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They seek them here ... They seek them there ... Those academics seek them everywhere ...

Are they in schools? Are they in colleges? Those damned elusive pedagogies.

March 2017
CAM7 is our first attempt to create an ‘emergent magazine’. By this I mean we are not finding, editing and organising all the content before the magazine is published, rather we launched the magazine in October 2016 in articles relevant to the topic we are addressing, Creative Pedagogies & Learning Ecologies. So far the hope and belief that every month we will be able to update the magazine with one or more this belief is well founded and CAM7A contains articles published between October-December 2017.

We believe that if you create the affordance for people, who care about and are interested in something, stuff will happen - ideas will emerge as conversations take place and people share their understandings and practices. Through our Creative Pedagogies & Learning Ecologies project we are trying to foster and facilitate new conversations about the importance of creativity in higher education teaching, learning and students' development and achievements. In the coming year we are trying to bring together and connect educational practitioners and researchers, educational development teams, networks, communities, universities and colleges who share this interest and concern for students' and teachers' creative development, through a partly planned / partly emergent programme of activities.

In 2016 we began to develop the idea of creative ecologies and our intention is to explore and develop the idea further by linking it to creative pedagogies - the imaginative ecologies that teachers create within which students learn and are able to use and develop their creativities. In CAM7 we aim to publish at least one article each month that describes an approach to teaching and learning in which the objective was to enable learners to use and develop their creativity either as a specific goal or as an ancillary outcome of other achievement goals. We also try to bring together research and surveys that cast light on the idea of creativity and what it means to the people involved in facilitating creativity or who are trying to be creative. By considering lots of different perspectives and approaches, in different disciplinary, pedagogic and institutional contexts we hope to develop our understanding of what being creative means and what sorts of practices and behaviours encourage and enable students to be creative and to understand their creativity.

We believe in collaboration and cooperation and we welcome the involvement of our readers in developing and creating this magazine. We believe in collegiality, openness and sharing and the knowledge we develop will be treated as open learning/ open educational resources. The ecology we are creating to explore these ideas is open to new ideas and to people and institutions who want to contribute. We are particularly keen to connect researchers to practitioners so that educational practice can be informed by evidence from research in this area. We are also keen to engage with the enormous range of learning contexts within higher education institutions in which students' are encouraged to use their creativity. If you would like to share your own thinking and practices by writing an article for the magazine please do contact me.

orman Jackson Commissioning Editor
normanjackson@btinternet.com

Creative Pedagogies & Learning Ecologies Project
http://www.creativeacademic.uk/2016-17-programme.html

March 2017
Exploring Creative Pedagogies for Creative Learning Ecologies Project

Visit [http://www.creativeacademic.uk/creative-pedagogies.html](http://www.creativeacademic.uk/creative-pedagogies.html) for updates

<table>
<thead>
<tr>
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<td>#creativeHE conversation ‘Exploring Creative Ecologies’  ✔️</td>
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| September 2016       | Launch of Creative Pedagogies & Learning Ecologies Project  
  - Publication CAM 5 ‘Exploring Creative Ecologies’ ✔️  
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| October 2016 / November 2016 | ‘Developing the idea of ecologies for learning & creativity’ presentation  
  BERA Creativity SIG seminar at the University of Cambridge: Advancing Creativities Research: Making connections across diverse settings. ✔️  
  #creativeHE conversation ‘Creative Pedagogies’ 30/10 to 04/11 ✔️                                           |
| January 2017         | #creative Creativity Course (open course Creativity for Learning in HE)  
  16 - 20 January 17 ✔️  
  Publication CAM 6 Curation of the #creativeHE Creativity Course ✔️                                              |
| February             |                                                                                                                                                                                                           |
| March 2017           | #LTHEchat Exploring Personal Pedagogies ✔️  
  TLC online seminar Exploring the Ecology of Learning and Teaching ✔️  
  #creativeHE conversation ‘Exploring Personal Pedagogies’ 26-31st March ✔️  
  Institutional seminar Exploring the Ecology of Learning and Teaching ✔️  
  Publication of #101creativeideas project - 1 idea of an activity to encourage students’ creativity posted on Twitter each day prior to WCIW |
| April 2017           | #creativeHE conversation also exploring the role of body in creativity during World Creativity and Innovation Week  
  Publication of #101creativeideas project - 1 idea of an activity to encourage students’ creativity will be posted on Twitter each day prior to WCIW |
| May - July 2017      | #creative Creativity Course (open course Creativity for Learning in HE)  
  22 - 26 May 17  
  Institutional professional development events (several planned)                                                 |
| September & beyond   | SYNTHESIS  
  Face to face event ‘Exploring Creative Pedagogies & Learning Ecologies’  
  Publication of ‘Exploring Creative Pedagogies & Learning Ecologies’ book  
  Completion of CAM 7 ‘Exploring Creative Pedagogies for Creative Learning Ecologies’                            |
Exploring Personal Pedagogies

Norman Jackson

Introduction

March, quite unexpectedly, has turned out to be the month for exploring the idea of ‘personal pedagogy’: an idea that is emerging through our ongoing Creative Pedagogies for Creative Learning Ecologies project. I reasoned that each teacher is unique in their past history of experiences and their becoming the teacher they are, in their beliefs and values, in the knowledge they have developed from their readings and practical experiences of teaching and in their interests and willingness to try new things and take risk. All these things will affect the way a teacher thinks, senses and shapes what they do to help others learn. In other words, a teacher’s pedagogical thinking and practice has to be personal and individual, and out of this personal pedagogy emerges pedagogical thinking and practices that are creative because of the way they have combined, interpreted and integrated ideas, and practices that enable learners to use their creativity. So exploring the idea of personal pedagogy in higher education seems like an important stepping stone towards understanding the link between a teacher’s pedagogy, their creativity and the way learners’ creativity is enabled.

For me our March exploration began with a #LTHEchat, it continued with a presentation and workshop I made at Dublin Institute of Technology and finished with a week long discussion on the #creativeHE platform. All these processes encouraged other people to share their perspectives on the idea of personal pedagogy, including the other four contributors to this issue. We will be adding further contributions from the #creativeHE discussions in future issues.

What is pedagogy?

This is the question that underlies and confounds our inquiry because pedagogy is not a term that is commonly used by academics and even if we are familiar with the term it’s not something we think about very much. Furthermore, it is viewed by many as a bit of educational jargon and rejected on the grounds that it is ‘not part of my vocabulary’. I discovered this scepticism even amongst educational developers which surprised me.

The term pedagogy is applied to the discipline that deals with the theory and practice of learning and teaching. The word comes from the ancient Greek paidagogos, a compound comprised of "paidos" (child) and "agogos" (leader) ie 'to lead a child'. The original Greek meaning applied to a servant who accompanied and cared for a child on their developmental journey.

Pedagogy has come to mean ‘the method and practice of teaching, especially as an academic subject or theoretical concept’s. Mark Smith provides an interesting, informative and authoritative article on the history, meanings and uses of the term. He summarises thus

A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching.

The commonest view is that pedagogy is about teaching, and in the context of the academic curriculum it is about teaching a subject. In fact, this view of pedagogy is essentially a didactic view, ‘the concerns of didactics are: what should be taught and learnt (the content aspect); how to teach and learn (the aspects of transmitting and learning): to what purpose or intention something should he taught and learnt (the goal/aims aspect).’

Viewing pedagogy in this way both fails to honour the historical experience, and to connect crucial areas of theory and practice. Here we suggest that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life.

This deeply caring and relational view of a teacher’s pedagogy is recognized by Giles and McCarty ‘pedagogy... is always relational in nature, and as such is central to our everyday teaching strategies’. It’s through these caring relationships and the teacher’s encouragement and demonstration that ‘we are making this journey together’, that a climate or culture of trust and respect emerges.
Pedagogy & culture

The idea that teachers, through their thinking, behaviours and pedagogical practices create a culture within which people are encouraged, helped and enabled to learn and achieve is often overlooked. We can learn about the dimensions of pedagogy that facilitate the development of a culture within which students’ learning and creativity can flourish from Amabile and Kramer’s study\(^5\) of the socio-cultural work environment. They identified two types of event or condition which they termed catalysts and nourishers, that support what they term a person’s ‘inner work life’ - the constant stream of emotions, perceptions and motivations that people experience as they go through their work days.\(^5\)^\(^{29}\)\(^{39}\). Throughout the day, people react to events that happen in their work environment and try to make sense of them. These emotional reactions and perceptions affect their motivation for the work and have a powerful influence on their performance. When people have a positive inner work life, they are more creative, productive, committed to their work, and more co-operative toward the people they work with. When they have poor inner work lives, the opposite is true - they are less creative, productive, committed and co-operative.

The catalyst factor includes events that directly enable a person to make progress in their work. Catalysts include such things as: having clear goals (self-determined goals are more motivating), having autonomy to determine how to work, having access to sufficient resources when you need them, having enough time to accomplish the tasks, being able to find help when you need it, knowing how to succeed, being encouraged to let your ideas to flow. The opposite of catalysts are inhibitors; these make progress difficult or impossible. They are the mirror image of the catalysts, and include giving unclear goals, micro-managing, and providing insufficient resources etc..

Amabile and Kramer\(^5\)\(^{131}\)\(^{33}\) identified four factors that nourish a work culture in which people feel supported and positively influenced their motivation, productivity and creativity namely:

1. **Respect** - managerial actions determine whether people feel respected or disrespected and recognition is the most important of these actions.
2. **Encouragement** - when managers or colleagues are enthusiastic about an individual's work and when managers express confidence in the capabilities of people doing the work it increases their sense of self-efficacy. Simply by sharing a belief that someone can do something challenging and trusting them to get on with it without interference, greatly increases the self-belief of those involved in the challenge.
3. **Emotional support** - people feel more connected to others at work when their emotions are validated. This goes for events at work, like frustrations when things are not going smoothly and little progress is being made, and for significant events in someone's personal life. Recognition of emotion and empathy can do much to alleviate negative and amplify positive feelings with beneficial results for all concerned.
4. **Affiliation** - people want to feel connected to their colleagues so actions that develop bonds of mutual trust, appreciation and affection are essential in nourishing the spirit of participation.

These insights gained into the work place are likely to be true of educational environments where work effort is directed to learning and management of that enterprise is the teacher. A teacher’s modelling and pedagogical actions shape the climate or culture in the ecologies they create for learning which encourage or inhibit students’ creativity.

A broad working concept of pedagogy

A teacher’s pedagogy is fundamentally about relationships: relationships with the learners they are accompanying and caring for, with their subject which they often care passionately about, with the resources they prepare to help students learn, with the activities for learning they design and animate through their teaching, with the assessment tools they create, with the technology they use and with the spaces they create and their students inhabit. Affordance for learning is in all these things and the teacher’s role is to enable learners to recognize and act on these affordances. This broad ecological view of pedagogy, is similar to that adopted by Thomson et al\(^6\)^\(^{10}\) in their investigation into the signature pedagogies of artists and other creative practitioners.

https://en.wikipedia.org/wiki/Pedagogy
Pedagogy is more than teaching method, more than curriculum, more than assessment practice. It is all these things, but it is also how they are made into patterns of actions, activities and interactions by a particular teacher, with a particular group of students [in a particular context]. The concept of pedagogy encompasses relationships, conversations, learning environments, rules, norms and culture within the wider social context and may extend beyond school to community and public settings. It takes in the ways in which what teachers and students do is framed and delimited within a specific site, a policy regime and the historical context...

I am arguing that a personal pedagogy is all the thinking and practices that an individual higher education teacher develops and draws upon when designing and teaching a course and encouraging and facilitating learning, finding and preparing resources, supporting and giving feedback to learners and assessing their learning. An individual's personal pedagogy reflects their unique personal history of learning experiences, and the unique set of circumstances, past and present, that influence their beliefs and values, their identity as a teacher and their educational practices.

A teacher’s personal pedagogy is not fixed. Rather we should think of it as a dynamic expression of their knowledge, skill and judgement and sensing of what is needed because they are deeply in tune with the learners' interests and needs, and the contexts, circumstances and situations in which they practice. A teacher’s pedagogical thinking and practices are not fixed because they are influenced by the professional, institutional, social and technological world they inhabit.

Key questions to explore in any inquiry into a personal pedagogy are: 'what have been the key influences on knowledge, beliefs and values in the formation and development of a teacher?' and 'what are the current influences?'

Figure 1 provides a conceptual framework for viewing important influences on individuals’ pedagogical practices in the contexts of their discipline, the educational needs of the programme and the learners on the programme, the strategic priorities of the institution, including the provision it makes for the development of higher education teachers, and some of the influences that are external to the institution.

This diagram is a conceptual aid to try to convey that there are many possible influences - past, present and future that are likely to impact on a teacher's pedagogical thinking and practice. At the centre of this concept map are the learners who are participating in a module and a programme, it is their needs and interests that provide the most important context for the teacher's personalised pedagogical thinking and practice. A module or programme might have a particular content, theoretical or practical orientation that shapes a teacher's approach. Their pedagogical knowledge is formed and influenced from many different sources, here are just a few of them.

I am grateful to Robert Jenkins for suggesting during the #lthechat that a personal pedagogy embraces the whole and not the core of this concept map.
• The teaching practices the individual has encountered as a learner in their disciplinary field and the signature pedagogies\textsuperscript{14,15,16} of their discipline which are core to the ways in which disciplinary practitioners think, solve problems, and develop and use knowledge.

• The generic pedagogical practices learnt from peers within or outside the institution or from professional development activities within their work environment - they include such practices as a traditional lecture or seminar and the use of criteria to assess students' work.

• A teacher's research interests, knowledge, practices and related resources and networks which can be drawn upon.

• Institutional strategic policies that impact on teaching and learning - for example an institution might have a policy that encourages all graduates to possess certain qualities and attributes that might impact on pedagogical practices. Institutional quality assurance procedures may also require certain forms of practice such as curriculum designs that are based on learning outcomes.

• Issues the institution is engaging with. For example an institution might be committed to social inclusion and widening participation, or to internationalisation or sustainability all of which can affect the pedagogical approaches used by teachers.

The other articles in this issue develop further the idea of influences on a teacher's personal pedagogy.

**Generic pedagogical knowledge & practice**

Experienced and skilled teachers are likely to have developed a repertoire of pedagogic approaches, practices and orientations from which they can select depending on the circumstances of the educational context. McWilliam\textsuperscript{17} captures a sense of this in her threefold characterization of pedagogic orientations - sage on the stage, guide on the side and meddler in the middle but there are likely to be many other metaphorical representations of complex pedagogic practice. Perhaps it's more appropriate to think that every teacher has a repertoire of pedagogic practices and orientations that they chose from according to the circumstances, or the type of learning ecology, they want to create. In this way a complex ecology for learning and creative achievement might contain all three of McWilliam's pedagogical stances.

**Signature Pedagogies**

Signature pedagogies are the modes of teaching, used in the preparation of people for a particular profession such as law, medicine, engineering, teaching or being an architect or geologist. The idea of signature pedagogies has been extended to the educational practices in non-professional subjects.

Lee Shulman\textsuperscript{14,52} defines signature pedagogies as “the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions.” Professional education involving close to real world simulations, and on-the-job learning in professional workplace situations are the main contexts for these pedagogic practices. These types of pedagogies comprise a synthesis of three apprenticeships—a cognitive apprenticeship wherein one learns to think like a professional, a practical apprenticeship where one learns to perform like a professional, and a moral apprenticeship where one learns to think and act in a responsible and ethical manner that integrates across all three domains. A signature pedagogy has three dimensions: surface structure, deep structure, and an implicit structure. Surface structures consist of concrete, operational acts of teaching and learning, while deep structures reflect a set of assumptions about how best to impart a certain body of knowledge and know-how. The implicit structure includes a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions\textsuperscript{14,54-55}.
Gurung et al and Chick et al argued that signature pedagogies are not unique to professional/vocational education and training; academic disciplines also have distinctive habits of mind that are reflected in the pedagogic practices adopted by teachers in the discipline. These authors explore how 29 disciplinary and interdisciplinary fields foster deep learning and help students think like disciplinary experts. These “signature pedagogies” reflect the deep structures of the discipline and attempt to answer questions such as: “What does our pedagogy reveal, intentionally or otherwise, about the habits of head, hand, and heart as we purportedly foster through our disciplines?” “Is there, or should there be, a consistent connection between a way a discipline creates or discovers new knowledge and the way it apprentices new learners?”

Ecologies for Learning Created by Teachers in a University Ecosystem

The ecological conception of pedagogy proposed by Thomson et al and the conceptual framework proposed for the influences on a personal pedagogy (Figure 1) requires us to also think about the ecosystem within which teaching and learning takes place.

A traditional university course taught face to face is designed, organised and implemented by one or more academic teachers who have both disciplinary and pedagogic expertise, within an institutional socio-cultural environment that is full of support and resources to aid learning. There is a structure (timetable/lecture schedule/credit structure) and procedural framework (rules and regulations) within which learning takes place. Programmes are organised into units or modules with explicit objectives, content, resources and processes that engage learners in activities through which they learn, and some of their learning is assessed using one or more methods determined by teachers. The institutional ecosystem for learning includes people - learners, teachers and other professionals who help learners, a physical environment including classroom spaces, social spaces, resources centre and virtual spaces where learners and teachers interact for the purpose of learning, a bureaucratic environment of rules, regulations, policies and procedures, administrative and management practices all of which foster a culture.

Figure 2 identifies the components of typical course-based learning ecologies that are designed and taught by a teacher and are hosted by an institutional ecosystem which provides the physical, social-cultural and virtual environment. The teacher’s personal pedagogy both facilitates the creation of the ecology for learning and but is also an integral part of the ecology.

Affordance for learning within the context of an academic programme is everywhere. It is contained in the course, programme or module content, in the activities that teachers organise and facilitate for learners, in the physical and virtual spaces that are provided which support particular activities (both academic and social) and in the intellectual spaces that the pedagogic activities promote.

Affordance for learning and development is also found in the resources including books, journals, computers, software and other tools and mediating artefacts that are used, and in the teaching and learning processes and practices that are used to engage learners and encourage personal development is also found in the additional support and advisory services the university provides, and in the relationships and interactions between teacher and students, and student peers, and in learner’s own responses to all of these things. Furthermore, some academic programmes also contain affordances for learning in contexts and environments that lie outside the institution for example through work placements and internships, community-based projects, fieldwork and study visits and more.
Concluding thoughts

These are just a bunch of conceptual ideas which we are trying to explore and create meaning. They grapple with the complexity of what it is to be a higher education teacher whose purpose and role is to work with such complexity. All too often we simplify the role to simply one of standing in front of students to lecture them when all teachers know that this is a tiny element of the role they perform: a role that requires the complex balancing and judgements of many factors and situations. A role that requires the blending and enacting of knowledge derived from disciplinary and pedagogical sources.

At the moment these ideas mean something to me but if they don't make sense to anyone else then it will remain only my meaning making. By discussing these ideas in various on-line and face to face forums, and presenting these ideas through our magazine we are encouraging readers to play with the ideas in their own professional contexts and explore whether they are useful, and more importantly develop them further.

Sources & References
(a) https://lthechat.com/
(b) https://plus.google.com/communities/110898703741307769041
(c) English Oxford Living English Dictionary https://en.oxforddictionaries.com/definition/pedagogy
1 Creative Pedagogies for Creative Learning Ecologies Project http://www.creativeacademic.uk/
Who has Influenced my Pedagogical Thinking?

John Cowan

John is an extraordinary teacher whose higher education career spans over 50 years during which he has championed and practised student-centred learning. His writings, including his book, ‘On becoming an innovative university teacher: reflection in action’ have influenced many teachers including the editor of this magazine.

As an engineer, I suppose I have always expressed theories and particular ideas in diagrams. But the influences in and the components of my personal pedagogy are stored and recalled in what I can only describe as “memory videos.”

After 70 years, I can still picture and hear the influential personality of the teacher whose almost languid tones infected me with his love for mathematics, and endeared to me the very mathematical concept of an “elegant” proof. I have clear video snippets in my mind from the evening conversations after dinner at the UMIST Summer School with the eminently facilitative Bill Morton, whose questions led me, and many lecturers at an early point in our careers, to think in terms of learning instead of teaching.

I often quote the eloquent Tyrrell Burgess from an occasion when he was asserting firmly to an audience, which included me, that: “I always tell my first-year students that, during their course, they must never read a technical book.” And, after a shocked pause: “They must use books.” I can hear him and see him, whenever I quote him.

I never met or heard Carl Rogers, but as someone for who Freedom to Learn had become my pedagogical bible, I recall being caught up short when I was privately reviewing plans I had made with a Third-Year Design class for student-directed learning in this important subject – provided you do the assessing, JC. Suddenly a challenging thought struck me. What would the great man would think of me, if he heard I was going to assess student-directed learning? And of course, I knew immediately that he would have been ashamed of me. So, I went back next morning and renegotiated for my first venture into truly and fully self-assessed learning. I can and often do play back that Damascus Road experience, almost second by second.

My memory videos do not only feature teachers. I have a moving memory of sitting alongside an excellent student in that self-assessed class. She had been extremely upset by certain fraught events in the sometimes-tense group inter-relationships. As she let the tears flow, in a gesture which was acceptable in those days, I put an arm round her shoulder and said comfortingly: “I know how you feel, Helen.” Even as I key this description, I have a vivid memory picture of an upturned, tear-stained face, and eyes almost spitting fire, as she sternly told me: Don’t you ever tell me that you know how I feel.” Since that day, I have had occasion to comfort students, colleagues and friends who have experienced disasters or tragic bereavements. Helen’s face and words often flash across my memory. Even when someone has just lost a child, the echo of her passionate words means that I never tell anyone that I know how they feel - although I may tell them how myself felt, when we lost our newly married son to cancer.

In particular, I have many significant memory videos of conversations with the charismatic Alan Harding, as we engaged with a range of difficult challenges in staff development in various countries in the Middle East. These are the keener in my memory because, on many later occasions when I was working on my own in Latin America, and wrestling with the emerging challenges there, suddenly I heard and saw part of a conversation from an occasion when Alan and I had gone for a walk in which to work out our plans. And that playback immediately made me realise: “That’s what Alan would have said”.

I find it difficult to describe any of these influences in words, but I can see and hear many powerful personalities, and their messages for me, in my mind and in my memory - as vital components of my personal pedagogy. It’s interesting that they feature wonderful people even more strongly than the important messages which I have taken from them - and often that those messages were expressed in one sentence, and sometimes as questions.
I am a teaching fellow in English Language and Linguistics at the University of Sussex. I research how we understand repetition and emphasis in the field of pragmatics. I am passionate about innovative and creative teaching and I am delighted to be part of the facilitation team for this creativeHE conversation. @chasing_ling

Why metaphor?

I am a linguist. I work on how we understand language and how we communicate. One of the concepts I teach is metaphor which can be understood as talking about an abstract thing in terms of something more tangible (Lakoff & Johnson, 1980). With metaphor, the attributes of something we already understand are transferred cognitively to a ‘target’ that is more abstract and harder to make sense of (Lakoff & Johnson, 1980). Love is complex but journeys are not. If we say “our relationship is at a cross-roads”, we use a less abstract domain to talk about something that is hard to conceive of. This is the essence of metaphor in Conceptual Metaphor Theory (Lakoff & Johnson, 1980, and see Evans & Green, 2006).

Pedagogies are slippery beasts (itself a metaphor!). We can’t touch a pedagogy, or see, smell or hear it. But while a pedagogy is an abstract concept, we can perceive the traces and influences of a pedagogy in ourselves, in our students, and in our learning artefacts. However, since pedagogies are ever present in our teaching and learning thinking and practices, we need to understand what they are and what they can offer us, and metaphor can help.

I would like to tell you about my personal pedagogy, in part using metaphors. I see my pedagogy as a toolkit, as a lump of fresh, brightly-coloured play-doh, and as a good luck charm, like Dumbo’s white feather that helps him fly. I also see my pedagogy as something that can help me model creativity for students, and I shall explain how. But, first, I’d like to start by explaining why it became so important for me to develop and cultivate a personal pedagogy.

Who has shaped the way I teach?

When I was a graduate teaching assistant, I was expected to go into the classroom with virtually no training and assist undergraduate students in their learning activities. Before the first week of teaching, I prepared diligently. I read. I planned. I memorised. I printed things. I got to my classes, thinking I was ready to inspire young minds. But the students were quiet, disengaged, and, perhaps, even bored. I didn’t understand. I thought I had done a good job of getting ready to teach. I was replicating the forms of teaching I had enjoyed myself, and I had earned good marks, so I had just assumed I could carry on transferring knowledge and ‘delivering’ content in the same way that other people had taught me. But, something clearly wasn’t working. I hadn’t realised that I could teach in a different way, that I could change what I was doing to fit what would benefit the students as a group. I didn’t even think I was allowed to do this.

I was perplexed but as a result, I contacted the amazing Chrissi Nerantzi and signed up for a Postgraduate Certificate in Academic Practice, where I was encouraged to explore, experiment, play and be creative in my teaching - and to do so boldly and with confidence. I have never looked back. It was the best thing I have done, as a teacher. Students became much more involved in my classes, and started to take much more responsibility for their own learning. In my classes, we were asked to think about how we see ourselves as educators — to develop
metaphors for understanding our teaching and learning ethos. I found this so helpful, and that’s why I carry on using metaphors to explain my practice.

I understood myself as a gardener, setting up the conditions for fertility of the mind, and healthy growth and development, stepping back when conditions were right to let the ‘plants’ grow. In spite of this, I still didn’t know what a pedagogy was. I didn’t know I had recognised the need to develop one, and had set about doing so. I told you pedagogies were slippery beasts!

The ecological metaphor

Jackson (2016, 2017) uses the metaphor of ‘ecology’ to try to make sense of learning and teaching. In nature, an ecology is understood as the organism living in and interacting with its environment to achieve a particular purpose. In nature this purpose would be to sustain life and procreate. Organisms can and do shape their ecologies, and an ecology can shape an organism. Ecologies provide resources and nourishment for all that are inside them, and we could transfer this attribute of ecologies to make sense of pedagogies. When the environment changes, the organism must adapt (change its ecology) to survive.

In human ecosocial systems, people create and inhabit ecologies not just to sustain their life but to learn and develop, and achieve many other things. Teaching as a means of encouraging others to learn is an example of an ecology in an educational ecosocial system.

The elements of a learning ecology (Figure 1) which I find most helpful to think about, and which overlap with my own understanding, are as follows:

Pedagogies can change over time, and are influenced by the past, present and the future. My history as a learner, and as an academic in the early part of my career shape what I do now, and goals and future student needs shape where I am going. Framing pedagogies in time helps me reflect on my learning journey as an educator.

Pedagogies include our relationships to other students, and to colleagues and collaborators. I think we should see these relationships as resources. I learn more from working with and for my students than from anyone else. We explore subjects together.

You should be a whole person inside your pedagogy. This includes two important sub-elements:

- You should try to be creative.
- You should not ask your students to do anything that you would not do yourself. This embeds care and respect for the student, and enshrines a principle of modelling what you would like the students to do.

I interpret the idea of “being a whole person” as “being our authentic self”. Allowing our true self to be confidently and proudly seen in the learning environment helps students to be comfortable with and proud of who they are. I believe that sharing our own identity with our students is a vital way of supporting the diverse identities of our students. I like cats, bad pop music, and karaoke - unashamedly. My students know this, and I’ve been able to find points of commonality with students because of this, helping me to forge good pastoral relationships.

It is also important for us to think about the context when shaping a pedagogy. One way is to see context as institutional culture. Educators do have to consider institutional ethos and requirements about courses, teaching styles and standards. However, context can also include the physical environment of the classroom, the objects within it, and the affordances of these items. Part of a pedagogy might be taking the decision to move furniture around or display items differently to encourage students to move, interact, and think in new and interesting ways. By manipulating or accommodating contextual factors in a pedagogy, it is possible to deepen and widen what we can think about in learning situations. In my own practice, it was a light bulb moment when I realised
that I could move chairs and stand at the back of the room instead of at the front.

Let’s now build on these ideas by looking at the metaphors I use for my own pedagogy.

**My toolkit metaphor**

I see my pedagogy as a toolkit. What attributes do toolkits have that I can carry across to understanding pedagogies? I can take a toolkit with me. It is portable. If I prepare it, and think about it before I go “on the job”, I can set it up to have the tools I think I need. But there are also just tools lying about in my toolkit that I can use on-the-fly and unexpectedly. I can lend the tools to other people. I can show - or model how I use - my toolkit for people. I can teach my students how to use my tools, just like a plumber helps his apprentice learn his craft. In fact, we might see a toolkit pedagogy as a kind of cognitive apprenticeship (Collins, 1987), where learning occurs not through didactic teaching, but through ‘coaching’. Instead of hammers, nails, crowbars, gaffer tape and a screwdriver, my toolkit is filled with reflective knowledge, tips and tricks from other educators, and positive personal attributes such as a can-do ethos and a creative outlook. My toolkit features practical tools such as pens, paper, post-it notes, toys, props and technology. You never know when students will finish a task early, and you will need something else to do!

**My play doh metaphor**

My pedagogy is a fresh, bright lump of play doh. It is mouldable into whatever I and my students need it to be. It won’t hurt us - it’s non-toxic. The play-doh can be transformed creatively. It IS creativity itself. I can safely play and tinker with my designs for tasks and for courses, and with solutions for supporting students. If it goes wrong, no matter. We just start again. By visibly living my pedagogy as something that can be creatively shaped, and by openly accepting it can go wrong, I show students that it is safe to create, to fail and, indeed, we can only learn from this cycle of creation and development.

**My “lucky charm” metaphor**

Finally, my pedagogy is a lucky charm. I am not superstitious, but when I think of how I approach teaching for my students, I want to do the best for them at all times. I want ideas to work. I want students’ needs and interests to be met. I know that teaching can be high stakes for all involved. Tasks might not work. People - me included - might not prepare sufficiently or they might be derailed by something I have not considered. We might hit a roadblock in understanding that means we progress slowly. It doesn’t matter what challenges come along if you see your pedagogy like Dumbo saw his white feather, or Harry Potter saw his invisibility cloak.

With my good luck charm, I feel prepared, ready, pumped and motivated for whatever comes. Develop and cultivate your pedagogy, however you see it. Be open to filling your toolkit, to using and sharing it. Be open to moulding your pedagogy like putty to twist it into new shapes to make learning fun and engaging for all - yourself included. Grasp your white feather and enter learning situations with confidence, being yourself, and being visibly willing to create and fail. It can only help students to develop and grow.

By writing this article, I have come to realise just how important metaphor is to me in visualising my pedagogical toolkit. **What metaphors appeal to you when you think about your own pedagogy?**

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**References**

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My Personal Pedagogy: A Constructivist’s Perspective - Not what but whol

Will Haywood

Will is a teacher educator based at the University of Warwick where he teaches on the secondary PGCE and coordinates the undergraduate Warwick in Schools programme. Prior to working in higher education, he was a secondary science teacher. He is currently studying the MSc Teacher Education at the University of Oxford. Will can be found on Twitter @willhaywood where he is active as part of the 2017 organising team for the weekly Learning & Teaching in HE Twitter chat #LTHEchat www.LTHEchat.com and has recently started to blog at www.TeacherEducator.net. He was a co-facilitator of the #creativeHE conversation on exploring personal pedagogies.

First impressions

When I first saw the topic ‘Personal Pedagogies’ in the lead up to #LTHEchat [1] the first thought which came to mind was an ongoing joke that my ‘signature pedagogy’ consists of flipchart paper and coloured marker pens! My thoughts then moved on to when I had to create a ‘teaching philosophy’ statement or outline my ‘aims as a teacher’ where I’m not ashamed to admit when having to condense it down to three words I cheesily said I aimed to, ‘engage, challenge and inspire’ learners. But when the Twitter chat arrived, the chat itself delved much deeper than that and I think anyone who participated will agree it was one of the more thoughtful and perhaps even challenging chats we’ve had.

During the Twitter chat, I shared that prior to working in HE I was a science teacher and my practice as a science teacher was greatly influenced by the constructivist movement and it is around this that I was then invited to reflect and share here. But before considering constructivism I’d like to share another guiding principle. My first head teacher, inspired by Bill Clinton’s “It’s about the economy, stupid!” had a sign in his office stating, “It’s about the learning, stupid!” to act as a constant reminder that no matter what else was happening the students’ learning was what mattered most. This focus on learning is also a feature in the suggested stages in the development of a teacher put forward by Scaife [2] (Figure 1).

So perhaps this notion of a developmental journey would form a key part of my personal pedagogy; it is not about me as a teacher and how I am teaching - it’s about the learning, stupid!

Figure 1 Stages in the development of a teacher

The issue, however, is that how people learn is not a straightforward question. The concept map shown in Figure 2 [3] gives an indication of the many schools of thought when discussing learning theories, along with their different disciplinary roots and how they interlink.

In science education the discussion of teaching and learning is often simplified down to that of transmission versus constructivism. Transmission refers to traditional didactic teaching or ‘chalk and talk’, where the teacher passes their knowledge on to the student. Constructivism can be seen as being a fairly ‘broad church’ which is home to several schools of thought (eg Figure 2) A key belief held by constructivists is that people construct knowledge to fit what they experience rather than acquire knowledge about an independent reality [2]. While constructivism is not without its criticisms, some key ideas have influenced my practice as a science teacher and I would say still continue to influence my practice today, and therefore my personal pedagogy. I outline below some of the educational theorists who have influenced my pedagogical thinking so perhaps my pedagogical thinking owes a lot to this group of individuals, their ideas and writings and my readings and appropriation and application of their ideas.
Piaget

Constructivism began with Jean Piaget and although his ideas of maturation and staged cognitive development in children may not be so relevant now I’m working with adults in HE, however the idea of progressing from the concrete ideas through to the more abstract can be a sensible one. However the idea that learners construct their knowledge through interactions with the environment is still appropriate. Furthermore his notion that individuals can learn through the resolution of the cognitive conflict that can occur between their expectations and observations can be a powerful tool\(^4\), one which I often use in deploying examples and scenarios which may challenge their expectations and trigger thinking and discussion.

Ausubel

Ausubel wrote about what he called meaningful learning and stressed the importance of learners being active, criticising passive learning in favour of discovery and inquiry\(^2\) He particularly criticizes rote learning and suggests that in order to develop knowledge it should be well connected with other knowledge and not superficial or arbitrary. Ausubel stresses that “The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.”\(^5\) (apologies for the gendered pronoun!) This is a crucial point and links with the ideas of diagnostic assessment and assessment for learning. This establishment of what my learners already know has been important for guiding what and how I teach them.

Vygotsky

Social Constructivism is a movement stemming from the ideas of Vygotsky who regard the development of knowledge as a social activity where one can develop their understanding through joint activity and conversation with others. This is typically with ‘more knowledgeable other’ who in the context of the course could be a peer, colleague, mentor or teacher, but beyond that could be a friend or family member\(^2\). These ideas have led to the focus on discussion and peer learning embedded within my teaching.
Siemens

Stepping away from constructivism but building on the social idea, a few years ago I saw a talk by George Siemens introducing the idea of *connectivism - a learning theory for a digital age*. Connectivism “uses the concept of a network with nodes and connections to define learning. Learners recognize and interpret patterns and are influenced by the diversity of networks, strength of ties and their context. Transfer occurs by connecting to and adding nodes and growing personal networks.”[6]

The idea of connectivism chimes with my own experiences of how I learn and develop, in the internet enabled world. I respond well to being part of a network (online such as #LTHEchat, or otherwise), learning from my connections, and looking to them when I have a problem. This has influenced me in finding opportunities for my students to collaborate and form networks within the class and stay connected through in between and my ongoing encouragement for them to increase their wider professional networks.

Recent example

Constructivism means that we are constantly evaluating and adding concepts to what we already understand. For example I was introduced, through the #LTHEchat to the idea of *learning ecologies, a theory currently being developed by Norman Jackson*. An ecology for learning includes the processes and set of contexts, relationships and interactions, and resources that provide an individual with the affordances for learning, development and achievement[7]. I work in Initial Teacher Education, teaching on the Post-Graduate Certificate in Education (PGCE) leading to Qualified Teacher Status (QTS) for secondary teaching in the UK. The nature of this course and the vast range of different backgrounds of the students make for a rather complex learning situation. All students are graduates so they are bringing their existing university experiences; many are career changes and so bring experiences of employment too in addition to their personal life and prior school experiences. The PGCE is a one year intensive course and is different to a lot of traditional university courses, after an initial induction at university our course is one day a week at university with the remainder of the week on professional placement in a school. So in addition to teaching at university and individual scholarly engagement with literature, our students have their school experience in their ecology. This includes their own practice as a teacher, their school-based mentor and other colleagues. There are also not only academic influences, in order to achieve QTS they must engage with the Department for Education’s Teacher Standards and there are influences of Ofsted, subject associations and more. On reflection, I have been pedagogically aware of the complexity of this learning situation, but until I was introduced to the idea of learning ecologies, I did not have a theory by which to explain it. The theory of learning ecologies fits with my observations and experiences and builds on what I already know and believe; and so my appropriation of the theory and assimilation into my own working understanding could be considered an illustration of constructivism in action.

Pajares

Frank Pajares[8] writes about the importance of understanding teachers’ beliefs due to the affect they can have on a teacher’s practice and how beliefs can be used to predict how teachers make decisions and can sometimes be considered more influential than a teacher’s knowledge. To this end, constructing a personal pedagogy could be a valuable exercise as it allows opportunity for reflection and to unpick one’s beliefs and consider how they influence your teaching.

In considering some of my own influences and through writing this article, on reflection perhaps my aims to engage and challenge were well grounded in my beliefs around constructivism and weren’t so contrived after all, and who as a teacher doesn’t want to inspire?

Finally, Shulman[9] describes the signature pedagogy of a teacher as consisting of surface structures (the concrete acts of teaching and learning), deep structures (assumptions about how best to teach a body of knowledge) and implicit structures (beliefs about professional attitudes and values). If this is the case then the implicit structures of discussion and reflection; deep structures of constructivist principles of students working together to construct knowledge; which can be realised through the surface structure of using flipchart paper and coloured marker pens then perhaps that is a principle driven signature pedagogy I can be proud of after all!

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CREATIVE ACADEMIC MAGAZINE Issue 7 From October 2016-2017 http://www.creativeacademic.uk
I am my Pedagogy - my Personal Ecological Pedagogy

Maria Kefalogianni

Maria is a Lecturer in Counselling & Psychotherapy at the University of Salford. She teaches across MSc and BSc programmes and is a module leader of Bereavement & Loss. Her current research interests are on autoethnographic methods of research enquiry and creativity in HE. Maria also holds a small private practice where she offers therapy and supervision for counsellors but also other professionals (i.e., in social work, mental health, etc.). Amidst all this, she is also a mother to a toddler, a wife, dog owner and a curious not grown up child! As if this is not enough, she is a member of the Lifewide Education & Creative Academic Team — and what a pleasure that is to be so! :)

What does my personal pedagogy mean to me?

It's hard to define concisely but here is my attempt.

My personal pedagogy that I aspire to embody when I contemplate and act to help other people learn is drawing on my core knowledge around Person Centred theory, my belief that students have already within themselves the ability to flourish and my values around deep transformative learning coming from the inside than outside. I draw predominantly on experiential forms of learning and it has a strong relational and dialogical nature.

My personal pedagogy, that which I embody, is the result of an amalgamation of various moments of growth in my lifetime; gained through my interaction with significant /people (students, clients other educators and theorists) /spaces/ resources, experiences which I have symbolised to the best of my understanding as well as the learning I have gained through these experiences and in applying this to my own circumstances (including teaching).

Historic and current influences on my pedagogy

My pedagogical thinking and practice - my personal pedagogy, is very much influenced and shaped by everything which has contributed to make me the person that I am today. EVERYTHING - yet limited to the synthesis / meaning I give to this pedagogy in my here and now. This may (indeed is likely to) be modified as I am exposed to new influences - e.g., people, reading, experiences and circumstances. This belief stems from my closely held view that we see the world as we are. If we take this to be true, could we argue that we teach as we are? More recent influences are my core professional training as a Counsellor in the Person Centred Approach, my PGCap training and my involvement in ongoing “reflective spaces” (e.g., #CreativeHE community) my ongoing interest in mindfulness and self-enquiry as well as my transition to motherhood.

Below I will attempt to clarify how I feel those influences have shaped my currently perceived pedagogy.

The influence of theorists

Carl Rogers is one of the most important theorists in my professional world and his writings have certainly influenced my thinking, my beliefs about human nature (a man’s nature is a “trustworthy organism”), change/growth, learning, my practice as well how I aspire to live in my own and relate to the world. In Rogerian theory, we are born into this world with a state of an “organismic process” where we are open to receive and symbolize all experience (conscious and unconscious) that are present in the moment without any inhibition or barriers biases or judgement. This process gets disturbed by “conditions of worth” which is our selective perception of our experience based on our innate need since babyhood for unconditional positive regard (I’d say love). It is this need that “gets in the way” of our optimal growth. As a consequence we develop a self-concept which is formed around that need and in order to get that regard. In other words, our self-concept is built in order to keep us “sane” from the threat of absence of that regard/love. It is in fact our actualising tendency which always looks out for opportunities to grow, but not without consideration to the context in which we grow. Sometimes this tendency can feel at odds with our organismic valuing process, because the environment we are finding ourselves in does not nurture us in a way which feels to us like we are growing and so our growth is somehow always consistent with the view of self we have. It is nonetheless the force which “pushes” the self towards optima growth and oneness with experience (in a nutshell).
During my first lecture on my Msc degree on “love”, I recall thinking “This feels the right path/career for me OR is it that I am the right person for this job? Am I?”. I had the ability to enquire on my experiences with “shades of grey” from a very young age. Looking back I would experience the world intensely but I had not developed the “conception” or cognition to put words to it or symbolise my experiences with sufficient depth. I was feeling that I had a total absence of a guide (as in the original meaning of “pedagogos”) meant that I often felt I had to figure out my answers on my own. As a child it felt lonely and painful (what a gift to be given, on retrospection). This form of personal enquiry was never encouraged or praised so it was often held in “secrecy” in my head, in my diaries; I was questioning everything and often feeling lost from the overwhelming questions in my head from: “Daddy, is there enough numbers for all cars in the world?” and how do we know they won’t repeat that number? -(( I remember I was told each car had a unique plaque) deeply inconceivable in my little brain; I was just beginning to sense the concept of “infinity”). I recall sending messages to myself in the future, notes towards the adult me to remember how the “child me” felt and not to “mock” or “forget” this experiences I had as “right now it feels real”. I always remember feeling on a very visceral level that this recognition was important but I didn’t know why. It was only through my MSc training that I began to develop my sense of conscious awareness and begin to slowly give it and my life deeper meaning. Looking back now, this is what I call my “observing self” which has served and is serving me greatly in my current profession and teaching. My ongoing interest and practice in mindfulness and the element of the transpersonal serves as another medium for me to help me answer the question “why now” in anything I engage myself in (this reflects my belief that our learning is relevant to the ecology of our life in that present moment).

The influence of my own experiential learning

Another important influence on the way I think and behave as a higher education teacher was my own experience as a learner: I came to know the Person Centred Approach in a highly experiential environment. This has reinforced my awareness and emphasis on the experience of my learners. I believe we carry and perhaps transfer our “inner learner self” into our “teacher self”. I would extend this idea and say that we carry our inner child in every step of the way. As a higher education teacher, I see myself as a facilitator to help students turn their experiences into learning and develop more concrete understanding from their synthesis and more meaning for themselves. This has influenced massively how I approach my teaching. When I first began teaching I walked into a class and started the lesson without any outline of objectives or aims, I was even dismissive over them for a while as I felt that they somehow constrained the process. I wanted to rely on my student’s inner wisdom and knowledge (I believe that people hold in themselves their own answers). Something in me innately rejected the need to break down in advance what I would teach.

The influence of my PGCAP experience and community forums

But thanks to the learning I gained through my PGCAP experience I have shifted my perspective and embraced more the need to have an informed position about why I am teaching the way that I do. I aspire to be as transparent as possible to my students and explain, articulate my biases/agendas and where my ideas have evolved from. I want and aspire to offer them the space to explore in their own ways but knowing how my ideas have been influenced -I anticipate those ideas to keep changing ...

Adopting a creative medium and techniques is another way I feel helps me to achieve this aim. I see a real marriage between the psychotherapy (the Person Centred Approach), mindfulness practice and deep approaches to teaching and learning. Likewise with my clients, I want to be a fellow traveller to my students. I want to strive to trust their organismic process for growth by offering the right facilitative environment with empathy respect and unconditional positive regard. The environment in which we teach is crucial in influencing this creative force in each person to flourish.
Spaces that nurture and expand my pedagogy

I recognise the vitality of nurturing spaces to keep me inspired and alert to my own creativity. My involvement in my PGCAP training, connecting to and becoming involved in the lifewide education and creative academic communities, my involvement in the community group I have set up, my role as a mother and daily play, my yoga and mindfulness practice, my interest in transpersonal modes of healing, where do I stop?! all these spaces I inhabit everyday provide affordance for experiences that have influenced and keep influencing my thinking and practices as a higher education teacher and contribute to synthesis of my ever developing pedagogy.

Classroom ecology

But how do these influences translate or transfer into the classroom? There is no straight answer to this. The idea that educators create particular environments through their teaching in which they demonstrate particular behaviours and lay the foundation for a culture for learning, is overlooked4 I would also add that the facilitator’s voice is indeed overlooked and not often invited to be heard or encouraged to be expressed by the institutional structure(s). I am yet to see a policy that states “Higher Education teachers are encouraged to share their vulnerabilities and their growing edges with their students”. Whilst this is perhaps taking place informally, I am wondering what impact that would have on educators. What I allude to is that the context/environment in which we work feeds back into us and influences and affects the way we teach. It is this very intimate self which, I argue, shapes too and influences our teaching practice. This involves past experiences in life as a child, alongside our experience as learners.

As Armstrong5 says “As teachers teaching, it is a commonplace awareness that we need to ‘model good practice’, which is visible, experienced and open to scrutiny and judgement. But to lay bare our innermost thoughts and concerns - part of our very self and the construction of our own identity as a teacher is a far more risky business”... but I would also add, is far more valuable and enlightening, which prepares the ground for fertile discussions and dialogue, as hierarchies dissipate and more equal relationships emerge. Surely this honest declaration of self facilitates the types of relationship and productive interaction in the ecology of the classroom if our goal as a teacher is to shift from a pedagogy that is didactic to a pedagogy that is dialogic and seeks to co-create rather than impose the making of meaning.

Multiple selves - multiple pedagogies

I believe that we have many selves... (many masks) that we use to meet our different needs according to the context or situation. As teachers we might apply this idea to argue we have many “teacher selves”. I like the idea of multiple pedagogies and I feel I can represent myself in this way (only synthesised and integrated within my own self). But I also believe that a particular version of our self can get in the way if we don’t have deep awareness of our actions with our students. I use doubt and self-enquiry as my motivating force in my process... it allows me the space to hold any model loosely and question closely held assumptions. Because of the nature of what I teach, I not only need/ want to role-model congruence and authenticity I need ( want) to fully embody it. I am learning to take more and more “educating and informed risks” with my students in an attempt to help them grow. I am allowing myself to be vulnerable and real, if that supports their learning.

In my teaching I often encourage moment to moment access to feelings and thoughts... responding very much in the here and now. My mindfulness practice and ongoing personal development has helped me to become aware of intrapersonal responses I recognise during my teaching. I can then use these responses to help me shift and change my delivery or engage in appropriate dialogue with students to deepen their learning. I often invite my students to access their experience, “inner wisdom” and encourage them to share it. My students engage all aspects of themselves in order to learn. I see it as my professional duty to help them access and use all aspects of themselves in learning. In that way I hope my students learn from the inside as opposed to the outside. I hope they learn to connect to aspects of themselves that encompass all aspects of their consciousness6. This is quite relevant in my field of practice which often calls upon students to trust their intuition. Having said that, I argue that there is great value in our students’ “inner experience”, feelings and senses. Experience is pre-conceptual and comes in contrast with the over-emphasis on “cognition”; could we argue that the role of emotions in Higher Education teaching has been perhaps slightly overlooked. If we are to embrace this concept what will change in the way we deliver our classes? and why?

CREATIVE ACADEMIC MAGAZINE Issue 7 From October 2016-2017 http://www.creativeacademic.uk
An ecological concept of personal pedagogy

Having created this pedagogical synthesis I can see it is ecological in nature: it reflects my continuous development as a person and as a higher education teacher as I sense - observe, feel, think about and try to make sense of my material, social, psychological and intellectual world...Surely our students do too? If we agree with this, could we then argue that there is value in helping students to engage with all their senses in their learning and draw informed and explicit meanings through their involvement in learning in such a manner?

These thoughts are very much “under construction”...and I look forward to engaging in further discussions with colleagues and anticipate to see how my arguments will shift and change through these interactions. One could draw from the above that if we indeed can’t help but bring ourselves into our teaching maybe we need to also inform our research into teaching and learning in ways that includes our self/sense of self?

ACKNOWLEDGEMENTS:

I want to say a big thanks to Norman Jackson for his ongoing enthusiasm and in helping me edit this article. As always my husband who has also afforded me with the time I needed in a busy life to formulate some of those ideas on a piece of digital-paper!

Sources

Image on previous page:
https://www.bing.com/images/search?
view=detailV2&ccid=b7o6BiEv&id=3B6ED614BD8FA4EA47188C51F1925231A5AC0BF5&q=pedagogies+of+teaching&selectedIndex=15&ajaxhist=0
Introduction

#LTHEchat (Learning and Teaching in Higher Education chat) was established by Chrissi Nerantzi and Sue Beckingham to provide opportunities for HE teachers and other educational professionals to discuss learning and teaching topics via the Twitter social media platform.

Inspired by the hugely successful #edchat, https://lthechat.com/, the weekly 1 hour chat is open to anyone interested in sharing ideas, practices, perspectives, resources and problems or issues and their solutions. The open learning approaches facilitated through #lthechat has made a significant contribution to the professional networking and social learning practices of higher education professionals and I was delighted to be invited to contribute a session on March 8th. I chose the theme of personal pedagogies as this was something I was exploring at the time and it could feed into Creative Academic’s creative pedagogies project.

#lthechat social pedagogy

The pedagogy of #lthechat is simple. Prior to the session the person leading the conversation, let’s call them the ‘Chief Instigator (CI)’, provides the facilitation team with a short introduction to provide a bit of context and outlines the scope of the conversation. This is posted on the #lthechat blog ahead of the conversation. The CI also provides 6 questions around which the conversation is formed. The questions might also have images or links attached. During the one hour conversation a new question is posted every 10mins. Questions are labelled (A1-A6) so that participants and the CI can see what is being addressed in the response. All posts are tagged #lthechat so that they can be assembled under the hashtag.

Given that there are lots of participants what emerges often feels quite chaotic and confusing with lots of parallel conversations as participants respond to things that interest them. It is most definitely a pedagogy for emergence, although the basic structure of the conversation is determined in advance through the questions posed. Once the conversation is set in motion the CI becomes a participant like anyone else responding to whatever emerges on a highly selective basis. The process is well supported by a facilitation team and also ‘regular contributors’ who help create an energetic environment and a culture that encourages and facilitates participation. After the conversation I spent some time going through the posts and responding to individuals - usually by asking more questions. After the event, one of the members of the community (Chris Jobbing) storifies the content so that it is easier for users to examine what was discussed.

So this synthesis is my attempt to make sense of / create meaning from the conversation. It’s also my way of honouring and partially curating the contributions for others to read. I include a small sample of the many hundreds of tweets to illustrate a number of emergent themes that I find interesting.

Q1 What concepts of pedagogy do you, and colleagues who you know hold? #LTHEchat

Sample of responses

A1: I’m still an amateur pedagogic after 32 years in the job. Is that bad? Should I be admitting that here? #lthechat Chris Jobling
A1 @LTHEchat no longer teaching under 18s, via androgogy and more recently heutagogy as better descriptions of self directed learning #LTHEchat Teresa MacKinnon
A1 I like the idea that the people learning should drive the teaching #LTHEchat Rober Jenkins
A1 Moi: Constructivism, enactivism, pragmatism Autres: everything from Steiner-Waldorf to fill-the-bucket #LTHEchat Rob Grant
A1 Bloody hell. *scratches head* #LTHEchat Elizabeth Ellis
A1 my mind has gone completely blank! I lack the vocabulary to construct a response #LTHEchat Katherine Haxton
A1 As a relative newbie to TEL and educational development related work I feel like I can't even answer this yet! #LTHEchat Rosie Hare
A1 Social constructivism main for online escapades. Diversified into a range of tutor-led and student-led pedagogies for blended #LTHEchat Matt Cornock
A1 Coming from a science teaching background, I have quite constructivist conceptions of pedagogy #LTHEchat Will Haywood
A1 @cpjobling 'Amateur' has etymological roots in "loving" something... which seems a very good way to approach pedagogy! #LTHEchat Jenny Lewin-Jones
A1 I take on many trends, be it behavioral, constructivist, etc. while my team is mostly about socio-constructionism #LTHEchat Jules Tardy
A1 #LTHEchat I guess my personal preferences are approaches with lots of interaction and building on students' knowledge (constructivist) Martin Rich
A1 @LTHEchat no longer teaching under 18s, via androgogy and more recently heutagogy as better descriptions of self directed learning #LTHEchat Teresa MacKinnon
A1 ummm....pedagogy informing praxis... #LTHEchat Hilaire Graham
A1 Concepts of 'active learning' pushed at previous role, now scaffolding online courses with activity theory and social learning #LTHEchat Matt Corock
A1 @LTHEchat Rather taken with the Greek idea of the slave who accompanied the learner to the place where learning happened #LTHEchat Miles Berry

**Etymology:** < Middle French pedagogue, pedagoge schoolmaster (1370–2; French pédagogue ), school (1421–30; also as petagogue ) and its etymon classical Latin paedagogus (also pädagogüs ) teacher, schoolmaster, slave who took children to and from school, in post-classical Latin also source of instruction or guidance (Vetus Latina, Vulgate) < ancient Greek παιδαγοῦς slave who took children to and from school, in Hellenistic Greek also source of instruction or guidance (New Testament) < παιδ-, maig boy, child (see PARDO comb. form) + αὐγονία leading (see AOGIC adj.). Compare Old Occitan pedagoc (c1350; Occitan pedago), Catalan pedagog (1411), Spanish pedagogo (mid 13th cent.), German Pädagoge (a1446).

A1 was this perhaps about caring? like the idea of accompanying the learner on a journey #LTHEchat Creative Academic
A1 Inarticularly, I think it would include the co-creation of knowledge, experiential learning and authentic assessment. #LTHEchat Elizabeth Ellis
A1 I would even say social constructivism, a bit like what we are doing right now! #LTHEchat Sarah Ney
A1 Good question. If you hold to one concept of pedagogy then you are likely to make the same mistake time after time. #LTHEchat Clive Buckley
A1 I'm a big fan (being from humanities) of pedagogy which challenges the learner to challenge the perceived "right" answer #LTHEchat Josh Clare
A1 Mix n match & keep an open mind.... lots of different influences and they just keep on expanding #LTHEchat Jenny Lewin-Jones @LTHEchat
A1. Wow look at serious answers to Q1 :-0 I was going to say 'I want to help develop well-rounded, responsible & fulfilled humans #LTHEchat Bev Gibbs
A1: I tend not to bother. Focus on the practice rather than theory (although they probably influence me subconsciously) #LTHEchat Lisa Kidger
A1 @LisaKidger #LTHEchat even if you do base your approach on theory it makes sense to adopt a practice which feels right for you Martin Rich
A1 Particularly use Conole et al 2004 "Mapping pedagogy & tools for effective learning design" 3D framework for mix of experience #LTHEchat Matt Cornock
A1 Ericsson's 'Deliberate Practice', Dreyfus & Dreyfus '5 Stages of Skill Acquisition', Vygotsky's 'Zone of Proximal Development' #LTHEchat Daniel Belton
A1 @neilwithnell @willhaywood my best & most painful experiences of teaching have been fail, fall get back up & try harder! #LTHEchat Haleh Moravej
A1 Whilst 'learning from experience/mistakes' is incredibly valuable, having a theoretical l&t framework allows you to step back #LTHEchat Matt Northcliffe
A1 possibly #LTHEchat My approach, for what it is worth, is to become the student in my class. Clive Buckley
A1 Kolb learning cycle, I usually try to design learning sessions moving student through the four quadrants, starting at theory #LTHEchat Ann Northcliffe
A1 doing, reflection, learning, doing... #LTHEchat Dr. Hala Mansour
**Some impressions**

Pedagogy is not a term that is commonly used by many academics and it can fall into the category of theoretical edut-speak that is rejected on the grounds that it is not part of my vocabulary. The words of 'I tend not to bother', are probably true for most of us for most of the time. But, judging by the conversation, it's also probably the case that most of the #lthechat participants believe that 'pedagogy' is an idea worth trying to understand and co-create shared meanings as we were trying to do in the #LTHEchat. Later in the conversation I tried to show the conceptual value in the idea of pedagogy: it has different conceptual value to 'teaching'.

But pedagogy is certainly a word that we are not used to talking about and it's not easy to articulate a response to *what is pedagogy?* Many responses to this question were formed around constructivist or social constructivist views of learning and educational practices that honoured and engaged with this concept of learning as a lived experience. For example, *my best & most painful experiences of teaching have been fail, fall, get back up & try harder!* Haleh Moravej

One respondent encouraged broadening the idea of pedagogy to connect it to androgogy and heutagogy (self-determined, self-motivated and self-directed learning) but the format does not encourage elaboration.

A few responses suggested that it might be 'wrong' to hold a single concept hinting at the importance of being open, fluid and agile in your thinking in order to respond (pedagogically) to new situations as they emerge. *I take on many trends, be it behavioral, constructivist, etc. while my team is mostly about socio-constructivism* Jules Tardy

Q2 How does this representation of the idea of pedagogy compare with your own concepts? #LTHEchat

I deliberately wanted to expose participants to the broadest conception of pedagogy that I could find so I used a paragraph from Thompson et al's study of signature pedagogies.

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**Sample of responses**

A2 Too broad, but might be a cultural bias since we love to stick to strict definitions this side of the channel ; ) #LTHEchat Jules Tardy
A2: Word "interaction" b/wn everyone in the room is important I think. All very well if everyone is there but no interaction = bad #LTHEchat Kim Sum

A2 Most agree but not sure about policy regime. #LTHEchat Scott Turner
A2 pretty good....goes to process practice contexts.... Hilaire Graham
A2 I like the idea of that representation but as colleagues differ in their pedagogies (I think) am struggling a bit with it #LTHEchat Katherine Haxton
A2 @LTHEchat cf 'it takes a village to raise a child? #lthechat Miles Berry
A2 @LTHEchat this is a very broad definition, all encompassing. I'm less convinced about helpfulness of signature pedagogies #LTHEchat Teresa MacKinnon
A2 I like that but also think more a list of associated phenomena rather than my sense of 'pedagogy' itself? #LTHEchat Rob Grant
A2 learning environment, co-creation, relationships etc all vital #LTHEchat Neil Withnell
A2 Going to bleat about TEL - this definition doesn't include the crucial role of mediating learning and scholarship with tech #LTHEchat Elizabeth Ellis
A2. Where is values in that? Subject values as well as pedagogical values #LTHEchat
A2 #lthechat I like the sense in the definition that it includes many aspects of the educational process & not just teaching Martin Rich
A2 Thomson et al 2012 quote resonates with me since I first got my head around engestrom's representation of activity theory #LTHEchat Matt Cornock
A2 @WarwickLanguage @LTHEchat that could be about anything - you swap out pedagogies for any number of topics. #LTHEchat Charles Knight
A2 I like Durkheim definition that is the reflexivity applied to educational objects > "a practical theory" <3 #LTHEchat Jules Tardy

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The ecological affordance of pedagogy

Pedagogy is more than teaching method, more than curriculum, more than assessment practice. It is all these things, but it is also how they are made into patterns of actions, activities and interactions by a particular teacher, with a particular group of students [in a particular context]

The concept of pedagogy encompasses relationships, conversations, learning environments, rules, norms and culture within the wider social context and may extend beyond school to community and public settings: It takes in the ways in which what teachers and students do is framed and delimited within a specific site, a policy regime and the historical [cultural] context

A2 the description matches my Systems Eng’ module with level 6 students been roller-coast one student’s now seeing the benefits. #LTHEchat Ann Northcliffe
A2 We often don’t attend to rules, norms and culture when considering pedagogy, but need to - important #LTHEchat Ellen Roberts
A2 I view learning within a social context - you learn with others/ environment/experience in/directly influencing you #LTHEchat Matt Cornock
A2 #lthechat I like the sense in the definition that it includes many aspects of the educational process & not just teaching Martin Rich
A2. I like that it foregrounds relationships, so much of ‘personal pedagogy’ stems from what people believe about students #LTHEchat Bev Gibbons
A2: It makes sense but do any of us really think that deeply and widely about our practice? Instinct and intuition are underrated! #LTHEchat Theresa Nicholson
A2 Pedagogy’s old definition of ‘teaching-led’ edu is not relevant now, new definitions of approaches, scaffolding more effective #LTHEchat Matt Cornock
A2 if, like all aspects of l&t, we say that pedagogy doesn’t happen in a vacuum for learner or teacher then yes this seems to fit #lthechat Josh Clare
A2: While it doesn’t align with my understanding of pedagogy, I like it. Fits me better. #LTHEchat Lisa Kidger
A2 Good alignment. Teaching approach depends on learners, teacher... and don’t forget: subject! ‘One size fits all’ does not work. #LTHEchat Dr Daniel Belton
A2 it is a learning process? #LTHEchat @LTHEchat Dr. Hala Mansour
A2 I would agree with this definition, Pedagogy is very personal and the learning happens in someone not to them #LTHEchat Santanu Vasant

Some impressions

I chose this quotation, the most comprehensive I could find, to try an open up thinking about the scope of pedagogy and to link the abstract idea to the concrete making of practices, in particular contexts, situations and environments. I was interested in discovering the extent to which this holistic ecological set of ideas was generally accepted within the group of participants.

On balance more participants seemed to view this comprehensive way of seeing pedagogy positively and a few connected to the idea of a person’s pedagogy engaging with the whole system (or in my words the whole institutional ecosystem).

A few participants felt the definition was too broad or expressed some other form of disagreement.

One participant said it didn’t fit his current understandings but it was an actually better fit.

One telling comment by Theresa Nicholson was of the so what type. ‘It makes sense but do any of us really think that deeply and widely about our practice? Instinct and intuition are underrated!’ While not denying that we do not think deeply on this matter - that was the purpose of the conversation! I guess the follow-up question would be and where do these come from if not by being immersed in and in tune with the whole as the definition suggests?.

Q3 Does the idea of ‘personal pedagogy’ have meaning for you? If yes, how would you define or describe it?

A3 Yes because it sounds like I can get away with making it all up as I go along. #LTHEchat Katherine Haxton
A3 experiential learning... Hillaire Graham #LTHEchat
A3 all the talk about the inclusion of values strikes me as being very important and that’s definitely personal #LTHEchat Katherine Haxton
A3: from a cognitive psychology perspective there are strategies that work for a range of individuals so no differentiation needed #LTHEchat Dr C Kuepper-Tetzel
A3 personal implies own approach, not a bad thing but collaboration key - recognising learning in others #LTHEchat Neil Withnell
A3 Personal pedagogy: recognising the assumptions that we bring to teaching and learning #LTHEchat Ellen Roberts
A3 #lthechat comes back to 'what’s right for me (and my students) and can change over time and with context
Martin Rich
A3 @MartinRich106 yep...everyone is different & things should be targeted for both sides & not replicating same thing over & over? #lTHEchat Kiu Sum
A3 As a student soon-to-be graduate, is scary. Thinking about pedagogy is another chapter. Our views differ from academics? #lTHEchat Kim Sur
A3 A way of approaching learning that is relevant to a person's own background, values, systems, etc? Sarah Ney #lTHEchat
A3 As someone who doesn’t teach, but supports L&T and TEL, is it wrong to think of personal pedagogy as personal L&T strategy? #lTHEchat
Elizabeth Ellis
A3 @liz_isabella Oh, I like that way of thinking of it. More comfortable with word strategy than pedagogy #lTHEchat Katherine Haxton
A3 @bbrtjnknw we can make it personal... through 'living' it? #lTHEchat Chrisri Nerantzí
A3 @CliveBuckley I hope so because I've been making it up for a whole career! #lTHEchat Chris Jobling
A3 I have to admit to 'retrofitting' theory onto stuff I do after the fact..particularly when I realise it worked fairly well #lTHEchat Katherine Haxton
A3 @lTHEchat teaching as craft - we learn from how others do this, but then develop our own approach / style?
A3 At first 'personal pedagogy' made me think of personal learning environment, then I tutted to myself. An attitude to learning? #lTHEchat Matt Cornock
A3 aren't they all personal? #lTHEchat Robert Jenkins
@lTHEchat A3 personal approaches to teaching does, I'm just not in love with the P word any more Teresa MacKinnon https://www.slideshare.net/teresamac/sharing-practice-in-the-open-telecollab2016 ... #lTHEchat
A3 so much of what passes for learning theory has been dreamt up by well-meaning but deluded enthusiasts anyway. #lTHEchat Simon Lancaster
A3: does it depend on POV? Who's the subject for whom the “pedagogy” is being made “personal” ...the teacher or learner? #lTHEchat
A3: If we adopt an ecological pedagogy then it will almost certainly be personal as well because we (our 'self') are IN it. #lTHEchat Theresa Nicholson
A3 Is the whole holistic approach & not just focusing on education. Is all emotional + physiological + education knowledge #lTHEchat Kiu Sum
A3 #lTHEchat Just asking. Is it possible to be a good teacher without knowing classic texts on pedagogy? Clive Buckley
A3 Actually no, because pedagogy is a theoretical framework, different from personal praxis #lTHEchat Jules Tardy
@LisaKidger @chriissenantzi @MartinRich106 Beliefs rather than knowledge of theory can be a more significant influence on practice #lTHEchat Will Haywood
A3 @mattcornock perhaps we move from abstract concepts of pedagogy to personal interpretations when we include ourselves #lthechat
A3 bringing alive the theory has its personal touch #lTHEchat
A3 @cpjobling @KiuSum I guess it is all about the dance of learning let it be tango, line dancing or dad dancing! #lTHEchat Haleh Moravej
A3 @KiuSum I was just about to put something about emotions, and you got in first! Agree that this is important to acknowledge #lTHEchat Jenny Lewin-Jones
A3 How closely does 'personal pedagogies' map to 'meta-learning' @lTHEchat #lTHEchat Matt Cornock

Some impressions

Jules Tardy thought it was not meaningful because 'pedagogy is a theoretical framework, different from personal praxis'. To counterbalance this view Matt Cornock suggested that 'perhaps we move from abstract concepts of pedagogy to personal interpretations when we include ourselves'.

Most participants do not say directly that the concept has value, rather they pick up on what sorts of things would make the idea meaningful implicitly suggesting that it did have value as a concept. The sorts of things they recognised in a personal pedagogy included: experiential learning, personal approach, involves collaboration, recognising the assumptions that we bring to teaching and learning, what you believe & value, as well as what you're aiming to achieve, decoding and demystifying, 'what's right for me (and my students)' and can change over time and with context, approaching learning that is relevant to a person's own background, values, systems, we can make it personal... through 'living' it, we learn from how others do this, but then develop our own approach, Reflection on action. Reflection in action. Reflective practice, emotions, the whole holistic approach
Q4 The diagram shows a personal pedagogy in relation to various influences. Does it make sense? How might it be developed? #LTHEchat

I used a diagram to help stimulate thinking about the influences on a person's pedagogy.

Sample of participants responses

A4 @dawnitore You got there before me, I was still trying to work out why I couldn't relate to it very easily!! :). #LTHEchat Bev Gibbs

A4. My 1st assessment on PGCertinHe looked like that diagram as I planned whole module LTA around a deaf student, I was told off #LTHEchat Ann Northcliffe

A4 Reasonable list of stuff, could add more but devil in detail of how stuff interacts & changes in diff contexts.? #LTHEchat Rob Grant

A4 "so" many diagrams like this in Int. Development - google 'sustainable livelihoods'. OK checklists, limited analytical value #LTHEchat Rob Grant

A4 YES @drwrgrant agree devil and craftsmanship in the detail of how situations are interpreted and acted upon #LTHEchat Noman Jackson

A4 #LTHEchat would expect to see personal preferences in there, also level of course and motivation for doing it Martin Rich

A4 @LTHEchat seems quite, well, institutional. Much of 'personal pedagogy' may be more cultural? #lthechat Miles Berry

A4 @dawnitore @HalaMansour I agree. Our culture and our values play a big part. #LTHEchat Alic Lau

A4 @neilwithnell Merci Neil! Looks like it's more about pedagogy in practice than proper pedagogy but need to read more! #LTHEchat Jules Tardy

A4 the trouble with big diagrams is that there are always important things missing. I like small diagrams!! Phil Race @RacePhil

A4: wondering if there is enough breathing space in this model? Where is the individual and their own personal ecology? #LTHEchat Chrissi Nerantzis

A4. Also seems to treat teaching in isolation and doesn't acknowledge individual drivers to research first (which impacts T&L). A4 Reasonable list of stuff, could add more but devil in detail of how stuff interacts & changes in diff contexts.? #LTHEchat Rob Grant

A4 It's a bit mixed up to me: individuals, professional bodies, materiel (tech); it'd be more readable in several diagrams #LTHEchat

A4 I would like to see a bit more partnership between pedagogy and student exp, although I like the central influences very much #LTHEchat Elizabeth Ellis

A4. Extraordinary absence of the educator, what's shaped them and what they bring #LTHEchat Bev Gibbs

A4 @LTHEchat Is this missing stuff about own past learning experiences/ background/ cultural upbringing? #LTHEchat

A4 I would be tempted to reverse the whole thing and have box 1 encompassing everything else #LTHEchat Robert Jenkins

A4 then again those under 'Other Influences' are becoming more important, is it not? Is all about getting employed once graduated #LTHEchat Kiu Sum

A4 Strategic influences are due to HE global strategy, professional bodies > they influence institutional influences #LTHEchat Jules Tardy

A4. I don't understand what 3 Signature pedagogy is? Anyone? Charles Knight

A4 Neil Withnell provided this link @Charlesknight https://www.heacademy.ac.uk/enhancement/definitions/signature-pedagogies...

A4 focus on influences, no mention there of assessment practices etc #LTHEchat Neil Withnell

A4 makes sense to me, deals with the complex maze of influences in which we act as teachers #LTHEchat Katherine Haxton

A4 The model covers a lot, but I’m not sure it accounts for the after lunch/ late afternoon slump ;-) #LTHEchat Will Haywood

A4: The missing, and in my view, vital element, is US. Our values, skills, personalities, style - have a huge effect on pedagogy #LTHEchat Theresa Nicholson

A4 @drwrgrant indeed! I'd like to remix the diagram :) #LTHEchat Teresa MacKinnon

A4 doesn't make sense to me. How would you extract concrete learning and teaching strategies from this. It's just big words. #LTHEchat Dr C Kuepper-Tetzel
A4 I’d include attainment of learners in there, not sure if it’s covered in needs/interests #LTHEchat Katherine Haxton
A4: found that difficult to follow. Cognitive overload. #LTHEchat Lisa Kidger
A4 Why is generic a subset of discipline in the diagram? #LTHEchat Rob Grant
A4 Makes sense all right. #Graduate #Attributes stood out… but then again that is the main thing in my head these days! #LTHEchat Lisa Kidger
A4 seems to imply that institution has greatest influence, in my experience more the case in schools than HE #LTHEchat teresa MacKinnon
A4 Where does ‘how teacher was themselves taught?’ feature in diagram? #LTHEchat Rob Grant
A4 haven’t heard about signature pedagogy before, any info please? #LTHEchat Jules Tardy
A4 Neil Withnell Retweeted Jules Tardy and added the link https://www.heacademy.ac.uk/enhancement/definitions/signature-pedagogies...
A4 is this complex enough? #LTHEchat @LTHEchat Hala Mansour
A4: first reaction … when shown like that, there doesn’t seem much scope for the learner to have agency. #LTHEchat Chris Jobling
A4 Arrows could be two way? Esp in institutions where the personal pedagogy of the instructor influences curricula/dept approach #LTHEchat Matt Cornock
A4 Similarly arrows could be two-way if the personal pedagogy of the student is influencing curricula/strategy - partnership model #LTHEchat Matt Cornock added,
A4 Does the word pedagogy need replacing with something more intuitive? #LTHEchat Sue Wattling
A4 It looks great! And complicated. Could you add references, hyperlinks to further info? More explanations to allow reflection? #LTHEchat Daniel Belton
A4 Yes, I think so but would need examples of each (case studies?) #LTHEchat Santanu Vasant

Some impressions

The diagram looks complicated and I knew it would put some people off. But I think in pictures and as a former geologist (an field of pedagogical practice long before I moved into the field of education) my learning process is to create a map so I can begin to comprehend not only the components of complexity but their relationships. What I didn’t do was provide any explanation so it was deficient in a number of ways that some of the respondents highlighted.

Is this complex enough? commented Dr Hala Mansour. Well it is complex and pedagogical thinking is about thinking with complexity at all the things that need to be thought about in order frame learning in the most appropriate way (given all the influences and requirements) to teach in a way that engages and achieves what the teacher wants to achieve. Others felt it would be better to develop several diagrams to represent the complexity ‘bit mixed up to me: individuals, professional bodies, materiel (tech); it’d be more readable in several diagrams’.

A few participants felt that the influences that had been identified were the sorts of things that might be involved in a personal pedagogy.

‘Reasonable list of stuff, could add more but devil in detail of how stuff interacts & changes in diff contexts? Rob Grant

One general comment was that there needed to be more emphasis on the partnership between teacher and students and the teacher’s own past experience. Robert Jenkins provided an observation that I found particularly helpful, ‘I would be tempted to reverse the whole thing and have box 1 encompassing everything else’. In fact I used his insight to create a better representation (right). Similarly, Theresa Nicholson felt that ‘The missing, and in my view, vital element, is US. Our values, skills, personalities, style - have a huge effect on pedagogy’. This element is embodied in the ME in the updated version of the diagram.
Q5 What have been the most important influences on your pedagogical thinking and practices throughout your career? #LTHEchat

Sample of responses
A5 concepts of usability design ... put yourself in the perspective of the user (i.e. the learner) #LTHEchat TELimenot
A5 Kolb learning cycles, Boyd students teaching & supplementary teaching, flipped, patchwork assessment, assessment for learning #LTHEchat Ann Northcliffe
A5 #lthechat lots of my influences comes from studying reflective practice Martin Rich
A5 meeting @chrissinerantzi being pushed by @MetMUnc students to do better, being invited to @UniWestminster to meet @KiuSum #LTHEchat Haleh Moravej
A5 I have met colleagues who have hated PGCAP - but if done right and value explained/demonstrated, it’s invaluable. #LTHEchat Rebbecca J
A5 The feedback from student and assessments going well or not #LTHEchat Santanu Vasant
A5 Increasingly important for me to keep in touch with case studies, journals and blog posts from #LTHEchat types Matt Corncock
A5: Royce Sadler’s work on assessment, about needing to develop students’ capacity to asses their own work #LTHEchat Ellen Roberts
A5 Freire and visual impairment introduced me to education as social justice #LTHEchat Sue Watling
A5 I wonder if anyone would say it is their PGCert in HE! #LTHEchat Alice Lau
A5 @amslau to a point I probably would, but didn’t appreciate it at the time, only now. #LTHEchat Katherine Haxton
A5 Reading T&L papers. Writing. Conferences, workshops, staff dev. Running T&L workshops. Evaluating my practice & publishing. PLN #LTHEchat Dr Daniel Belton
A5 @dawntoes yes, agree with this. I teach in a way that would suit me very much as a learner, but never realised how much till now! #LTHEchat Katherine Haxton
A5 @WarwickLanguage spent the last decade removing barriers from maths learning, words like “we” can distance students so easily #LTHEchat Robert Jenkins
A5. Increasingly, social media playing a big role. Always someone with an idea, or who’s tried it or to make me think #LTHEchat Bev Gibbs
A5 Lest not forget opportunities & experiences gained & (finally) meeting professionals e.g. @HalehMoravej from here! #LTHEchat Kiu Sum
A5: Theories, training and conferences all useful, but personal experience of being a learner is probably more influential #LTHEchat Theresa Nicholson
A5 a talk I saw about peer instruction: cut content, cover the basics better, build difficulty. Took me 8 years to ‘get the idea’ #LTHEchat
A5 Professional over passion. #LTHEchat Charles Knight
A5 @LTHEchat Default is that I teach how I was taught. Papert. Mayer. The shift to evidence based practice. #LTHEchat Miles Berry
A5 @kjhaxton I love conferences. I especially love conference backchannels. So useful #LTHEchat Elizabeth Ellis
A5 #LTHEchat it’s a good example of learning from practice…becoming aware of different perspectives Hilaire Graham
A5. All the artists I have worked with in HE - no formal pedagogical ‘training’ but an innate ability to inspire & communicate #LTHEchat music dance academy
A5: most important influence for me and my personal hero: Hermann Ebbinghaus (1850-1909) #LTHEchat
A5, my PhD supervisors, experiencing L&T in different countries, working with colleagues from different disciplines and culture. #LTHEchat Alic lau
A5 Awesome Laurinda Brown of Bristol Uni School of Edu #LTHEchat Rob Grant
A5 Biggest influences: Working with awesome colleagues at @spswlineyork @spsw @UoY_Yorkshare, students I spoke to, OU course #LTHEchat
A5: my experience as a teacher and learner, and listening to students #LTHEchat Lisa Kidger
A5 especially learning about teaching theories from antiquity > now, and a course on the theory of action & activity #LTHEchat Jules Tardy
A5 seeing people struggle to understand what the hell maths is has been driving force #LTHEchat Robert Jenkins
A5 @rbrtjnkns @Irene_Biza I agree its who. And I nominate @tinaovertone and @RossKGalloway latterly @Anna-kwood @anortcliffe #LTHEchat
A5 attending conferences and seeing what others are up to, particularly the presentations that spell out the pedagogy #LTHEchat Katherine Haxton
A5 my action research with students and colleagues that helped us all to reflect on our practices #LTHEchat @LTHEchat Dr. Hala Mansour added,
A5 A hodgepodge of praxis, social learning, networked practice, learning environments and tech, human centred design, engagement #LTHEchat Elizabeth Ellis
A5 @HeReflections1 now that I understand :) #LTHEchat a melting pot with lots of external influences, pulsing away - needs a gif! Teresa MacKinnon
A5 Way to start a twitterstorm! Jane Donaldson ‘Childrens Minds’, Brenda Crows ‘Play is a Feeling’, William James, Wittgenstein #LTHEchat Rob Grant
A5 to make it simple: own experience as learner. Trying to put myself in the shoes of my students made me + aware of own approach Sarah Ney
A5 #LTHEchat influences come from a range of sources - pick n mix of the best bits - delivery styles, topic, student group so on.. Claire Ashworth
A5 Funny enough, writing a presentation sharing my co-create experience for Monday. Is emotional to met so many at uni #LTHEchat Kiu Sum
A5 Therefore, important influences are the people within a H.E institution from academics to students. Is a lasting memory. #LTHEchat Kiu Sum
A5 My 2nd year of Master in Ed sciences. Loved it and acquired many theoretical tools to inform my praxis (and play around) #LTHEchat Jules Tardy
A5 Finding out what works and doesn't work for students who are combining work and study #LTHEchat Ellen Roberts
A5 working memory theory, screwing up & figuring out how to do better, remembering that students are human beings, being respectful #LTHEchat Katherine Haxton
A5 who not what: @S_J_Lancaster and @Irene_Biza made me realise what I do was actually something worth sharing #LTHEchat Robert Jenkins
A5 own experience and student feedback, #LTHEchat Neil Withnell
A5: Is it too sycophantic to state that #LTHEchat has been my biggest and best influence? (Long may it continue.)
A5 Are we guilty of debating whether baking powder is better than self-raising flour or not, when there are people waiting to eat? Clive Buckley
#LTHEchat A5 just listening to students, and watching them learning, and learning from them. For a very long time now!! Phil Race
A5. (1) My own education (2) Experience good & bad (3) @ElenaRF!! (4)talking to - and getting to know - students (5)space to try #LTHEchat Bev Gibbs
A5 The students, colleagues, the curriculum, my training, personal experiences as a learner #LTHEchat Will Haywood
A5 experience (so old!) critical incidents (teaching business folk), raising son with communication disorder, and lit! #LTHEchat Teresa MacKinnon
A5: Research in cognitive psychology: understanding how human memory and learning works. #lthechat
A5: Having a hearing impairment and ADHD has made me much more aware of the role of inclusive practice for effective engagement #LTHEchat

Some impressions
What is interesting is the enormous variation in responses to this question. It includes
1) Own learning experiences/education
2) Family
3) Students - and their feedback
4) Colleagues
5) Training eg PgCert / further study eg Masters, PhD
6) Curriculum
7) #lthechat
8) ‘I teach how I was taught’
9) experimenting - finding out what works/doesn't work
10) action research
11) social learning/ networked practice
12) ‘not what but who’ - specific people
13) theorists
14) attending conferences/presentations

This feedback helped me construct an on-line questionnaire which was then used in the #creativeHE conversation at the end of March.
Q6 What have been the most important influences on your pedagogical thinking and practices in the last 12 months? #LTHEchat

Sample of responses
A6 @WarwickLanguage @LTHEchat schools & #FE perhaps the biggest influence is the Government and their agencies e.g. OFSTED #LTHEchat Chris Sweetman
A6 @patlockley and the pedagogy of the o-GiFfed #LTHEchat Peter Matthews https://twitter.com/LTHEchat/status/839579226659516416 ...
A6 @patlockley and the pedagogy of the o-GiFfed #LTHEchat Peter Matthews
A6 Research by @john_hattie and reading @RacePhil books, plus taking risks in workshops I run, not all staff can/do #LTHEchat Santanu Vasant
A6 use of complexity theory & process philosophy have become v important to conceptualising practice Phil Wood
A6 TBH probably the skeptics like Birbalsignh who made me question & defend what could be easy adherence to 'progressive' pedagogy #LTHEchat Rob Grant
A6 More recently, reviewing online courses - helps assess my approach against others, reflect on what works/doesn't #LTHEchat Matt Cornock
A6 #LTHEchat revisiting the need to personalise learning and thinking how this could happen in a large-scale course Martin Rich
A6 #LTHEchat @LTHEchat Not doing any f2f now... But I guess #Brexit must feature large? Not to mention #fake-news & austerity cuts? Simon Rae
A6: Working with distance learning students, as it brings communication into sharp relief #LTHEchat Ellen Roberts
A6. First graduating cohort of mature online learners who refused to stand on the shoulders of giants and challenged everything! #LTHEchat music dance academic
A6 #LTHEchat that a lot of good learning design is a lot like user experience design (((patlockley))) added,
A6 nobody mentioned TEF yet...#LTHEchat Neil Withnell
A6 @neilwithnell surely TEF is not worth mentioning in this context. A bad influence at best. #LTHEchat
A6 @cpjobling but [TEL] an influence ?? #LTHEchat Neil Withnell
A6 sharing in @LTHEchat, initiating MOOC for DBA students all over the world, do, reflect, learn, reflect ... #LTHEchat Dr. Hala Mansour added,
A6 replacing “model answers” with plainly written “commentaries” hard work but worthwhile @Tommybiscuits #LTHEchat Robert Jenkins
A6 Always welcome for future project collaborations @HalehMoravej :) #LTHEchat "seeking opportunities here and there..."
A6 Also new approaches to student partnership in curriculum design and edtech development. #
A6 being reminded by @ArmenianJames that learning should be fun, and can be fun. Phil Race
A6 Spending time talking to lecturers and students about learning and teaching in their discipline (what works for their subject) #LTHEchat Matt Cornock
A6 Very honourable mention to Prof Carol Evans, who tries to clarify the muddiest pools in Higher Education. #LTHEchat Simon Lancaster
A6 Also new approaches to student partnership in curriculum design and edtech development. Elisabeth Ellis
A6 @cpjobling @LTHEchat haha answered to the "who" question, and realised afterwards it was a "what" ;)
#LTHEchat Jules Tardy
A6 Being asked to trail SCALE-UP & agreeing & my aero’ team also volunteered to use SCALE-UP, after 6mths we had breakthrough #LTHEchat Ann Northcliffe
A6 @LTHEchat Principles of learner autonomy+implementation of peer feedback strategies. (Hi, joining your cool chat from Johanna Vaatovaara
A6 flexible learning, creativity, risk taking, students (and #LTHEchat) #LTHEchat Neil Withnell
A6 realising that questions asked need to be clear and understandable and that replacing “we” with “you” is simply amazing #LTHEchat Robert Jenkins
A6 Last twelve months specifically? @FabioArico #LTHEchat I've started to think about self-efficacy. #LTHEchat Simon Lancaster
A6. I think the emergence of the concept of Scholarship of Teaching & Learning is important #LTHEchat Paul Taylor
A6 actually some negative influences, seeing how others do stuff and being repelled so trying to find another way #LTHEchat Katherine Haxton
A6 Undoubtedly the amazing #codesign16 and #codesign17 consultations on #ngdles by Jisc. Helped me synthesise a whole approach #LTHEchat Elizabeth Ellis
A6 Colleagues trying new activities when they could've stick to their routine, spending time doing so and sharing their experience #LTHEchat Jules Tardy
A6 discussions, mostly informal w/ fellow LTs, also teachers, ed devs, students. On the + formal side case studies, reports, etc. #LTHEchat Sarah Ney
A6 I shared #LTHEchat on our PGCert tonight. I wish someone from my cohort is on here and say it is the course. I wonder... @Turing2014? Alice Lau
A6: @chrissinerantzi @suebecks @anortcliffe @RacePhil @ProfSallyBrown and @bonni208’s excellent “Teaching in HE” podcast ... and #LTHEchat Chris Jobling
A6: A desire to make learning more relevant to students’ experience and aspirations, to make it more personal to them #LTHEchat Theresa Nicholson
A6 Student feedback. MOOCs. Reading more about assessment theory. #lthechat Miles Berry
A6: #lthechat in the last 12 months, the best resource for pedagogical practice is http://www.learningscientists.org @AceThatTest Dr C Kuepper-Tetzl
A6. Thinking -> @Jessifer @DigPedLab for an emerging fundamental re-think Practice -> Sheffield @TELshef team and annual TELFest #LTHEchat Bev Gibbs
A6 @pimpmymemory #LTHEchat personal preference = eg learning in depth v last minute cramming, active v passive participation in lectures Martin Rich
A6 changing institutions! #LTHEchat Sue Wattling
A6 - disasters! Trying things, and learning from my failures - has been a big factor: and observing colleagues practice! #LTHEchat #LTHEchat david webster
A6 this one is simple. My students! #LTHEchat Claire Ashworth
A6 teaching via distance learning methods to students in China and UK, supporting students without face-to-face contact #LTHEchat Katherine Haxton
A6 #LTHEchat certainly use of lesson study to understand learning and adjust approaches Phil Wood
A6 It’s got to be @LTHEchat #LTHEchat, reading more papers/studying for my MSc and being more reflective in my own practice Will Haywood
A6 Being involved in student led projects has opened heart + eyes + experiences + opportunities + finding identity #LTHEchat Kiu Sum
A6 without doubt the changing political climate and thinking on open educational practices #oep #LTHEchat Theresa MacKinnon
A6 @LTHEchat can we have a “who” rather than a “what”? #LTHEchat Chris Jobbing

Some impressions

Again what is interesting is the enormous variation in responses to this question. Responses clearly represent the particular things that individuals are doing while recognising some of the changes that are taking place in the system including:
1) Changing political climate, changing institutions
2) Trends in education like OER and OEP
3) Being involved in projects
4) Reading
5) Studying for MSc
6) Use of particular techniques eg distance learning, lesson study, flexible learning,
7) My students - student feedback, new approaches to partnership, desire to make learning more relevant to students’ experience and aspirations,
8) discussions, mostly informal with colleagues
9) MOOCs
10) reviewing online courses
11) negative influences - trying to avoid and find a better way
12) experimenting - trying things out and learning from failures, plus taking risks in workshops I run, asking clearer questions,
13) certain people
Concluding remarks

#LTHEchats are a great way to gain quick feedback from many participants about an idea and this was why I took on the challenge. From the responses above you can see that participants engaged with the ideas and I am really grateful for the thoughts and perspectives they shared. My brief synthesis cannot do justice to the conversation but I hope it captures a sense of what unfolded. The feedback I gained enabled me to create a better version of my visual aid for explaining the potential influences on a personal pedagogy. It also enabled me to design a questionnaire that reflects the diversity of influences on individuals pedagogical thinking and practices which I used a few weeks later in the #creativeHE chat.

Such conversations are a way we can develop new relationships the most important outcome for me was forming an on-line relationship with two of the participants (Will Haywood and Rachel Jackson) who then made significant contributions to the next stage of our exploration. Their articles on what a personal pedagogy means to them are included in this issue.

The idea of pedagogy not easy to elaborate and I was not surprised that some participants admitted to struggling with the vocabulary, or admitting that they lacked an appropriate vocabulary to describe the ideas. This was articulated by Ann Northcliffe ‘Think I need a glossary of terms from this thread, lots of new ones for me already! To which Chrissi Nerantzi replied ‘perhaps a group would like to work on such a glossary for the website?’ And that is the way new things emerge from such conversations.

Finally, I will leave the last word to Paul Taylor

pedagogy would be a fine word if we actually espoused what it means #LTHEChat

Acknowledgement

A sincere thank you to the organisers of #lthechat for the opportunity to lead a conversation and to all the participants who generously shared their time and opinions.

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http://blog.undr.com/2010/03/flying_twitter_700.png
#creativeHE conversation - April 18-22 2017

Role of Body in Creative Processes & Practices
This conversation will be facilitated by Lisa Clughen and its all about how we embody our creativity and what we do to enable our body to be creative in the way we would like it to. It will be held in World Creativity and Innovation Week between April 18-21 2017 and the results will be curated in Creative Academic Magazine CAM8 which is on the same topic. To join the conversation please join the #creativeHE community forum

https://plus.google.com/communities/110898703741307769041