

Jo Peat and Julie Hall University of Roehampton

‘There may be something wrong there in terms of imposing silence on the people’ –
deliberations on academic identity and pedagogic practices in the HE classroom

With a practice-orientated focus the paper is informed by research which considers pedagogic practices and academic identity in terms of teacher/student interaction. It addresses the themes of the conference through a research project (Gender and Pedagogic Practices Funded by HE Academy 2012) which, among other things explored academics’ and students’ choice of pedagogic practices.

This paper takes up the challenge to locate pedagogic research in the context of practice (Ashwin 2009). In doing so, we aim to respond to Richardson’s (2005) observation that ‘future research needs to aim at illuminating the interplay between student learning and teaching.’

In the context of widening participation to higher education we sought to explore issues of gender and other intersecting identities, especially for those groups traditionally under-represented in higher education – both as students and academics. In doing so we consider what forms of higher education are being made accessible, to whom and in what ways. Boud (1989) provides a useful framework for our research, pointing to pedagogic traditions each with an implicit identity formation, capacity to change and a view of the way the self relates to others:

- The didactic, training and efficiency model
- The self-direction or androgical tradition
- The learner centred, humanistic tradition
- The critical pedagogy and social action tradition

The first three assume knowledge is neutral and that experience belongs to a true self existing independently of the social realm. In the androgical and humanistic traditions the social is something to be transcended through empowering pedagogies. In this way they support the traditional view that education can lead to greater awareness so that students can become ‘truly themselves’. Indeed it is ironic that pedagogies which aim to enhance

autonomy may serve the interests of existing social structures and forces. Yet even critical pedagogy may reify the social and conceive, in a patronising way, of a self as over determined.

Bibliography

Archer, L., M. Hutchings, et al. (2003). Widening participation in higher education: Implications for policy and practice. Higher Education and Social Class: Issues of exclusion and inclusion. L. Archer, M. Hutchings and A. Ross. London, Routledge Falmer.

Ashwin, P. (2009) Analysing teaching-learning interactions in higher education: Accounting for structure and agency, London Continuum

Boud, D. (1989) Some Competing Traditions in Experiential learning, in S, Weil and I McGill (eds) Making Sense of Experiential Learning. Milton Keynes Open University Press.

Burke, P. J. (2002). Accessing Education effectively widening participation. Stoke on-Trent, Trentham Books.

Burke, P. J. (2006). Fair access? Exploring gender, access and participation beyond entry to higher education. Gender and Lifelong Learning: critical feminist engagements C. Leathwood and B. Francis. Oxon, Routledge.

Read, B., Archer, L. & Leathwood, C. (2003) Challenging cultures? Student conceptions of 'belonging' and 'isolation' at a post-1992 university, *Studies in Higher Education*, 28(3), 261–277.

Richardson, J.T.E (2005). Students' approaches to learning and teachers' approaches to teaching in higher education. *Education Psychology* 25, no.6: 673-80