References


Although the lecture remains in widespread use, it is not distinctive to sociology, but to post-secondary education generally. The extent to which the lecture is a “signature pedagogy” of post-secondary education raises questions about what is being taught and learned through how the subject matter is being taught.

In a 2003-2004 survey of University of Saskatchewan alumni who graduated in sociology from the late 1960s through 2003, “Life and Livelihood” found that for the nearly 500 respondents the sociological imagination remained an enduring form for making sense of the social world at a personal and structural level that includes a sense of justice. In ten-minute video interviews with eleven sociology faculty for use in a satellite TV distance education Introduction to Sociology course, each faculty member mentioned that concern for justice had been a factor motivating his/her decision to major in sociology, to pursue a PhD in sociology, and to seek a faculty career in higher education.

Alverno College has identified eight abilities for its “abilities-based” curriculum: communication, analysis, problem solving, valuing in decision-making, social interaction, developing a global perspective, effective citizenship, aesthetic responsiveness (Mentkowski & Associates, 1999). Evers et al. (1998: 53-131) developed four base competencies: managing self, communicating, managing people and task, and mobilizing innovation and change. These four base competencies are composites based on groupings of 18 essential skills. Although beyond the time limitations of this paper, the similarities between these base competencies and composite skills and Shulman’s three pedagogies of uncertainty, engagement, and formation and descriptive characteristics are striking.