

WHAT DOES CRITICAL PEDAGOGY HAVE TO SAY TO US IN 2018?



Thursday 1 February 2018

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WELCOME

Dear Colleagues,

Welcome to our first Research Conference of 2018. This conference, designed by Chris Carpenter, Rebecca Austin and Andrew Peterson, on behalf of all the theme leaders, is of relevance to all staff and students. We hope that the conference will provide a platform for theoretical discussions and a space for deep reflection about the current climate. Professor Gert Biesta's keynote address and the subsequent workshops will raise critical questions about the dominant discourses that frame the taken-for-granted beliefs and cultural norms underpinning our practices and behaviours. Critical Pedagogy is at the heart of our work.



The conference is part of a corpus of inspirational activities and events organised by the theme leaders for stakeholders in the Faculty of Education. The theme leaders are keen to work closely with you individually, in small groups and in larger gatherings to support your important work and to help tailor our efforts for the REF, TEF and recently added KEF. I would like to welcome Professor Berry Billingley and Caroline Thomas who have joined together with Angela Voss to lead a newly formed theme, 'Transforming Education: Spirit, Science and Imagination'. Their activities and events will be circulated in due course. A list of all themes and future workshops, seminars and activities can be found at the back of the programme.

Enjoy the day!

A handwritten signature in black ink, appearing to read 'P. Driscoll'. The signature is fluid and cursive.

Dr Patricia Driscoll

Director of Research Development

PROGRAMME

09.00 – 09.30 Augustine House	REGISTRATION AND REFRESHMENTS			
09.30 – 09.40	Welcome – Dr John Moss, Dean of Education			
09.40 – 10.30	Professor Gert Biesta Brunel University London			
10.30 – 11.00	TEA AND COFFEE			
11.00 – 11.40	Group discussions: preparing responses to Gert Biesta			
11.40 – 12.30	Question time Chaired by Chris Carpenter and Rebecca Austin			
12.30 – 13.30	LUNCH			
Workshops, presentations and discussions 13.45 – 14.45 Main campus	John Smyth – Critical education research and the socially just school Andrew Peterson	Are safe spaces of radical possibility possible? Progressive, transgressive pedagogy, anyone? Peter Watts	Critical theory and disability Claire Hughes	The power of the questioners and the tolerance of answers. How examinations frame knowledge, define valuation, evidence and reasonable reason in school curricula Bob Bowie
	Research based pedagogy: Giroux and the “resistant institution” Alan Jones	Marxism, intellectuals and critical pedagogy David Bates	Personalised learning in gifted education: student’s and teacher’s perceptions of challenge in mathematics Warren Symes	Universal applications? Critical pedagogy in non-classroom settings Dana Blackstone
	Mg05	Mg09	Rg04	Rf33
14.45 – 14.55	MOVEMENT TIME			
14.55 – 15.55	Use of images in the geography classroom using a critical pedagogy approach to explore biases Paul Hunt	Critical pedagogy at the movies Graham Birrell	Criticality, creativity... and catatonia Chris Beighton	Searching for subjectivities. Psychoanalytic perspective and critical pedagogies Alan Bainbridge
	Resisting dominant gender discourse in physical education Laura Gubby	Critical pedagogy in postcolonial theory - Vanessa Andreotti Simon Hoult	Dewey’s Ghost - The pragmatic primary pedagogue in the 21st century Karl Bentley	The choice of education – tabloid thinking or a pedagogy of discomfort Ralph Leighton
	Mg05	Mg09	Rg04	Rf33
16.00 – 16.30	TEA, CAKES AND CONVERSATION IN SCR			

KEYNOTE

Professor Gert Biesta

Critical pedagogies, knowledge and the teacher

If there is one thing that distinguishes critical pedagogies from other modes of pedagogy and education, it is the interest in the freedom of the student. Critical pedagogy is therefore interested in the emancipatory potential of education and in pedagogy as an act of emancipation. Whereas this intention is shared amongst different varieties of critical pedagogy, they differ in their understandings of what this means for the role of knowledge and the role of the teacher. In my presentation I will explore three different configurations of critical pedagogy, one emerging from neo-Marxism and the Frankfurt School, one emerging from the work of Paulo Freire, and one emerging from the work of Jacques Rancière, and will show how they think differently about knowledge and the teacher. I will suggest that the work of Rancière provides a more interesting way out of the dilemma's of neo-Marxist critical pedagogy than the work of Freire.



Biography

Gert Biesta is Professor of Education and Director of Research in the Department of Education of Brunel University London and, for one day a week, NIVOZ Professor for Education at the University of Humanistic Studies, the Netherlands. He has published widely on the theory and philosophy of education and the theory and philosophy of educational and social research. Recent books including *The Rediscovery of Teaching* (Routledge 2017) and *Letting Art Teach* (ArtEZ Press 2017).

Publications

- NEW BOOK (June 2017) *The Rediscovery of Teaching* (Routledge, 2017)
- NEW BOOK (July 2017) *Letting Art Teach* (ArtEZ Press, 2017)
- NEW BOOK (November 2017) *Arts, Artists and Pedagogy* (Routledge, 2018)

WORKSHOPS 13.45 - 14.45

Workshop 1 – Mg05

John Smyth – Critical education research and the socially just school

Andrew Petersen, Professor of Civic and Moral Education

This session will focus on the work of John Smyth, one of the leading critical scholars writing in education today. After a short presentation explicating core elements of Smyth's work, the session will comprise a discussion of what might be meant by critical education research and how this relates to the socially just school.



Research based pedagogy: Giroux and the idea of the “resistant institution”

Alan Jones, EdD student

The presentation will discuss Giroux's idea of 'resistance' in the unusual context of on-going case study research into the distinctive pedagogy being developed by one Canterbury school, a pedagogy which aims to promote genuine real-world, research-based learning for sixth form students as an antidote to syllabus-based learning. The study concentrates on the student's point of view and considers the impact of opportunities provided by the school for students to engage with professional scientists, designers, geographers, historians and others, opportunities which have included student work on cosmic rays, chronic illnesses, geographical site analyses and detailed biographical histories from the First World War.



Taking a critical realist perspective, the study examines the effects of the school's pedagogy, developing its investigation critically in the context of different learning paradigms such as situated learning, transformative learning, authentic learning and communities of practice. From this critical examination, the study asks whether the case study school, selective, high-performing and with a strong emphasis on admissions to Russell Group universities, is a genuine example of resistance embodied in an institution rather than in teachers or students, and therefore whether it represents an important addition to, or critique of, Giroux's critical pedagogy.

Workshop 2 – Mg09

Are safe spaces of radical possibility possible? Progressive, transgressive pedagogy, anyone?

Peter Watts, Senior Lecturer School of Psychology, Politics and Sociology

In *Teaching to Transgress: Education as the Practice of Freedom* (1994), hooks puts forward a vision of a progressive 'education through transgression'. Such transgressive learning – as a potentially transformative ethical practice – is distinct from formal education in that while the latter offers a means for students to acquire, relatively passively, the skills and knowledge base required to fulfil set social and economic roles, the former is characterised by a vibrant, restless criticality. In transgressive learning, the classroom becomes a responsive, unpredictable space of radical possibility – potentially transformative for individuals and communities: but simultaneously implying significant risk – not least of being exposed to unsettling ideas or experiences. As such, her vision raises complex questions about the nature and limits of legitimate transgression in higher education, and of progressive thought itself. These in turn highlight contemporary debates about the role of Universities in the construction, mediation and critique of conflicting knowledges – from both academic and non-academic sources – in relation to the social distribution of power. This session aims to explore whether, in the current social, political and educational climate, we can afford (not) to embrace education through transgression, and what might be involved in either case.



Marxism, intellectuals and critical pedagogy

David Bates, Principal Lecturer, Director of Politics and International Relations

Marxists have had a great deal to say about the role of intellectuals in the political sphere, as they have about education as an aspect of what Althusser called the 'ideological state apparatuses'.

Antonio Gramsci differentiated organic intellectuals from traditional intellectuals. Traditional intellectuals were those intellectuals who considered themselves to be somehow autonomous from the domain of class conflict – think of the clergy, or the academic in an ivory tower. Of course this autonomy was an illusion. Traditional intellectuals had very real class connections (whether this be historical or contemporary). Organic intellectuals were on the other hand those intellectuals who made no claim to autonomy. They were the direct and explicit ideological and moral representatives of given social groups and classes. Gramsci makes it very clear that every social group aiming to articulate its political and ideological dominance (hegemony) must do so at the intellectual as well as economic level. Critical pedagogy would be an important aspect of the counter-hegemonic ideological function. Bringing together the ideas of Gramsci and Althusser with ideas of contemporary artistic practices, I will argue for a subversive view of critical pedagogy in which the ideological function becomes one of refusing the disciplinary – and naming – strategies of the status quo.



Workshop 3 – Rg04

Critical theory and disability

Claire Hughes, Faculty Director and Principal Lecturer, Special Education Needs and Inclusion

Prior to the early 1900's, "Disability" was considered to be a sensory and physical issue only. There were Schools for the Deaf and Schools for the Blind and those with physical impairments were placed into various contraptions designed to provide mobility. Individuals with diminished mental capacity were often locked up and in all cases, individuals with differences were shunned and excluded, if not downright abused. "Handicapped" indicated a condition in which one had no power over one's body, one's sources of information, or one's destiny. It was considered an unfortunate and permanent state of being. However, what is considered "disabling" has shifted over time.

While physical and sensory disabilities have their genesis in a medical model that defines differences, most of the disabling conditions that are currently diagnosed are determined by the differences between an individual can do and what is expected by the normative society. Since the early 1900's with the advent of public and mandatory schooling, and accelerated in the early 2000's with the advent of standardized schooling and assessments, those individuals who have experienced difficulties with the expectations of society have been increasing in such numbers that it is estimated that 1 in 5 students have some form of "disability" that is deemed to be so significant that they need additional assistance (DfE, 2017) in order to succeed in school. One can see the various elements of schooling that are considered critical by examining the shifting labels over time. There was a tremendous growth in the first 50 years in "learning disabilities" in which students who would be expected to learn at a rate similar to their peers, but did not. In the 1980's, there was a dramatic increase in "attention deficit disorder" in which students were expected to sit still and pay attention, and could not. In the 2000's, there was a sudden increase in "autism" in which students were expected to communicate and get along with others, and could not. And in the 2010's, there has been a dramatic increase in "mental health disabilities" in which students were expected to cope with stress and anxiety and could not. What was once considered "normal" is no longer.

While these are very real conditions, the understanding of them, and the resultant diagnoses, have shifted according to the societal values and demands that are placed upon students and schools. Hugh Herr, who heads the Biomechatronics research group at the MIT Media Lab, states that "There is no such thing as a disabled person, there are only disabled technologies – there is only poor design." (Fanning, 2014, ¶ 9). It is this "design" of schools that provides the focus of this session that will examine how the shifts in disability labels relate to the shifting priorities of schools and society, priorities driven by various economic and political agendas that create a false sense of "normal".



Personalised learning in gifted education: student's and teacher's perceptions of challenge in mathematics

Warren Symes, EdD student

The pedagogy of personalised learning has and continues to be commonplace in current educational parlance. The literature is replete with policy documents and academic papers providing a clear parlance. The literature is replete with policy documents and academic papers providing a clear justification for more schools to embrace personalised learning in all its various guises. However, in practice, there are significant barriers to offering a personalised learning experience within the context of a secondary school. This research study investigates and challenges the practical applicability of pedagogy of personalised learning, as proposed by the Department for Children, Schools and Families (DCSF) in 2008. Adopting a mixed methodology (pragmatic paradigm), this research implements a sequential explanatory design (Creswell et al, 2003), with empirical data drawn from a multi-layered programme of surveys in phase one and group interviews involving both teachers and students in phase two. Using a single-sex (male) grammar school as a case study, this study examines the quality of personalisation for the gifted cohort in A-Level mathematics. Two sample T-Tests, assuming equal variances, are used to assess the statistical significance of the data collected in phase one and provide a trajectory for phase two, the qualitative facet of the study. The findings from the quantitative data indicated that statistically significant disparities exist between teachers' and students' perceptions of "challenge" in mathematics. The group interviews conducted in phase two, delved deeper into understanding this phenomenon, and conclude that there are a myriad of complex underlying factors that skew the perceptions of both teachers and students, and act as a barrier to personalising both teaching and learning. Fundamentally, this study sheds light on the challenges associated with implementing personalised learning in a school context. The development of a framework outlining these barriers to personalisation will provide guidance for policy makers and practitioners striving to implement a pedagogy of personalisation.



Workshop 4 – Rf33

The Power of the questioners and the tolerance of answers. How examinations frame knowledge, define valuation, evidence and reasonable reason in school curricula

Bob Bowie, Faculty Director of National Institute for Christian Education Research

This paper draws on critical pedagogy to critique the current trends in GCSE Religious Studies exams which emphasise winning arguments over analysis, the fragmentation of sacred texts over narrative studies and mystical ways of discerning, and the distortion of knowledge for the sake of exam convenience and exam question consistency. It draws on interviews with teachers, a study of question forms and a review of recent research literature.

It is developed from a paper given at a symposium run by Gert Biesta in Autumn 2017 at Brunel University.



Universal applications? Critical pedagogy in non-classroom settings

Dana Blackstone, PhD student

In July of 2015, I worked with the ROKPA Children's Home ensemble in their preparations for a devised piece to be performed the following September. I was struck by their orientation as a family-like community, their ease of communication, fluidity of 'roles', and egalitarian lean. In my MA dissertation, I critically analysed the Children's Home ensemble practices, the home itself, and ROKPA International's Core Concepts through the lens of Freire's praxis of 'with', Ranciere's notions of 'radical equality' and 'universal teaching', while also making parallels between these concepts and their practice of Mahayana Buddhism. For the purposes of this research presentation, I will review my analysis of the children's ensemble and argue that critical pedagogy can be utilised successfully as a practice in non-classroom settings. I will interrogate its links to Buddhism and application in my own current actor training practice.



WORKSHOPS 14.55 – 15.55

Workshop 5 - Mg05

Use of images in the geography classroom using a critical pedagogy approach to explore biases

Paul Hunt, EdD student

The ability of students at GCSE and A Level to think critically has become increasingly important in recent years, since the introduction of new GCSE and A Level examinations in England. In response to this, the Humanities faculty at The Appleton School, undertook a Critical thinking CPD course through the Geographical Association's partnership with the British Council Connecting classrooms project. The course required each teacher to develop a small-scale project focusing on developing activities in the classroom that encouraged critical thinking in students. In this paper, I explore the outcomes of the project that I led, which ran alongside my current Ed.D research. I explore how I developed a critical pedagogy in the geography classroom, focusing primarily at A Level, when using images and text focusing on globalisation and the global common. I discuss how the approaches I adopted influenced the students to become more critical in their thinking. Finally, I suggest a critical pedagogical framework when using images in the classroom.



Resisting Dominant gender discourse in physical education

Laura Gubby, Senior Lecturer in Physical Education, Physical Activity and Sport

Korfball was invented in a mixed Primary School in Amsterdam in the 1900s (IKF, 2006; Summerfield and White, 1989). The main catalyst for the development of korfball was a need for a competitive mixed sport that relied on cooperation, and meant boys and girls could participate on a level playing field (Summerfield and White, 1989).

Previous research into gender in physical education (PE) settings has found that young people gain gender-related understandings through PE (Azzarito, 2009; and Azzarito and Solomon, 2009; Chalabaev, et al., 2013; Azzarito and Solomon, 2010; Wright, 1995). Additionally, PE is often the only, or at least the most frequently reoccurring subject to be taught to boys and girls separately in schools (Hills and Croston, 2011). Thorne (1993) argues that to remove binary thinking and notions of hegemonic masculinity and femininity, PE lessons should promote equality between girls and boys, reflect cooperation and teamwork between all, and demonstrate to students that gender inclusivity is achievable, thus leaning towards a change in social thinking.

This paper will discuss findings from a larger study which used ethnographic methods to investigate how junior korfball players understand gender. Players frequently referred to PE and the limitations with their current experiences. Players suggested that the mixed element of korfball provides opportunities for boys and girls to come together in PE lessons, but some suggested that this is not yet happening due to sex-segregated PE. Players described how the structure of the korfball game reflects a need to use both sexes, and this might improve mixed PE lessons since current experiences of PE involved boys excluding girls. Players also discussed preconceived ideas about girls playing boys' games and boys playing girls' games, which led to problematic actions and interactions in current mixed PE settings, further exaggerated by the actions of teachers. Findings suggest that embodied practices which demonstrate the abilities of girls as well as boys, could lead to alterations in the dominant discourses which reinforce gender difference and the physical inferiority of girls. Additionally, korfball might provide a space which alters dominant discourse often reproduced in PE and sporting environments.



Workshop 6 – Mg09

Critical pedagogy in the movies

Graham Birrell – Senior Lecturer in Education

The teaching and learning depicted in *Dead Poets Society* was once described by the critical pedagogue, Peter McLaren, as: 'the ideology of the unique, private vision of a Donald Trump buried in the tropes of Walt Whitman, devoid of a concern with how material and social constraints prohibit other, less fortunate groups from realising their private vision.' This antagonism towards the film is not unrepresentative of critical scholarship's attitude towards education at the movies. This presentation will examine the extent to which this criticism is deserved and ask whether the effect of 'Hollywood Education' makes any difference to attitudes towards real-life education.



Critical pedagogy in postcolonial theory – Vanessa Andreotti

Simon Hoult, Senior Lecturer School of Teacher Education and Development

The work of Vanessa Andreotti has had a significant influence on the way I approach the theory and practice of Study Abroad and in particular aspiring to a post-or de-colonial pedagogy which I focus on in this seminar. As a Brazilian scholar now working in the 'Global North', her earlier work (2006) identified the significant differences that a critical approach to global citizenship makes compared to a soft one. Her thinking is underpinned by a keen postcolonial understanding of the ways that power, privilege and a colonial legacy potentially influences all our considerations of the 'West' and the 'Rest'.

Andreotti's pedagogy draws from her exploration of Gayatri Spivak's contribution to education (2007) which again highlights the important recognition of power and 'Eurocentric' privilege. In order to achieve this, those of us from positions of dominance from the 'centre' should be "taught an attitude of listening, respect, and cautiousness" (De Lissoyov, 2010, p. 290) which concurs with Andreotti's (2011) development of this into four pedagogic dimensions: learning to unlearn, listen, to learn and to reach out.

The four dimensions are regarded by Andreotti to be cyclical with 'learning to unlearn' exposing our worldviews, leading to opportunities to listen and then learn before reframing our worldviews through an adjusted view of Self and Other. It is this adjustment of Self and Other through intercultural experiences that illuminates much of the potential power of Study Abroad and I use my research with study visits to India to consider Andreotti's significance in the field of postcolonial pedagogy.



Workshop 7 – Rg04

Criticality, creativity... and catatonia

Chris Beighton, Senior Lecturer School of Teacher Education and Development

In October 2017, Conservative politician Chris Heaton-Harris wrote to universities in England asking for details of their teaching of politics. It was subsequently claimed that he was carrying out "research" for a book about the politically volatile issue of Britain's leaving the European Union ("Brexit") (BBC, 2017). The intervention has been described as an unwarranted McCarthyite interference with freedom of speech, reminding us that the right to criticality in higher education institutions (HEIs) can never be taken for granted. With this in mind, I discuss the concept of transversality in an attempt to refresh the debate on critical pedagogies in the increasingly globalised delivery of higher education (HE). Writing from the perspective of higher education provision in England, I first discuss the use of the term by Félix Guattari, before drawing on Gilles Deleuze's use of the concept in connection with learning as a critical apprenticeship in signs. This analysis allows me to use a Deleuzo-Guattarian transversal ontology to critique drives for excellence, social mobility and student choice in higher education. I highlight connections between these increasingly ubiquitous demands and wider global trends of presumption, liquefaction and dividualisation. Referring to the nature of this transversality in this connection, I stress the differential operation of critical practices which emphasize productive forms of criticality and creativity in HE. Transversality therefore provides an impetus and a model for higher learning as a creative, rather than repetitive, catatonic process.



Dewey's Ghost – The pragmatic primary pedagogue in the 21st century

Karl Bentley, Senior Lecturer School of Teacher Education and Development

This paper puts forward the hypothesis that many of the words and deeds of John Dewey are to be found in present day educational works and deeds. However, Dewey is barely recognised as such or given credit for his work. He is so ignored that the author has introduced the metaphor of Dewey as a ghostly apparition haunting our thoughts and actions; we either only just glimpse him, do not see him at all or if we do not see him we refuse to believe he exists. Yet no matter what we choose to do the argument can be made that he has an immense impact on our education philosophy, the curriculum and the pedagogy of teachers.



Workshop 8 – Rf33

Searching for subjectivities. Psychoanalytic perspective and critical pedagogies

Alan Bainbridge, Senior Lecturer School of Childhood and Education Sciences

The deceptively difficult question - 'Why did Jack learn (or not learn)?' will frame our thinking. I shall draw on Stephen Frosh's distinction between syntactic (psychological, sociological political) and semantic (psychoanalytic) understandings of human action. Psychoanalytic principles shall be used to distinguish between 'self', identity and what it means to be an agentic subject. I will argue that 'education' is often trivialised and infantilised by educators/teachers/parents who are encouraged to focus on and ameliorate learner anxiety rather than offering a space where difficult ideas can be thought about. If our pedagogy is to be critical then those who claim to teach should be required to take a more mature stance.



The choice of education –tabloid thinking or a pedagogy of discomfort

Ralph Leighton, Senior Lecturer in Education

It is my contention that the establishment of Citizenship Education in the National Curriculum of England (2002) offered an unprecedented opportunity for citizens now and in the future to come to understand how social and political structures operate, and to empower them to make these work in their own interests. How then have Citizenship Education in general and a radical approach to Citizenship Education in particular developed in schools, and what might the future hold?

In what I hope will be a discussion rather than a pontification, my introductory comments will briefly address some of the ideas and observations presented by Boler and Zembylas and by Thouless, with additional reference to Habermas, Gonzalez, Gramsci, Nussbaum, Sen, and Yuval-Davis. While my focus is on the potential for practical radicalism in Citizenship Education, there is no reason to limit insight or discussion to one subject. I propose that the choice facing teachers is between ill-informed and mundane support for the status quo or to accept that "the onus is on us to maintain a dream, affirm the creative and imaginative possibilities of those with whom we learn" (Gonzalez, 2003) and to do something about it: I choose the second option.

Key words: Dream, Human Capacities, Indifference, Pedagogy, Utopianism



BIOGRAPHIES

Alan Bainbridge

Alan is a Chartered Psychologist, Doctor of Clinical Science and Senior Fellow of the Higher Education Academy and began working in Higher Education in 2001 having previously taught in secondary schools for 18 years. He is interested in the contested space between psychoanalytic thought and practices to education in its widest sense. He has written on how educational professionals develop their professional practice, the nature of academic understanding and is currently exploring the fetish in education and how learning and the 'natural world' are interconnected. Alan has recently used narrative and biographical techniques to research the motivators and barriers towards a community engagement project and the attitude of individuals towards the re-introduction of native wild carnivores. He uses his experience as a UKCP registered psychoanalytic psychotherapist to inform his research and as such works qualitatively to seek to provide opportunities and spaces where participants can provide rich contextual data of their life experiences. He coordinates the Auto/biography and Narrative Research and Knowledge Exchange Theme Group for the Faculty of Education and is a co-coordinator of the European Society for Research on the Education of Adults Life History and Biography Network.

David Bates

David is Director of Politics and International Relations at CCCU, and co-convenor of the UK-Political Studies Association Marxism Specialist Group. He is the co-editor (with Iain Mackenzie and Sean Sayers) of *Marxism, Ideology and Religion*, Palgrave, 2017 – Paperback).

Chris Beighton

Since his first teaching job in 1991, Chris's experience has been in a wide variety of HE, FE and private settings in the UK and abroad. His current role ranges from ITE to doctoral supervision and his research interests include creativity, policy and practice in professional and lifelong learning settings. Chris publishes widely, and is regularly invited to peer review articles (e.g. *Studies in Continuing Education*, *Police Research and Practice*, *Language Issues*, *Journal of Consumer Culture*) and books (Bloomsbury, Palgrave) He is an Honorary Firearms Instructor with Kent Police and gave the keynote address at CCCU's annual Teaching and Learning conference 2018.

Karl Bentley

Following a long career in power and control engineering, Karl entered Primary teaching via the GTP route to eventually become an AST in ICT. He now works across School of Teacher Education and Development as Programme Director for PGCE 7-14 as well as teaching Computing, Pedagogic Principles and Practice as well as Education and Academic studies and Enhanced Studies across BA full time, part time and PGCE FT/PT and modular. Karl has also created Diversity and Participation courses as well as teaching maths, science and history. He supports students as both a Personal and Academic Tutor, a Placement Tutor and a Link Tutor. He supports fellow tutors as a PGCAP Mentor. Karl's academic interests are in researching for a Doctorate in Education how continuing teachers seek knowledge and skills in their continuing professional development, particularly in the use of blended learning. Fellow of HEA.

Graham Birrell

Graham is a Senior Lecturer in the Faculty of Education. He works on programmes in both the School of Teacher Education and the School of Childhood and Education Sciences. He is currently on the thesis stage of his EdD, in which he is using critical theory to explore the messages contained in movies about education.

Bob Bowie

Bob is Director of the National Institute for Christian Education Research (<http://www.canterbury.ac.uk/nicer>), Chair of the Association of University Lecturers in Religion and Education, and an executive officer of the International Seminar on Religious Education and Values. His main research interests are in religious, Christian and human rights education and teacher education. He facilitates a local network of 160 teachers of RE in state secondary and primary schools, and is a board member of the *British Journal of Religious Education* and *Journal of Beliefs and Values*. He has published research in values education and policy, improving religious education exams and curricula, and post secular education, and has ongoing interests in all three areas as well as high quality school resources.

Dana Blackstone

Dana is an actor trainer, director, actor, and performing researcher. She is a graduate of the Royal Central School's MA in Actor Training and Coaching, and a recipient of Canterbury Christ University's University Scholarship which she is utilising towards her PhD research on ensemble actor training. She teaches in a variety of contexts and institutions including the Royal Central School, Canterbury Christ Church University, Rose Bruford College, and in professional and community based theatre. Dana is a member of the International Federation for Theatre Research, and INCISE, and has presented research in Prague, Murcia, Birmingham, and London. Her feature film 'Alone in the Universe' is currently in distribution and she is preparing for the film 'Melody on Earth'. Dana is also currently co-directing for both Edinburgh and 'Calm Down Dear' theatre festivals.

Laura Gubby

Laura currently teaches on the Physical Education, Sport and Exercise Science degree, and the Physical Education and Physical Activity foundation degree and BA top-up. She is also a supervisor on the Masters by Research in Physical Education and Physical Activity course. Academic interests include the sociology of physical activity, physical education and sport, particular interests relate to the influence of gender within these fields.

In January 2017, Laura successfully defended her PhD during her viva examination. Her PhD is titled: Can Sport Provide a Space for Gender Equality?: A Qualitative Study of Children who Play Korfbal. It investigates the opportunity for korfbal, a sport which arguably promotes gender equality, to provide a space where boys and girls can play sport, without assumed gender differences impacting upon participation or ability.

Simon Hoult

Simon is the co-lead of the Curriculum, Language and Intercultural Education (CLIE) research theme group at CCCU and his research focuses on intercultural learning during international study visits and the influence of these on future professional and personal lives. He teaches on undergraduate and postgraduate taught courses within the Education Faculty as well as undertaking doctoral supervision.

Claire Hughes

Claire is Faculty Director and Principal Lecturer of the Special Education Needs and Inclusion program at Canterbury Christ Church University in England. She was recently the Executive Director of the School of Education and Teacher Preparation at the College of Coastal Georgia, and a Fulbright Scholar to Greece. She is Past-Chair of the Special Populations Network for the National Association for Gifted Children and has been active on the boards of The Association for the Gifted (CEC-TAG) and Teacher Education Divisions (CEC-TED) of the Council for Exceptional Children. She received her doctorate in gifted education and special education from the College of William and Mary, and is author of numerous books and chapters, including The Parents' Guide to Children with High Functioning Autism and Teaching Children with High Functioning Autism. Her research areas include: twice-exceptional children- particularly gifted children with autism; positivistic views of exceptionality; and international special education.

Paul Hunt

Paul has been teaching geography for twenty years in Essex, and is currently Head of Geography at The Appleton School. His current research interests focus on the use of images in the geography classroom, and how students interact with them. He sees developing critical thinking in students as vital to understanding the complexities of geography, and deploys a critical pedagogy when using images in the classroom, along with other deep structures to enable criticality to take place. He is currently in the thesis stage of an Ed.D which is exploring the impact that images have in creating opportunities of spiritual transcendence in students.

Alan Jones

Alan is a retired teacher of English and assistant head teacher who had responsibility for student learning and professional development in a secondary school in Canterbury. He is currently carrying out research which offers students a voice in setting down their conceptualisations of the successes, challenges and transformations they have undergone during real-world research activities, to confirm or challenge relevant constructivist learning theories and provide a critical model for other institutions. Earlier outputs have included research on D.H. Lawrence and visual art and published work on gothic literature, on innovative subject review and on school improvement and learning. Alan has taught English to students from 11 to 18 in two secondary schools in the south of England and led seminars in the Education faculty at Canterbury Christ Church University.

Ralph Leighton

Ralph is course leader for the Post Graduate Certificate in Education 11-18 Citizenship. He has taught in high school, grammar school, further and higher education in Kent, over the past 38 years, and is a former A-level examiner and GCSE Chief Examiner. His academic background is in Politics and Sociology, which he continues to teach at undergraduate level. Ralph entered teaching having previously been a social worker specialising in geriatric and mental health support. He has contributed to university courses ranging from foundation degrees to post-graduate, and was involved in the National Academy for Gifted and Talented Youth. More recently, Ralph was a member of the working group which developed the Olympic Values Education Programme for the International Olympic Committee. Ralph has written material for several online educational resource banks, and for texts intended to support post-graduate students and practicing teachers. His published research on Citizenship Education is wide-ranging, concerned with the nature of school provision of Citizenship education and factors which influence teacher perceptions and delivery of Citizenship, as well as the potential for social change which the subject presents. He is widely published in refereed journals and is the author of 'Teaching Citizenship Education: A Radical Approach' published by Continuum (2012).

Andrew Petersen

Andrew is Professor of Civic and Moral Education at CCCU. His research focuses on notions of citizenship, and in particular the inter-relationship between citizenship and a range of other terms and practices. These include globalisation, history education, religion, and character education.

Warren Symes

Warren is currently Head of Economics at a boys grammar school in Essex. Warren has undertaken research in education at local, national and international level. Projects have included a cross-cultural international study with a school in Saudi Arabia, a case study for the National College for Teaching and Leadership (NCTL) and an evidence-based teaching project for the South Essex Teaching School Alliance (SETSA). His main research interests include: gifted education; personalised learning; evidence-based teaching; and the use of technology in education.

Peter Watts

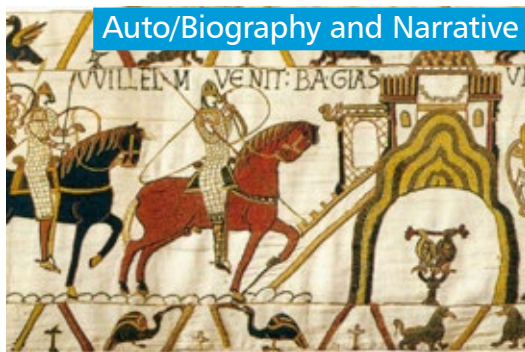
Peter is a Senior Lecturer in Sociology in the School of Psychology, Politics and Sociology at Canterbury Christ Church University, UK. His academic interest and expertise include social theory; the sociology of health and medicine; social inclusion; and sociology in/ of learning and teaching. He is particularly interested in the scholarship of learning and teaching, and in how sociological understanding can be used to improve learning in a higher education context. To this end, he contributed significantly to the redesign of first year delivery on the programme, and also to a number of University-wide forums exploring: how to enhance student induction and the first year experience; how to improve assessment and feedback practices; personal tutoring and student communications. He has published on learning and teaching in Higher Education, and has co-presented at a number of conferences.

RESEARCH AND KNOWLEDGE EXCHANGE THEMES

The Research and Knowledge Exchange (RKE) Themes are the cornerstones of scholarly activity in the Faculty of Education at Canterbury Christ Church University.

The RKE Themes are led by a team of inspiring individuals, experts in their field, with proven skills and abilities in guiding critical thinking, stimulating debate and helping us to achieve the highest levels of personal excellence in projects and publications. The RKE Theme Leaders aspire to work with individuals and groups across the Faculty of Education and to forge creative and innovative RKE connections with colleagues across the diverse range of our educational partnerships and settings.

Research and Knowledge Exchange Themes



Auto/Biography and Narrative

Colleagues within the Auto/biography and Narrative theme group represent a range of professional and research interests with especial reference to student learning, professional practice, but also to change and transitional processes in people's learning lives. Under the broad umbrella of biographical methods, interests within the group include auto/biography, narrative, life history, oral history, autoethnography, literary explorations, the use of images, and exploration through drama and other creative media.

THEME LEADERS

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Holistic Early Learning and Development

The Theme focuses on the whole learning and development experience, and does not just consider this from an early childhood lens. It looks at the pragmatic issues concerned with exploring learning and development throughout the lifespan. Examples of how the research group have explored different parts of the lifespan includes work with children aged birth– 8 years, as well as investigating how students in higher education learn and develop learning communities.

THEME LEADERS

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Curriculum, Language and Intercultural Education

The Theme is firstly committed to identifying, developing, honouring and practising our own unique creative strengths - in relationships, self-understanding, arts, humanities, sciences or the links between them. Placing these gifts within a clear values framework the group seeks to support others in discovering, celebrating and using their passions to the benefit of young people in schools and in further and higher education.

THEME LEADERS

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Education for Social Justice



The Theme works with a range of partners to engage in national and international interdisciplinary research which interrogates concepts, ideas and practices, inclusion, social justice and (in)equality. Current research includes projects related to: philanthropy and volunteering in primary schools, youth activism, education for citizenship, inclusive practices with positivistic perspectives, and character education.

THEME LEADERS

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Transforming Education: Spirit, Science and Imagination



The Theme encompasses a range of interests including religion, spirituality, the symbolic imagination, questions of value, wisdom and consciousness. We are interested in what 'the sacred' means for modern times and the relationship between different modes of human knowing-rational, intuitive and embodied.

THEME LEADERS

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Leadership and Professional Development



The Theme supports research, consultancy, development and scholarship in the linked fields of professional learning and identity; teacher education; organisational learning and improvement (including international and comparative studies); multiprofessional and collaborative learning; leadership development and systems leadership.

THEME LEADERS

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Pedagogy and Identity

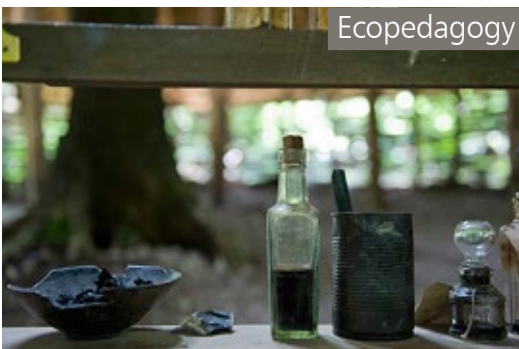


The Theme, given the multi-disciplinary nature of education, will focus on notions of identity which we feel is a key construct in seeking to explain how people understand who they are and why they do what they do. In particular, we would see this as a rich avenue for study given the 'performative' nature of the educational policy landscape (Ball 2003). In addition, we would see this being applicable to teachers, tutors, children and students of all ages and phases.

THEME LEADERS

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Ecopedagogy



The Theme's research agenda embraces any project that might, in a general sense, fall under the heading of "Education for Sustainability" although, following work in Ecopedagogy, we are not uncritical of this term. We have set up an Ecopedagogy reading group which is open to those working both within the Faculty of Education and beyond it as a way of exploring this emerging agenda.

Theme Leaders

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RESEARCH AND KNOWLEDGE EXCHANGE THEME EVENTS CALENDAR

N.B Other events will be circulated in due course

Date	Time	Location	Theme	Event
7 February	16.00-17.00	Lg46	Auto/Biography and Narrative	Thesis presentation Gaia Del Negro: Embodied Narratives and auto/biographical research
10 February	18.15-19.45	Ng07	Transforming Education: Spirit, Science and Imagination	Open lecture: The House of the Grail (John Matthews)
15 February	12.00-17.00	Lg48	Auto/Biography and Narrative	Vygotsky's symposium
8 March	12.00-14.00	Af01	Leadership & Professional Development	Leaders Event 2: Coaching Presentation by Rich Little, followed by discussion
10 March	18.15-19.45	Ng07	Transforming Education: Spirit, Science and Imagination	Open Lecture: The work of Wonder (Patrick Curry)
24 March	18.15-19.45	Ng07	Transforming Education: Spirit, Science and Imagination	Open Lecture: Icons, Images of the Invisible (Peter Murphy)
27 March	16.00-18.00	Lg46	Auto/Biography and Narrative	Workshop Alan Bainbridge: Future Blind Methodology
7 April	18.15-19.45	Ng07	Transforming Education: Spirit, Science and Imagination	Open Lecture: The Sacred Embrace of Placebo (Victoria Young)
18 April	16.00-18.00	Lg47	Auto/Biography and Narrative	Seminar Susan Civale: Woman's Life Writing and Reputation in the Nineteenth Century
26 April	12.00-14.00	Ghf06	Leadership & Professional Development	Leaders Event 3: Organisational Change Presentation by Liz Hryniewicz, followed by discussion
4 May	15.00-17.00	Lg47	Auto/Biography and Narrative	New work seminar Professor Hazel Bryan: Developing the Political Citizen - a narrative enquiry into radicalisation and education
14 May	10.00-15.00	Lg46	Auto/Biography and Narrative	Doctoral Day
15 May	10.00-15.00	Lg46	Auto/Biography and Narrative	Writing Day
6 June	16.00-18.00	Lg47	Auto/Biography and Narrative	Seminar Professor Hazel Reid: Narrative Career Counselling

DATE FOR YOUR DIARY – EDUCATION RESEARCH CONFERENCE

Friday 6th July 2018

CALL FOR PAPERS

Celebrating our scholarly endeavours, research and knowledge exchange projects.

To celebrate our work the next Research and Knowledge Exchange Conference on Friday 6th July is designed around our research and scholarly activity. Building upon the success of the RKE conference last July, which attracted a vast range of different types of papers from across the Faculty, we invite you to present your work.

We do hope you will consider participating - all contributions are welcome.

Please contact Jessica Messenger jessica.messenger@canterbury.ac.uk

CREATE

CReaTE (Canterbury Research and Theses Environment) is Canterbury Christ Church University's institutional repository. It is used to collect and collate research outputs produced by CCCU researchers. Being able to collect, store and search this information has a variety of benefits for the University: it can be searched to extract metadata (information about who is publishing in which area, who is collaborating with who, and so on), but the greatest benefit of a repository is that it can be linked to external search engines. This enables anyone to find the research and access it with no need of passwords, accounts or any financial costs. In this way, using CReaTE can be a great way of raising your profile, as well as the profile of the University and our world-class research. (You can also link to your CReaTE page on your staff profile page, if you have one).

It is therefore essential that all research outputs are added to CReaTE as soon as possible. Particularly, all journal articles and conference proceedings published with an ISSN need to be added to CReaTE within 3 months of publication in order to comply with HEFCE's open access requirements for REF2021. All research outputs should be uploaded onto CReaTE in a suitable format, in accordance with publishers' permissions and copyright regulations.

CREATE is also a great tool searching for possible collaborators for research projects, research ideas and inspiration, and provides easy access to past theses (which can be useful for current PhD candidates, for example).

If you require any further information or assistance with using CReaTE please contact Claire Choong, the Scholarly Communications Librarian – claire.choong@canterbury.ac.uk - or the CReaTE administrators on create.library@canterbury.ac.uk

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