

# PEDAGOGY *in* HIGHER EDUCATION

PURPOSE, PRACTICE AND RELATIONSHIPS



CHRISTINE EDWARDS-LEIS & MARK PRICE

# **Pedagogy in Higher Education**

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# **Pedagogy in Higher Education: Purpose, Practice and Relationships**

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## About the Editors

**Christine Edwards-Leis** holds degrees in Business and Education and has worked in business and educational settings in Australia and England. Her research interests focus on how individuals learn, and she has researched, presented and published on aspects of learning in design and technology, mathematics, teacher education and doctoral supervision. Christine is particularly interested in how individuals manage to investigate and solve problems in unique situations: her doctoral work on mental model theory continues to inform much of her teaching and research. She is presently the postgraduate research lead for the School of Education at St Mary's University and manages the EdD: Professional Doctorate in Education programme. She leads the Pedagogy Special Interest Group and is the editor of *ReflectED: St Mary's Journal of Education*. Her doctoral research supervision encompasses projects which advance learning in diverse educational settings and creative industries.

**Mark Price** holds the posts of Associate Professor at the School of Education, St Mary's University, London, UK and Honorary Fellow at the Centre for Creative-Relational Inquiry, University of Edinburgh, UK. He is a member of the Doctor of Education programme at St Mary's, where he also contributes to research leadership in the School of Education, mentoring of colleagues as early career researchers and is a member of the Centre for Wellbeing in Education. Mark's teaching and research interests lie in the fields of narrative and collaborative inquiry and autoethnography, exploring particularly issues of doctoral learning, partnership working, agency, voice, border crossing and boundary spanning. This work reflects his own professional trajectory and development, from playworker, to teacher, to youth worker, to psychotherapist, to academic, researcher and writer. He recently became a student again, completing an MA in Creative Writing.

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## About the Contributors

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**Abbe Brady** is an Associate Professor and Director of the SWIFT Research Centre at St Mary's University, London. She is also a Health and Care Professions Council registered sport and exercise psychologist and a Nippon Coach Developer Academy accredited coach developer. Abbe has worked in higher education for 30 years in a range of teaching roles in the subject areas of sport science, sport psychology and sports coaching. Her research, supervision and publication activity relate to the areas of service learning in HE, positive psychology, coach and athlete development, and well-being.

**Jane Chambers** is the Head of the School of Education at St Mary's University. She holds degrees in Chemistry and Biology, Health Promotion and in Education. Jane's Doctorate was concerned with the professional identity of teacher educators who were mothers. Jane currently teaches on the Professional Doctorate in Education programme and is a Doctoral research supervisor, and she is a member of the Centre for Wellbeing in Education. Jane also teaches on the PGCE QTS Secondary programme and is an external examiner for Post Graduate Education programmes. Jane's career commenced as a secondary teacher of chemistry and biology, then she worked as a sexual health schools' advisor and as a national public health advisor for the Department for Health. Jane's areas of research interest are concerned with the professional identity of school-based teacher educators.

**Jennifer Chung** is a Lecturer (Teaching) at University College London. At the IOE, UCL's Faculty of Education and Society, she holds the positions of Student Support and Belonging Leader and Deputy Programme Leader of the MA Early Years Education within the Department of Learning and Leadership. She teaches on the MA Early Years Education programme and on the MA Primary

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**Fin Cullen** is a Senior Lecturer in Education studies at St Mary's university, Twickenham. She has written widely on issues relating to youth cultures, youth work, youth policy, pedagogy and professional identities and in 2018 co-edited – *The SAGE Handbook of Youth Work Practice* (with Pam Alldred, Kathy Edwards & Dana Fusco). This was the first international collection critically mapping the range of youth work practice across the globe. She is currently working on scholarship in the field of pedagogies of discomfort in education for social justice.

**Jemima Davey** is Associate Head of School for PGCE QTS (Primary and Secondary) and Senior Lecturer in Education at St Mary's University, Twickenham. Alongside her work in higher and initial teacher education, Jemima is also an active researcher and is currently completing her doctoral thesis. The focus of her research is the use of peer mentoring and supervision to support the professional identity development of school leaders. Additional areas of interest include well-being in education, professional identity formation and development, reflective practice and professional learning.

**Michael Hast** is presently a Professor of Psychology at the IU International University of Applied Sciences, Germany. Prior to his current position Michael worked at universities in the United Kingdom, including St Mary's University Twickenham, and in Singapore. Taking an interdisciplinary approach, the broad focus of his teaching and research lies in the areas of developmental and educational psychology, with a particular interest in aspects of scientific learning in childhood and school transitions. Additionally, he is also interested in developmental processes in the context of higher education, such as the development of a sense of belonging, and how these processes are managed within distance learning. Reflecting these two core elements of his work, Michael is both an associate Fellow of the British Psychological Society and a senior Fellow of the Higher Education Academy.

**Matt James** is an Associate Professor of Bioethics and Medical Law at St Mary's University, Twickenham. Previously, he has worked in Parliament as a parliamentary researcher and as a senior researcher for several think tanks focusing on health and technology issues. His research interests include thinking about what it means to be human in light of the challenges and opportunities new technologies present. Matt also has a keen interest in innovative digital pedagogical practice in higher education. He is an Adjunct Associate Professor in the School of Law of the University of Notre Dame in Australia.

**Steve Keirl**, Emeritus Professor, taught in the Universities of Tasmania, South Australia and Goldsmiths, London, over a period of 25 years. His teaching and research have embraced philosophy of technology, philosophy of design and critical-creative pedagogical practices for advancing technological literacy for democratic life. He promotes critical approaches to understanding our human-existential relationships with technologies and he advocates much deeper education about these relationships. Steve believes that the question of just what it means ‘to be human’, and to what extent we value the concept, needs urgent attention. Underpinning this position is a need for serious ethical questioning of our designed world and how it comes to ‘be’ and Steve calls for resistance to (technological) determinism and its ability to deny hope and human agency towards preferred futures. He also resists capitalist-driven curricula models which marginalise creativity, criticism and the humanities.

**Hyleen Mariaye** is a Professor of Higher and Postgraduate Education, and the Acting Head of the Higher Studies Cell at the Mauritius Institute of Education. She has led MIE’s doctoral programmes in collaboration with international universities since 2014. Her research interests include postgraduate learning and education and higher education. She currently holds a UNESCO Co Chair in Higher Education in Mauritius and is a member of the Africa Deans of Education Forum Steering Committee. Recent publications include the co-edited book *Transforming Post Graduate Education in Africa*.

**Clare Martin** taught in mainstream and special schools for 30 years before moving into higher education, where she is a Senior Lecturer in the St Mary’s School of Education. She teaches primarily on the MA Education programme, leading modules on Inclusive Practice and on Special Educational Needs. She further maintains her close links to practise through her teaching and training of school Special Needs Co-ordinators (SENCOs). Her research interests centre on special educational needs and disabilities (SEND), inclusion and teacher change processes. She has a special interest in the influence of the inclusion of pupils with SEND on the teaching and learning of others (the focus of her doctoral thesis), on teachers’ conceptualisations of SEND and inclusion and on how teachers discriminate between SEND and underachievement.

**Laura Minogue** is Head of Academic Professional Development at St Mary’s University. Following a background in teaching, teacher education and academic literacy support, Laura moved into Educational Development becoming Course Lead for the Postgraduate Certificate in Academic Practice. She convenes the first module of the course *Developing Learning, Teaching and Assessment in Higher Education* and supervises the action research projects of new lecturers. Her doctoral research focuses on the career transition of early career academics, in particular the choice to enter academia, professional identity and future possible selves. Laura is particularly interested in the relational aspect of teaching in higher education and how relationships and connections enrich our educational experiences. Other research interests include the use of freewriting in academic contexts and the value of arts-based methods in research and teaching.

**Alesia Mickle Moldavan** is an Associate Professor of Elementary Mathematics and Science Education in the College of Education at Georgia Southern University in the United States. Her research interests include equitable and asset-based teaching practices, culturally responsive pedagogy, and the use of digital technology in teacher education. Her recent work focuses on developing innovative curricula in teacher education that promote cultural awareness, teacher well-being and STEM justice-oriented advocacy.

**Michelle Paull** is an Associate Professor in Drama and a Subject Lead for Research in the School of Liberal and the Creative Arts at St Mary's University. Michelle has taught Drama and English Literature at undergraduate and post-graduate level and co-supervised the first Practice-as-Research PhD in the Drama programme. She enjoys teaching at all levels and supervises research students across the School in topics as wide-ranging as diversity in theatre, the Me#Too movement and Gothic and contemporary literature. Michelle was Unit of Assessment Lead for Unit 27 English Language and Literature in the Research Excellence Framework in the United Kingdom in 2021 and works to encourage and support research development across the School.

**Julie Pearson** is an independent education consultant and founder of Inclusive Primary PE. She works within primary, secondary and higher educational settings, including St Mary's University in her role as a doctoral supervisor. Julie advocates for creative, thoughtful, inclusive and caring educational practice. Her completed PhD advances her core values of care and inclusion and encourages all those she works with to realise their innate capacity to be successful. She continues to critique accepted and inherited knowledge in and of education, in order to trouble stereotypical or normative labels and practices that can hold people back from finding joy in, and from, their learning.

**Shalini Ramasawmy** is a Senior Lecturer in the Higher Studies Cell of the Mauritius Institute of Education. Her work involves postgraduate teaching and supervision. In her role as the Course Lead for the PGDip Ed, she is also engaged in programme development. She undertakes collaborative research in post-graduate learning and pedagogies, especially in transnational contexts. Beyond these areas, she also has a keen interest in the fields of multilingualism and language education.

**Mike Seal**, Professor, has been involved in the multiple disadvantage, homeless and youth and community work fields as a client, a worker, a manager, an academic and a researcher for over 30 years. In addition to writing and researching in these areas his interests include participatory research and co-production and the scholarship of pedagogy in higher education, specialising in critical and queer pedagogy. He has written 15 books, 22 book chapters, 13 peer reviewed journal articles and 30 other publications. He has three part-time roles: Director of the Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA) and Professor of Youth and Community Education, St Mary's University Twickenham, Professor of Critical Pedagogy at Birmingham City University, and the National Officer of the Professional Association of

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**Agnes Simic**, the Head of the Geography Department at an inner London comprehensive school, has earned a JD in Law from Eotvos Lorand University of Sciences (Hungary) and holds a PhD in Social Policy (with a focus on migration) from Middlesex University. Before embarking on her secondary teaching career, Agnes has actively participated in various research projects, collaborating with institutions such as the London School of Economics, the University of Bristol and the British Academy. She has also worked as a Lecturer at Middlesex University.

**Julie Spencer** is an educator, consultant and creative practitioner with a background in Acting and Actor Training. She has worked nationally and internationally as a director and educator across the creative industries and higher education. Her professional Doctorate in Education, *Navigating Whiteness to Rel Voice a Transculturated Call and Response Pedagogy for Actor Training in Higher Education*, explores inclusive pedagogical practices through an autoethnographic lens. Julie is an independent educational consultant, a doctoral supervisor, and thought leader in inclusive curriculum design, with ongoing research focused on equity, decoloniality, and transcultural approaches to education.

**Amy Strachan** was a primary teacher for over 12 years, working in England, Japan and The Gambia before becoming a Senior Lecturer with a specialism of primary science education. Amy is passionate about teacher education and teacher agency, supporting quality primary science teaching and learning. Her research interest focuses on global learning, climate and sustainability education, the area in which her EdD research focused on through the primary science education lens. Amy has co-authored a number of texts for educators including 'Saving the Planet One Science Lesson at a Time' for Millgate House. Amy recently worked with National Education Nature Park and the Natural History Museum in England. Her most recent role was a lecturer in pedagogy and curriculum at the University of the Sunshine Coast in Australia, where she continues to research in STEM and climate change education.

**Helen Thouless** has degrees in Psychology, Education and Learning Sciences. She has taught in primary schools in England, the United States of America, the United Republic of Tanzania and the Republic of Guinea. While teaching, she held a variety of roles, including being a Mathematics Specialist, an Inclusion teacher and a Special Education teacher. Currently she is a Senior Lecturer of Primary Mathematics at St Mary's University, Twickenham. Helen's main research interest is teaching mathematics to children with mathematical difficulties, especially children with special educational needs and disabilities. Another research interest is teaching mathematics to children in the early years, with a special focus on their understanding of pattern. Her doctoral and masters research supervision has encompassed projects both about special educational needs and disabilities and about mathematics pedagogy.

**Viki Veale** holds degrees in Theology and Education. She has worked in a range of educational settings in England. She has a particular interest in supporting the professional development of those who work in Nursery and Reception classes and her doctoral research focused on the lived experiences of teachers in this unique phase. Viki leads the research module for those on the fulltime undergraduate ITE route and is actively involved with national and international organisations that promote research from within the sector and support the professional development of those who work with young children. She is a member of several research centres and is particularly concerned with social justice and well-being.

**Michael Whelan** is a Senior Lecture in Education at University of West of England in Bristol, United Kingdom. Michael's professional background is in Youth Work, and issues related to young people's experiences of social justice are central to the areas of teaching and research he is most interested in. Recent research and writing explores areas such as hospital-based Youth Work and pedagogic challenges in working with sensitive issues within Youth Worker professional education.

**Sophie Wilson** is an Associate Professor and a Secondary Geography Course Lead at St Mary's University. She was the Principal Investigator for the Gi-Pedagogy Project, is an elected Member of the Geographical Association's Governing Body, Chair of the ICT Special Interest Group, and a member of the GA's Education group. She has an MA Hons degree in Geographical Studies and an MA in Geography Education. Her research interests are in Geography Education, Curriculum, GIS and Sustainability.

# Foreword

In my work as the person responsible for teacher education at the University of Gothenburg, Sweden, I meet colleagues from different disciplines to discuss educational and pedagogical issues. This can sometimes be challenging and requires an understanding of each other's differences, both in terms of research traditions and practice. A strong foundation for the development of quality education is providing a forum for discussion and questioning the understanding of the importance of pedagogy in higher education. It is therefore particularly exciting to share the insights into pedagogy presented in this book, where colleagues from different disciplines share their experiences from higher education.

A research-informed approach to learning and teaching in higher education is needed, and such an approach requires significant investment in developing staff capacity in high-quality pedagogical research. Limited and poor translation of research into practice is frequently due to a lack of understanding of pedagogy, which also impacts what inferences are made from research. Theoretical and conceptual work may be too dense and abstract for those delivering the curriculum to see how it can be applied to practice. In summary, enabling students in higher education to understand and combine research results in practical situations is essential for the development of their critical thinking skills, their preparation for the world of work and their ability to contribute to innovation and problem solving in different fields. It also increases the relevance and engagement of their learning experiences, ultimately leading to a more well-rounded education.

To achieve excellence in pedagogy, academics need to be able to define what pedagogy looks like, how it can be developed and pay attention to disciplinary nuances when translating what is high-quality educational research. In this book, the authors present their understanding of pedagogy as it can emerge when it is allowed to develop in close interaction with the practice in which knowledge is to be used. To do so requires a degree of self-criticism and a critical approach to the role that higher education pedagogy can and should play in contributing to the development of students' knowledge and preparation for their future professions as well as active citizens in the society. What elements and approaches are necessary to support sustainable high impact pedagogies within higher education? By using a variety of teaching strategies, such as active learning, problem-based learning and experiential learning, educators can create dynamic learning environments that cater to different learning styles and abilities. The use of digital pedagogies also offers unique opportunities to enhance teaching and learning in higher education. In addition, digital technologies can enable personalised

learning experiences and provide access to resources and expertise beyond the confines of the traditional classroom, but it also requires new ways of thinking about teaching and learning. The combination of increased opportunities for post-pandemic distance learning and the rapid entry of generative artificial intelligence into everyone's world are also challenging the pedagogy of higher education, calling for greater awareness of the possibilities and limitations of digital tools.

Creating relational learning spaces in higher education that foster the sharing of beliefs, practices, and diverse forms of knowledge is essential for empowering individuals to make meaningful contributions to a just, free, and value-driven society. Achieving this goal necessitates deliberate, collaborative, and communal pedagogical practices. Collaboration among colleagues in higher education plays a pivotal role in the cultivation of relational learning spaces. By sharing insights, experiences, and resources, educators can enrich their teaching practices and create environments where students feel empowered to engage critically with course material and contribute their unique perspectives. Recognising the purpose and value of pedagogy is fundamental to the design of effective learning experiences. Pedagogy goes beyond the transmission of information; it encompasses the cultivation of critical thinking, creativity, and ethical reasoning skills. By grounding pedagogical practices in values such as equity, inclusion, and social justice, educators can empower students to become active agents of positive change in society.

In conclusion, creating relational learning spaces in higher education requires a holistic approach that embraces collaboration, research-informed practice, purposeful pedagogy, innovative teaching practices, digital technologies, and instrumental learning experiences. By embracing these principles, educators can empower students to become lifelong learners capable of making meaningful contributions to society. Looking at the different parts of this book, I am sure that they will contribute to new insights for all of us interested in pedagogy in higher education. I also believe that we will be challenged in our understanding of how to meet students in their learning, how best to enable learning and how to create critical thinking citizens by combining research and practice. This book will help us to make explicit what may be perceived as implicit in our education.

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Section 1

## **Opening**

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# Chapter 1

## Introduction

*Christine Edwards-Leis and Mark Price*

St Mary's University, UK

### The Purpose of the Text

The seed for this book was germinated in regular discussions with colleagues who were members of the Pedagogy Research Special Interest Group at St Mary's University, United Kingdom. The group had been meeting for some time, mostly online, and typically to discuss individual and collaborative research projects. Our premise was that pedagogy is a deliberate act, as is the research that examines what happens when we engage pedagogically. There were many 'deliberate acts' to share at our meetings both of practice and of research, and while regular lunchtime seminars were part of our dissemination process, we agreed that we wanted to 'harness' these knowledge-generating stories in a more formal, enduring format.

There were, at the same time within the Pedagogy Research Special Interest Group, micro-writing group meetings to encourage and support the process of writing: a phenomenon quite challenging in modern universities where teaching and associated administration absorbs so much time, energy and creativity. [Murray's \(2015\) \*Writing in Social Spaces\*](#) was inspirational for many of us, as were her workshops which some of our current and past doctoral students attended. We also realised and appreciated that we were learners-together in a process of collaboration that was central to the group's ethos. We were coming to research and writing with a wealth and variety of experiences often gained and developed independently. What would happen if we brought a group of writers together and focused on one topic that was foundational to our professional practice? Finally, the idea of an edited text took shape and its profile became relational: a social setting for the development of ideas; the enactment of writing as inquiry ([Richardson and St Pierre, 2005](#)) and research; the imagining of chapters; and, ultimately, the sharing of a writing and reviewing space.

Authors across the University as well as colleagues from national and international institutions with whom we had worked productively over the years were invited to participate. The funding we received from various 'pots' enabled us to bring to England colleagues from the United States, Mauritius and Germany.

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While many of the authors were undertaking research focusing on pedagogy in other educational sectors, the common factor in all of our professional lives was higher education. We experienced ‘pedagogy’ every day as a deliberate and deliberated act, and so the focus was agreed, and the work began.

Early workshops explored ideas, concepts, individual projects, and possible themes. Later workshops saw the critique of outlines and the provision of feedback where we were enacting an educational act that Giroux (2011, p. 3) believed would produce individuals ‘who are critical, self-reflective, knowledgeable, and willing to make moral judgments and act in a socially responsible way’. While Giroux was discussing education as a general good, we were embracing this formative culture through our sharing: we aimed to enact *Dadirri*, which ‘refers to a deep contemplative process of listening to one another in reciprocal relationships’ (Ungunmerr-Baumann et al., 2022, p. 94). This relational space required trust, respect, and the willingness to make ourselves professionally vulnerable as we moved to create a communal learning experience.

In a particularly interesting dynamic, the nexus between practice and research was ever present. Because we, as academics, have to undertake research to maintain our integrity within the academy, we can tend to research what we do (at least part of the time). So, the contents and focus of the text are not just on our disciplines but on us as researching professionals. The text is a product of our relational self-reflection. Therefore, the willingness to share our practice, not only our research, is what sets this text apart from others. We have been on a journey together, asking, probing, responding, considering and all the while learning from ourselves and each other. It has been a shared place and at times an uncomfortable place but always a place where *Dadirri* spoke to us encompassing ‘practices that recognise the crucial role of the community; reciprocity, where... [authors] share with each other something of themselves; and the trust of the people in the other person’ (West et al., 2012, p. 1584). A research project, *Sharing Writing Spaces*, was also designed to capture the experiences of the authors as they participated in the five days of workshops over the year that followed. Publication of this research will provide a deeper understanding of the impact the workshop approach has made to the text’s production and to the professional development of those who participated.

## **The Shape of the Text**

The people in the project shaped the text. While we invited the contributors, we did not mandate at the outset what they should produce in terms of ‘chapters within themes’. We were curious as to how all the authors perceived their stories coming together to create a critique that could offer new understandings about what it is that we do in higher education and what we wish to learn from doing it.

The shape of the text was not only about critique, analysis, or exposition. We wished to include what Giroux (2011, p. 4) saw as the ‘language of critique and hope’. Implications for practice and research are embedded in each chapter to indicate a way forward and to mobilise thinking about hopeful ways of being

academic and teaching. We understand that the ‘guidebooks’ for teaching in higher education are limited. Continuing professional development is restricted to programmes designed for ‘new’ academics with no university teaching experience or professional ‘recognition’ programmes such as the Fellowship scheme offered by AdvanceHE for academics across England and Wales and beyond. Adopting a critical stance on pedagogical matters requires us to interrogate the performative language that enters the higher education lexicon through such ‘recognition’ programmes, either on an individual basis or those that seek to ‘measure’ the teaching performance across a university. O’Leary and Wood (2019) remind us to challenge indoctrination to increasing data-led orthodoxies represented in exercises such as the Teaching Excellence Framework (TEF) established by the Office of Students in England. Such high-stakes accountability frameworks offer metric-led standardisation capable of shaping teaching to matters that can be measured and monitored for market control in the sector, thereby reducing the language of hope so valued by critical pedagogues.

The range of disciplines explored in the text was a deliberate attempt to make the text relevant to diverse academics so that discourse within disciplines would be possible. Due to its genesis in the Pedagogy Research Special Interest Group in a School of Education, it is weighted towards the education discipline, including the provision of initial teacher education. But, the focus of many chapters could have easily been within the context of another discipline. Each pedagogic discipline has its own idiosyncratic ethos, culture and relational power dynamic which means that there is no universal, homogenous experience for a university pedagogue. The text attempts to capture this as well as looking beyond the walls of one institution and, indeed, one country. We don’t offer solutions, but we do offer implications for our research into Higher Education (HE) pedagogy; how it matters to other practitioners matters to us.

We acknowledge that critical pedagogy seeks to draw upon ‘tools to unsettle commonsense assumptions, theorise matters of self and social agency, and engage in the ever-changing demands and promises of a democratic polity’ (Giroux, 2011, p. 4). Critical pedagogy, as Giroux (2011) suggests, provides ways of resisting technocratic, neoliberal approaches to teaching particularly in disciplines (for example teacher education) where social agency is often denied to the practitioner. We are facing a skills approach to teaching once again, as initiatives purportedly designed to support teaching (see TEF) adopt a summative rather than formative approach to performance monitoring and assessment. All skills-based approaches to teaching and learning include assumptions about what type of society we wish to have and how we want to make our contribution. Rather than emphasising the purpose of teaching in higher education as being predominantly on obtaining gainful employment, we shape our pedagogy for a wider brief. We believe the creation of relational learning spaces that support the sharing of beliefs, practices, and ‘knowledges’ that will enable the recipients to learn to make their contribution to life in a just, free and value-led way requires considered, collaborative and communal pedagogical practices. While Giroux (2011, p. 5) ‘draws [our] attention to questions regarding who has control over the conditions for the production of knowledge, values, and classroom practices’,

it is we who must explore ways of answering those questions. This text contributes to this discourse and responds to these questions.

## The Structure of the Text

The text is presented in five sections:

**Section 1: *Opening*** provides the *Foreword* to the text from our guest author, Maria Svensson, and this, our *Introduction*, from Christine Edwards-Leis and Mark Price as editors, informing the reader of the background to its composition in terms of development, focus and authorship.

**Section 2: *Purpose and Values of HE Pedagogy*** comprises five chapters which bring varietal approaches and lenses to the interrogation of the purpose and/or value of pedagogy in higher education. Philosophical positioning and empirical data are analysed to critique practice enabling the reader to consider both philosophical and practical elements at play in the pedagogical configurations within various higher educational institutions and countries. While the English domain dominates this particular discussion, the evolutionary narrative from Mauritius enriches the critique.

In *Chapter 2*, Steve Keirl draws on Pinar's (2004) method of critical enquiry and Critical Theory to explore pedagogies in higher education. Steve offers a collection of considerations in order that pedagogues may imagine a more sustainable future: the consideration of four existential matters that enable a more holistic existence; three interests to consider in pursuit of a greater understanding of critical-creative pedagogies and the role and potential of imagination in HE pedagogy. He foregrounds the necessity for intentional action; the use of free-will or what some would term 'autonomy' to either resist the currently imposed neoliberal orthodoxies or to imagine new ones that will sustain 'common goals' for the 'common good'.

In *Chapter 3*, Christine Edwards-Leis and Jane Chambers critique the current situation in English universities which are engaged in Initial Teacher Education and how the positioning of 'schools of education' by the systemic, instrumental focus of universities in general and the Department for Education in particular challenge the possibility of a critical pedagogic approach. They use Sahlberg's Global Education Reform Movement phenomenon to explore the challenges to critical pedagogy within university teaching while maintaining hope for the future via academics maintaining their professional integrity through accountability.

In *Chapter 4*, Viki Veale explores how compliance culture within higher education institutions shaped by neoliberalism can impact the provision of Initial Teacher Education. Viki frames her critique within self-determination theory, ecological systems theory and the theory of cognitive dissonance to explore the lived experience of a group of early years teachers. Their narratives suggest that there is an imperative to reshape the perspectives and values that inform teacher education to enable future formative professional practice. Challenging the current dominant political ideology for teacher education is desirable if we are to

provide and early years education that is informed by relational play-based pedagogy.

In *Chapter 5*, Amy Strachan focuses her critique on preservice teachers being positioned as global citizens and thereby future agents of change within the education system. The narrative of global responsibility for responding to planetary emergencies is taken forward offering the reader a reconsideration of curriculum and pedagogy in HE. Such reshaping of what we do in teacher education programmes offers the motivation and method to recreate university and school cultures that are better able to facilitate intercultural learning for citizens across the planet to make their contribution to a more sustainable future.

In *Chapter 6*, Hyleen Mariaye and Shalini Ramasawmy explore how agency and well-being can be imagined and achieved within a Postgraduate Diploma in Education course in Mauritius. They draw on Sen, Nussbaum and Walker to critique the lived experience of three students as they develop their capabilities and graduate attributes through the programme. Their study celebrates the teaching/research nexus by using their new understandings of the students' experiences to redesign their pedagogies to enhance the likelihood of the development of the capabilities of critical self-examination and narrative imagination.

**Section 3: Practice in HE Pedagogy** consists of five chapters focusing on the questioning of teaching practices within higher education in terms of the community and professional values that shape curriculum design in university classrooms and the way in which students are engaged in creating their own knowledge base for future professional contributions.

In *Chapter 7*, Abbe Brady explores Service Learning, an experiential pedagogical practice where students are immersed in real-world contexts. While the results of meta-analysis indicate the practice to have significant benefits, Abbe considers the challenges and ethics associated with the practice offering salient implications for other institutions to explore.

In *Chapter 8*, Judith Bourne continues the exploration of pedagogical practice by arguing the case for legal history to be a compulsory element of every module in a law degree in the face of the pressure on universities to teach a more vocational focused qualification for employability in modern spaces. Judith argues that the roots and evolution of the law is a necessary body of knowledge on which to build practice in modernity enabling a rich understanding of the social and economic contexts that shape modern legal thought.

In *Chapter 9*, Michelle Paull brings to the exploration of HE pedagogical practice a critique of the teaching/practice/research nexus in theatre departments where creative research is not always celebrated or disseminated as 'conventional' research. She explores strategies that will encourage drama pedagogues to find and define themselves within academia as researching professionals in their field. Such reflection encourages a resultant re-envisioned professional perspective which will continue to shape practice and research.

In *Chapter 10*, Helen Thouless and Clare Martin critically examine how special educational needs and disabilities are conceptualised within higher education using an Initial Teacher Educational lens. They explore inclusive pedagogies and expose the barriers in educational contexts so as to reimagine more inclusive

approaches in courses, such as a Bachelor of Arts degree in Primary Education. Helen and Clare offer hope in reconciling the tensions within higher education curricula through a reconciliation with the influence of our values on an inclusive pedagogy, which interweaves theory and practice.

In *Chapter 11*, Michael Hast and Jennifer Chung argue that the richness of the skill set first year non-traditional students bring to their studies in higher education can be a foundation upon which to build the necessary academic literacy skills necessary for success in their undergraduate programmes. The implications Michael and Jennifer bring to their critique offer opportunities for academics to consider students' resilience and problem-solving skills as ways to empower their progress towards successful completion of their programme. They also envisage a cross-departmental approach to student skill development support that promotes the growth of a new habitus in which students can locate themselves.

**Section 4: Innovative Pedagogical Approaches** consists of three chapters which cover the challenges and tensions created by modern innovation in pedagogical practice brought to teaching through technologies, including digital media and artificial intelligence. Each author explores the values behind the tools and how they shape the professional identity of both teacher and student.

In *Chapter 12*, Sophie Wilson and Agnes Simic outline pedagogical approaches for teaching with Geographical Information Systems technology, particularly as applied in teacher education. They critique the model and its application in education and make suggestions for its use across higher education.

In *Chapter 13*, Jemima Davey continues the digital technology theme by illuminating the impacts that digital learning can have on the emerging professional identities of preservice teachers. Drawing on action research of her own practice, she acknowledges the affordances of digital pedagogic practice while highlighting the value of 'in person' learning within the context of a 'person centered' professionally orientated HE pedagogy.

In *Chapter 14*, Alesia Mickle Moldavan explores the tools that enable a more humanised education for students and teachers within higher education. She provides an exploration of well-being frameworks from international settings that promote the consideration of the different dimensions of well-being. Alesia demonstrates how each dimension can be embraced within programmes in a digital format to provide learner-centred experiences to develop self-care practices that will enable more opportunities to build new knowledge and understanding regardless of discipline.

In *Chapter 15*, Matt James unlocks a constructivist pedagogical approach through his exploration 'high tech, high touch' engagement. His thinking and writing foregrounds the human in the equation and focuses on intellectual, imaginative and critical engagement opportunities to develop knowledge through the transformation of shared learning spaces. Matt offers a blended learning map for consideration of practice that may enhance student learning experiences.

**Section 5: Relational Pedagogies** has four chapters which present the reader with rich narratives focusing on the relational aspect of pedagogy in higher education and how the instrumentalised context in which most academics work can be challenged to create more inclusive and interpersonal spaces for learning.