

Catalysts of Conscientization Among the Professorate: A Descriptive Phenomenological Study

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WHY IS THIS RESEARCH IMPORTANT?

- Over the last 10 years the result of conscientization process critical consciousness has supported different communities in predicting different forms of civic and political participation, assessed college persistence, and promoted critical thinking.
- The COVID-19 pandemic along with police brutality continue to highlight the racial inequalities permeating in our society.
- Conscientization can be broken down into two portions: 1. Learning to perceive sociocultural, economic, and political oppression. 2. Taking action against the oppressive elements of society.
- Many time schools of social work share antioppressive goals however it runs contrary to the capitalistic mechanisms that fund how the school functions.
- There is a need to look at how professors recognize oppression and privilege in their roles and why they dedicate themselves to researching and teaching particular subjects

HOW WAS THIS RESEARCH CONDUCTED?

- Seven professors: Race: 4 African American and 3 White; Gender: 4 female and 3 male; ranging in age from 35-82.
- Participants were interviewed and recorded in their own offices during February 2020 with structured interviews lasting on average between 55 minutes to 1.75 hours.
- Participants had to be full-time tenure track or clinical/term faculty members.

WHAT WERE THE KEY FINDINGS?

- Systems that co-creators were conscientized were racism, colorism, featurism, sexism, homophobia, ethnocentrism, religious oppression, and classism.
- Many times, the researchers found intersections between race and gender, and in this study particularly they heard intersections of gender and religion or religion and lesbian, gay, bisexual, transgender, and queer/questioning issues.
- Conscientization is a lifelong process with three phases: 1. Gaining awareness 2. Concerted action 3. Intentional actions.

Conscientization is the process of learning to perceive sociocultural, economic, and political oppression to such extent one is moved to act against it.

ACTION STEPS

Schools of social work need to house social justice and diversity courses.

Efforts should be made in classrooms to develop critical consciousness throughout all courses.

Create a positive learning environment supported through sincere and compassionate relationships between teachers and students, as well as between students. These relationships will allow for critical thinking, without fear of repercussions, and more productive discussions.



CONTINUE READING

Full Article

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About Dr. Kyee Altranice Young
uh.edu/socialwork/news/news-releases/gcsw-names-inaugural-director-for-inclusive-teaching-and-learning/

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