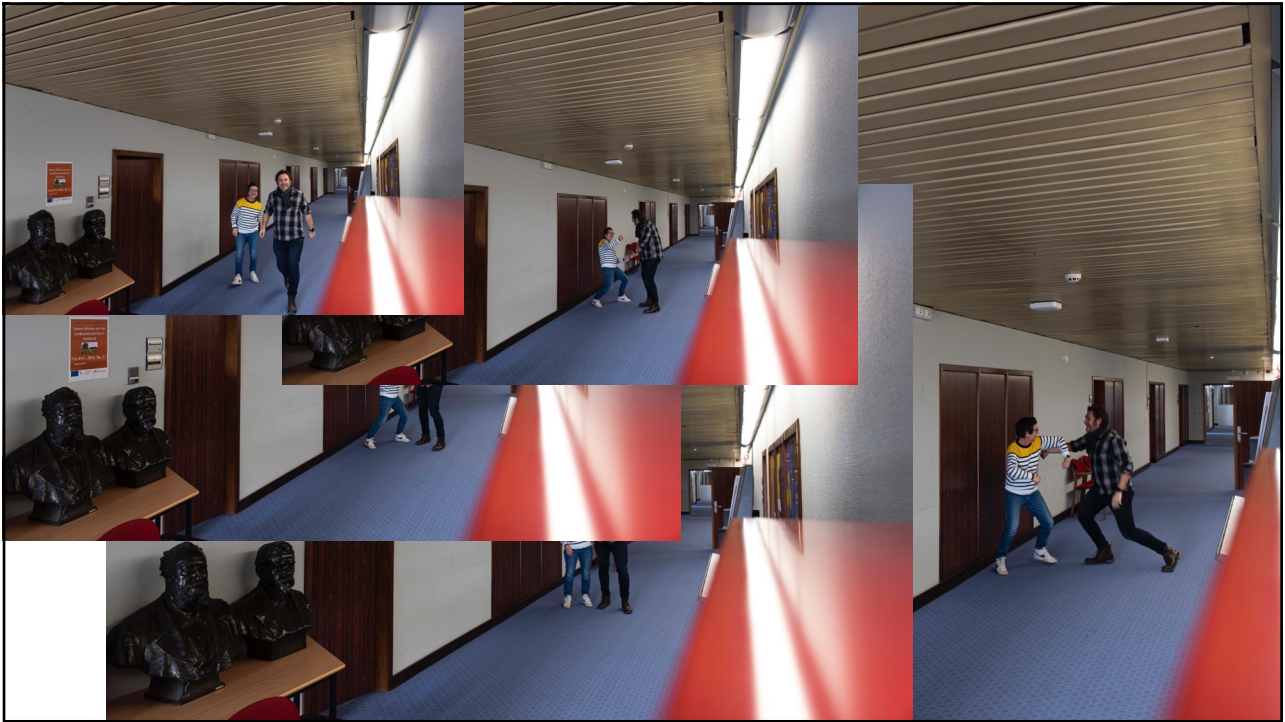
- Starting point: we are not equal
- Different crossroads and drivers at the wheel
- Connecting theory and practice
- Power (im)balance
- How to make it work?
- We challenge current practice & people's beliefs
- Language is power

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**From knowledge to the 'act'**

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## From knowledge to the 'act'

- Starting point: we are not equal
- Different crossroads and drivers at the wheel
- Connecting theory and practice
- Power (im)balance
- Lived/knowledge by experience as
  - What does it mean for people
  - The nuance
  - Putting flesh to the bone

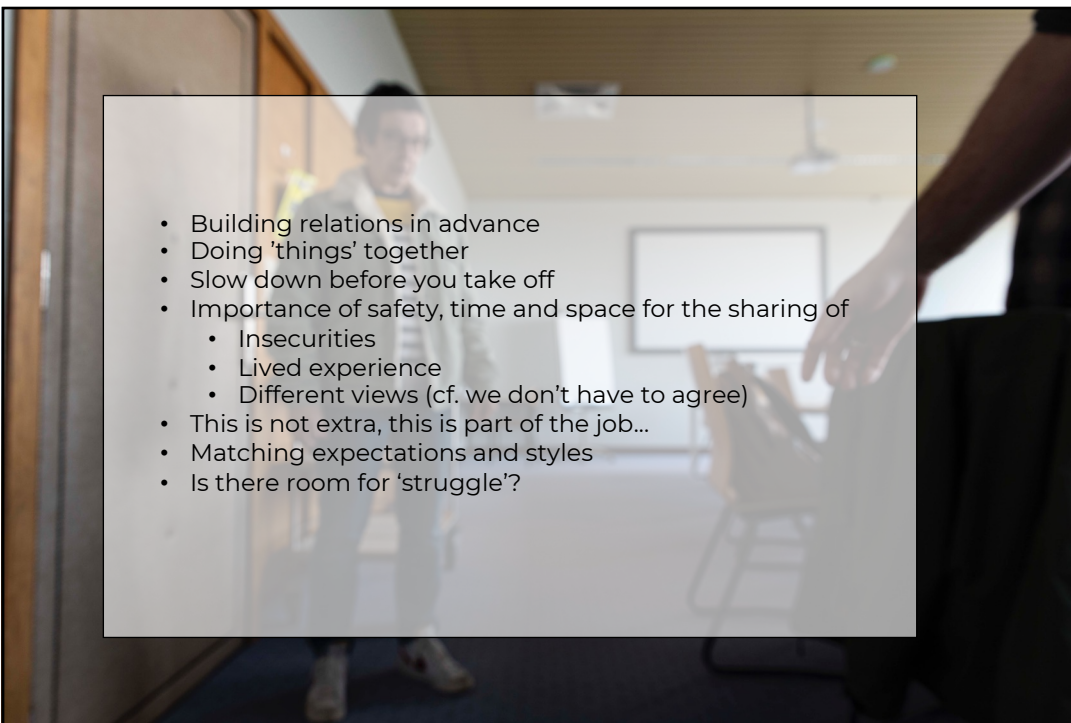
A collage of three images showing a hallway with people and busts, overlaid with a red, stylized graphic element. The images show a long, well-lit hallway with a blue carpet and wooden doors. In the foreground, there are two black busts on a wooden table. People are walking through the hallway, and a red, stylized graphic element is overlaid on the images.

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## The relational: trust and insecurities

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- Building relations in advance
- Doing 'things' together
- Slow down before you take off
- Importance of safety, time and space for the sharing of
  - Insecurities
  - Lived experience
  - Different views (cf. we don't have to agree)
- This is not extra, this is part of the job...
- Matching expectations and styles
- Is there room for 'struggle'?

## The relational: trust and insecurities

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**The relational: trust  
and insecurities**

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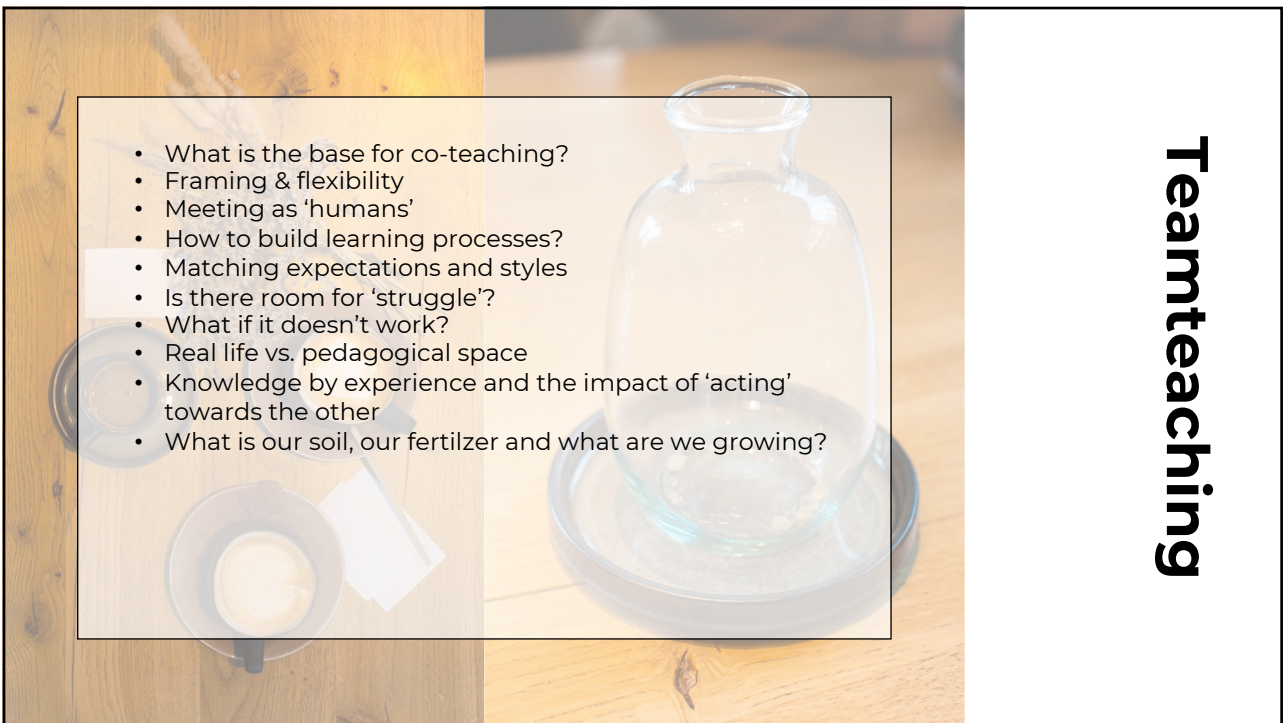


**Teamteaching**

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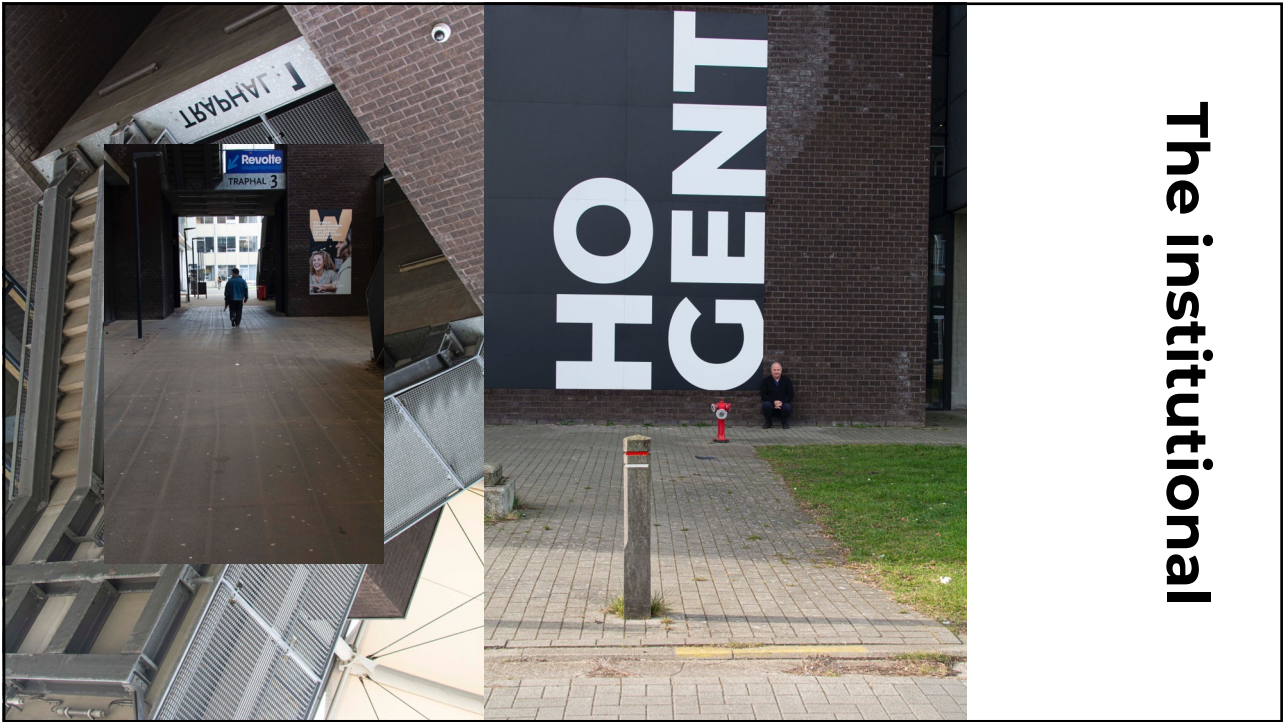


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- What is the base for co-teaching?
- Framing & flexibility
- Meeting as 'humans'
- How to build learning processes?
- Matching expectations and styles
- Is there room for 'struggle'?
- What if it doesn't work?
- Real life vs. pedagogical space
- Knowledge by experience and the impact of 'acting' towards the other
- What is our soil, our fertilizer and what are we growing?

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# The institutional

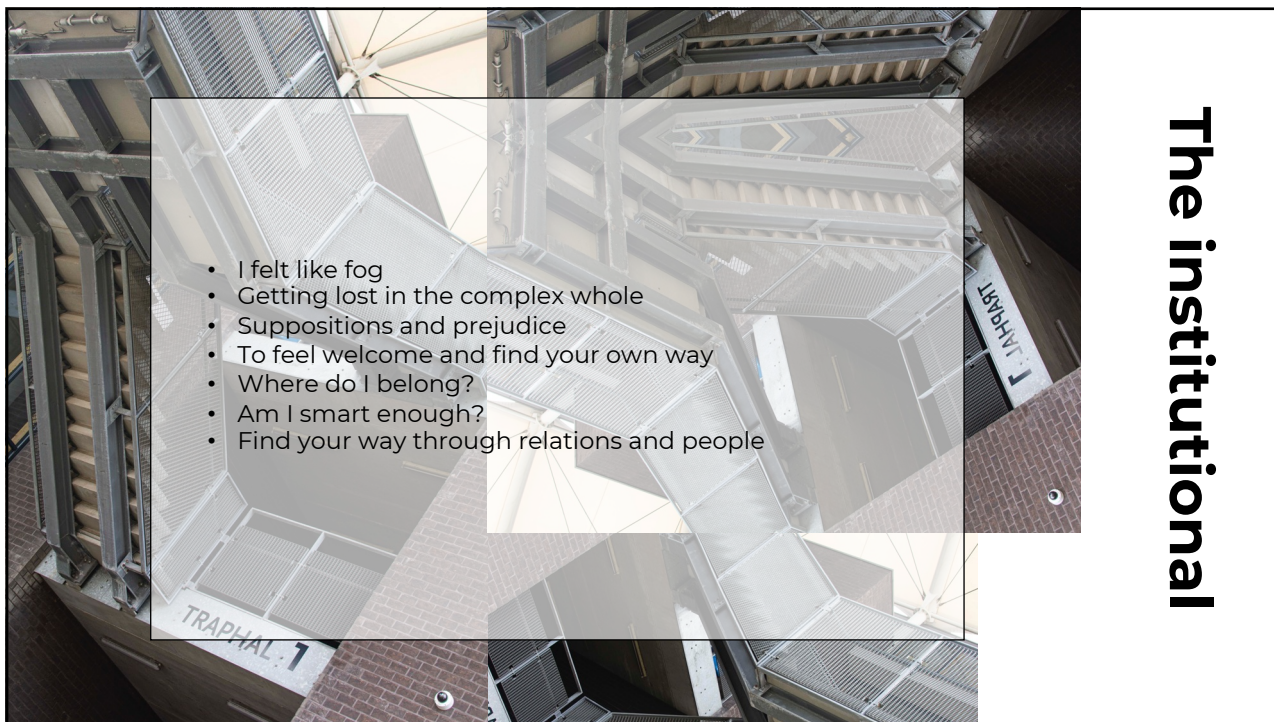
15



# The institutional

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The image shows an aerial view of a complex, multi-level building structure, possibly a university or institutional building. The building has a mix of brick and metal surfaces, with various levels and walkways. A semi-transparent text box is overlaid on the center of the image, containing a list of bullet points. To the right of the image, the text 'The institutional' is written vertically in a large, bold, black font.

- I felt like fog
- Getting lost in the complex whole
- Suppositions and prejudice
- To feel welcome and find your own way
- Where do I belong?
- Am I smart enough?
- Find your way through relations and people

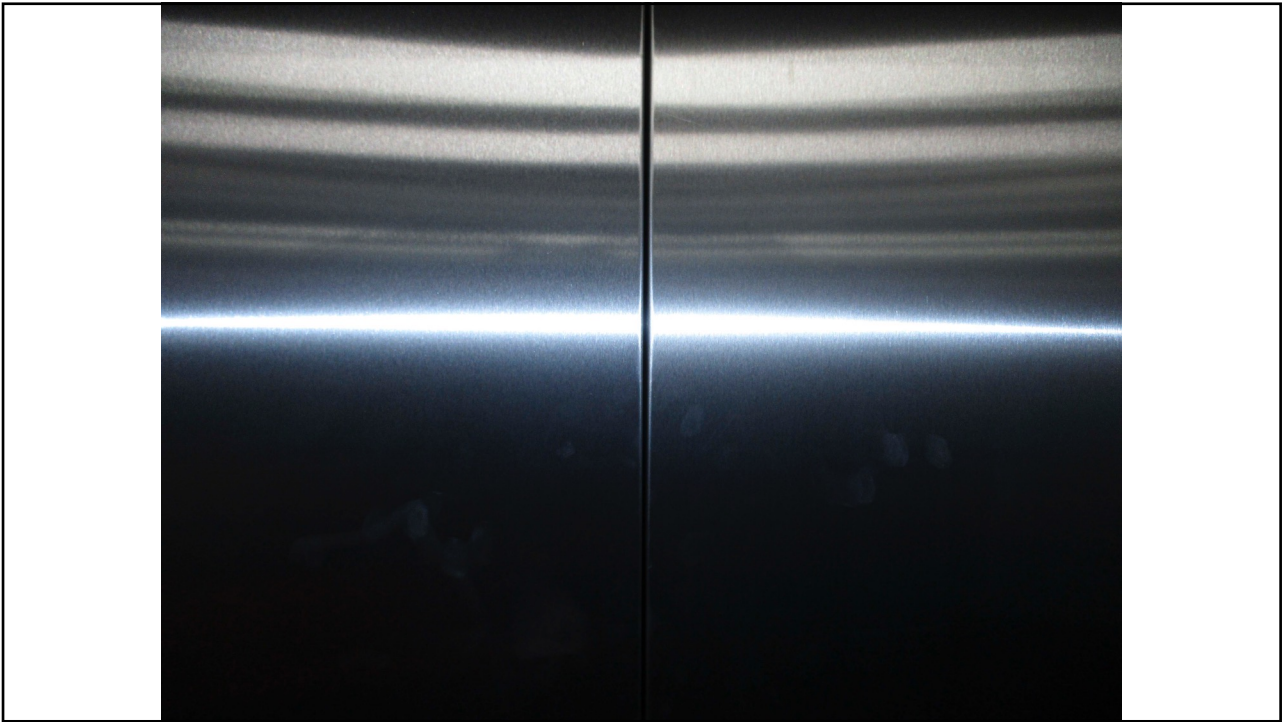
**The institutional**

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## Wider questions

- How are we developing practice and culture in higher education?
- What space is there to talk about 'impact' of teamteaching?
- What are small moments of 'revolte' – transformation?
- What does it mean to pioneer?

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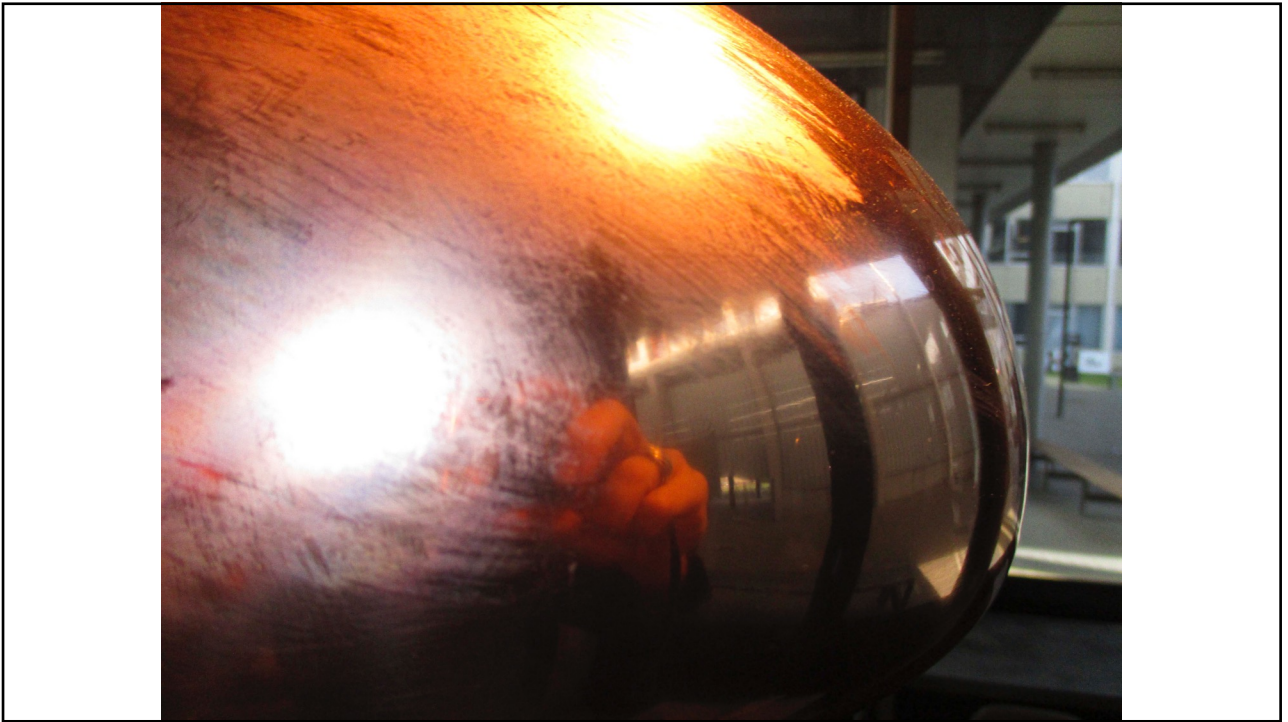
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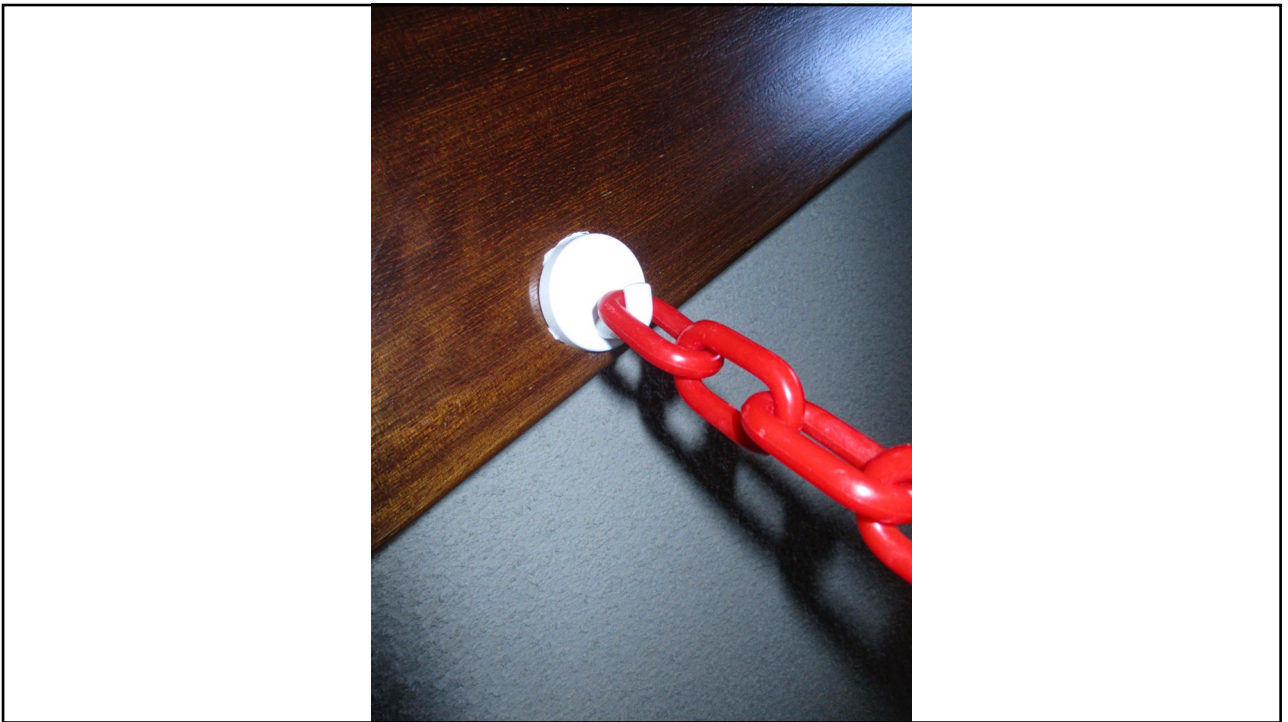
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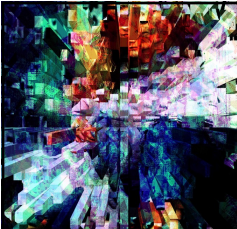
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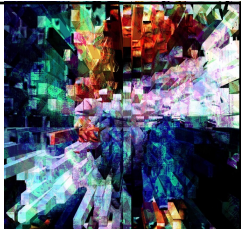
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## QUESTIONS?



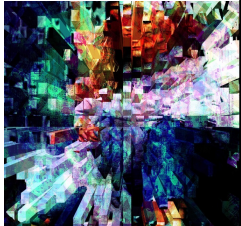
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- Jürgen Magerman
- Tineke Schiettecat



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