

Examining teachers' autonomy in curriculum making in Higher Education

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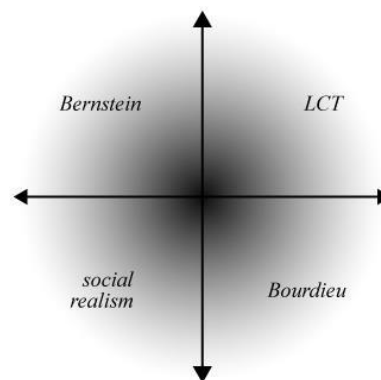
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Seminar: A social realist methodology: how Legitimation Code Theory (LCT) informs our educational research.

26th March 2019: 12.00 - 13.00 Charles Street 12.4.17

Legitimation Code Theory (LCT) is a framework developed by Karl Maton (2004, 2010, 2013) that provides a means of analysing socio-cultural practices in education along a number of dimensions, or 'legitimation codes'. The coding orientations of these dimensions provide the organising principles underlying practices and their contexts. In this seminar we will briefly describe how we have enacted LCT codes in our doctoral research in education. Each of three brief presentations will cover one aspect of the research to illuminate methodological insights and decisions that will be of interest to doctoral students as well as experienced researchers.



Specialising a curriculum: Towards a topological view of practice in English for Academic Purposes (EAP)

Steve Kirk, Durham University

How *LCT Specialisation* was used to analyse the underpinning values and goals of an EAP programme for international postgraduates, differentiating knowledge from knowing, to reveal shifts in curricular practices and a nuanced view into how the course becomes differently specialised for different groups of students.

What makes for legitimate professional knowledge in Initial Teacher Education?

Diane Swift, Keele University

How *LCT Semantics* is being used to visualise and explore how teacher trainee / mentor dialogues relate to context and performance, and how much to pedagogic concepts and their associated dilemmas. How the resultant semantic profiles may further aid appreciation of the significance of pedagogic concepts beyond the immediate context.

Examining teachers' autonomy in curriculum making in Higher Education

Richard Pountney, Sheffield Hallam University

How *LCT Autonomy* was used to examine the work of course teams in planning and designing the curriculum, and how the data was encoded and interpreted to develop an *external language of description* for curriculum development knowledge, as the know-that as well as know-how of curriculum making.

For further information see the outline of each of the presentations below.

Background: LCT emerged as an approach for the study of knowledge and education and is now being used to analyse a growing range of social and cultural practices across increasingly different institutional and national contexts, both within and beyond education. LCT builds most directly on the approaches of Basil Bernstein and Pierre Bourdieu. It also integrates insights from sociology (Durkheim, Marx, Weber, Foucault), systemic functional linguistics, philosophy (such as Karl Popper and critical realism), cultural studies, anthropology (such as Mary Douglas and Ernest Gellner), and other approaches. See <http://www.legitimationcodetheory.com/> for key papers, recorded lectures, networks, PhDs, conferences, etc.

Note: this seminar is organised by the SIOE **Knowledge in Education Research SIG**. It coincides with a meeting of the **LCT UK Research Group** taking place on 26th March 2019 in the SIOE. For further information contact: Richard Pountney r.p.pountney@shu.ac.uk

Enacting Legitimation Code Theory (LCT) in Educational Doctoral Research Seminar

Sheffield Institute of Education (26th March 2019)

Researcher	Object of Study	LCT Code enacted	Seminar Focus
Steve Kirk, Durham University	<i>Specialising a curriculum: Towards a topological view of practice in EAP (2018).</i> The internationalisation of higher education brings ever larger-numbers of international students, and English for Academic Purposes (EAP) offers a means to induct these learners into the writing practices of their destination departments. Little research exists that theorises <i>from</i> (rather than <i>for</i>) practice, in order to better articulate and understand local translations of practice. My research explores this gap, examining how practices are recontextualised (Bernstein, 1990) on a UK summer EAP programme for international postgraduates.	Specialisation	I use LCT Specialisation in the first phase of my study to analyse how the underpinning values and goals of the programme are manifest in curriculum, before going on to investigate the structuring principles of materials design and their classroom enactment. Differentiating <i>knowledge</i> from <i>knowing</i> and revealing <i>shifts</i> in curricular practices over course time enabled a more nuanced view into the local realisation of EAP. Importantly, the analysis revealed how the course becomes <i>differently</i> specialised for different groups of students. The study helps move away from dichotomous typologising of flavours of EAP, towards a more <i>topological</i> perspective.
Diane Swift, Keele University	<i>What makes for legitimate professional knowledge in Initial Teacher Education? (ongoing).</i> The study examines the nature of professional knowledge, professional expert judgement, and what professionals can do with the knowledge. The current emphasis on the 'procedural' in initial teacher-education (ITE) programmes exposes a fundamental epistemic fallacy leading to an over-emphasis on segmented knowledge. Arising from this is a pedagogic frailty emphasising performance and performativity rather than debate and dialogue in relation to knowledge building.	Semantics	I explore how teacher trainee / mentor weekly dialogues relate to context and performance and how much to pedagogic concepts and their associated dilemmas. I use the Semantic Gravity element of LCT to visualise the dialogues and make explicit how trainees and mentors move between context and content. Sharing these visualisations with the trainee and mentor, I can then explore how the resultant profiles may further aid appreciation of the significance of pedagogic concepts beyond the immediate context.
Richard Pountney, Sheffield Hallam University	<i>Examining teachers' autonomy in curriculum making in Higher Education (2014).</i> The study examines the processes involved in course development and approval of courses in higher education institutions (HEI) in the UK. This model of curriculum making is explained by means of the legitimation of academics' curriculum autonomy (Maton, 2013). The theorisation of the epistemic insights partly explains why the texts that teachers create for the institutional approval process are limited representations of their pedagogic intentions, and how this could be otherwise.	Autonomy	I examine the work of course teams in planning and designing the curriculum prior to its examination by an institutional approval panel. I will explain by means of a two-step analysis: 1) making visible the underlying principles of the two forms of curricular coherence (Muller, 2009) at play; and 2) gaining access to the epistemic insights operating when courses are planned and approved. I will show how data is organised, analysed and interpreted by enacting LCT Autonomy to develop an <i>external language of description</i> (Bernstein, 2000) for curriculum development knowledge, as the <i>know-that</i> as well as <i>know-how</i> of curriculum making.