

My Pedagogical Journey Through Life

Norman Jackson

Preamble

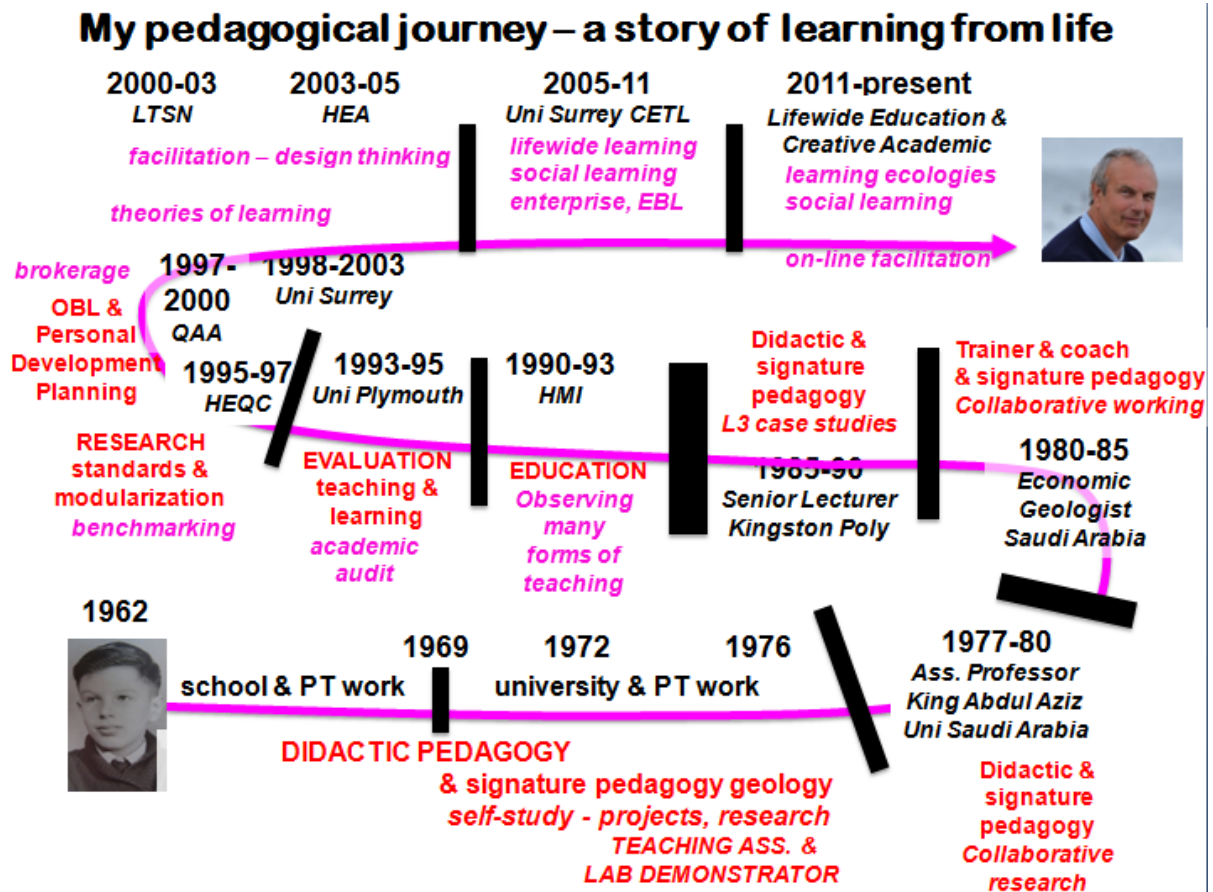


I am writing this essay as part of my own autobiographical research into the idea of personal pedagogies. It has grown out of the reflective pieces I have been writing for #creativeHE conversation I facilitated between March 27-31 .2017. As I was writing I came across an autobiographical blog post which began with the words, *'The more I debate education the more convinced I am that people's own educational biographies impact their idea(s)'* (McInerney 2012). This thought tallied with my own experience and it triggered another thought: for teachers our own educational and learning experiences and biographical histories hugely impact on our beliefs, values, pedagogical knowledge, and therefore our thinking and practices that relate to how we help others to learn.

Although we can, if we want to, distinguish between the development of our pedagogical thinking and practice from the rest of our life, I find it hard to do so. A few years ago I came across the work of Eduard Lindeman an adult educator working and writing nearly 90 years ago. I found his thinking and his work with adult learners inspiring and as relevant to today's world as it was then. I have taken one of his thoughts 'the whole of life is learning therefore education can have no ending' (Lindeman 1926) as an inspirational 'guide' for my own thinking and work as a teacher and educator. It is relevant to this essay because I think the development of my own pedagogical understandings has been grown throughout my life and is intermingled with the events, people and circumstances of my life. Indeed I can usefully quote another one of my favourite theorists Carl Rogers who when talking about personal creativity in one of his books described it as 'the emergence in action of a novel relational *product* growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life' Carl Rogers (1960). I think this definition serves well my concept of my personal pedagogy - the knowledge, beliefs, values, dispositions and experiences I draw upon when I want to encourage others to learn, develop, create and achieve. The practices that emerge in the contexts of my current life with its opportunities to help others learn, reflect my uniqueness as a thinking and acting individual on the one hand, and the materials, events, people and circumstances of my life.

As you can see I am beginning with how I now think and behave as an educator but the rest of the essay is about how I have come to think in these ways. That's because, misquoting another great thinker (Keigarten), 'we have to live our life forwards but it only really makes sense when we look at it backwards.' So here is my story told in a fairly linear way but with points where I try to summarise the pedagogical consequences of that period of my life.

Figure 1 summarises my journey - at least as far as I have managed to understand so far. It's a timeline on which I have distributed my educational history and my professional career but not significant personal experiences or relationships outside my professional life so far.



Family & early educational experiences and influences

I was the first of six children born into a working class family in Manchester. My childhood was probably typical for a lot of children growing up in the 1950's. I attended a small Church of England primary school. It was the only primary school I knew so I had nothing to compare it with but when I talked to friends at secondary school about their primary school experiences I think my school was probably not a very good school in the sense that if more than one person passed the 11+ it was considered to be success.

I don't remember enjoying school very much it was something I had to do. I remember particularly well those teachers whose pedagogical practice seemed to be dominated by fear and punishment - the fearsome Mrs Grundy caned me on far too many occasions for my liking. Also Mr Williams the head master who had callipers after having polio. If you misbehaved he would hook your neck with his stick and then give you a thump or a clatter around the back of the head. He also threw the board rubber at you which being made of wood made quite a dent in you if it hit you. Abusing children was the norm in the 1950's.

Me and Mr Williams (1961).



Mr Ingham, the vicar, would come regularly in the lower school and tell his stories which I quite enjoyed. One good thing Mr Williams did was introduce me to Tolkein by reading the Hobitt to us and the exploits of Odysseus.

What my home life did was give me a secure, safe and loving environment, encouragement to participate in activities outside school. I learned basic values like honesty and what is right and wrong and I had instilled in me a strong work ethic who cycled the 8 miles to work every day and never missed a day - even when he was ill with bronchitis and there was thick acrid fog. That was the culture.

What I realised at an early age was I had to get involved in things to expand my very limited horizons. I joined the cubs and church choir when I was 9. I enjoyed both and the latter required a commitment (Friday night practice and two services on Sunday). I wasn't religious: I just enjoyed singing, being with my mates and being able to do something for myself. One of the best things about the choir was the annual trip to Castleton in Derbyshire. We went on the train then walked from the station at Castleton to Edale via the Winnets Pass a steep gorge cut into the limestone. My first trip was probably in 1960 and I had never been to anything like this place before. We were given lots of freedom to find our own way and we went exploring the openings of caves. It made a big impression on me looking back I can trace my interest in rocks and geology back to these outings when I discovered them first hand. Such little things do seem to have huge significance when you try to make sense of your life.

Neither my home or my primary school enthused me with educational ambition or a love of learning and not surprisingly I failed the 11+ exam which was the great determinant of your educational future and your whole future for that matter in the 50's and 60's. I wasn't disappointed because all my friends were going to the secondary modern.

Secondary schooling

My first secondary school was relatively new and my goodness it opened up another world for me. The sporting facilities were great and I threw myself into every possible sporting opportunity - football, basketball, swimming, gymnastics, cross-country, athletics, basketball, cricket and lacrosse. I tried everything, my lunch times were always full with doing stuff and I played for most of the teams. I was in my element and being good at sport did wonders for my self esteem.

I was put in the A form (top class) and I did all my homework and seemed to do pretty well. It paid off because much to my surprise at Christmas I discovered I had come top of the class. No idea how it happened but the fact I had come top entitled me to a shot at the 12+ exam to go to the grammar school. I hummed and harred.. I was doing well academically, had lots of friends and was really enjoying my sport.

My parents wanted me to take the grammar school exam and sent me to talk to the vicar, who they thought could influence me. He said I'd be a fool not to take the exam. In the end I decided I would try for it and decide whether to go if I passed. It was a tactic I employed later in life when applying for a job I wasn't sure about. The exam was a day-long event at the Grammar School. There were seven of us from different schools but I was the only boy. We did several classes then we had a test at the end of the day. One of the classes was with Mr Miller who taught geology. I think he warmed to me and suffice it to say I passed. I think he probably had a lot to do with it and he proved to be a very important influence on my life.

My grammar school 1962-69



Giving up my old school and starting a new one was not easy. I was put in the bottom class 2D, and with the unfamiliarity of it all, everything suddenly seemed so much harder. The initial friends I made didn't last but once I had worked my way into the football team I found some good friends that lasted throughout the time I was at the school. My underperformance in academic study was 'balanced' (I kidded myself) with good performance in sport and other pastimes that were of a non academic

nature - like playing in a band which wasn't much good. Not surprisingly I ended up with very poor GCE O level results. At 16 it seemed to be the end of a very unpromising academic career and my dad wanted me to get a job. His often reminded me that he left school at 14 and started working so why shouldn't I follow in his footsteps: what's more he could get me a job at ICI Trafford Park. This was the low point of my academic career. I felt I'd wasted the chance I had been given and let my parents down. Perhaps I needed this sense of guilt and disappointment to motivate myself.

Along came Mr Miller to rescue me when I went to see the head master at the start of the new academic year term Mr Miller said he thought that there was some good in me and he would take me for A Level Geology. That just happened to be the best thing that could possibly have happened to me as I repaid him by working very hard and discovered that not only did I enjoy geology but I was good at it, which of course pleased Mr Miller. I worked hard, picked up more GCE's on retakes and eventually got reasonable, though not brilliant A level results which at least gave me the chance to go to university. Allowing me into the sixth also meant I met Jill, my future wife who was to be my travelling companion until her untimely death in 1999.

My 6th form experience had a profound effect on me. It changed my attitude to study and learning. Gave me a purpose - I wanted to become a geologist and for the first time I had educational ambition. I wanted to achieve academically in order to achieve my ambition

to become a geologist. He also helped me get an interview at Kings College, London which laid the foundations for my career as a geologist.

From a teaching perspective my experience taught me that all learners want to feel valued, and that when we fail we need to be given second and third and fourth chances to recover and go on. Mr Miller also gave me first hand experience of the impact a teacher can have on someone's life and I owe him a huge debt of gratitude.

In the summer of 1977, after he had retired and I had gained my PhD and started working in Saudi Arabia, I found out where he lived in Cheshire and my wife and I drove over one lovely Sunday evening and knocked on his door. Thankfully he was at home and we had a cup of tea and a chat with him and his wife. I thanked him for what he'd done for me and I'm so glad that I did.

University

There were only 13 of us on the BSc Geology course - all male. Most of them came from wealthy backgrounds and public school. They were confident and self-assured and had been around the world a bit. Only 3 or 4 of us were from more humble backgrounds. We got on well and I made some good friends. I enjoyed most of my time as an undergraduate. In that environment I *learnt 'you had to teach yourself if you really want to learn'*: a valuable lesson for the rest of my life.

At the end of my first year I had to undertake a month's independent mapping. I chose to go back to the Isle of Aran where I had gone in my 6th form. There were lots of days when I went out in the morning and barely saw anyone all day. I loved being



immersed in the challenge of making a geological map it was the first time I felt a sense of embodiment - I was on my own thinking and being a geologist.

In my first year I became interested in the mining industry in Cornwall and this tied in with my love of surfing. Me and a friend would sometimes go to Cornwall poking around abandoned mine dumps collecting minerals. We enthused each other and that went on right through our PhD's which we did in the same department.



In my second year I decided that I would undertake a project and found a mine I could work at near St Just. I wrote to the mine manager and I was offered a summer job but just before I was about to start he wrote to say that they could not afford to pay me. I wrote back explaining I had planned my final year project around the work and that I would work for nothing. He wrote to me saying in the circumstances of course I could come and but they would pay

me. For which I was very grateful. I completed my project and sent them a copy. When they knew I was interested in doing a PhD they offered to pay me for six months to get my PhD started so I started work in June 1972 and spent the next six months pounding the cliffs and mapping the mine workings underground.

I should also mention that while working at the tin mine Jacki Trembath, who ran the 'sampling office' became an unofficial 'mentor'. What he didn't know about the mine wasn't worth knowing. We would spend hours talking about the geology of the mine and the local area. He would share his vast experience and I would share my academic knowledge. Between us we managed to imagine and work out all sorts of stuff. The experience provided me with my first glimpse of what I later discovered was informal, social, experiential learning.



Looking back, I enjoyed my undergraduate experience and I'm very grateful to my local education authority for the grant that enabled me to have the opportunity to go to university. I could not have gone without this financial assistance. While at university I grew up and learned to be independent and the course taught me the basics of geology. Although I felt I could have learnt much more had the teaching been better. It often felt like it was a do-it-yourself degree - but I guess learning how to do it by yourself is an education in its own way. It was only after I left Kings that I discovered what good teaching and instruction could be. But it taught me the basics and the rest I had to teach myself. One thing it did not teach very well was the application of geology. In fairness it did not set out to do this. So I found my own way of getting work experience in the particular field - mining, that I wanted to enter and this work, together with my final year project paved the way for my PhD study which I also completed at Kings College.

At first I had to cover my own costs by working at the mine and later acting as a paid demonstrator. Later I was awarded a Departmental bursary in return for giving tutorials and practical demonstrations, including help on field trips.

I put a lot of time and effort into my PhD, most days were 12 or 14 hours of hard graft working in the laboratories or making sections of rocks or peering down a microscope at fluid inclusions not to mention the hours and hours of drawing my maps. But it was a labour of love and my wife gave me a lot of support and encouragement.

In October 1976 the funding I had received for my PhD from Kings came to a end so there was an urgency to finish writing-up. In one of my regular visits to the Royal School of Mines at Imperial College, where I had done some of my lab work, I was having coffee with a lecturer (Angus Moore) who I got on well with. In fact I had done some work with him and he was a friend. He asked me what I was planning to do and I told him I was thinking of applying for a job at the University of Shiraz in Iran. He said, he knew someone coming through London in a few days from the Institute of Applied Geology in Jeddah Saudi Arabia, and if I gave him my CV he would put in a good word in for me. I sent him my CV and thought nothing of it. But a month later, in early December, I received a telegram (the only one I have ever received) offering me a job with a good salary as an Assistant Professor at the Institute for Applied Geology (a postgraduate institute) but the offer

depended on me having my PhD. I still had a lot of writing up to do before I could submit my PhD. The next few weeks were frantic and with a great effort I managed to complete my write up, get my thesis bound and submitted just before Christmas.



My supervisor, pulled out all the stops and managed to organise my examination for January 7th. Fortunately, I passed my viva and gained my doctorate and on January 14th we were flying to Jeddah and a another life completely different to anything we had known before.

Angus proved to be key to unlocking the next stage of our life and I count myself very lucky to have been in his office and had that conversation, another happenstance moment in my life, that led to eight very happy and productive years in Saudi Arabia, and the creation of lots of friendships. I also learnt that my PhD specialism had been an important factor in me being offered my first teaching job as I complemented the expertise of the other professionals in the mineralogy and petrology department. Furthermore, the experience I gained in Saudi provided me the platform to move on to my next job which I thought would be in the Australian mineral

exploration industry.

My wife

The one person who is missing from this story so far is my wife. We had met in the 6th form and stayed together through university. We got married in the summer of 1973 when I was one year into my PhD. She had trained to be a secondary school teacher (English and Dance) and so I owe it to her to be the first person to introduce me to educational theorists like Piaget. I remember listening to her but not really taking a lot of notice as she explained his theory of how children learn. I witnessed her training to be a school teacher not realising that I would also become a teacher. I saw her learning theory and being trained to practice. She was a good and very caring teacher and I watched her go through the first couple of years of being a teacher in tough central London comprehensives. I could not have been a school teacher. Throughout her career as a teacher she shared her life as a teacher with me. But more importantly, she was the mother of our three children and it was her commitment to their learning and development that had most impact on me. She really believed in the value of play and the use of imagination to facilitate play. After she had raised our three children to school age she gained a qualification in early years education and became a primary school teacher working half time. I think she influenced my thinking a lot without me really appreciating it. She died of cancer in 1999 just a few weeks before her 48th birthday -through her dying she taught me the biggest lesson of all how to die with dignity.

Pedagogical influences at the start of my career as a higher education teacher

So back to the purpose of this story which is to document the development of my pedagogical thinking and practice.

From a pedagogical perspective school and university provided me with experiences of didactic classroom teaching and good and not so good examples of teaching. I guess these entered my stock of experiential knowledge. I also had experiences of small group teaching and 1:2 teaching in tutorials at university. In the field I had experiences of more informal interactions although I would not say I received any sort 'training' as such which I only discovered once I started my teaching career.

At doctoral level I started my research without any additional training (unheard of now) having successfully completed a project in my final year with minimal supervision was deemed sufficient. You might expect that I would experience a supervision model of teaching but my supervision was very poor. For example on the rare occasions I visited my supervisor, a world famous mineralogist, he simply chucked (literally) whatever was lying on his desk at me and told me to identify it. He never visited my field area and knew very little about what I was doing. Incidentally, his style of teaching was to open the mineralogy text book he had written (it was the standard text worldwide) and read from it.

When it came to writing up my work, he asked for the first chapter of my thesis, which he was broadly happy with, then he said, "the next time I want to see your thesis is after you have submitted it"! A strategy that caused me considerable apprehension in the run up to the viva!

But even such ridiculously bad teaching practices can lead to good outcomes. This approach certainly taught me to be independent and to rely on my own resources, which I did, finding other interested and authoritative academics in another nearby institution to discuss my work with. In fact I ended up collaborating and publishing with two of them. Being forced to seek help elsewhere paid off as one of my contacts, who I greatly admired as a teacher, helped me get my first teaching position.

As a postgraduate (TA) I gained my first experience of 'teaching' as a demonstrator in laboratory practical sessions and holding 'tutorials' with small groups of first year students. Neither of which I received any training for. I also presented my research to small and larger audiences - which I don't mind admitting were some of my most anxiety provoking moments while doing my PhD.

But these things did mean that I could put on my CV that I had had 'teaching experience', and that together with my research enabled me to get my first post as an Assistant Professor at a postgraduate teaching and research institute in Saudi Arabia.

I had seen my wife undertake training in order to be a teacher it included learning theory and practice, and being mentored in her qualifying year and I'd had none of that preparation. But I thought it didn't matter because I knew how to teach, I had seen it done so many times!!

Assistant Professor Mineralogy & Petrology IAG/ King Abdul Aziz University, Jeddah

So in January 1977 I arrived for my first job as a teacher in a foreign country with a culture very different to my own having no formal training and very little experience of

teaching. My experiences of university teaching and supervision had been mixed and were often not very good. My models of how to teach were essentially didactic, lecture-based with some small group tutorials - essentially based on the signature pedagogy of my discipline (how to think and act like a geologist). I was given my first course when I arrived with two week's notice and began preparing it. It was a lecture and practical course and I simply replicated the way I had been taught at university. I simply researched the content from text books, created notes and resources (overhead projector in those days), made sure we had the right specimens and thin sections for optical work and then gave the lecture. At the end I set an exam to test a sample of what had been covered. A part from the language barrier - I was speaking English to native Arabic speakers it was all very straight forward. Except most of the Saudi students didn't really want to be studying geology so there was a motivational issue and when it came to invigilate the exam I discovered some of them cheating, screwed-up balls of paper with notes on the floor. Of course this caused a lot of fuss when I raised the issue and I had to reset the exam so it felt like I was the one being punished. All good learning I suppose.

But the colleagues I worked with provided me with excellent role models and I learnt much of my professionalism as an academic teacher from them. Much more than that, through our collaborative research, which lasted over 8 years, I learnt the true meaning of teamwork, of leading a team from our leader, of organising and executing expeditions into wilderness and depending on our own resources. This was the pedagogy of cooperation, collaboration and social learning as well as academic scholarship with which I was already familiar. But their teaching was like my teaching - cycles of lectures and practical classes in the laboratory and fieldwork - it was the signature pedagogy of the discipline (although this term had yet to be invented)

Right : One of our expeditions.
I'm on the far left of this photo



But I was also given another role. The head of the Institute wanted a museum to display the mineral resources and geology of the Kingdom and he asked me on my first day to build one. Now I have never built a museum before but it gave me the resources and excuse to spend a lot of time collecting and discovering the geology of the Kingdom. I had been given a fantastic space in a new university building and the funds to equip it with wonderful glass display cabinets. So what has this got to do with pedagogy? Well I saw the job of the museum was to educate and inspire young Saudi's studying to be geologists as well as impress the dignitaries that came from time to time. The museum and the stories it told in the displays and exhibitions, maps, photos and rock and mineral collections became a space and a tool for teaching. For sharing the knowledge that had been gained by geologists. This was a different notion of teaching to what I had encountered before but one which appealed to my artistic and creative streak and it

taught me the value of spaces for exhibiting and curating resources which I notice I have returning to in the digital age through websites and social media, although I have never made this connection before writing this. Sadly three years after I left the university the museum had been converted to offices.

Principal Economic Geologist Mineral Exploration

So I moved to the equivalent of the Geological Survey Department and took on the role of an explorer for mineral deposits. If truth be known this was one of the best jobs I ever had, I had total autonomy to search however and wherever within a space the size of England, I had a small team of geologists some of whom I had taught at the university, and I had 2 months helicopter time to assist me. To say I loved the job would be an understatement and I carried on with my research studying the geology and geochemistry of the rocks I was working on.

Pedagogical consequences: In this environment I acted as a trainer and coach. I moved from classroom teaching and book-based knowledge to practical field-based training to do a prospecting job and we were the developers of the knowledge we needed to accomplish our goals. So my trainees who I was supervising worked alongside me and a lot of the learning was informal as we did the job.

I also supervised a number of Master's students who were employed by the ministry but who were completing their masters at the university. I was also given the job of organising a lecture programme, there were many geologists working in Jeddah so it was easy to find speakers, and a conference.

Senior Lecturer Kingston Polytechnic

In 1985 I joined the Geology Department at Kingston Polytechnic. Again fate had a lot to do with it. After returning from Saudi Arabia we had intended to emigrate to Australia. We were half way through the process before we returned to England but it didn't happen in the time scale we had planned and I had to get a job. It just happened that the Kingston job was the first one I applied for.

At my interview I had to give a 15minute lecture to other members of the department. I suppose this was to check that I could actually present although it did not test whether I could teach! I also attended a short course for the new teachers of a couple of afternoons when I again did a 15min talk that was video'd and critiqued by my peers. That was it. On this evidence I was considered to be good enough to let loose on my students.

I had been recruited to develop new level 2 and 3 courses in economic and ore deposit geology and it was great to start with a blank sheet of paper. But I was also given the course leader role for a level 1 course that no-one wanted to teach as it was for science students who were not geologists. There were about 150 students in this class and it was the first time I had encountered such a large group and had to adapt my lecture style and practical classes. Later I was given responsibility for a part time MSc course focused on the environment for people who were in the environmental industries or teachers. With my programme team we completely redesigned the course and got it through validation. The

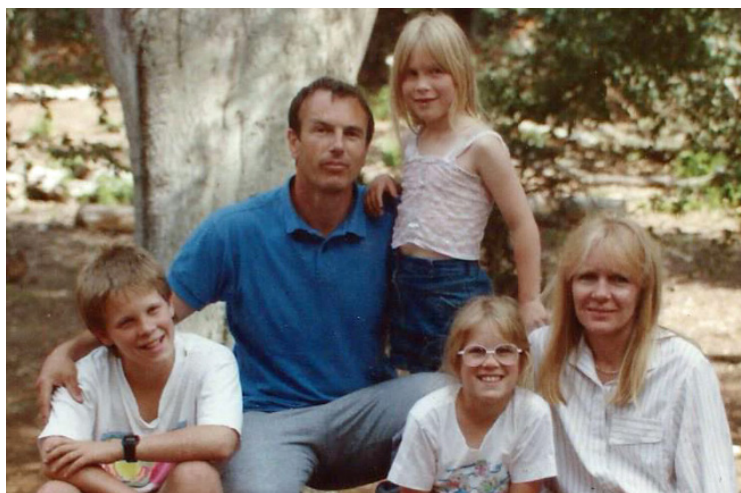
first time I had ever been through this quality assurance process. All these things required learning new content and adjusting teaching to match different student groups.

Pedagogical consequences:

I was not just a geologist with two sorts of pedagogical content knowledge the first learnt from text books and articles the second from experience in mining and mineral exploration. In my mind I was both an academic and an applied geologist and this impacted on the courses I designed. I spent a year designing 3rd year course on ore deposit geology. It involved extensive research visits to mines across UK and Ireland and writing to mines in other parts of the world for samples to create case studies. This perhaps was the most significant way I adapted my pedagogical practice and it derived from belief that you had to study mineral deposits in a holistic way.

The curriculum also involved me integrating research knowledge from my PhD and ongoing research and site visits to mines in Cornwall. I also supervised many students on their independent mapping projects in France and Spain, and many final year projects usually connected to my own research. I am a great believer in final year undergraduate projects as the means by which students can demonstrate capability for independent study and work on a significant project from concept through design and execution to delivery. It reflects and prepares them for what they are likely to do in the work environment. So a positive disposition to project-based learning is also in my pedagogical thinking.

Finally during the 5 years I spent at Kingston I also supervised two PhD students whose work also connected to my own ongoing research.



But 14 years after I had started teaching I was still more or less teaching as I had been taught at university except for the case study approach I described above. Then I made a decision that was to change the course of my career. I left geology teaching to take up a Civil Service post.

With my family in 1990 just before I became an HMI

Her Majesty's Inspector

I had spent five years teaching at Kingston Polytechnic and reached a point where I wanted a significant change. At this point the next bit of fate arrived. I was sitting at my desk when the Head of Department stuck his head around the door and said 'have you ever thought of becoming an inspector?' At that time Polytechnics were inspected by an independent inspectorate called HMI (Her Majesty's Inspectorate) who gathered evidence about the quality and standards of education in each disciplinary field and made

judgements about what they had observed. Effectively, they were the field force of what was the Department for Education and Science at that time.

I had been inspected by the Geology HMI. I hadn't thought about being an inspector but because of my desire for change I had a look at the job advert and decided to apply for it. I had the interview and was offered the job and then, because it was a Civil Service appointment, I went through a vetting process that lasted two months. After which I had convinced myself that it would be an interesting and worthwhile job to do. So on the day of my 40th birthday I swapped the world of academia for the Civil Service.

The transition I had to make from 'being a geologist and geology teacher' to 'being an inspector of geology education' was the hardest professional change I have ever made. It nearly killed me and if it wasn't for the support and understanding of my wife I would not have stayed the course. It was truly immersive and it involved a change of identity. The first year was a training year and I spent most of it outside my comfort zone - actually mostly in very uncomfortable places not really knowing what I was doing and under a lot of pressure and public scrutiny. The role was at times exhausting with a lot of travel and a lot of reporting. I am eternally grateful to all the colleagues who helped me get through it, especially my mentor John Bennett.

My science team mates (right)

I always felt that witnessing other teachers, teaching was a great privilege and I began to see more clearly the characteristics and relationships that made good teachers excellent and great teachers. During this period I built a national picture of geology in the polytechnics and colleges sector. In addition, I was given the task of producing what would have been the final report of



higher education HMI (after 1992 they lost their functional role when the university system was expanded) which dealt with the impact of research, scholarship and consultancy activities on the standards and quality of learning. Unfortunately, this report never saw the light of day because the senior civil servant at the time felt that the pattern of positive messages I had discovered through trawling through thousands of HMI reports ran counter to the Government's policy of research selectivity. This collision of truth and policy was a hard lesson to learn and even now it makes me very uncomfortable but it exposed me to the machinations and manipulations of politics at the highest level (I was copied into the conversations between the Permanent Secretary and the Secretary of State)

I had only been in the role for two and half years when it came to an abrupt end and I was made redundant. Seeing a proud and highly professional organisation disintegrate was not a pleasant experience.

Pedagogical consequences:

This role did not involve teaching so how did it contribute to my pedagogical know how. I suppose at the highest level I develop an appreciation of the breadth and depth of our educational system that I would not have got any other way. In my first year in addition to my higher education work in polytechnics and colleges I was exposed to teaching and learning practices in primary and secondary schools, in FE and 6th form colleges, in schools for children with severe learning disabilities, in institutions for the death, in community-based settings and more.

I witnessed directly 100's of teaching sessions delivered in many HE institutions across England and Wales, I had to observe, evaluate and give feedback to every lecturer I witnessed. I saw some teaching that was fantastic, some that was good, a lot of satisfactory teaching and some that was very poor.

I read hundreds of curriculum documents and assessments, and talked to many teachers about their courses. The knowledge I accumulated and synthesised fed into a national HMI report and a report for my Professional Body. One might argue that the production of a national report was a form of teaching - it was certainly a way of informing and educating the higher education teachers in the sector.



But the knowledge that I did now use was the knowledge about the HE sector. I had also demonstrated that I could use my research skills to create large scale maps of practice across the sector and that I had the skill to synthesise vast quantities of information. I had laid the foundation for working in several other national bodies each of which contained within it affordances for the use of my pedagogical knowledge and its further development.

University of Plymouth

When the HMI role came to an end was probably the low point of my career. I had invested so much effort to master the role and I felt I was just reaching an optimum performance level when it all came to an end. I wondered whether to go back to geology teaching or try for a career in the rapidly growing quality industry. It could have gone either way but in the end I was accepted for a Director of new unit to evaluate the quality of educational practice at the University of Plymouth.

It was an interesting, challenging and demanding role but it meant living away from home Monday-Friday which was not good for me or my family. I did many things that I have not done before or since and developed the first institutional student feedback questionnaire.

What the role did give me was a claim to being involved in quality enhancement activities within a university an area of practice that was still in its infancy. So when I saw a job being advertised at the HEQC for someone interested in quality enhancement I was well placed to apply.

Pedagogical consequences: *I am not sure that I progressed my thinking or practice at all during this period. What it did give me was insights into the way universities had*

organised their curriculum into modules and semesters. This knowledge was invaluable for my next position.

Higher Education Quality Council

A had been commuting to Plymouth for 18 months and I was not happy with the situation. I did not enjoy living away from my family. We had a talk by Professor Mantz York who had recently retired as Director of the Quality Enhancement Group at the Higher Education Quality Council which at that time the HE quality assurance agency.

He described the work they had been doing and it sounded interesting. Soon after I came across a job advert for HEQC Assistant Directors in the Times Higher. I applied and got the job. I remember Ron Barnett was on the interview panel - he later became an important ally and collaborator.



HEQC team mates

So in April 1995 I joined the Quality Enhancement Group of the Higher Education Quality Council. There was six of us and the group had been expanded to take on a new project called the Graduate Standards Programme. Following the massive expansion of higher education between 1988-93 concerns for academic standards began to emerge. In 1994 the Secretary of State for

Education 'invited' the sector to give greater attention to 'broad comparability of standards' across UK HE. HEQC was asked to undertake a review of the way academic standards were defined, assessed and quality assured. HEQC implemented a major R&D exercise between 1995-97 examining many facets of the ways in which academic standards were determined and assured. This work, known as the Graduate Standards Programme (GSP), engaged the higher education sector in productive discussions about the learning outcomes from an undergraduate degree the terms 'graduateness' and 'graduate attributes' were used to describe the outcomes of a degree. The result of this intervention was to encourage institutions and disciplines to make explicit the nature of the knowledge, skills, competencies and qualities.

I was immediately employed as a researcher in the Graduate Standards Project and I got involved in trying to understand the effects of modularisation and semesterisation on learning and standards. Over about 18 months I collaborated with many people working in higher education institutions and produced half a dozen national reports.

Pedagogic consequences: *Looking back I can now see that this role encouraged and enabled me to make a fundamental shift in my pedagogical thinking and practice. No longer was I classroom teacher but I could characterise my role as a facilitator to support*

system-wide learning and development. This role was to last for a decade through four different agencies (HEQC, QAA LTSN and HEA) and I came to understand my role as that of a 'broker', which I defined as 'a proactive facilitator who connects people, networks, organizations and resources and establishes the conditions to create something new or add value to something that already exists'. In my case the something new was knowledge about educational practices in the HE sector (through collaborative research) or the creation of new policies (my role at QAA). From my current position I can see that I drew on my existing pedagogical knowledge and thinking as a teacher to engage individuals and groups of knowledgeable practitioners and facilitate the development of new knowledge through the sharing of perspectives and practices. My role was then to synthesise and make sense of the information (in the same way a teacher does) and to communicate the synthesised information through reports (equivalent to teaching resources) and presentations (sage on the stage) to audiences large and small.

Quality Assurance Agency

The work of the GSP informed Lord Dearing's national inquiry into higher education which worked between 1996 and 1997. One of his recommendations was to set up a new QA agency for higher education and within a few months I was transferred to the new Quality Assurance Agency where I began working on new policy - initially programme specifications and later personal development planning. In my policy work I employed similar brokerage techniques as I had at HEQC to engage representatives in development of knowledge to inform policy.

In the case of *programme specifications* I worked with many course leaders from different institutions across a range of subjects to create a concise descriptor for a programme that defined the aims and learning outcomes and linked these to the teaching and learning practices and resources and other course information. In the process of creating these exemplars I became familiar with the outcomes based model of learning, course design and assessment and this entered my stock of pedagogical knowledge.

I noticed that the process of making the learning outcomes from a programme explicit revealed that certain achievements that are educationally desirable like creativity were being neglected. But apart from drawing attention to it I could not do anything about it. Two years later I was able to draw on this knowledge in a new role and do something about it and this then had a significant impact on my pedagogical thinking and practice.

My work on policy for Personal Development Planning was a different matter. At some point during 1998 during lunch at a conference for HE Careers Advisors my dear friend and later colleague Val Butcher literally took me by the hand and introduced me to Rob Ward who was the Director of the Centre for Recording Achievement. I didn't know it at the time but it was to be the start of a highly productive working relationship which lasts to this day (Rob has just retired from this role in March 2017). Recommendation # in the Dearing Report state that

but he did not allocate a responsibility for taking this area of policy forward. At an away day in 1998 I suggested to our team that we should take it on and we agreed and that is how it all began. I contacted Rob Ward and with his help we developed a strategy over 12 months to engage the higher education community to develop what I still believe is an

enabling policy. In fact the only higher education policy that mandates an approach to learning.

Pedagogic consequences: *I immersed myself in trying to understand the implications of PDP for learning and teaching practices and through interacting with practitioners I became convinced of its value. Later, after the policy had been adopted by the sector, and after I moved to the LTSN I continued working in a developmental mode with the practitioner and wider community to help the implementation of policy. I also commissioned the first Systematic Review in higher education to establish what evidence there was that the policy framework was sound. Thank fully the evidence, although limited was sound. Through this work I developed the belief that learning through actions that were carried out through a thought out plan and linked to processes of reflection were necessary and fundamental to self-regulated learning. These became central to my pedagogical thinking and have featured in my educational practices ever since. They provided a major theoretical underpinning to the practices we developed at the University of Surrey (2006-11) to develop and support students' lifewide learning when I was able to put into practice what I believed.*

Senior Research Fellow School of Education University of Surrey

In 1998 when I was transferred to QAA from HEQC there was an expectation that I would move to Gloucester where QAA was based. I did not want to uproot my family which was based in the SE but neither did I want to give up my job. I approached the CEO and asked him if I went half time could I then stay based in the SE. He agreed so my next step, following a suggestion made to me by former colleague Robin Middlehurst, was to approach the Head of the School of Education at the University of Surrey to see if there might be an opportunity to work in the department. Thankfully there was and I became a Senior Research Fellow with some contributions to the Masters in Education teaching programmes. I did not know it at the time but the department had an unusual teaching and research profile. Unlike most education departments it did not have an Initial Teacher Training programme rather it had a long tradition of adult education.

I was interested in the new quality and standards framework that QAA (including me) was developing and much of my writing was devoted to trying to understand and explain it. I was interested in Benchmarking and with a co-writer I produced my first book on Benchmarking for Higher Education. Unfortunately the university decided to cut education from its portfolio

Pedagogical consequences: *The way I taught was the way I had taught previously but one of the moments I remember in my teaching was when I was invited to take some sessions on the MEd programme on professional learning. It was a funny set up as I wasn't assigned to teach but the course leader would try and persuade you to do some sessions. I agreed out of a sense of duty but I quickly immersed myself in discovering many theories that were new to me that were relevant to the way professionals learn. I also engaged the class - a group of educational professionals through a survey into how they learnt. The whole process became a major learning experience for me. I used my own learning process to illustrate to the group how I had learnt, the first time I had ever tried this approach but one that since then I have employed over and over again. I tried to apply the theories I had been teaching to my own experience of learning and discovered that*

some of them did not fit very well at all while others seemed to fit well. From that point on I decided that if an educational theory was to mean something to me I had to be able to apply it myself and my learning. Perhaps under the influence of my work on PDP, this was the first time I had ever documented and reflected deeply on my learning and it was a revelation and something that has stayed with me ever since.

One other incident I remember, in 2002 after beginning my involvement in creativity with the LTSN and learning some facilitation techniques that I was now using in my LTSN work tried them out in a lunch time workshop for my department. So ideas and techniques learnt in one context were transferred to another.

Learning and Teaching Support Network & Higher Education Academy

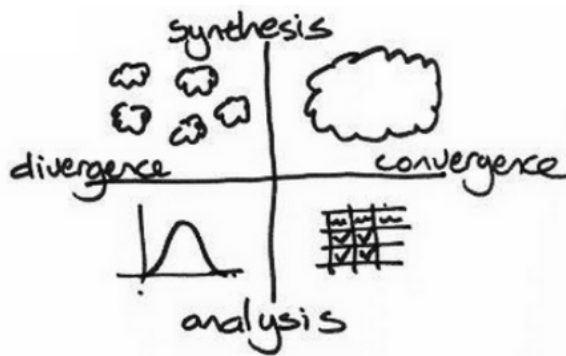
It was early 2000 and having completed my policy work at QAA and seeing the work I was likely to be doing next would be a backwards step I began to think of what I should do next. One day I received a phone call asking me if I would be a referee for a job with a new organisation called the LTSN. I checked out the job and discovered it was exactly the job I wanted to do, so I applied and got it. Another example of happenstance in my career

It was a brand new organisation and I was given a decent budget to do something and the autonomy to develop a programme of work to complement the other projects we were working on eg assessment and employability. After a lot of thought and discussion with colleagues, and driven by the belief I had developed while at QAA that the outcomes-based approach to learning that had been widely adopted across UK HE and QAA policy was reinforcing through programme specifications, did little to encourage and recognise students' creative development, it was agreed I would develop a programme of work relating to curriculum and more specifically to curricula that encourage students' creative development. I set about finding other people who shared my interest and started building a network called the imaginative curriculum network which still lasts as a JISC maillist 16 years later. The project lasted 4 years and spanned LTSN & HEA which I was transferred to in 2003. We did a lot of collaborative work with members of the network and I commissioned several research studies much of this work was published in my third book *Developing Creativity in Higher Education: an imaginative curriculum*, in 2006.¹

One particular event was to have a significant pedagogical consequence. Having got the budget to develop this project, one of my colleagues in the LTSN, Dr Caroline Baillie who was well known for her work in the creative education field, persuaded me to put some of my budget (actually quite a big chunk!) into organising a weekend workshop on creative thinking techniques. I didn't fancy giving up my weekend with my family but in the end I felt it was my 'duty' so I participated in the workshop.

One of the participants was Fred Buining, a charismatic Dutch facilitator, and he introduced me to a group creative problem solving technique that I had never encountered before. I liked the technique and saw the potential for using it in our imaginative curriculum network meetings and institutional workshops, which we did over and over again. Some of these sessions went well and it was a joy to facilitate but others did not go so well and were a





real struggle. I remember doing two sessions back to back at the University of Portsmouth the first involving a large cross-disciplinary group went well, the second was with a department that I was told, 'was quite difficult' which turned out to be an understatement. When facilitating this type of process it requires academics, who are generally a critical bunch at the best of times, to suspend their disbelief and not

criticise ideas during the generative stage. Well I failed miserably with this lot and it proved to be a challenging experience for me. But somehow we got through.

The other project I am proud to have developed and led was the 'Change Academy'. In 2003 & 2004 I led a small team of colleagues from HEA & the Leadership Foundation and two Pro-Vice-chancellors. The objective was to enable institutional teams of 8-10 people to come together to work on a change project for their institution. We had to facilitate team and project-based learning where the projects were created by participants. We travelled to USA to see how a similar process worked and ran our first event at Easter 2005 for 15 institutional teams. We included two professional facilitators in the process who trained the team and we all helped facilitate the event. It was a great success and it gave me experience of helping teams of professionals learn and achieve something valuable.

***Pedagogical consequences:** I didn't know it at the time but the brokerage work I undertook to build knowledge about creativity and how it was facilitated through teaching practices in higher education was to become one of the core strands of my work as an educator even now through the work of Creative Academic and #creativeHE.*

It opened my eyes and mind to entirely new pedagogies that I am still discovering and researching and it has become the focus of one of my core enterprises as an educator. The second significant event pedagogically was to be introduced to a number of facilitation techniques through a number of professional facilitators while working for the LTSN & HEA. I have used some of these techniques many times and more than that they serve as a pedagogical model that I can adapt according to the circumstances. These techniques have had a big impact on the way I help others learn. I theorised this work as 'design thinking pedagogy'³.

SCEPTre University of Surrey



I loved the role I had at LTSN & HEA but I did not enjoy the travelling to York to spend two days in the office every week. In the summer of 1985 I spotted an advert in the Times Higher for a Director of what would be a new Centre of Excellence for Teaching and Learning (CETL) at the University of Surrey (which I knew well). I loved the opportunity that this created and also the idea of a job close to home so I applied and was fortunate to be

appointed. Ironically, one of the reasons the University had been able to bid for a CETL

was that the School of Education had received top marks for its inspection. With my insider knowledge from my time as a HEFCE inspector I had helped prepare the school and led the production of the submission document on which it was based. Another example of connecting up the dots.



The Surrey CETL was the last to start work, I had to give 3 months notice but I made some visits to Surrey to begin the planning. My first task was to design a logo. I chose the diamond to represent the divergent and convergent thinking processes that we use in enquiry-rich processes which was one of the pedagogies that SCEPTrE aimed to

promote: the other being the pedagogy to support the development of professional capabilities, values and ethics of undergraduates.

SCEPTrE provided the capstone to my career in the sense that everything I had learnt and been influenced by came into play. One of the core premises on which the CETL's were founded was that they provided spaces and resources for experimentation and play, for serious research, and for radical new educational designs and for thinking about the higher education experiences of students and their learning. This was my ideal environment for learning and teaching and it was such a privilege and my good fortune to be involved.

SCEPTrE was to be housed in a remodelled abandoned engineering workshop on two levels. At that time there were some amazing new teaching and learning spaces being created. I read as much as I could and the thing I wanted more than anything else was open flexible technologically enabled spaces in which furniture could be moved, people could move around and people could connect to the world. We managed to achieve all these things and probably one of the most important things we achieved was to have write-on walls in the centre. A novelty in the university and at that time anywhere in the sector. It enabled us to create many practices that involved facilitation that made use of the walls for visualisation and idea generation and Fred Buining became a regular visitor to our centre.

One of the ways we encouraged innovation was through a Fellowship scheme whereby members of staff could receive funding to enable them to spend the equivalent of one day per week to develop an aspect of their practice. Over the course of the 5 years we had over 50 fellows including a significant number from other institutions. SCEPTrE's role was to find them, support them and then enable their work to have high impact.



Our educational explorations involved three different pedagogical strands. The first was focused on enquiry-based learning and we encouraged academic's from across the university to adapt their existing practices to facilitate enquiry. We were assisted by George Allan from the University of Portsmouth who became a SCEPTrE Fellow. We also pioneered the use of electronic voting systems and

connecting to the pedagogy of design thinking we introduced these techniques to many staff and students in the university. This strand of our work also enabled us to develop further the creative thinking workshop pedagogy I had learnt at the LTSN. We trained a number of staff in the facilitation technique and developed the idea of a Creative Academy for staff and students. In fact we also developed a commercial programme called Zooangi with Fred Buining.

Some of our work is documented on these wikis though sadly the many video recordings we made and posted on YouTube have now been lost.

<http://enquirylearning.pbworks.com/w/page/8651301/FrontPage>
<http://creativeacademy.pbworks.com/w/page/16601086/FrontPage>

The second strand was concerned with how to help and enable students to develop themselves as professionals. The university had a long tradition of

Many of our fellowship projects supported innovations that were focused on this pedagogical theme. We also conducted extensive research into how students developed themselves in work contexts and we were fortunate to work collaboratively with Professor Michael Eraut who was one of the world's leading researchers on how professionals learn through work. Much of this work was curated in an open access book 'Learning to be Professional'

<http://learningtobeprofessional.pbworks.com/w/page/15914947/FrontPage>

The third strand in our development work began in 2008 and resulted in the development of the idea of lifewide learning. The idea grew out of our mission to explore the idea of

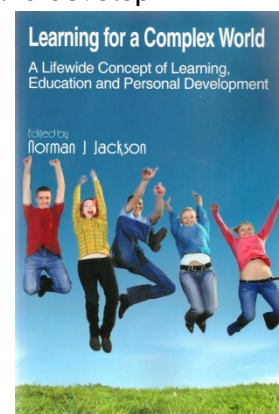


learning for a complex world. We crystallised this idea in a picture which artist drew on our wall. It's a picture of an unfolding conversation and it locates people in the world (rather than in an institution) a world that is complex and messy, ever changing and often disruptive. In this picture we realised that we had identified the fundamental challenge facing educators and institutions all over the world - how we help our students develop and develop themselves for their

unknowable futures.

We enlisted the help of Professor John Cowan who became my mentor and our external assessor, and Professor Ron Barnett who undertook some independent research with our students.

Our scholarship, the research and practical development work we undertook were published in a book, Learning for a Complex World.



Pedagogical consequences: *SCEPTRe gave me the greatest scope for the development of my pedagogical knowledge and practice. It provided a physical, intellectual and resource rich space for trying out entirely new ideas, for supporting and experimenting with colleagues who were interested. For working with students who were equally passionate and daring in working with new ideas. SCEPTRe provided the space to rethink my understanding of learning and develop the belief that higher education needed to embrace a much more inclusive concept of learning and achievement that was founded on a lifewide perspective. It reinforced my belief that students' creativity often flourished in spaces outside the classroom and that higher education generally inhibited creativity.*

During my time at SCEPTRe I developed huge amounts of pedagogical knowledge from my reading and our research with students and staff. I witnessed first hand how challenging it was to engage a university and in fact my attempt to persuade the university to adopt a lifewide approach to learning was rejected in the headlong push to get into the top 10 in the league tables. But trying to achieve it and not succeeding was just as valuable as succeeding, in fact more so because I was then able to move out of the institution and become independent.

Lifewide Education

Finding myself in a 'retired state' came as a shock. I wasn't expecting to retire when SCEPTRe's funding came to an end but the University did not want to continue funding the work so I, and my team, were made redundant. But I was relieved to discover that my pension was enough to live off so I decided to become an independent practitioner providing services to anyone who wanted them and set up my own educational enterprise around the idea of Lifewide Education in 2011.



Exploring Learning Ecologies

Norman J Jackson



The low cost, not for profit business model is that Lifewide Education is a resources hub (all the resources are free to download) and networking agent - for people and educators who are interested in the idea of lifewide learning. It's also a broker (carrying on from earlier roles) to develop knowledge on behalf of the community. We produce 3 or 4 magazines a year and each explores a different theme. The enterprise is subsidised from my work as an independent which in any case draws on the work of my two organisations so it is a symbiotic relationship. We depend on a small number of committed volunteers to sustain the work and our presence.

Creative Academic

In 2014 I teamed up with Chrissi Nerantzi to create a new organisation to encourage and support HE practitioners who were interested in creativity and students' creative development. The model is identical to Lifewide Education ie it's a resources hub (all the resources are free to download) and networking agent with 500 registered users. It's also a broker (carrying on from earlier roles) to develop knowledge on behalf of the community. We produce 3 or 4 magazines a year and each explores a different theme. The enterprise is subsidised from my work as an independent and we depend on a small number of committed volunteers to sustain the work and our presence. Chrissi and I work very closely together and I support her #creativeHE enterprise. In fact we work together to facilitate open discussions on the #creativeHE forum and then curate some of the most interesting content through the Creative Academic Magazine.

For a teacher, one of the great joys is being introduced to a new way of teaching. In 2014 Chrissi Nerantzi set up a Google+ Forum to facilitate open learning courses and discussions about creativity in higher education teaching and learning. She invited me to participate and become a facilitator. I think the first time she ran a course I just watched and barely contributed, the next time I got involved as a facilitator and having seen and experienced how it worked I then led the third one which was a week long discussion on the theme of creative ecologies. Since then I have led and facilitated 3 more week-long discussions the most recent one being the one for which this essay was written. So this development in my pedagogical thinking and practice owes much to working collaboratively with CN and my growing interest and confidence in facilitating conversations and inquiries through social media.

This I suppose is the latest development in my thinking and practice and I have used this knowledge to develop further my practices in face to face workshops and seminars by adding a Google+ Forum to enable conversations and sharing after an event.

***Pedagogical consequences:** My face to face practice as a teacher has diminished so that my main activities are contributing to institutional staff development events, facilitating professional development and more recently facilitating on-line discussion fora like #creativeHE or #LTHEchats. I do a little teaching in China at Beijing Normal University.*

Mostly I am invited to contribute to events where the focus is on creativity and pedagogies for creative practices but I have developed seminars and workshops around



the theme of the ecology of learning and teaching. During the last few years I have been fortunate to be invited to present and teach in several countries that are quite different culturally to my own for example Saudi Arabia and China. Each situation brings its own

challenges but there is always a great sense of professional satisfaction when I sense that students or faculty appreciate what I am doing.

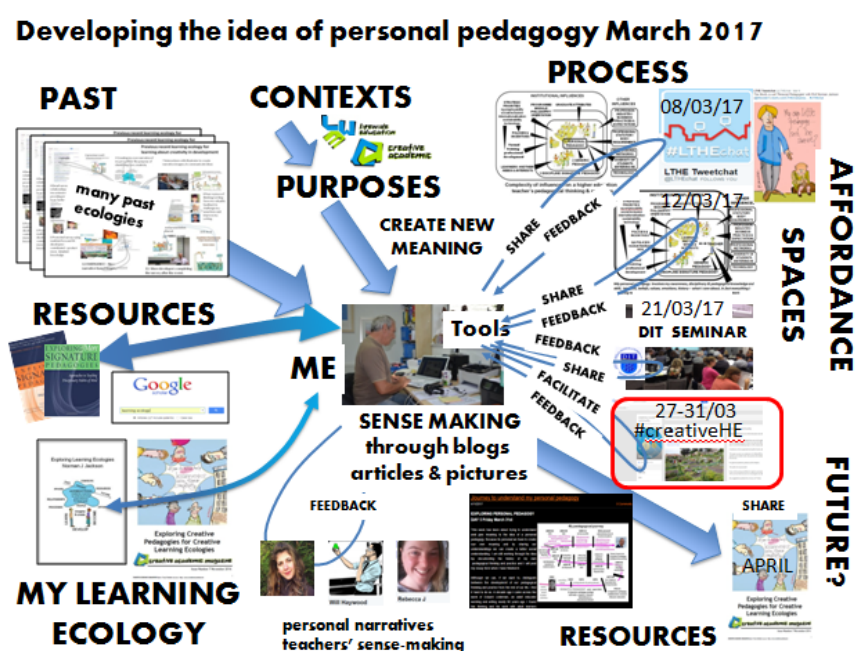
But limitations on my teaching practice do not stop me from developing my pedagogical knowledge or exploring ideas that can feed into this knowledge and be ready at some point for practice. We have developed an open access Lifewide Development Award with underpinning pedagogical practice and resources and currently I am developing ideas around how to encourage and enable learners to create their own ecologies for learning growing out of my research on learning ecologies. Where this will eventually take me I do not know and that is both the mystery and the enjoyment of this journey.

Some reflections on what I have learnt about my personal pedagogy from the #creativeHE conversation & this reflective narrative

The first thing to say is that I have never sat down before and tried to work out how I have become the teacher I am. How I have developed the core beliefs, knowledge and values that I draw upon when I try to help others learn. I am also sure that the more I look at my life the more I see in it so this essay can only be a first approximation and there is much I have undoubtedly not yet recognised.

It seems obvious perhaps, but one of the recurring thoughts I've had during the #creativeHE conversation is how closely entangled teaching and learning are. You cannot teach without learning and every time a teacher helps others learn they themselves are learning through the situation they are created. It's always niggled me that as teachers we rarely if ever declare how we have committed a lot of time and energy to learn the stuff we teach, nor do we admit to struggling with any of the concepts we teach. Instead we prefer to keep it all a mystery. Consequently students see teachers as teachers rather than what they

actually are professional learners that teach. In the last few years, as I developed the idea of learning ecologies, I have used the technique of creating a picture of my learning ecology to reveal my own learning process. So much is this now part of my practice that I automatically created a picture of my own process when I presented my initial ideas in public at the DIT seminar.



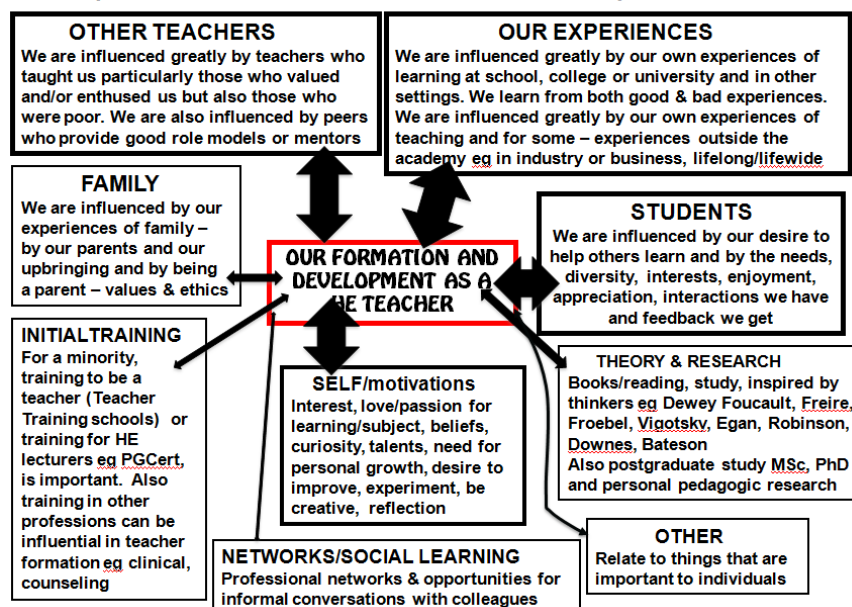
One of the participants in the #creativeHE conversation raised the matter of 'heutagogy' and it provided me with an opportunity to explain my thinking on the relationship between pedagogy and heutagogy

I think you are right that the most appropriate concept of learning for a self-directed, self-motivated, self-aware, self-regulating HE teacher is heutagogy. But their learning, when it is directed to helping others to learn, becomes part of their pedagogical thinking and practice.

At the start of the #creativeHE conversation I thought I had a fairly broad perspective on the idea of pedagogy but after this reflective essay my understanding has expanded even more. I came to appreciate even more that the idea of pedagogy does not just apply to teaching in formal learning situations in institutional environments - you can apply pedagogical thinking in any context where you are trying to encourage and help others to learn for me that has involved many different contexts that include both formal education settings and settings that have nothing to do with formal education.

One of the ways I tried to encourage social learning was to enable participants, through an online questionnaire, to share the most important influences on their formation and development as a teacher, in the belief that this revealed the sources of knowledge, belief and values that inform pedagogical thinking and practice. I was delighted that 53 people responded. During the #creativeHE conversation I scanned the

Most important influences on our formation & development as a teacher



information provided to the first question, 'What are the three most important influences on your formation and development as a teacher? This picture I produced is shown above and through my story, it's clear that I can personalise the map to show that, except for the domain of formal training to be a teacher, all other domains are relevant. The one small amendment I would make to the framework is to emphasise that self-theory grown through reflection of my own experiences, as well as theory developed by others, has been important to my development.

It's clear from my story that pedagogical knowledge and learning is not just about learning theory from learned articles or books, although clearly they can encourage us to think about learning and teaching in ways that you would not necessarily encounter in any other way. Pedagogical learning comes from many different sources including almost any life experience through which we learn directly or reflect on what has been learnt. Reading of course is one of the important ways that we open ourselves to new ideas and these can

become a major catalyst for new pedagogical thinking (as so many participants indicated in the #creativeHE survey we did).

I have had no formal training or education in teaching and learning, My knowledge about teaching and learning has been grown on the job, through my readings and observations of and interactions with others. For the first half of my career I practised as a teacher of the geosciences and as a trainer and supervisor of geologists. Here my pedagogical practices were broadly similar to what I had experienced at university - the signature pedagogy of my discipline. The only real innovation for me was the extensive development of case studies which I used in a final year module and this was driven by my appreciation of mining and mineral exploration in the real world that required comprehensive information and materials in order to gain a more complete understanding of the whole.

It's also clear that because of my unique trajectory and the roles I've had in national agencies, and my own research relating to the books and articles I have written, that my pedagogical thinking has been influenced by readings from perhaps a wider range of



sources than teacher/scholars who focus more on students' learning. I have also been exposed to practices as a knowledge broker that most HE teachers would not have had. After 1990 my career trajectory took me in the direction of 'systems' thinking and this prepared the way, 20 years later, for 'ecosystems' thinking which is now one of the dominant forces in my pedagogical thinking.

Through documenting my educational and professional journey I have been able to see more clearly how the beliefs and values I hold about learning and helping others to learn, the various knowledges I draw upon when I am helping others learn, and the way I learn when I am going to help others learn, has been grown through my experiences of family and life (although my essay did not document much of this), my varied professional roles and my current role as a freelance educator,

I hold strong beliefs about the value of openness in learning and educational practices. From the moment I stopped being a geologist in 1990 and moved into the field of education, I became an open practitioner working on behalf of different agencies (HMI, HEQC, QAA, LTSN & HEA) and then continuing through SCEPTre (University of Surrey), and Lifewide Education and Creative Academic (my own social enterprises). My open practice has always been in the service of higher education as a whole and helping people working in the system, disciplines, professional networks or institutions develop the knowledge to make them more aware of whatever the inquiry is being formed around. A second driver for my open practice is the exploration of ideas that I care about like creativity in higher education, lifewide learning, learning ecologies and my current interest personal pedagogies.

In my various roles as a broker I was acting on behalf of the system. By asking people to share their knowledge and experiences I was offering a service of facilitation founded on collegiality and openness which I cared deeply about. I carried this thinking over to my personal research and academic work and in my professional development work with HE

practitioners I nearly always encourage them to share their beliefs, knowledge and practices with the group if I can. I would say this way of thinking and practice is an important part of my own personal pedagogy.

The bulk of what I have learnt I have shared openly either in reports produced by the organisations I have worked for or in unpublished documents downloadable from websites well before the days of creative commons licensing. I became disillusioned with publishers and frustrated that I could not access the knowledge locked up in journal articles or books without paying for it, so in 2006 I almost completely abandoned them. Preferring to make my writing freely available through websites and wikis and relatively cheap self-published books where any income above cost is used to support my not for profit educational enterprises. In my two social enterprises I developed the idea of 'magazines' that explore ideas and these are offered as free downloads under creative commons licences.

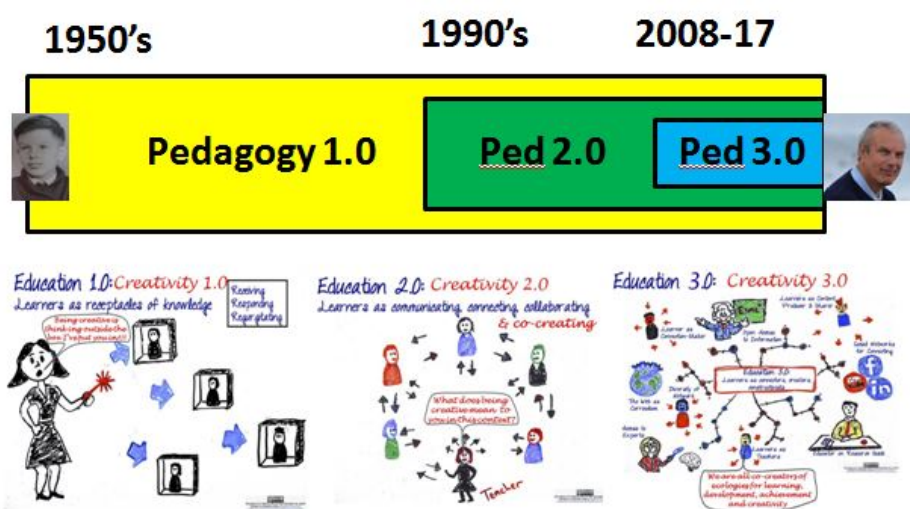
Evolution of my pedagogical thinking 1.0, 2.0, 3.0?

As I reflected on the history of my own pedagogical thinking and practices over a 40 year career, but actually now I have documented it, the whole of my self-aware life, it began to dawn on me that I could see parallels between the way my pedagogical thinking and practice has evolved with the way Jackie Gerstein (2014) described the way education has evolved using the 1.0, 2.0, 3.0 evolutionary metaphor. I was inspired by her vision to add to it (Jackson 2015) with an article on the evolution of creativity and learning ecologies reasoning that if her vision was valid all sorts of other things that are connected to education must also evolve.

Gerstein's evolutionary model demands that teachers' pedagogical thinking evolves in order for educational practices to change. I was inspired by her vision which seemed to make a lot of sense for what I had observed and experienced so I wrote and published an article on Linked in adapting Gerstein's ideas to the evolution of creativity and learning ecologies.

What has changed this week is that because I have taken the time to map the evolution of my own pedagogical thinking and practices in the various contexts I have deployed them over my career, I can now see more clearly how my thinking and practices have changed in a way that is entirely in tune with Gerstein's model. Perhaps

My pedagogical journey 1.0, 2.0 and 3.0



Pictures adapted from Jackie Gerstein

<https://usergeneratededucation.wordpress.com/author/jackiegerstein/>

this suggests that the biggest influence on my formation and development as a teacher who helps others to learn, is the change in the world around me and my fundamental connectivity to that change.

So the new insight I have gained from thinking about and documenting my personal pedagogy is summarised in this picture. While there is a sense of chronology as we move from 1.0 pedagogical thinking through 2.0 to 3.0, it does not mean that 2.0 thinking replaces 1.0 and 3.0 replaces 2.0, rather it means that 3.0 thinking complements and extends 2.0 and 1.0 pedagogical thinking. In other words all these pedagogical ways of thinking and practicing co-exist in the same person - me.

Through this writing exercise I have come to realise that over the last two decades I have been growing my own theories about learning which I have explained in my books. My first books were on systemic learning - benchmarking and brokerage - the later in particular was an attempt to make sense of practices I had developed and used in several different organisations. I then embarked on developing knowledge relating to creativity in higher education and I have done much to synthesise the theories of others and develop my own eg relating to creativity in development and the emergence of creativity in learning ecologies. Then there is a body of self-theory and theory being developed around the idea of lifewide learning, lifewide curriculum and most recently learning ecologies. All this theorising has had a profound effect on my thinking for educational practice.

Final words - for now!

This essay grew out of my involvement in the #creativeHE conversation once I began to invite participants to share their pedagogical narratives and I realised there is a strong historical dimension to a pedagogical narrative I felt obligated to right it. But once started I have to admit that I have enjoyed recording my professional journey. But I know that this journey is only one layer and for completeness I would have to include my everyday life outside of my professional life which involves including my family - second wife, children and grand children and lots of other people who I have encountered who have influenced my beliefs, values, thinking and practice. Perhaps one day I will add these things but for the time being what I have recorded will suffice.

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