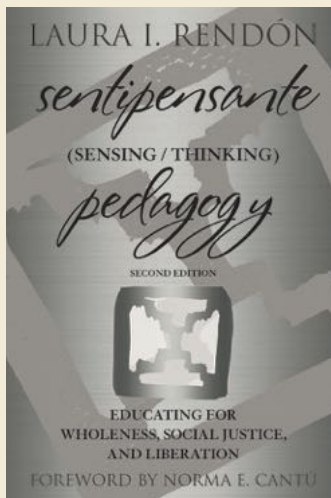


Sentipensante Pedagogy:

Educating For Wholeness, Social Justice And Liberation



TRINITY UNIVERSITY

October 12, 4-6 PM.

Holt Center at 106 Oakmont Court

Laura Rendón will be speaking about her new edition of Sentipensante. Not to be missed!

In the second edition of *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*, Laura I. Rendón invites educators in schools, colleges, and universities to realize a new

gold standard for teaching and learning. This new vision is one that shatters entrenched belief systems that are harmful especially for underserved students, allows students to engage both sensing and thinking processes, attends to relationship building, and is humanistic in nature.

A new vision of teaching and learning is especially needed in a post Covid-19 world where our nation is facing complex justice and equity issues such as gun violence, racism, immigration, white supremacy, and threats to democracy. What should our schools, colleges, and universities do to prepare students with the skills and knowledge needed to address these complex issues? Columbian scholar, Orlando Fals Borda, has indicated that the language that speaks the truth is the language of sentipensante; the person who is capable of thinking while feeling and feeling while thinking.

Rendón believes we need a sentipensante (sensing and thinking) approach to education, one that engages students in deep learning activities where learners are able to use their intellectual abilities, as well as their inner life skills to act with empathy, compassion, and love.

Rendón also advocates that students should be assisted to develop what Gloria E. Anzaldúa calls “*conocimiento*”—a high level of critical awareness where individuals can develop the capacity to see beyond entrenched belief systems, act with empathy and compassion, and forge connections with others as they engage the world as it is and to take action to transform it.

Rendón offers *Sentipensante Pedagogy* as a culturally-validating, deep learning experience that addresses the harmonic balance and interconnection between intellectual, social, emotional, and inner-life skill development. This is a pedagogy that connects learning experiences to equity and justice issues in our society and that fosters deep learning through the use of *prácticas de conocimiento*. Teachers and college faculty can use *prácticas* such as

autoethnography, music, poetry, arts-based projects, testimonios, socially-driven art, photography, ritual, and bearing witness to engage students in deep learning educational activities.

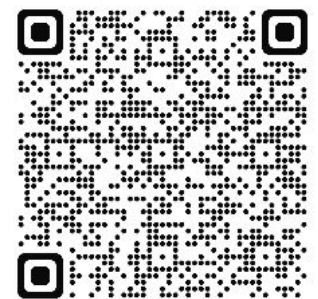


Laura I. Rendón, author and educator.

Norma E. Cantú, Norine R. and T. Frank Murchison Professor of the Humanities at Trinity University in San Antonio, Texas and Founder of the Society for the Study of Gloria E. Anzaldúa wrote the Foreword to the second edition of *Sentipensante Pedagogy*. Cantú explains that the book is a call to do what Anzaldúa passionately advocated—that educa-

tors engage in doing “work that matters.” Cantú (2023, p. xv) writes that “*Sentipensante Pedagogy* is nothing less than radical in the truest sense of the word, to pull from the roots and act. Whether you have read this book before or not, I recommend you read it with fresh eyes and with an open mind. It will blow you away!” While the work of refashioning education can be challenging, Rendón, like Anzaldúa, urges knowledge warriors to stay the course and forge ahead *porque el trabajo vale la pena*. Siempre.

BIO: *A nationally-recognized student advocate and contemplative educator, Laura Rendón is a native of Laredo, TX and professor emerita at UTSA. Her research centers on the educational success of low-income, first-generation students and contemplative pedagogy. Her personal papers and academic work are archived at the Nettie Lee Benson Latin American Collection, UT-Austin.*



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