

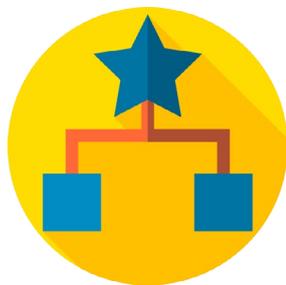
The University of Queensland Higher Education Academy Fellowship

ASSOCIATE PROFESSOR GREG HAINGE

“ For me, acknowledgement as a Senior HEA Fellow is important because it means that I can be part of a conversation amongst other leaders in Teaching and Learning at UQ about how to improve teaching practice and the student experience. It is a privilege to be teachers and we need to take the responsibility of the role seriously, ensuring that we are not simply delivering a qualification but making a difference in our students' lives. ”



Reader in French
School of Languages and Cultures
Faculty of Humanities and Social Sciences



Expertise

French Language
Film Studies
Literary Studies
Critical Theory

My favourite teaching tools

- Kaltura
- Timeline software
- The internet / iTunes store – for an almost infinite amount of podcasts / videos / text in French: the next best thing to actually being in France and enables students to create their own independent learning materials.



Programs

- Inaugural Chair of the Brisbane Universities Languages Hub operational committee
- French@UQ Learning community site
- Director of Teaching and Learning, School of Languages and Cultures
- Member of the UQ Senate, Academic Board, and Academic Board Standing Committee

Memorable teaching moment

The biggest academic influence on my teaching (and life!) is the work of the philosopher Gilles Deleuze. For Deleuze, philosophy is nothing other than the expression of a desire to learn and to understand the world around us, and for him philosophy is then a struggle against common sense. He says, for instance, "It's nice to talk like everybody else, to say the sun rises, when everybody knows it's only a manner of speaking." I see the role of the teacher as precisely this, to make students question everything around them, to analyse things on their own terms and not according to presuppositions. Doing this forces students outside of their comfort zone and asks them to look at the world through different eyes. This is something that happens very literally in the language classroom, but it is a vital part of all teaching, I believe.

For Deleuze, the effect of this approach to the world is to sadden. He writes, "The use of philosophy is to sadden. A philosophy that saddens no one, that annoys no one, is not a philosophy. It is useful for harming stupidity, for turning stupidity into something shameful." As strange as it may sound, in many respects I can think of no higher aspiration for my own teaching than to similarly sadden my students, because to make them sad is to make them discontent with their own knowledge and therefore to make them want to learn. It is to make them discontent with the world as it is and therefore to make them want to make it a better place. More than anything else, it is to transform teaching into a philosophical experience. Which is to say an experience that enables students to see the world anew and, hopefully, to effect change within it. Conceptualised in this way, pedagogy takes on an ethical dimension that brings with it an enormous responsibility that cannot be taken lightly.

