

Optimal conditions for academics teaching for the public good – nurturing critical professionals

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Shape

- ▶ Defining terms
- ▶ Considering why critical professionalism and value infused developments are important for learning – for staff and for students
- ▶ Enabling public good– values through learning outcomes opportunities in the curriculum
- ▶ Enabling staff to develop projects and practices and to disseminate this – and so develop their critical professionalism in practice– for the public good

What do we mean??

- ▶ By teaching for the public good?
- ▶ By being critical professionals?

- ▶ ‘Critical professionals ‘ are critical, reflective and active .
- ▶ They are engaged in enabling quality learning and teaching to address significant socio-economic challenges, for example, sustainability, global citizenship and equality issues.
- ▶ committed to good teaching and responding to society’s challenges
- ▶ in their turn, nurture their students to gain and practise similar values and skills.

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Structures and activities

- ▶ 'Critical professionalism' which focuses on the academic. The students, the learning outcomes which affect society
- ▶ Communities of practice which nurture and engage colleagues and students and the broader community in linked learning and teaching/ research activity, values, theory and practice , reflection and action

- ▶ encourages the critically aware ethical academic to engage in learning and teaching practice with students which enable them to develop as citizens – where the specific disciplines might interpret this critical conceptual facility and vision differently in different contexts
- ▶ Research the effects and disseminates them

Specific activities at UofB(for example) for staff

- ▶ Funded and unfunded fellowships
- ▶ Project groups funded and unfunded which incorporate subject and area specialists as well as Learning and Teaching colleagues based around developments in the disciplines which attract funding and focus on learning teaching assessment student engagement etc
- ▶ Enquiry groups
- ▶ Learning and teaching fellowships
- ▶ Bringing groups together to share current thinking and research e.g. Supervisor forums, teaching excellence winners forum,

Specific student focused development activity

- ▶ CUPP –community university partnership programme– engages students in community work –collaboration, builds communication d[skills, support eg for travellers, refugees, caring organisations– for modules/credit or through
- ▶ Volunteering–range of involvement in eg working with young offenders, the elderly

Developing students as researchers/enquiring learners

- ▶ Curriculum change underway to take enquiry/problematising and problemsolving/research skills into the curriculum from the first year – and throughout focusing on values issues (equality, diversity, sustainability...)
- ▶ Students work in groups on the BEd undertaking enquiry/research which they take into schools and involve the pupils with –jt enquiry activities
- ▶ They develop critical questioning and skills of problemsolving and completion, communication and they and the pupils benefit from the interaction and development–

Introducing values into the curriculum

- ▶ Values outcomes are harder to identify, assess, and teach/encourage learning
- ▶ But through the level of critical, conceptual, engaged thought necessary to determine values and defend them without forcing them on others (William Perry level 9) students are moving into higher level thinking and the opportunity to translate this into practice needs to be offered
- ▶ Provide opportunities to make values explicit, discussed, theorised, explored in practice – and vehicled through the curriculum

William Perry

- ▶ 9 this is what I believe– I can defend that with theory and argument but won't force it on you
- ▶ 8
- ▶ 7
- ▶ 6
- ▶ 5
- ▶ 4 (negative relativism) I can't tell that one of these is more important than another
- ▶ 3
- ▶ 2
- ▶ 1 know – good bad facts

- ▶ My own examples –
- ▶ Diversity and equality – through women's studies and postcolonial literature courses – identification, develop language, develop theorised and research and experience informed positions and explore them – group work , presentations, portfolios,
- ▶ Sustainable development– specific literary examples 'A Habit of Waste' by Nalo Hopkinson and the assessment opportunity to give a presentation on the topic
- ▶ Sustainable development case studies in different disciplines on the Uof B CLT website

Some development and dissemination activities for staff at Brighton

- ▶ Learning and teaching research – assessment for the PgCert, delivered at the PgCert conference
- ▶ more conventional seminars, symposia, world cafe sessions
- ▶ Conferences
- ▶ Internal opportunities to publish
 - Academic Practices ‘
 - Post conference publication
 - Website –
- ▶ Books and journal articles

- ▶ Throughput– A series of workshops, symposia and conferences, enabling the development of...
 - ▶ Research skills
 - ▶ Theorising
 - ▶ Workshops on developing bids, building bigger bids, starting to research, research methodology, writing for academic publication Turning a conference paper into a publication
 - ▶ shared understanding and development of scholarship of teaching and learning
 - ▶ Development of skills in L andT /Ped research –
 - ▶ Researchers forum
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- ▶ Writing development
 - ▶ Shared writing and shared research outputs
 - ▶ Co planning for future projects

- ▶ What do you do or could you do to further develop academic colleagues and yourselves and your students to be engaged with values laden ways of learning and practising, and values in learning outcomes? – to become critical professionals?