

CHE Quality Promotion Conference
CSIR Conference Center, 26 February 2019

Knowledge hierarchies, students' positionality and academic integrity

A conceptual reflection

Rev Dr BR Rudi Buys
Dean of Humanities Cornerstone Institute

Problem Statement

- Continued endemic misrepresentation (faculty) and cheating (students)
- Decreasing impact of accountability measures, values engagement and social and professional risks
- New technologies and commercialization of cheating

Assumptions and question

- Understandings of curriculum and knowledge production are foundational to academic integrity and its challenges
- Curriculum work construct hierarchies of knowledge production that position academic performances as political

‘What impact do the **politics of knowledge production** have on, and what new perspectives emerge regarding how we make sense of academic integrity and its disruption?’

Thesis (a)

‘Current curriculum practices establish institutional knowledge hierarchies that construct dominant or hidden sites of production, with powerful or subaltern positionalities for knowledge workers, which inevitably threaten academic integrity.’

Thesis (b)

It follows that threats to academic integrity can be mediated
by engaging the politics of knowledge production
to disrupt hierarchies and positionalities of power,
and embrace diverse sites and authors

Reflective case

- Positionality of students in relation to hierarchies of knowledge production
 - Students as institutional knowledge workers
 - Relationship between the formal and co-curriculum
- Interface of curriculum practices of formal and (informal) co-curriculum of student development and student life programmes.

Interpretative framework

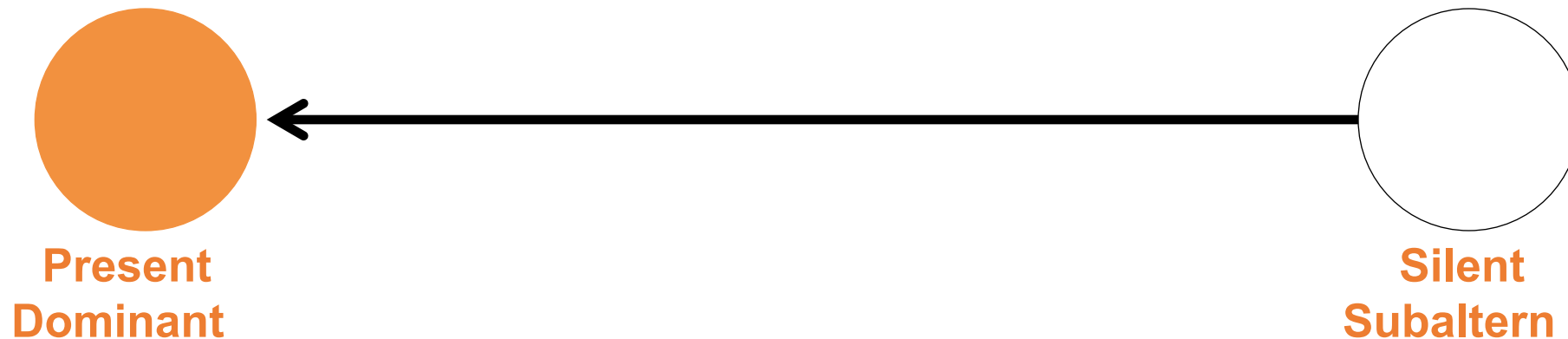
- Hegemony, resistance, subaltern workers and hidden curriculum (Giroux, 1978; Giroux & McLaren, 1992; Spivak, 1988);
 - 3rd space, transition and inbetweenness (Bhabha, 1994; Gutierrez, 2008); and
- Epistemic struggle, curriculum workers and latent ideologies (Schiro, 2007; De Sousa Santos, 2012).

Interpretative framework

Center and the margins (Bhabha, 1994; Giroux & McLaren, 1992):

Original center and replicating margins of identity

Authoring center and **receiving** margins of curriculum



Hierarchies with the

Dominant that legitimize, enforce and fortify its power
Subaltern that seeks to gain, protests and cheats power



The Division Bell, Storm Thorgerson

Transitional 3rd space

Curricula

- Formal faculty curriculum; unintentional, but known
- Formal curriculum as recognised site of knowledge production, and faculty as recognised knowledge workers
 - Institutional curriculum of values, symbols, ethos, with diverse stakeholders as workers on informal site of production
 - Hidden curriculum

Co-curricula

- Co-curriculum student development and student life programmes as informal site, with student as hidden curriculum workers
 - Hidden Curriculum developed and enacted by students in:
Associations; Programmes; Governance; Movements
- Interfaces: Student development; student support; student initiated

Similar curriculum work and workers

Analysis



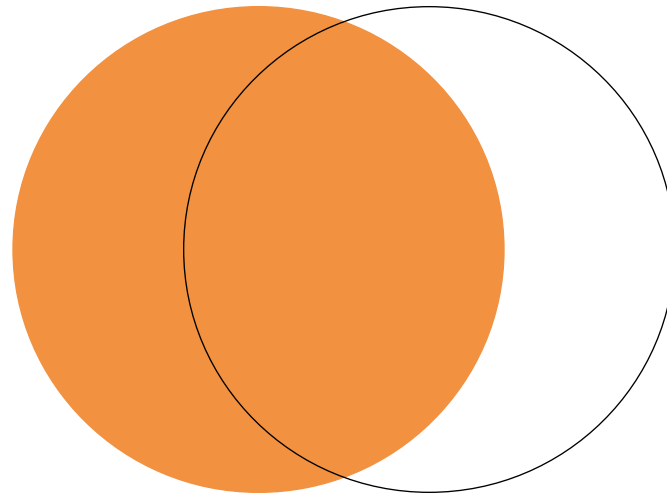
Conclusion

How to make sense of the complex of academic integrity
when viewed as an enactment of the politics of knowledge production?

- Powerful and subaltern positionalities renders some sites of production dominant (center) and others subaltern (margins),
- Which determines the performances of dominant or subaltern workers as objects of knowledge hierarchy.

Conclusion

Simply put: the *powerful* (faculty) has opportunity to cheat; the *subaltern* (students) must cheat to survive



(Co-) Authorship