

# **Transition pedagogies and the neoliberal episteme: What do academics think?**

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## **Abstract**

*There has been much discussion of the massification of Higher Education and its impact on contemporary universities in terms of increased demands on academic staff in the context of neoliberal managerialism, and the power regimes which govern the sector. Less is written about the pedagogies used under neoliberalism. Many academics view tertiary education as both an individually and socially transformative process, and there is a sense that the current discursive environment engenders an inertia wherein this commitment is lost. This paper focusses on a small qualitative study of staff working in two universities at the bottom of the league tables. Their perceptions of pedagogical work and their views of their transformative potential under neoliberalism is discussed. The argument is made that there is the potential for building a space for critical education in contemporary universities. This article explores these issues, arguing that the use of transition pedagogies can create a transformative education.*

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