

The Journal of Pedagogic Development and the Path to Academic Publishing

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UNIVERSITY OF BEDFORDSHIRE



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The main University
Campus, Park Square,
Luton, Bedfordshire

The *JPD*: Overview

- Produced in the Centre for Learning Excellence at the University of Bedfordshire.
- Published three times a year (in hard copy and online).
- Two years old next month!
 - Launched in July 2011 at the University's annual Staff Conference.
- Submissions received from every continent in the world (apart from Antarctica!).
- Ethos of strong academic writing.
- Journey made from an in-house journal to one with a worldwide readership.
 - 50/50 UoB and External submissions.
- Linked to the CLE's academic writing retreat.

The *JPD*: Aims

Concerned with pedagogic development.

- What is pedagogic development?
- More than the transmission of learner-centred teaching strategies?

Established to provide a forum where good practice in teaching and learning, underpinned by research, could be shared to stimulate a 'can do' environment.

Aims to

- inspire an inspiring ethos: 'If they can do that, I can too';
- show good practice emerging from other continents;
- form a picture of what constitutes contemporary pedagogy;
- identify and strengthen links between research and practice in education and development (research and practice being predicated on an epistemological position: in other words, how we think individuals learn).

The *JPD*: Aims (cont.)

Pedagogy is epistemology in action.

Research gives us findings with which we can present evidenced judgements on practice to support the development and adoption of contemporary pedagogies.

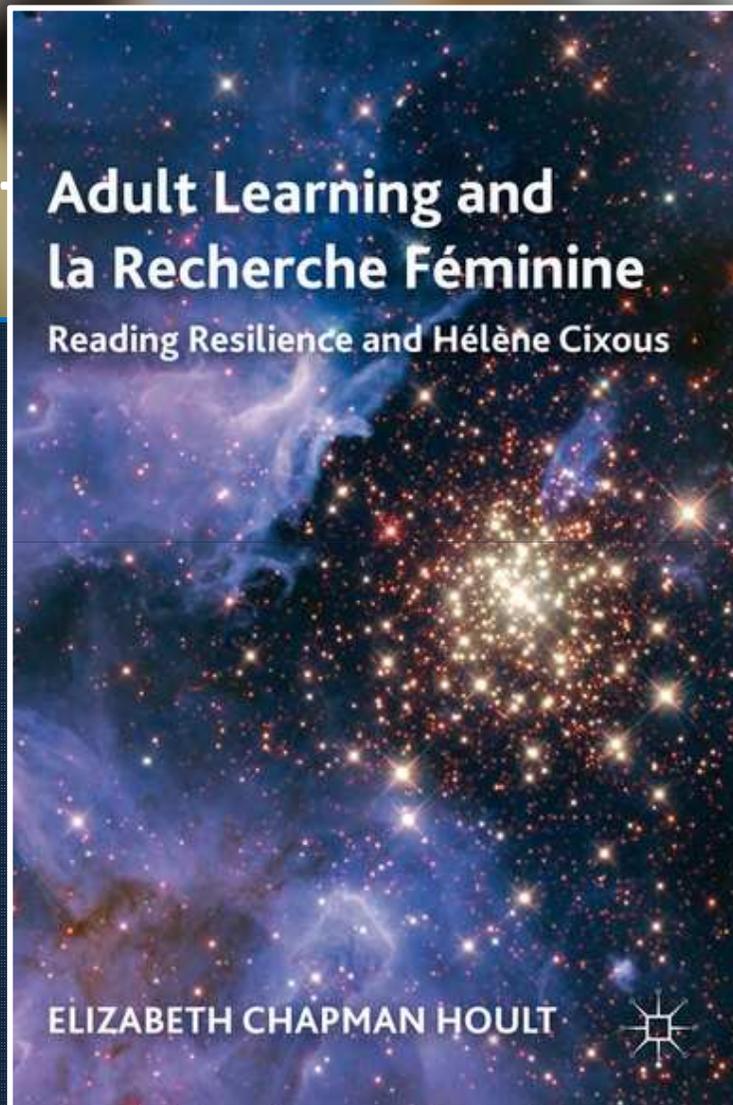
UK universities operate in the same technologised world but from a different historical and political socio-economic base. Academics in the UK tend to construct pedagogies based on the concept of a 'traditional' learner, rooted in nineteenth century conservatism with Oxbridge elitism at its core.

The JPD challenges this narrow vision:

- Presents evidence to the contrary

- Offers a worldwide alternative

- Helps to form a picture of what constitutes contemporary pedagogy – or even what constitutes a paradigm of adult learner resilience (Chapman Hault, 2011).



*Adult Learning and la Recherche Féminine:
Reading Resilience and Hélène Cixous*

Elizabeth Chapman Hoult
(Palgrave Macmillan, 2011)

Writing Retreat: Aims

Aims to provide early career researchers and writers with the support necessary to bring their work up to a publishable standard.

- Allows delegates the opportunity to dedicate time and concentration to a specific piece of writing, with the support of their colleagues.
- Takes the delegate away from more customary work patterns.
- Three days – activities, workshops and tasks.

Writing retreats and the *Journal of Pedagogic Development* are ways of reaching...

- not only individuals
- not only teams
- but communities of enquirers whose everyday lives are embedded in scholarship and research.

Colleagues are encouraged to come out of their silos.

It is exactly the same reasoning behind this conference!

Writing Retreat: History

- Began in 2009 – Streatley, Oxfordshire.
- 2010 – Creton, Northamptonshire.
- Produced two books charting different departmental perspectives on the significant curriculum changes introduced during that time.
- 2011 and 2012 writing retreats had a different purpose:
 - to produce individually authored (or co-authored) articles for externally published academic journals.
 - to finish an academic paper and press SEND.
 - Forms part of the Centre for Learning Excellence's strategy to support the University's ethos of scholarship, by encouraging academic writing for publication.

Writing Retreat: Process

Nine-month process

- Call for Papers at the annual Staff Conference (July).
- 300-word abstract by the end of October.
- Successful authors asked to write up the full paper.
- First draft in the New Year for feedback.
- Successful authors work on their papers for a second submission in March.
- Retreat in week after Easter.
- 3-day event, residential, away from University campuses.
- Authors peer review articles, attend seminars to improve aspects of their work, and work with us and our invited external editor (an editor of a different journal) to complete the honing of their papers.
- 'Press send!' – authors dispatch their papers to their chosen publishers.

Writing Retreat: 2012 and 2013

- Delegates from different departments.
- One delegate noted: 'If we were all from one discipline there would be differences of opinion on content or subject, but that hasn't got in the way at all...'
- Guest Editor – gives experience and perspective from an external authority in research scholarship focussed on their work.
- Shared expectations were:
 1. To develop an ethos of scholarship.
 2. To share an understanding of pedagogy.
 3. To take delegates out of their silos... (i.e. to support delegates to take off their 'hats' as tutors and departmental colleagues, so that they could become open to the thoughts and experiences of others, hopefully with positive results for their writing.)
- Delegates' expectations were represented by mind maps. Examples:
 - Motivation; Confidence; Inspiration and clarity; Pressure and intensity; Time and headspace; Concentration; Focus; Support and Mood and atmosphere.

Feedback and Suggestions from 2012

Feedback from 2012

1. Not enough time spent with Guest Editor.
2. Should have been more writing time on the first day.
3. Make sure retreat had a higher profile during the year, so that authors did not have to rush to meet a deadline that they'd missed at first call.
4. Arrange a follow-up session, to keep the momentum going.

What we did for 2013

1. Hired a different Guest Editor and built more contact time into the agenda.
2. Scheduled more writing time per day (longer working days).
3. Repeated the call several times via the University's standard information channels.
4. We did this four weeks after the event.

Feedback and Suggestions from 2012

Overwhelmingly positive feedback:

Appreciation for the fact that **we** (my colleague and I) wrote alongside the delegates and took part in the various activities.

We are as much a part of the writing group as anyone else is, and we set ourselves exactly the same tasks and deadlines.

One delegate said: ‘...it’s not just the structure and I’ve found the structure helpful, but it’s about the collaborative nature...it’s because the tutors are also engaged in the same activity, which means there’s a respect between all of us which has been absent in some in-service teaching.’

We will be taking our writing retreat to other Universities.

Thank you for your attention.

Are there any questions?

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