Exploring Expertise in Teaching in Higher Education

Symposium 16 – 23 October 2020

ABSTRACTS

Exploring Expertise

Friday 16 October 10:00 – 10:30

The Characteristics of Expertise in Teaching in Higher Education

Helen King: University of the West of England, Bristol, UK

I am interested in 'ways of thinking and practising' (WTP) in academic disciplines (e.g. McCune & Hounsell, 2005) and, in particular, the WTP in teaching in higher education (HE). This has led me to explore the literature on characteristics of expertise (e.g. Ericsson et al, 2006). If we can better understand WTP and expertise in HE teaching this may then help inform the enhancement of educational development (Kreber et al, 2005; Saroyan & Trigwell, 2015). In addition, the process-oriented concept of expertise offers a useful complement to the fixed-point, 'outstanding' notion of *excellence*.

In 2018, a grant from the UK Staff & Educational Development Association enabled me to conduct semi-structured interviews with nine UK National Teaching Fellows (NTFs) – using NTF as a proxy for expertise - to explore how these teaching award winners develop their practice in relation to three models of expertise development: Deliberate Practice (Ericsson et al, 1993), Progressive Problem Solving (Bereiter & Scardamalia, 1993), and Reflective Practice (Schön, 1982). From analysis of the interviews, reflection on my practice and experiences, and consideration of the expertise literature I have developed a model of expertise in teaching in HE that involves three interacting dimensions:

- Self-determined & purposeful approaches to learning and development (King, 2019)
- Pedagogical Content Knowledge (Shulman, 1986)
- Artistry of Teaching: authentic, creative & improvisatory (Schön, 1982)

This model presents a future-facing view of a professional educator: someone who has the underpinning knowledge and skills, and also the flexibility to respond to immediate and longer terms changes in their teaching environment. It also acknowledges and recognises the complexity of the dialogic, human interaction nature of teaching.

I have used this model in a variety of positively received ways including to frame the educational development strategy at my University and working with new and experienced faculty. It has been received with interest at a variety of educational development forums in the UK and I am keen to explore its relevance and adaptability elsewhere. Discussions have considered the implications for future-facing educational development and noted the emerging interest in the performative aspects of teaching (e.g. Sorensen, 2017; Cavanagh, 2017), which aligns to the 'Artistry' dimension of the model.

Summaries of the interview transcriptions and other resources are available on my website at http://www.drhelenking.com

Bereiter, C. & Scardamalia, M. (1993) *Surpassing Ourselves: an inquiry into the nature and implications of expertise*. Open Court, Chicago and La Salle

Cavanagh, S.R. (2017) All the classroom's a stage. *Chronicle of Higher Education*

Ericsson, K.A., Charness,N., Feltovich, P.J. & Hoffman, R.R (Eds.2006) *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge University Press, New York

Ericsson, K.A., Krampe, R.Th. & Tesch-Romer, C. (1993) The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*, 100(3), pp. 363-406

King (2019) Continuing Professional Development: what do award-winning academics do? *Educational Developments*, 20(2), pp.1-4

Kreber,C., Castleden, H., Erfani, N. & Wright, T. (2005) Self-regulated learning about university teaching: an exploratory study, *Teaching in Higher Education*, 10(1), pp. 75-97

McCune, V. & Hounsell, D. (2005) The development of students' ways of thinking and practising in three final-year biology courses. *Higher Education*, 49(3) pp. 255–289

Saroyan, A. & Trigwell,K. (2015) Higher education teachers' professional learning: Process and outcome. *Studies in Educational Evaluation* 46, pp. 92-101

Shulman, L.S. (1986) Those who understand: knowledge growth in teaching. *Educational Research* 15(2), pp.4-31

Schön, D. (1982) *The Reflective Practitioner: how professionals think in action*. Routledge, London

Sorensen, N. (2017) Improvisation and teacher expertise: implications for the professional development of outstanding teachers, *Professional Development in Education*,43(1), pp. 6-22

Lecturers with top student feedback and ratings: what are they doing?

Suzanne Fergus: University of Hertfordshire, UK

In Higher Education, investigations of teacher expertise share the common goal of improving teaching through understanding the practices and qualities of expert teachers. The Teaching Excellence and Student Outcomes Framework (TEF) introduced by the UK government in 2016 aims to provide students with clear information related to education provision and to raise the standard of teaching in all universities. This policy has emphasised teaching quality as a strategic objective for universities measured through the proxy of the National Student Survey (NSS). There are arguments that the TEF serves as a reductive instrument of normalising judgement and relies on crude performance indicators as 'evidence' of excellence that hinder creativity and pedagogic inquiry. Within the Higher Education sector, early career academics tend to undertake a programme that supports their professional development in learning and teaching. Most use some form of reflective framework to explore the complexities of academic work. Global traits of teacher expertise such as approachable, enthusiastic were identified in the research literature but do not translate easily for academic development in relation to teaching. To further explore the key behavioural attributes of teacher expertise, an exploratory study with 9 lecturers (from the disciplines of Chemistry, Geoscience, Microbiology, Pharmacy, Pharmacology, Physics, Psychology, Sports Therapy) from the University of Hertfordshire was employed. A semi-structured interview using the Teacher Behaviour Checklist (TBC) developed in 2002 was chosen. This instrument utilises an effective measure of teaching quality with 28 categories and provided a more structured focus to surface key behavioural attributes and values. Thematic analysis of the interviews identified three principal themes: scaffolding and support, respect and breaking down barriers with students at the centre of each theme identified. Some key findings from the study will be presented including a critical discussion of using the TBC to support the development of teacher expertise.

Keeley, J., D. Smith, & W. Buskist (2006). The Teacher Behaviors Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology* 33 (2):84-91.

Kirby, L.A.J., J.N.Busler, J.W. Keeley, & W. Buskist (2018). A Brief History of the Teacher Behavior Checklist. *New Directions for Teaching and Learning* 156:21-29.

Leary, M., & P. Wood (2019). Reimagining teaching excellence: why collaboration, rather than competition, holds the key to improving teaching and learning in higher education. *Educational Review* 71 (1):122-139.

Expertise in teaching considered as scholarly competence

David Baume: MEDS Ltd, UK

The self-defeating rhetoric of ""excellence"" - when everyone has to be excellent, no one truly excels - can disguise the importance of competence.

Competence sounds rather a dull quality. But I'll take genuine, properly certified, criterion-referenced, authentically-assessed competence over a spuriously claimed excellence any day. Doctors and airline pilots are my favourite reference points for considerations of competence and

excellence, although flying is becoming a distant memory and an unlikely prospect. Competence, for me, means being good enough – being fit to practice. In the case of doctors, very likely to cure me; in the case of airline pilots, very likely to get me there; and for both doctors and airline pilots, very unlikely to kill me.

The education and training of both doctors and pilots starts with an account of competence. So does the training and certification those who teach in higher education. I shall start with some consideration of the teaching standards, using my experience of contributing to earlier versions of these standards. I shall also explore how specified knowledge and values enrich an account of competence, perhaps bringing us closet to an account of expertise.

But there is a problem with competence, when informed by knowledge and values. Competence is often, mistakenly, taken to be a static quality. In truth, the world changes – sometimes, as recently, with starting speed. The nature, the meaning, of a competence therefore also has to change. How to make this happen? We could constantly fiddle with the standards. Or we could use a more powerful engine for change.

That engine for change; and, I suggest, a further essential component of expertise; is scholarship. I have suggested (Baume, 2016) a three-step account of scholarship, of what it means to be scholarly, to act in a scholarly way.

- The first element is to make use of what is already known about, in our case, learning and teaching.
- The second is to take an enquiring, a critical, approach to our own practice; to ask the difficult questions, about what we do, and why, and whether it works, and how we know, and how we could do it better.
- The third, of course, is to undertake publishable research.

I shall apply this ladder of scholarship to the idea of competence, thereby suggesting a dynamic account of expertise as a necessary quality for those who teach in higher education. For me, expertise includes a commitment to continual improvement. Without that movement, competent becomes less competent, as the world changes around us, if we do not change.

Baume, D. (2016) Scholarship in action. *Innovations in Education and Teaching International*, 54(2), pp.111-116

Asynchronous Session

Zhaungzi and the Experience of Expertise: Implications for Educators

Charlie Reis: Xi'an Jiaotong-Liverpool University, China

This paper seeks to show how Zhuangzi can be used to enrich the conversation about expertise in practice in contemporary HE. Zhuangzi , a Daoist philosopher who lived in the 4th Century BCE, wrote much about expert practice and is known for his 'knack passages'(Muller & D'Ambrosio, 2017) with practitioners reflecting on expertise holders' perspectives on practice, states of flow and how expertise is achieved (Schön, 1982).

Rather than focus on progressive problem solving (Bereiter & Scardamalia, 1993) or deliberate practice (Ericsson et al, 1993), Zhaungzi explores the phenomenology of expertise, which reveals ways of thinking and practicing (characteristics) common to those with expertise, or what it takes to

achieve unconscious spontaneity 'perfectly calibrated to the environment' (Slingerland, 2014); although, the former approaches are certainly accounted for. This 'effortless action' will be applied to classroom practice and implications for the artistry of teaching and self-determined learning and development for teachers in HE. Specifically, a discussion of how expertise affects:

- A difference of vision about 'the big picture' of classroom practice;
- Unconscious practice, such as flow, and how this relates to the neuroscience of expert practice;
- The ability of teachers to experiment and take risks in teaching.

This paper is part of a project applying classical Chinese knowledge to contemporary teaching in higher education.

Asynchronous Session

Building Expertise in University Teaching: A framework for consideration

Deanne Gannaway: University of Queensland, Australia

This presentation offers for consideration and critique a teaching expertise development framework designed to support the implementation of a transformation of teaching and learning practice across all levels of experience at a research-intensive university. The Framework was developed by a University-wide working party as a mechanism of capturing the expected domains or skills/ knowledges /experiences /competencies associated with university teaching and levels of proficiency, expertise and excellence. The Framework emerged in response to the need to develop a robust professional development framework to support staff engage the profound changes challenging the contemporary university. Such shifts require a workforce that is adaptable, adaptive and future-focused, sufficiently trained, experienced and motivated (Coates & Goedegeburre, 2012).

The resulting Framework draws on the Developmental Framework developed by colleagues at the University of Calgary (Kenny et al., 2017) and from the scholarly literature related to higher education teaching and learning. It provides a scholarly approach to recognise the breadth of characteristics involved in the development of teaching expertise in higher education across all career stages. The framework can be used to:

- Guide academic developers design professional learning pathways in teaching and learning
- Support teachers navigate and select relevant professional learning opportunities
- Facilitate self-reflection and nurture dialogue by providing a consistent language and development continuum

The Framework aims to address the challenge of acknowledging the diversity of staff and the range of expertise required to fulfil academic work in the contemporary Academy and aims to address the need to build different expertise across a whole career path. Presented as a continuum, the Framework supports staff build expertise from exploration through to engagement and then enhancement. Educators move across the domains and dimensions, back and forth, along this continuum throughout their careers.

Coates, H., & Goedegeburre, L. (2012). Recasting the academic workforce: why the attractiveness of the academic profession needs to be increased and eight possible strategies for how to go about this from an Australian perspective. *Higher Education*, 64(6), 875-889.

International Consortium for Educational Development. (2014). The Preparation of University Teachers Internationally. ICED

Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., & Reid, L. (2017). A Developmental Framework for Teaching Expertise in Postsecondary Education.

Parsons, D., Hill, I., Holland, J., & Willis, D. (2012). Impact of teaching development programmes in higher education.

Asynchronous Session

Teacher Expertise in Higher Education: Relating the Higher Education Context to Teacher Expertise Development

Esther van Dijk: Utrecht University, Netherlands

It is well known that expertise is domain-specific and therefore insight into a domain is crucial for understanding expertise development (Ericsson et al., 2018). In this discussion paper we will discuss three fundamental characteristics of the higher education (HE) teaching context, and argue how these characteristics influence research and support of expertise development of HE teachers. Firstly, HE teachers are academics who are expected to combine research and teaching, and sometimes even other professional tasks (e.g. clinical work). They are often primarily recruited based on their research and/or professional expertise. This in contrast to teachers from most other education contexts, e.g. primary and secondary education, who are recruited based on their expertise in teaching and have teaching as their main focus. For HE teachers, expertise development in teaching must thus be considered in light of their development in other academic and professional tasks. Literature about this topic includes work on scholarship (e.g. Boyer, 1990; Boyer et al., 2015) and the research-teaching nexus (e.g. Robertson, 2007). More recently, the relationship between different tasks of academics has also been explored through the conceptual lens of (teacher) professional identity (van Lankveld et al., 2017).

Secondly, HE teaching concerns the forefront of the discipline and HE teachers are expected to constantly adapt their education to new insights and developments in their discipline. More basic/fundamental disciplinary knowledge is taught in other teaching contexts, which is more crystallized and is therefore less subject to constant change. Forefront disciplinary knowledge should therefore be an important part of research and support of teacher expertise development in HE. Key research in this area revolves around the distinct knowledge base of teachers (e.g. Shulman, 1985) and the translation of disciplinary knowledge into educational knowledge (e.g. Shay, 2013). Continuous advancement of disciplinary knowledge also draws attention to educational design as one of the core tasks of HE teachers (Van Dijk et al., forthcoming). Thirdly, the extent of preparation and certification for teaching also influences expertise development of HE teachers. Contrary to many other education contexts in which there is extensive training and certification, didactic training and certification for teaching is not always (extensively) available and/or mandatory for HE teachers. This implies that although insights into teacher expertise development from primary and secondary education (e.g. Fuller, 1969) may inform research and support of teacher expertise in HE, distinct

research for this context teachers is still necessary. All in all, we argue it is important to take the characteristics of the HE teaching context into account, both for studying teacher expertise in HE and learning from research in other teaching contexts as well as for supporting HE teachers in practice.

Asynchronous Session

Helpful woman, engaging man: Gendered differences in student perceptions of teaching excellence

Kathryna Kwok & Jackie Potter, Oxford Brookes University, UK

The pursuit of expertise in teaching, typically under the guise of teaching excellence, has become a sector-wide concern in recent years, in part due to the introduction of the Teaching Excellence Framework. Research attempting to characterise teaching excellence often position it as an objective construct (e.g. Bradley, Kirby, & Madriaga, 2015; Lubicz-Nawrocka & Bunting, 2019), even though evidence from student evaluations of teaching suggests that gender can influence what students notice and value in their teachers (e.g. Boring, 2017; Nesdoly, Tulk, & Manter, 2019). Examining data from student-submitted nominations for a teaching excellence award at a large UK university, this digital presentation will explore gendered differences in student perceptions of high-quality teaching. In all, the session hopes to encourage attendees to consider the impact of gender (and other sociocultural factors) on perceptions of what teaching expertise is and who gets to 'do' it.

Developing Pedagogic Content Knowledge

Friday 16 October 11:10 – 12:30

Educative case-making: a learner-centred approach to supporting the development of pedagogical expertise for academics in HE

Alexandra Morgan & Emmajane Milton: Cardiff University UK

The development of expertise in teaching requires knowledge of the content, knowledge of pedagogy and knowledge of students (Shulman,1987). Academics in HE are often appointed as scholars in their (very specific) field and therefore have a sound understanding of content knowledge in that particular area. It is less likely that (at least at the beginning of their academic careers) they have a developed understanding of general pedagogical knowledge (principles of supporting learners that transcends subject matter), broader curriculum, their students as learners or pedagogical content knowledge (specific craft of successfully communicating ideas in their field).

This presentation explores how an educative case-making approach based on the work of Shulman (1996) can be used in HE to support the development of academics pedagogical content knowledge and a deeper understanding of the student experience. In addition, it will highlight how working in

this way can help to develop more nuanced understandings of educational contexts, aspirations, purposes and values.

This presentation will focus on how an educative case-making approach might support sustained and contextualised professional learning for staff in HE. It outlines how the process can help academics move beyond 'superficial compliance' in terms of listening to their learners. Achieved through the development of rich narratives that highlight new understandings of what makes the learning of specific topics easy or difficult. This could include the preconceptions that a diverse student body brings with them to learning and/or aspects of the context, curriculum and pedagogical approaches adopted that students find afford or constrain their learning experiences.

The process allows academics to engage with the complexity of their decision making and the implications of this over time in a way that supports the development of practices and discourses that are central to professional artistry and that 'produce knowledge which can lead to emancipatory change' (Fairclough, 2001, p.30). Importantly the approach recognises and affirms academics agency as educators as opposed to positioning them in a deficit model which privileges prescribed training or policies. A central element of any empowering professional learning for academics to support teaching requires that they take ownership of the ongoing development of their own professional artistry and in doing so are better equipped to act as 'change agents' in their own contexts (Schon, 1995).

The presentation will include a discussion of the educative case-making process and draw on examples of its application in practice with academics and students in HE. Potential affordances and limitations will be explored.

Exploring and Developing Pedagogical Content Knowledge in Higher Education

John Bostock: Edge Hill University, UK

This presentation focuses on colleagues who have engaged in PGCTHE programmes who consistently state a desire to have subject-focused instruction within their teaching and learning development and includes a synthesis of research data and theorisations in order to relate notions of developing Pedagogical Content Knowledge (PCK) specifically. Firstly, it is shown how, as programme and module leader of a PGCTHE, one typically works with teachers representing a great variety of professional and academic disciplines. The groups are composed of senior university academics, teacher educators from other sectors, and even PhD students with varied research backgrounds; indeed, a group where lively, multidisciplinary discourse can be an everyday activity. Secondly, debates on multi- and trans-disciplinary work are often about the differences and commonalties of academics on PGCTHE programmes; in short, about their respective identities. These identities are framed by the original education these teachers have received and by the institutional/ departmental contexts in which they operate.

The presentation explores how such identities include a strong conviction of subject departments as seats of highly specialised knowledge in which colleagues in 'communities of practice' can engage in developmental dialogues which preserve and enhance that knowledge. It considers the lack of opportunity for lecturers to engage in pedagogical discussion around such specialised knowledge which is viewed as essential in professional development. It further stresses a holistic approach to preparing HE teachers, arguing that the essential skills and knowledge are premised on using specialised knowledge to interpret and translate that knowledge into pedagogical practices. The

cross-professional perspective also stresses the importance of three concepts for understanding pedagogies of practice, namely representation, decomposition and approximation. The second is salient and presented here as the essential skill of the breaking down of specialised knowledge into its constituent parts for the purposes of teaching and learning.

Finally, a personal perspective is offered which renders the significance of the struggles with supporting lecturers' diverse content knowledge (CK) and pedagogical content knowledge (PCK) as particularly problematic. Moreover, the opportunities to explore Content Knowledge (CK) and develop PCK in HE remain under-researched. Any practical solution is overshadowed by its subtlety and its complexity where certain academics continue to claim differing pedagogical practices according to discipline.

Critical reflection as a tool to explore expertise in teaching in higher education

Leo Africano: Newcastle College University Centre, UK

I am a teacher educator and with this presentation I would like to share some empirical observations from years of analysing educators' practice and supporting their professional formation, nationally and internationally. I am also completing my doctorate in education and recently produced a paper on the *condition of knowledge for Initial Teacher Education for the Post-Compulsory Education (PCE) sector in England*. My recent exploration of types of knowledge and critical reflection tie-in to the idea of expertise, whereby educators' content knowledge that can become 'pedagogically powerful' (Schumann, 1987, p. 15). The professional formation of educators working in the PCE sector is mostly driven by a combination of Shulman's (1987) 'content knowledge' [theory], 'pedagogical knowledge' [practicum], with a view to develop the much sought-after 'pedagogical content knowledge'.

The role of experience is important here, however, expertise happens through rigorous and systematic critical reflection. Thus, I posit critical reflection as a key strategy to develop expertise in teaching in HE. Starting with an outline of reflection, I will then illustrate practical ways to make reflection *critical* through two existing models of reflection: Brookfield's critical lenses (2017) and Schön's reflection in-action and on-action (1983). Rodgers (2002) posits reflection as a: 1) meaning making process; 2) that is a systematic, rigorous and disciplined way of thinking; 3) it needs to happen in community; and 4) it requires attitudes that value personal and intellectual growth (p. 845).

It is important to note that the use of the term educator is deliberate here, trying to reposition education beyond instrumentalism and 'technical rationality' (Schon, 1983), redefining it as a 'wider and deeper activity characterised by commitment to developing, through teaching or upbringing, the good for each individual and the good for humankind' (Kemmis and Smith, 2008 p. 27). This reminds us of the moral dimension of our role. Central to this is my argument that education should be acknowledged as a complex field of professional practice. Using Schön's (1983) words, HE especially within college-based provision, is a field of practice characterised by 'complexity, uncertainty, instability, uniqueness, and value conflict' (p. 18). We must be aware of how increasing performativity and managerialism (Lyotard, 1984; Ball, 2010) has pervasively made educators' practice reductionist and driven by compliance to measures of accountability in the pursue of 'excellence'. It also creates a 'risk adverse culture' (Hayes, 2001). This, I argue, has a detrimental effect for educators to demonstrate artistry, defined by Eisner (2002) as the use of 'sensibility,

imagination, technique, and the ability to make judgements about the feel and significance of the particular', which can make learning an 'aesthetic experience' (p.382). Critical reflection needs to be an established practice in HE to acknowledge and/or to develop artistry.

"Out of my comfort zone": Developing teacher expertise via an in-house accreditation scheme

Lucy Spowart & Rebecca Turner: The University of Plymouth, UK

Universities globally are increasingly expecting academic staff to obtain recognition for their teaching activities (Shaw, 2018). The UK Professional Standards Framework (UKPSF) offers a now well-established, and widely used, mechanism for individuals' commitment to teaching to be recognised. It also provides a common language and descriptions of dimensions of good practice for higher education teaching and learning (Hibbet & Semler, 2016).

This research draws on qualitative interviews with 30 university staff members from across five Faculties within a single institution, to explore the multiple ways in which engagement with an in-house teaching accreditation scheme promoted the development of teaching expertise. Whilst some admitted to only a superficial level of engagement (18), others found the process facilitated professional development in a myriad of ways. 12 participants expressed a significant change in the ways they conceived of, and enacted, their teaching roles. These 12 transcripts were re-scrutinised, looking specifically for the ways in which participants articulated teacher expertise and/or teacher identity, as well as focusing on the specific enablers for teaching development. In other words, they were re-visited with a different lens than had been employed in the original study.

Five key themes emerged: 1) The importance of accreditation to teacher identity; 2) The value of engaging in teaching conversations with others from outside their discipline 3) The shift from teacher-centred to learner centred approaches; 4) The developmental potential of peer reviews of teaching; and 5) The frequently reported 'uncomfortable' relationship with the pedagogic literature. The findings suggest that academic staff reflected the stages of Meyer, Land and Baillie's (2010) threshold concepts. This was particularly prevalent amongst staff coming from science disciplines who were not used to engaging in reflective practice. We propose that thinking about pedagogy as a threshold concept offers new and generative ways of conceptualising academics' struggle with the teaching and learning paradigms. This insight may provide new ways for those involved in academic development, and in particular, in-house teaching accreditation schemes, to support staff making this developmental learning transformation.

Shaw, R. (2018). Professionalising teaching in HE: The impact of an institutional fellowship scheme in the UK. *Higher Education Research and Development*, 37:1, 145-157

Hibbert, P., & Semler, M. (2016). Faculty development in teaching and learning: The UK framework and current debates. *Innovations in Education and Teaching International*, 53(6), 581-591.

Land, R., Meyer, J., & Baillie, C. (eds.) (2010) *Threshold concepts and transformational learning*. Rotterdam: Sense Publishers.

"He knew that we are all different": Teaching Practices of Expert Teachers in Music

Dijana Ihas: Pacific University, USA

For centuries, expert teachers in music have successfully transposed musical expertise from one generation of musicians to the next by means of modeling and apprenticeship. Much of this pedagogical insight has been conserved through the treatises and books written by these masters (e.g., Geminiani, 1751; Mozart, L. 1756; Baillot, 1835; Flesch, 1923; Galamian, 1962; Fischer, 1997). While the subject of achievement of expertise in music has received some attention (Bézenac & Swindells, 2009; Kopiez & Lehmann, 2016), very little is known about how expert teachers shape the learning procedures that produce expert musicians. The purpose of this phenomenological study is to identify and describe teaching behaviors of expert music teachers, who are defined as "someone who has proficiency in combining the subject content of what he or she teaches with the needs of his or her pupils" (Bran, 2006). Participants in the study were eight highly respected violin teachers who teach at major music schools and conservatories in North America. They were selected through purposeful sampling as they met the criteria of being students of legendary expert twentieth-century violin pedagogues; counting among their mentors and teachers legends such as: Dorothy DeLay, Ivan Galamian, Josef Gingold, Kato Havas, Jascha Heifetz, Paul Makanowitzky, Paul Rolland, and Shinichi Suzuki. Data was collected through in-depth semi-structured interviews. A variety of secondary sources, including: analytical reading of related books and articles, as well as an analysis of historical videos depicting legendary violin teachers, were used to triangulate interview data. This study sought to answer three research questions: 1. What are the teaching practices of expert music teachers in higher education? 2. How does musical upbringing inform development of expert music teachers in higher education? and 3. What are the perceived characteristics of expert music teachers in higher education? Shulman's (1987) seven categories of knowledge served as a framework for examining the research questions. Collected data was then analyzed through two coding cycles: hypothesis coding and pattern coding (Saldana 2016). The preliminary analysis suggests that expert music teachers in higher education engage in systematic and regimented modes of teaching. Expert music teachers in higher education exhibit expertise in several of Shulman's seven categories of knowledge, including content knowledge, curricular knowledge, knowledge of learners, and pedagogical content knowledge. The most frequently utilized type of knowledge is pedagogical content knowledge, defined as "[knowledge that] goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge *for teaching*" (Shulman 1986, p. 9). Within the category of pedagogical content knowledge, expert music teachers in higher education organize representation of their ideas on teaching various topics in their subject area around traditional pedagogical concepts such as teaching foundations, teaching right-hand playing techniques, and teaching left-hand playing techniques. However, unlike music teachers of younger students who are teaching these concepts for the purpose of technical perfection, expert music teachers in higher education utilize teaching these pedagogical concepts for the reason of enabling students to play with full musical expression. Musical expression is represented through concepts of phrasing, dynamics, articulations, and tempos. Preliminary results of this study revealed that expert teachers in higher education approach teaching musical expression through quantifiable means, rather than through abstract descriptions and analogies that are a typical way of teaching musical expression to younger students. Pedagogical content knowledge of expert music teachers in higher education is detail-oriented and systematic in a way that works for most students (therefore, some of these

expert teachers are nicknamed "cookie-cutters"), but is simultaneously broad and flexible enough to recognize and address the individual needs of every student while allowing every student to reach their full musical potential. The ultimate goal of pedagogical content knowledge, as delivered by expert music teachers in higher education, is achievement of balance and proportion. In answering the second research question, the preliminary findings suggest that expert teachers in music tend to produce new generations of expert teachers, and that their teaching practices are transmitted onto their students through the mechanisms of application and further modifications. Expert music teachers also inspire scholarly productivity in their students. In answering the third research question, preliminary findings suggest that expert teachers in music exhibit emotional characteristics of warmth but are not always readily available to serve as students' mentors in times when students need guidance on their careers or psychosocial matters. Findings suggest a difference between female and male expert teachers when it comes to mentoring style, with female expert teachers being more available to provide students with career or psychosocial support. Expert teachers tend to be strict and have extremely high expectations of their students (e.g., daily practices of five hours). They treat students with a high level of respect, which elicits respect from their students. Findings of this study will be of interest to scholars of teaching and learning, higher education administrators, and practicing music teachers of all levels of instruction.

Learning & Development

Friday 16 October 13:00 – 14:00

Education research and teaching practice: a model for professional learning in HE

Erika Corradini: University of Southampton, UK

In UK Higher Education Institutions, the idea of teaching excellence and its interpretation have spurred a growing interest in teaching innovation and enhancement of the student learning experience. However, while the notion of teaching excellence has become ever so ubiquitous in consequence of the growing relevance in the HE sector of NSS results and the TEF, excellence remains unattainable for many academics. This is often due to the fact that reliable mechanisms for measuring teaching excellence are still difficult to devise, let alone to implement to scale. Furthermore, academics are often left unsupported in developing such mechanisms for measuring the quality/excellence of their teaching. However challenging, the pursuit of excellence has nevertheless inspired a gradual reconceptualization of the connection between education research and teaching practice and brought these two spheres to interact more closely. Relatively recent scholarship, for example, has invoked models of practice underpinned by the ideal of the teacher as 'educational researcher' (MacFarlane and Hughes, 2009, pp.9-10) or indeed based on action research (Norton, 2009). However, the extent to which educators in HE engage with these concepts remains to be fully determined.

My presentation centres on a study inquiring about whether or not lecturers at one institution have a) changed their behaviours as a result of interrogating their practice and b) developed strategies to monitor, measure and improve the quality of teaching and the student learning experience. The

overarching aim of this study is to offer a professional development perspective to the vexed question of whether a scholarly approach to teaching is sustainable.

This study is grounded in a longstanding and much researched approach to investigating teaching. Building on the principles of action research, (Norton, 2009 and more recently, Paseka, et al., 2019) and on an analysis of evaluation data collected from academics, this study develops an evidence-based model for enabling teaching practitioners to engage with scholarly and evidence-based approaches to education and supports them to explore effective ways to transfer the outcomes into their teaching practice. My talk centres on the idea that teaching as research provides a valuable approach to measuring and improving the quality of students' outcomes. By problematizing the complex interaction of education research and teaching practice, I examine data collected from working with practitioners and make practical suggestions for sustaining their professional learning and the development of their academic competences in the long term.

Macfarlane, B. and Hughes, G. 'Turning teachers into academics? '*Innovations in Education and Teaching International*, 46:1, 5-14

Norton, L. S. (2009) *Action Research in Teaching and Learning.* Routledge

Paseka, S., (2019) *Educational Research: A Space of Risk and Uncertainty*, in A. Paseka, et al. (eds) Doing Educational Research

Two heads are better than one

Lindsay Marshall & Laura Heels: Newcastle University, UK

When recruiting teachers to a module in higher education a common method is team teaching where different people teach different sections of the module. However this can result in disparities of teaching styles and a different level of engagement for students depending on their learning preference [1]. This becomes even more apparent if there is a new module leader within a team where the other members are more experienced. An alternative approach, which overcomes this issue is pair teaching where two lecturers work in the class at the same time. Assuming there is a good dynamic between the participants, information can be communicated in different styles helping engage the diverse learning styles in the class. It can also help with sharing and developing staff expertise, where the presence of the partner can be confidence boosting. Pair teaching involves two people working together supporting each other for the entire teaching cycle: preparing material, delivering material and reflecting afterwards, rather than being observational or judge mental. Our experience of using this technique in modules has validated its benefits and also shown that it makes working with large classes easier.

Andersson, R.& L. Bendix (2006) Pair Teaching – an eXtreme Teaching Practice.

Bryson, C. & L. Han (2007) The Role of Engagement in Inspiring Teaching and Learning

Program SAGES: Promoting collaborative teaching development through graduate student/faculty partnerships

Isabelle Barrette-Ng: University of Windsor, Canada & John Dawson: University of Guelph, Canada

Although graduate students shoulder hours of instructional time with undergraduate students with many having more contact hours with students than academic staff (Sundberg et al., 2005), many

are given minimal opportunities for teaching development. Such opportunities are becoming increasingly recognized as critical components of graduate education (Chick & Brame, 2015; Kenny et al., 2014). Enhancing the teaching skills of graduate students is a critical investment that can create a culture of educational leadership, and foster innovation.

To support STEM graduate students in developing an evidence-based teaching practice, we designed and implemented the SAGES Program (SoTL Advancing Graduate Education in STEM) at two research-intensive universities. This program provides graduate students with opportunities to learn about scholarly teaching and learning (SoTL) through a semester-long course, followed by a semester-long practicum. The practicum gives graduate students an opportunity to apply their learning in an undergraduate class, in partnership with a faculty member acting as a mentor. While others have shown that pedagogical training programs for graduate students may increase teaching self-efficacy, knowledge and skills (DeChenne et al., 2012; Connolly et al., 2018), what is not known is whether establishing graduate student/faculty partnerships can lead to collaborative teaching development for both mentor and mentee.

To assess the effectiveness of Program SAGES in promoting collaborative teaching development, we employed a mixed methods approach. Pretest and posttest surveys (DeChenne et al., 2012; Trigwell and Prosser, 2004) were administered to 57 graduate students across three cohorts of the program to measure changes in teaching self-efficacy and beliefs. Analyses of the data revealed statistically significant gains in teaching self-efficacy and a marked adoption of student-centered teaching approaches. These changes were further explored through semi-structured interviews. Thematic analyses revealed: (1) how graduate students perceived changed in their teaching practice as a result of their experiences in the program, (2) the forms of support they felt were most useful, and (3) their experience working with both faculty mentors and undergraduate students. Semi-structured interviews were also conducted with 23 of the faculty mentors across three cohorts of the program. Thematic analyses revealed that: (1) mentees became mentors by creating safe environments for faculty development; (2) mentors learned and adopted new teaching strategies; (3) mentors became more reflective teachers; and (4) mentors began to shift their teaching identities.

These results suggest that pedagogical programs like SAGES can serve to build broad networks of engagement between graduate students and faculty members where both mentees and mentors can collaboratively enhance their teaching practices, which can foster innovation and teaching development.

Asynchronous Session

Discipline-based education specialists: an embedded model for supporting the development of teaching expertise in undergraduate science education

Warren Code & Ashley Welsh: University of British Columbia, Canada

The Carl Wieman Science Education Initiative at the University of British Columbia (UBC), was a 10-year initiative that transformed curriculum and pedagogy in mathematics and science with nearly 200 UBC faculty members adopting research-informed practices in their teaching (Wieman, 2017). As with the Science Education Initiative at the University of Colorado Boulder (also founded by

Wieman), the main mechanism for change was the hiring and training of discipline-based education specialists (educational developers based in departments) at the postdoctoral or contract faculty level to partner with faculty members in bringing the principles of scientific teaching (Handelsman, Miller, & Pfund, 2007) into courses. These partnerships were intended to: (a) establish what students should learn; (b) determine what students are actually learning by systematically gathering data; (c) deploy, adapt, or design research-informed instructional methods, assessments, and curriculum that support the intended learning; and (d) evaluate and disseminate what 'works'. Key features that emerged in courses were clear learning goals, active learning in small and large classroom settings, and an overall commitment to collecting evidence of learning and making future instructional decisions based on that evidence. Beyond the classroom, this initiative created a culture shift and community for the use and evaluation of evidence-based teaching practices in mathematics and science courses.

A growing number of initiatives are implementing similar models, including Imperial College London (Chasteen & Code, 2018; Appendix 1). Such specialist positions offer early career academics opportunities to enrich their own teaching practices, and to partner with faculty members in the development, implementation, and evaluation of instructional choices, assessment, course design, and scholarship; in other words, we see growth in multiple facets of teaching expertise for all involved.

Our video presentation highlights successes and lessons learned from this large-scale initiative, and includes a reflection on how this model for faculty development relates to the Developmental Framework for Teaching Expertise in Postsecondary Education (Kenny et al., 2017).

Chasteen, S. V., & Code, W. J. (2018). *The Science Education Initiative Handbook*. BCCampus Pressbooks. Handelsman, J., Miller, S., & Pfund, C. (2007). Scientific Teaching. W. H. Freeman and Company.

Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., & Reid, L. (2017). A Developmental Framework for Teaching Expertise in Postsecondary Education. 10.

Wieman, C. E. (2017). Improving how universities teach science: Lessons from the Science Education Initiative. Harvard University Press.

Asynchronous Session

Mentoring new teaching-only colleagues to develop teaching expertise

Dawn Reilly & Liz Warren: University of Greenwich, UK

The increasing casualisation of teaching in higher education has been an issue for some time (Leathwood and Read, 2020). One example is the use of hourly paid lecturers (HPLs) on short-term contracts. In the summer of 2019, the Business School at the University of Greenwich commenced a major initiative to replace its HPL contracts with permanent (mainly part-time) teaching-only posts. Many of these colleagues have professional qualifications and current industry experience in the sectors which our students want to join after graduation. To add to this technical expertise, we support colleagues' development as educators in various ways including through their inclusion in our peer supported development scheme. This means that they not only receive feedback on their teaching from a colleague to improve their practice, but they also give feedback to the same

colleague in a two-way exchange (Bell and Mladenovic, 2015) which reinforces their position as valued members of the academic community.

We also provide mentors who support our new teachers to work toward a Higher Education Academy fellowship. For many, this will be Associate Fellow initially. Discussing an application, including a fellowship teaching observation, with a mentor, underlines an individual's identity as a teaching professional. The UK Professional Standards Framework (UKPSF) points fellowship applicants to scholarship in Teaching and Learning. For a new part-time lecturer, engagement with scholarship can be a hitherto unexplored area. However, Shulman (1986) argues that this type of engagement is necessary in the development of teaching expertise, and reflecting on the dimensions of the UKPSF under the guidance of a mentor points colleagues to the literature. We encourage them to work toward submitting a Fellowship application in the next few years where appropriate. This provides the opportunity to extend the mentoring relationship and promote continuing and increasing engagement with scholarship in Teaching and Learning, including as future authors.

Our presentation will reflect on the first year of employing teaching-only colleagues and include a preliminary review of the effectiveness of the peer-development and mentoring schemes which we provide to aid their development into teaching experts.

Bell, A and Mladenovic, R (2015), Situated learning, reflective practice and conceptual expansion: effective peer observation for tutor development, Teaching in Higher Education, 20(1): 24-36

Leathwood, C and Read, B (2020), Short-term, short-changed? A temporal perspective on the implications of academic casualisation for teaching in higher education, Teaching in Higher Education, 1-16

Shulman, L (1986), Those who understand: knowledge growth in teaching, Educational Researcher, 15(2): 4-14

Asynchronous Session

Conceptualising Continuing Professional Development for Teaching in Higher Education: a story not a list

Helen King: University of the West of England, UK

A key role for educational development is to enable and support continuing professional development (CPD) for teachers in higher education. Research indicates that faculty engage in a range of professional development activities, with peer conversations being particularly powerful (e.g. King, 2004). Whilst this and other similar literature has explored what faculty do in relation to professional development, the lived experience of improving practice is less well-documented.

One characteristic of expertise is self-determined, ongoing learning through a process of 'Deliberate Practice' (Ericsson et al, 1993) or 'Progressive Problem Solving' (Bereiter & Scardamalia, 1993). These processes have been explored empirically in a number of professions (van de Wiel et al, 2004). It has been suggested that if they can be articulated for a particular field, then professional development activities which align to them are likely to lead to improvements in performance (Ericsson, 2017).

In 2018, I received a grant from the UK Staff & Educational Development Association to conduct semi-structured interviews, based around these expertise processes, with nine UK National Teaching

Fellows. When asked about how they developed their teaching, rather than listing CPD activities, the interviewees all discussed how they had made small and / or large scale changes to their teaching over time. On further prompting, they then outlined how these changes were informed by a range of formal and informal activities such as conversations with colleagues, reading, courses, events, self-reflection, evaluation, research etc.

Based on this lived experience of CPD, I suggest reframing the concept away from a *list* of activities towards a *story* of evidence-informed teaching development:

> CPD "for higher education practitioners is a self-determined and purposeful process of evolution of teaching and learning approaches, informed by evidence gathered from a range of activities. (King, 2019, pg 4)"

This reframed definition has been discussed with and used by a range of faculty and at educational development forums in the UK. Colleagues have found it to be helpful and effective for planning for and reflecting on their professional development, and for conceptualising CPD as an integrated part of professional practice.

Summaries of the interview transcriptions and other resources are available on my website at http://www.drhelenking.com

Bereiter, C. & Scardamalia, M. (1993) *Surpassing Ourselves: an inquiry into the nature and implications of expertise*. Open Court, Chicago and La Salle

Ericsson, K.A., Krampe, R.Th. & Tesch-Romer, C. (1993) The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*, 100(3), pp. 363-406

Ericsson, K.A., Charness,N., Feltovich, P.J. & Hoffman, R.R (Eds.2006) *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge University Press, New York

King, H. (2004) Continuing Professional Development in Higher Education: what do academics do? *Educational Developments*, 5.4, pp. 1-5

King, H (2019) Continuing Professional Development in Higher Education: what do award-winning academics do? *Educational Developments*, 20.2, pp. 1-5

Van de Wiel, M., Szegedi, K.H.P. & Weggeman, M.C.D.P. (2004) Professional learning: deliberate attempts at developing expertise. In: Boshuizen, H.P.A., Bromme, R. & Gruber, R. (Eds) *Professional Learning: gaps and transitions on the way from novice to expert*. Kluwer Academic Publishers, Dordrecht

The Artistry of Teaching in Higher Education

Friday 16 October 14:10 – 15:10

Developing the improvising teacher: implications for professionalism and the practice of expertise in improvisation

Nick Sorensen: Bath Spa University, UK

This presentation outlines a development programme to support advanced professional practice in higher education. This theory underpinning this programme has been derived from the findings of an empirical research project, a comparative case study of seven outstanding secondary school teachers (Sorensen, 2014). The findings show that teacher expertise is fundamentally improvisatory and consequently we need to think about advanced professional practice as professional expertise in improvisation. The goal of professional development programmes therefore is to encourage and support 'improvising teachers'.

These research findings have important implications for the professional development of teachers in higher education and consideration is given to two interrelated issues. First, our understanding of professional development is necessarily dependent on our understanding of professionalism and what it means to be a professional. This presentation rejects normative assumptions in order to see professionalism as a shifting phenomenon that "allows us to consider what might be appropriate 'prospective identities' for teachers in the current conjuncture (Bernstein, 1996)" (cited in Whitty, 2008: 32). An alternative and appropriate conception of professionalism that supports professional expertise in improvisation is offered in the form of 'the authorised teacher' (Coombs and Sorensen, 2010). This is a form of professionalism that is characterised by authenticity, authorisation and authoring and acknowledges the agency of teachers

This re-conceptualisation of professionalism provides the framework for an approach to professional development for 'the improvising teacher'. This teacher development programme is constructed on the basis that the ability and skills required to improvise well need to be supported an understanding of the nature of improvisation, teachers need to have the disposition to improvise. The disposition to improvise is concerned with giving oneself and / or being given permission to improvise, along with the dispositions to adapt and personalise. Improvisational practice is advanced through the development of four key skills, applied from the practice of improvisers in the performing arts: noticing, creating dialogue, connecting and adapting.

Sorensen, N. (2014) *Improvisation and teacher expertise: a comparative case study*. PhD thesis. Bath Spa University

Coombs, S and Sorensen, N (2010) 'Authorised to teach?' *CPD Update*,126. pp. 8-9.

Whitty, G. (2008) *Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic*. In: Cunningham, B. ed. Exploring Professionalism London: Institute of Education Press, pp 28-49.

Developing Graduate Teaching Assistants' adaptive expertise: what can we learn from the performing arts and improvisation?

Richard Bale: Imperial College London, UK

Teachers in higher education usually belong to a particular academic discipline, or they fulfil another important role in the institution's work, such as a Librarian or a Learning Technologist, for example. This means we all have a range and different levels of expertise, some of which may relate to our

primary role or discipline, and others relating to teaching and learning. Many universities now provide training, workshops and postgraduate qualifications covering a range of teaching, learning and assessment issues. Such training, along with teaching practice, may lead to the development of routine expertise (Bransford, 2001), where the teacher has the procedural and pedagogic knowledge, as well as a bank of previous experiences to draw upon, in order to plan for and react to situations that arise in the classroom. However, not all situations can be predicted, so it is perhaps more fruitful to consider expertise as an adaptive process (Hatano & Inagaki 1986), in which the teacher is able to think intuitively and solve novel problems as they arise (Siklander & Impi, 2019).

A particularly interesting group in relation to teacher expertise is Graduate Teaching Assistants (GTAs). GTAs are doctoral researchers who teach and support learning. They are becoming experts in their field of research but are usually relatively new to teaching. Routine teaching expertise can be developed by attending workshops, gaining teaching experience and observing others. However, GTAs often express concerns about their teaching which relate to non-routine aspects of their performance in the teacher role, such as their ability to communicate with and engage students, their levels of confidence and identities as teachers, and their (lack of) preparation and rehearsal time (Bale 2020). Particularly common is the last aspect, preparation, where GTAs often report feeling anxious about dealing with unexpected situations and not knowing the answers to students' questions. This relates to improvisation as an adaptive activity which emphasises the skill of acting in the moment and reacting to the unexpected.

This paper outlines a workshop for GTAs focusing on performative aspects of teaching, exploring how skills and techniques used by actors, singers, dancers, stand-up comedians and other performing artists can be applied in the teaching context to help increase GTAs' confidence and performance in the teacher role. I begin by outlining the rationale for designing this workshop and provide an overview of the content and activities in the session. I then focus on improvisation as one aspect of the workshop which aims to develop GTAs' adaptive expertise. In particular, I share examples of improv activities, such as the Meisner technique, and summarise the GTAs' feedback on this workshop. The paper concludes with reflections on my experience of running this session and suggestions for future educational development in this area.

The Hierarchy of Knowledge in Higher Education: Privileging the Expertise of Disabled People Through Social Confluence

Beth Pickard, University of South Wales, UK

Higher Education is known to privilege particular forms of knowledge and expertise (Dolmage, 2017), often prioritising ableist forms of communicating and being in the world (Bolt, 2019). This presentation encourages delegates to consider the expertise that is often undervalued in Higher Education but which is rich and irreplaceable in our understanding of many concepts. This knowledge is that of those often categorised as Other (Goodley, 2017) such as individuals with profound and multiple learning disabilities (PMLD). Individuals with learning disabilities may be infrequently employed as lecturers or experts in higher education but have much insight and expertise to share (Greenstein et al., 2015). While coproduced, emancipatory and inclusive research is gladly increasing in prominence (Walmsley and Johnson, 2003; Nind, 2014), a parallel dimension of teaching practice is under-researched.

A pedagogical project will be briefly presented as one example of how disabled school pupils and disabled actors were enabled to contribute expertise to modules where university students were to

learn about diversity and inclusive practice. It is proposed that it would be inauthentic for a non-disabled academic to teach about disability, without authentic expertise in the form of lived experience. No amount of deliberate practice (Ericsson et al., 2006) could develop such expertise. Therefore, this project enabled students to "learn with and by, rather than about [disability]" (Laes and Westerlund, 2018, p. 34) from relevant experts. This enabled those who may otherwise not have access to or priority in higher education, to enrich the students' construction of knowledge and understanding.

This project challenges the notion of academia as the ivory tower of knowledge construction (Dolmage, 2017) and promotes learning outside of the classroom, with experts by different definitions. The shift to framing disabled people as experts rather than service users, patients or participants enacts Lubet's (2014a) theory of social confluence, suggesting that identity (and potentially expertise) is constructed from the shifting social context not by fixed markers. As such, disabled people could readily be positioned as experts and their valid and unique positions valued in university level knowledge construction as part of Kumashiro's (2000) typologies of anti-oppressive education. It is proposed that this disruption of academics as experts and the politics of knowledge (Lave, 2019) could widen access to rich, authentic learning experiences and value an alternative conception of expertise.

Friday 16 October 15:15 – 15:45

Artistry and professional identity in clinical legal education, rethinking the disciplinary concept of 'thinking like a lawyer'.

Rachel Wood: University of the West of England, Bristol, UK

This session explores the theme of Schön's concept of artistry in teaching in relation to disciplinary ways of thinking and practising within clinical legal education. The context is a law clinic module at UWE, 'Lawyering in Practice', which is due to run from October 2020.

Disciplinary thinking in academic law teaching has traditionally been based on a doctrinal approach, requiring students to 'think like a lawyer', focusing on a cognitive way of knowing which foregrounds development of intellectual and analytical legal reasoning skills (Baron and Corbin, 2012). This way of thinking has been identified as problematic for its negative impact on the psychological wellbeing of law students (Sheldon and Krieger, 2007; Baron and Corbin, 2012). It can lead to a narrow conceptualisation of legal thinking, isolated from critical consideration of the role of law within society (Burridge and Webb, 2007). It also provides students with little opportunity to develop an embodied and ethical understanding of law as a practice, potentially detaching them from a sense of themselves and their values in relation to the law.

Clinical legal education is an area of curriculum within which students can be encouraged to develop ways of being beyond cognitive thinking. Legal educators have recently developed interest in a more holistic view of student experience and learning. There is focus on wellbeing (Strevens and Field, 2020); ethical development of lawyers (LETR, 2013); and recognition of the increasing importance of resilience in light of ongoing change within the legal services market impacting graduates entering the legal field (Susskind, 2017; Bleasedale and Francis, 2020).

A key aim within the new module is to support students in becoming reflective practitioners, (Schön, 1983). There will be a specific focus on using reflection to support the development of positive professional identities which encompass emotional competence and professional resilience alongside legal practice skills (Field et al, 2014).

Challenges are foreseen in developing the complex artistry required to successfully scaffold and support the development student identities through legal clinical work. As teachers, qualified as legal practitioners in our own right, the teaching team will themselves model dual professional identities. This performance goes well beyond the teaching of 'thinking like a lawyer' in an academic sense and beyond transmission of technical skills as professional training. It will require emotional engagement (Jones, 2017) and emotional labour (Hochschild, 1983). The session will explore the process of reflection on action undertaken as we explore current thinking in the legal education field and attempt to determine how we will use our teaching artistry to define the extent to which we share our own identities within the teaching process, in order to support student learning successfully in our clinical educator roles.

'They still don't even know my name': The importance of relational pedagogy for student experience and inclusion

Karen Bell: University of the West of England, Bristol, UK

The lecturer's caring and sensitivity may be the most important foundation for student learning and satisfaction as indicated in the literature on 'relational pedagogy' (e.g. Sidorkin 2002; Bingham and Sidorkin 2004; Margonis 2004). This literature argues that student learning is significantly supported by academics who engage positively and proactively with students in, and outside of, lectures (Pearce and Down, 2011). These interactions foster a sense of belonging (see hooks 2009) and trust (Bryk and Schneider 2002). This presentation discusses research among students and staff at the University of the West of England in 2019 and 2020 which reiterates the importance of relational pedagogy. The students assigned high importance to the lecturers' attitudes towards them as indicated by respectful, sensitive and caring acts such as learning their name.

Asynchronous Session

Developing your Online Voice for teaching

Fabia Jeddere-Fisher: University of the West of England, Bristol, UK

With more teacher-student interaction online, our voice becomes our key tool for building healthy teacher-student relationships. So how do we develop our vocal confidence, and communicate our individuality, character and style through our voices? How do we structure our teaching sessions to ensure our voices can create effective learning environments? This session explores these ideas with practical suggestions for peer-support.

Asynchronous Session

'Entertainment has no place in higher education teaching'. Discuss

James Derounian: University of Gloucestershire

Given the UK Government emphasis on teaching excellence, via the Teaching Excellence Framework and gold-silver-bronze-wooden spoon rating of HEIs and courses, excellent teaching has taken on a new urgency. This is compounded by a demographic dip in student numbers across the UK, and doubts about fee payments for a Covid-influenced university experience. The title of this session is a direct quote from a plenary speaker at an international conference. In my presentation I will seek to strongly rebut this notion and – in fact – turn it on its head to argue entertainment has a key place in effective and excellent HE teaching. For example, in addressing the well-researched and documented evidence from Africa, Australia, Europe, Pacifica and the Americas that student absence from classes is rife. Such findings also demonstrate that no discipline is immune from such absenteeism – with data from diverse fields such as biosciences, health sciences, medicine, nursing and physics. As Cleary-Holdforth (2007) noted non-attendance at university "seems to be an on-going problem that appears to transcend country, university and discipline".

I argue that 'performance' and entertainment can and do enable and facilitate learning....the essential ingredients of humour, engagement, enable memorable learning, and – not least in a time of lockdown, pandemic and distance learning – can keep students and staff focused on conveying information, retaining it, debating its validity and critically engaging with their studies. As Rhodes puts it (2001: 65) education "is not a spectator sport; it is a transforming encounter. It demands active engagement, not passive submission; personal participation, not listless attendance".

Cleary-Holdforth, J. (2007) *Student Non-attendance in Higher Education: a Phenomenon of Student Apathy or Poor Pedagogy.* Level 3: 5(1) Article 2

Rhodes, F. H. T. (2001) 2001. *The creation of the future: The role of the American university*. Ithaca, NY: Cornell University Press.