

ON FEELING AND KNOWING: EPISODE 6, TANETHA GROSLAND

ABOUT THE SERIES

ON FEELING AND KNOWING

Classrooms are to be safe spaces, we're told. Yet educators working within complex realms, where the tensions and discomforts of human experience offer no safe havens, know that deep learning often elicits strong feelings. Created by [Dr. Tara Mayer](#) and presented by the [Peter Wall Institute for Advanced Studies](#), *On Feeling and Knowing*, is a series of seven recorded conversations with seasoned educators working at the creative frontiers of their disciplines. Their insights reveal what classrooms of higher education were traditionally conceived to be and what they can become. These conversations aren't prescriptions or guidelines, but generous and candid reflections by educators daring to disrupt educational norms, in search of deeper and more diverse pathways to knowledge.

ABOUT TANETHA GROSLAND

Dr. Tanetha Grosland is an Assistant Professor of Educational Leadership and Policy Studies at the University of South Florida's College of Education. Right now, Tanetha's published research focuses on the politics of education and the intersections of emotional experience, political issues in social justice, and educational policy.

[More about Tanetha Grosland](#)

RELATED RESOURCES

Radd, S. I., Grosland, T. J., & Steepleton, A. G. (2020). [Desegregation policy as cultural routine: a critical examination of the Minnesota Desegregation Rule](#). *Journal of Education Policy*, 35(6), 765–784.

[Desirablizing Whiteness: A Discursive Practice in Social Justice Leadership That Entrenches White Supremacy](#). *Urban Education*, 54(5), 656–676.

Grosland, T. J. (2019). [Through laughter and through tears: emotional narratives to antiracist pedagogy](#). *Race Ethnicity and Education*, 22(3), 301–318.

Shelton, S. A., Flynn, J. E., & Grosland, T. J. (2018). [Feminism and Intersectionality in Academia: Women's Narratives and Experiences in Higher Education](#).

Matias, C. E., & Grosland, T. J. (2016). [Digital Storytelling as Racial Justice](#). *Journal of Teacher Education*, 67(2), 152–164.

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KEYWORDS & TIMECODES

Transformative experience, emotions, power of inquiry, dimensionality, intersectionality, Critical Race Theory

Timecode	Content	Related Reference
5:30	Harnessing emotions	(Grosland, 2019)
9:51	Mindful of my own	(Grosland, 2011)
15:07	Dimensionality	(Radd, Grosland, & Steepleton, 2020)
18:12	Power of (self-) inquiry	(Radd & Grosland, 2019)
32:07	Intersectionality	(Shelton, Flynn, & Grosland, 2018)
40:29	A classroom, a place of ideas	
47:03	Perspective of history	

INTERVIEW SUMMARY

Grosland elaborates in her interview on emotional issues in a classroom setting. She inquires how educators can harness emotions to create transformative experiences. Navigating emotional terrains is a powerful tool in education (Grosland, 2019). She illustrates her point with the example of feeling overwhelmed. Children tend to handle emotions better than adults. They accept them as part of the human experience. Grosland criticizes the term of emotional assessment. She advocates for mindfulness instead. She herself relies on “discourses” as a way of meaning-making. They acknowledge the nature of the body and emotional experience of the subject under investigation (Radd & Grosland, 2019). The scholar warns of over-intellectualize social issues. Listening to the perspective within our body allows students to acknowledge the multidimensionality of problems. Grosland (2011) advocates for ending emotional distancing and acknowledging the burden of race. Social issues are fluid and follow rarely a linear path. She illustrates this concept relying on Critical Race Theory. Racism plays a crucial role in particular socio-political milieus (Radd et al., 2020). Grosland inspires to think about other parts of your life, which inform you about your daily classroom practice. The importance of intersectionality enhances the power of inquiry. Intersectionality refers to the interconnectedness of identity categories (Shelton et al., 2018).

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Throughout her interview Grosland mentions the following hands-on advices for educators: leave space in your notes/ syllabus to accommodate the class' interest. Allow dynamic by encouraging students to take risks. Be forgiving.