Critical Pedagogy

Evaluation of who is ad/disadvantaged by pedagogical decisions.

Equity concerns for all those engaged in education and research.

Disciplinary Knowledge

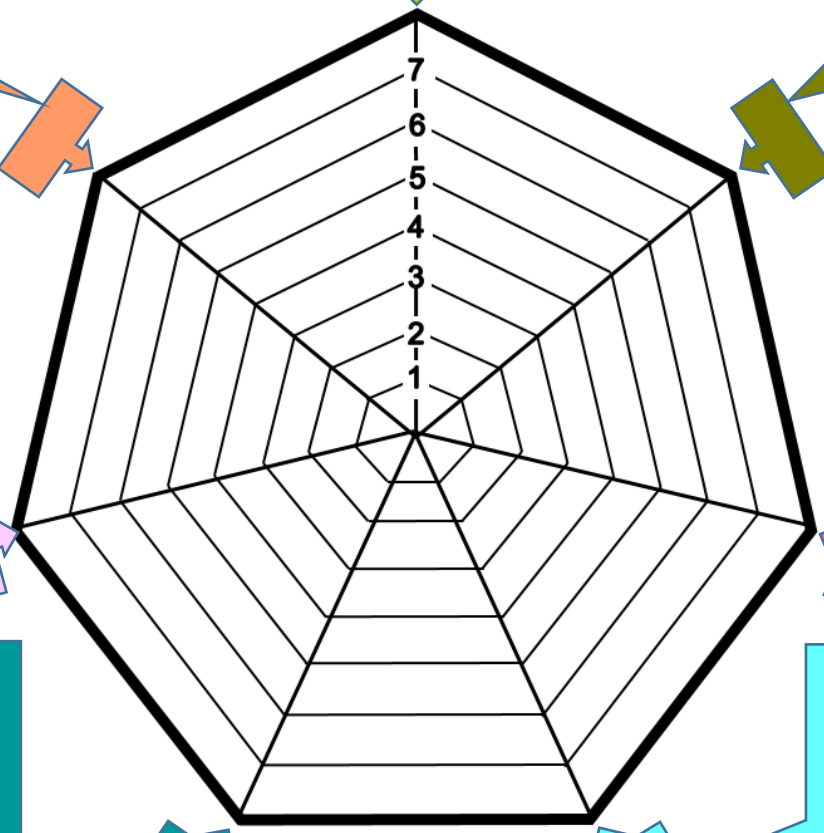
Depth/breadth of knowledge. Core and threshold concepts. What is meaningful learning within the discipline – signature pedagogies. Consideration of interdependencies – interdisciplinary perspectives.

Pedagogical Expertise

Application of disciplinary knowledge informed by understanding of individual differences, and how to make content accessible..
Ability to integrate theory into practice and evolve theory.

Research Methodology Expertise

Ability to interrogate findings, and to use robust designs to explore and evaluate one's own teaching and research. Embedding learning gain into own approaches.
Understanding of research quality standards.



Academic Practice in HE

Quality Assurance Literacy.
Awareness of regulations, policies, and procedures.

Data Analytic Competence

Understanding of, and ability to collect, analyse, and use data appropriately, and to see the potential of data to inform learning and teaching as an integral part of instruction.

Contextual Awareness

Situational requirements
Nature and needs of students, their varied dispositions and starting points.

Integrated Academic

Developing Research-Informed Practice: The Importance of Integrated Academics

Key concerns

- Lack of understanding of pedagogy within specific contexts makes it difficult to apply research findings effectively.
- Pedagogical research designs lacking methodological rigour impact the credibility of findings, and raise ethical concerns.
- The extent to which data on students is used effectively, and in the moment, to support enhancements in curriculum design (e.g., data on the learning process and for different groups of students; intersectional analyses of data; use of AI/ data analytics etc.)
- The relative level of engagement of under/postgraduate students in researching their learning.
- Measuring what we value rather than valuing what we measure (Biesta, 2009).
- The need for a judicious approach when considering the contribution of randomized controlled trials (RCTs) to our understanding of inclusive pedagogies, given concerns regarding the disproportionate claims being made about what they show, 'what works', and what constitutes the best 'evidence' (Morrison, 2021).

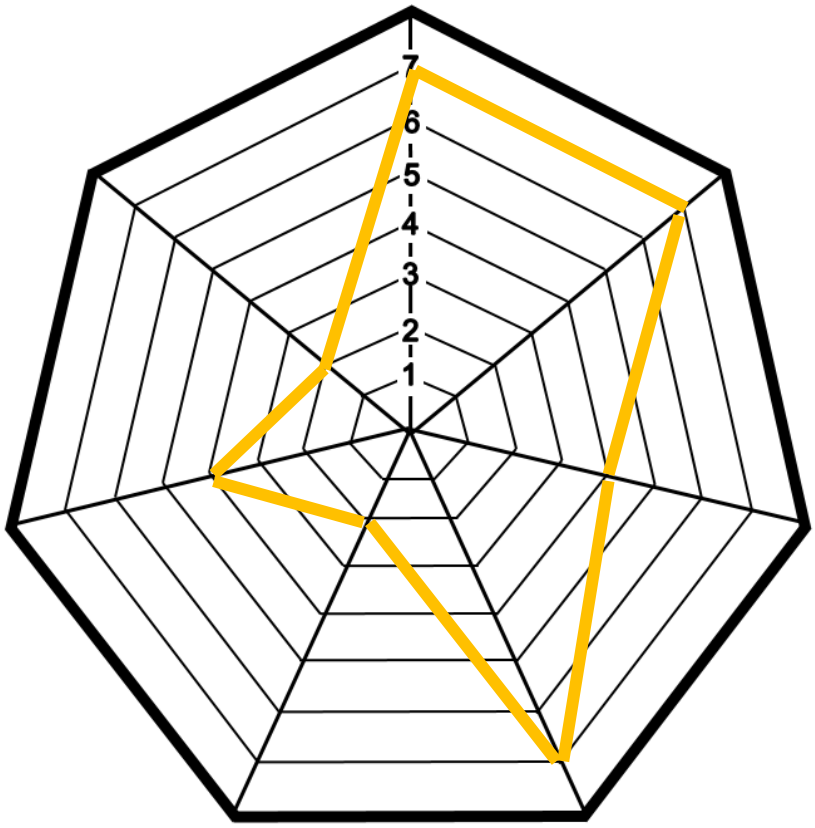
Key Premises of the Integrated Academic Concept

- Teams designing programmes and developing research proposals on enhancing pedagogies, underpinned by an emphasis on equality of opportunity, need collectively to address the seven dimensions of practice highlighted in the integrated academic conceptual model.
- Building competence across the seven dimensions of practice is important in supporting research-informed, inclusive and efficient curricula. Integrated academics are needed who can take the best of research, appraise it critically, apply it through implementing contextually appropriate pedagogies, and through good design, use outcomes from practice to inform research.
- Building the research literacy of teams (staff and students) is important. Research literacy defined as the '*ability to judiciously use, apply and develop research as an integral part of one's teaching'* (Evans, Waring, & Christodoulou, 2017)

See **Building teachers' research literacy: integrating practice and research** by Evans, Waring, & Christodoulou, 2017

Using the Integrated Academic to Review your Practice

In reviewing the integrated academic dimensions as an individual and or as a team, review the extent to which you feel that you have expertise in each of the areas (1 = little expertise/novice and 7 = considerable expertise/expert).



Integrated Academic Dimensions

All dimensions require leadership and operational skills – knowing how to, and being able to implement. Creativity in being able to make the most of contextual and individual affordances and barriers; networking capacity, and knowledge of 'self within the discipline' and across disciplines where relevant, including boundary-crossing skills are all important.

Disciplinary Knowledge:
Capacity to utilise disciplinary research in practice; currency of work is central. Clarity about core and threshold concepts relevant to module/programme context is essential along with knowledge of how best to design programmes to progressively build student confidence in these areas (see pedagogical expertise). Shared understandings amongst team members are

needed regarding identification of what constitutes core knowledge and skills, what the building blocks need to be (e.g., which concepts come first and underpin the development of further learning), and also what are the rate limiting steps (e.g., what stops one being able to do a specific task).

- **How are learners inducted into the requirements of the discipline?**
- **What is it to think, act and be within a discipline?**
- **What the key networks?**

Pedagogical Expertise:
The ability to design and progress learning within the discipline with an awareness of relevant theory and interdisciplinary perspectives, and appropriate utilisation of technology. Ability to incorporate meaningful learning experiences and best approaches to progress learning within the discipline. Clarity around what knowledge and understanding, skills, and attributes are essential to develop and how within one's discipline, and awareness of intersections and interdisciplinary opportunities to evolve practice.

- **To what extent are you aware of key theories of learning and teaching from education, psychology, and neuroscience perspectives?**
- **How are you using theory in practice, and contributing to theory development?**

Academic Practice (QA):
Awareness of higher education academic conventions to support learning and teaching, and regulations (e.g., quality assurance and professional and statutory body regulations that impact decisions locally, nationally, and internationally).

- **To what extent do you/your team have a clear and shared understanding of QA requirements? How are these communicated to learners?**

Contextual Awareness:
Awareness of the requirements of the discipline, affordances of the environment, and individual differences in learning, to include the specific nature of, and needs of cohorts and individuals within groups, and how inclusivity can be enacted.

- **To what extent are you aware of the nature of your teaching groups and related facilitators and barriers to learning?**
- **How are you utilising the knowledge and skills of student/staff groups to best effect?**

Data Analytic Competence:

The ability to design, collect, and analyse data to inform and evaluate practice.

- **How effective is your use of data within teaching? Are you fully utilising data that is available to inform how you teach?**
- **How is data on student profiles at point of entry used effectively to support student learning.**

Research Methodology Expertise

Awareness of pedagogical/discipline research methodologies/methods conventions and quality standards in order to inform appropriate collection, analysis and inferences drawn from data to address specific questions. Understanding of ethical conventions (e.g. BERA, 2018, GDPR) to ensure ethical collection of data, management of processes and reporting of findings.

- **To what extent are you fully aware of ethics requirements and recent legislation (GDPR), and the impact on how you collect, use and store data?**
- **To what extent are you aware of qualitative and quantitative methodologies /methods conventions?**
- **How robust and reliable is the data you collect?**
- **How are you working with students to analyse data?**

Critical Pedagogy

Ability to critically evaluate practice to consider the impacts on all learners. To ensure evaluation is iterative and ongoing throughout all processes to ensure any issues of dis/advantage are addressed in a timely way.

- **Are you aware of the impacts of your teaching/curriculum design on different groups of students?**
- **Have you analysed the relative learning trajectories/performance of different groups?**
- **How are you addressing what you have found in your design of curriculum to support the learning transitions of all students?**

Core resource

Evans, C. Kandiko Howson, C., Forsythe A., & Edwards, C. (2021). What constitutes high quality higher education pedagogical research? *Assessment & Evaluation in Higher Education, 46*(4), 525-546. https://doi.org/10.1080/02602938.2020.1790500

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